**SCHOOL BOARD SELF-EVALUATION**

This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non- profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

**DIMENSION I: CONTEXTUAL**

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|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **This action occurs:** | **Frequently** | **Occasionally** |  | **Rarely** |  | **Never** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. | Board takes the time to learn about | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| important issues facing schools through |  |  |  |  |  |  |  |  |  |  |  |
| actions such as allowing teachers, students, |  |  |  |  |  |  |  |  |  |  |  |
| and administrators to report at meetings. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. | Board discusses and researches events and | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| trends in the larger community that may affect |  |  |  |  |  |  |  |  |  |  |  |
| schools. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. | Board reviews district’s mission statement. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. | Board recognizes the superintendent as | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| chief executive officer and educational leader |  |  |  |  |  |  |  |  |  |  |  |
| of the district. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. | I have been present at board meetings | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| where discussions about values of the district |  |  |  |  |  |  |  |  |  |  |  |
| were key factors in reaching a conclusion to a |  |  |  |  |  |  |  |  |  |  |  |
| problem. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. | Board communicates its decisions to all | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| affected by them. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. | Board keeps abreast of policies mandated | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| by state and federal law, Department of Public |  |  |  |  |  |  |  |  |  |  |  |
| Instruction, attorney general opinions, and the |  |  |  |  |  |  |  |  |  |  |  |
| courts. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. | Board establishes and maintains a | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| systematic plan for feedback on policies to |  |  |  |  |  |  |  |  |  |  |  |
| determine effectiveness, their worth, and |  |  |  |  |  |  |  |  |  |  |  |
| whether they need to be amended, modified, |  |  |  |  |  |  |  |  |  |  |  |
| or canceled. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9. Board keeps informed about what children | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| are learning through reports on scholastic |  |  |  |  |  |  |  |  |  |  |  |
| achievement, vocational programs, and the |  |  |  |  |  |  |  |  |  |  |  |
| impact of extracurricular activities. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Board stays aware of its debt limitations | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| and sets priorities based on total financial |  |  |  |  |  |  |  |  |  |  |  |
| needs of the system and maintaining an |  |  |  |  |  |  |  |  |  |  |  |
| adequate financial reserve. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **DIMENSION I SCORE:** | \_\_\_\_\_\_\_\_\_\_\_\_/100 |  |  |  | \* **GRADE:** |  |  |
|  |  |  |  |  |  |  |  |  |
|  | \_\_\_\_\_\_\_\_\_\_\_\_% |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| \* Use one of your school’s grading scales to determine this. |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

**DIMENSION II: EDUCATIONAL**

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|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **This action occurs:** | **Frequently** | **Occasionally** |  | **Rarely** |  | **Never** |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Board assigns new members a mentor to | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| help them learn the ropes and provides new |  |  |  |  |  |  |  |  |  |  |  |
| members with detailed explanation of the |  |  |  |  |  |  |  |  |  |  |  |
| board’s mission. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Board requests a decision be postponed | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| until further information can be obtained. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Board conducts an explicit examination of | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| its responsibilities, discussing its role in |  |  |  |  |  |  |  |  |  |  |  |
| district management. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 4. At least once every two years, the board has | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| a retreat or special session to examine its |  |  |  |  |  |  |  |  |  |  |  |
| performance. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Board is given and reads the agenda and | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| background materials well in advance of |  |  |  |  |  |  |  |  |  |  |  |
| meeting. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Board participates in in-service programs at | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| regional, state, and national levels. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 7. I have participated in board discussions | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| about what the board should do differently as |  |  |  |  |  |  |  |  |  |  |  |
| a result of the mistakes made. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Board leadership goes out of its way to | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| make sure that all members have the same |  |  |  |  |  |  |  |  |  |  |  |
| information on important issues. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 9. I read through the board’s policies, | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| procedures, and employee contracts. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Board has discussions about the | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| effectiveness of its performance. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **DIMENSION II SCORE:** | \_\_\_\_\_\_\_\_\_\_\_/100 |  |  |  | **GRADE:** |  |  |
|  |  |  |  |  |  |  |  |  |
|  | \_\_\_\_\_\_\_\_\_\_\_% |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

**DIMENSION III: INTERPERSONAL**

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| **This action occurs:** | **Frequently** | **Occasionally** |  | **Rarely** | **Never** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. | Board’s split decisions do not result in a | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| split board. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. | Board members are able to hold | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| confidential items in confidence. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. | Board president and superintendent confer | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| so that differences of opinion are identified. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. | Board members are able to speak their | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| minds without fear of being ostracized. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. | I have discussed with fellow members | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| common interests we share outside the |  |  |  |  |  |  |  |  |  |  |  |
| boardroom. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. | Once a decision is made, the board works | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| together to see that it is accepted and carried |  |  |  |  |  |  |  |  |  |  |  |
| out. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. | At our board meetings, there is at least as | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| much dialogue among members as there is |  |  |  |  |  |  |  |  |  |  |  |
| among members and staff. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. | Board has adopted some explicit goals for | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|  |  |  |  |  |  |  |  |  |  |  |
| itself, distinct from district goals. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. | Board provides biographical information | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| that helps members get to know one another |  |  |  |  |  |  |  |  |  |  |  |
| better. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Board handles conflict openly and | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| constructively. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **DIMENSION III SCORE:** | \_\_\_\_\_\_\_\_\_\_\_/100 |  |  |  | **GRADE:** |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  | \_\_\_\_\_\_\_\_\_\_\_% |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

**DIMENSION IV: ANALYTICAL**

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| --- | --- | --- | --- | --- | --- |
| **This action occurs:** | **Frequently** | **Occasionally** |  | **Rarely** | **Never** |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 1. I have been in board meetings where | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| subtleties of issues dealt with escaped the |  |  |  |  |  |  |  |  |  |  |  |
| board. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Board explicitly examines the “downside” | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| or possible pitfalls of any important decision |  |  |  |  |  |  |  |  |  |  |  |
| it is about to make. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Board questions administrative proposals, | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| requiring the superintendent to defend or |  |  |  |  |  |  |  |  |  |  |  |
| reconsider his/her recommendations. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Board is attentive to how it reaches | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| conclusions. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Decisions of the board on one issue tend to | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| influence how it handles other issues. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 6. When faced with an important issue, the | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| board often “brainstorms,” generating a list of |  |  |  |  |  |  |  |  |  |  |  |
| creative approaches or solutions to the |  |  |  |  |  |  |  |  |  |  |  |
| problem. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Board seeks outside assistance from | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| consultants or other districts when considering |  |  |  |  |  |  |  |  |  |  |  |
| its work. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Board does not present new issues of a | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| complex nature for immediate action. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Before reaching a decision on important | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| issues, board requests input from students or |  |  |  |  |  |  |  |  |  |  |  |
| staff likely to be affected by the decision. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Board handles issues that are ambiguous | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| and complicated by appointing committees to |  |  |  |  |  |  |  |  |  |  |  |
| conduct in-depth research. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **DIMENSION IV SCORE:** | \_\_\_\_\_\_\_\_\_\_\_/100 |  |  |  | **GRADE:** |  |  |
|  |  |  |  |  |  |  |  |  |
|  | \_\_\_\_\_\_\_\_\_\_\_% |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

**DIMENSION V: POLITICAL**

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|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **This action occurs:** | **Frequently** | **Occasionally** |  | **Rarely** |  | **Never** |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Board shows an awareness of the impact its | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| decisions will have on the community. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Board encourages the public to attend | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| board meetings. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Board actively cooperates with the news | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| media to spread information about schools |  |  |  |  |  |  |  |  |  |  |  |
| programs. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Board has formed ad hoc committees/task | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| forces that include staff and community |  |  |  |  |  |  |  |  |  |  |  |
| representatives as well as board members. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Board offers committees referenced in #4 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| opportunities to report at meetings. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Board and its members maintain channels | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| of communication with key community |  |  |  |  |  |  |  |  |  |  |  |
| leaders. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 7. If the board thinks a group of constituents | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| is likely to disagree with an action it’s |  |  |  |  |  |  |  |  |  |  |  |
| considering, it makes sure to learn how the |  |  |  |  |  |  |  |  |  |  |  |
| public feels before rendering the decision. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Board has adopted a policy on parent and | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| public relations/involvement, which it |  |  |  |  |  |  |  |  |  |  |  |
| references and reviews. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Board withstands the pressure of special | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| interest groups. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Board is actively involved in state and | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| federal education legislation. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **DIMENSION V SCORE:** | \_\_\_\_\_\_\_\_\_\_\_/100 |  |  |  | **GRADE:** |  |  |
|  |  |  |  |  |  |  |  |  |
|  | \_\_\_\_\_\_\_\_\_\_\_% |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

**DIMENSION VI: STRATEGIC**

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|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **This action occurs:** | **Frequently** | **Occasionally** |  | **Rarely** |  | **Never** |
| 1. Board devotes more time to putting out | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| fires than it devotes to preparing for the |  |  |  |  |  |  |  |  |  |  |  |
| future. |  |  |  |  |  |  |  |  |  |  |  |
| 2. Board sets clear organizational priorities for | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| the year ahead. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 3. At least once a year, board asks the | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| superintendent to articulate his/her vision for |  |  |  |  |  |  |  |  |  |  |  |
| the school district’s future and offer strategies |  |  |  |  |  |  |  |  |  |  |  |
| to realize that vision. |  |  |  |  |  |  |  |  |  |  |  |
| 4. Board discusses where the school district | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| will be five years from now. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Within the past year, board has reviewed | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| school district strategies for attaining long- |  |  |  |  |  |  |  |  |  |  |  |
| term goals. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 6. I have been at board meetings where | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| discussion focused on identifying or |  |  |  |  |  |  |  |  |  |  |  |
| overcoming school district weaknesses. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Board makes explicit use of long-term | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| priorities of the school district in dealing with |  |  |  |  |  |  |  |  |  |  |  |
| current issues. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Board compares reports on schools’ | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| progress with the district’s long-term goals. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Board has a procedure in place for | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| conducting superintendent evaluations. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Board is periodically advised of | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| availability of outside funds, such as state and |  |  |  |  |  |  |  |  |  |  |  |
| federal grants, special programs, community |  |  |  |  |  |  |  |  |  |  |  |
| resources, research programs and special |  |  |  |  |  |  |  |  |  |  |  |
| construction funds. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **DIMENSION VI SCORE:** | \_\_\_\_\_\_\_\_\_\_\_/100 |  |  |  | **GRADE:** |  |  |
|  |  |  |  |  |  |  |  |  |
|  | \_\_\_\_\_\_\_\_\_\_\_% |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

**OVERALL GRADE:**

|  |  |  |
| --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_/600 | \_\_\_\_\_\_\_\_\_\_\_\_% | **GRADE:** |
|  |  |  |

COMMENTS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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GOALS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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