



Online Board Self Assessment Survey

<i>School District and Survey Year</i>	
<i>Port Townsend</i>	<i>2018</i>
<i>Port Townsend</i>	<i>2017</i>
<i>Port Townsend</i>	<i>2016</i>
<i>Port Townsend</i>	<i>2015</i>
<i>Port Townsend</i>	<i>2013</i>
<i>Port Townsend</i>	<i>2012</i>

Since 2011, school boards across our state have participated in the WSSDA Board Self-Assessment, which is based on the five Washington School Board Standards. The report generated by the survey questions is thorough and thought-provoking. Participating boards report that analyzing this data as a team leads to rich and productive discussions.

The data on the following page is organized in a color-coded, horizontal-stacked bar chart that shows your results at the level of the five standards. The explanation for the color code is just above the data chart. Subsequent pages show the data from each question, with the page header showing the standard and benchmark the question relates to.

Analyzing your Results: Looking at Data

Start with the following page, which shows your district's aggregated data for each of the five standards. Identify standards that capture strengths, growth areas and or divergent perspectives, then work through the benchmarks and indicators for those standards.

Here is a simple protocol for your use.

Step 1: What do you see?

Describe what you see in the data, identify where it is located to the group. This is not about interpretation at this stage, only what you see.

List the descriptions on chart paper.

Step 2: What does the data suggest?

Discuss what the data suggests and try to generate different interpretations. Ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.

List responses on the chart paper.

Step 3: Identify goal areas from the lists generated.

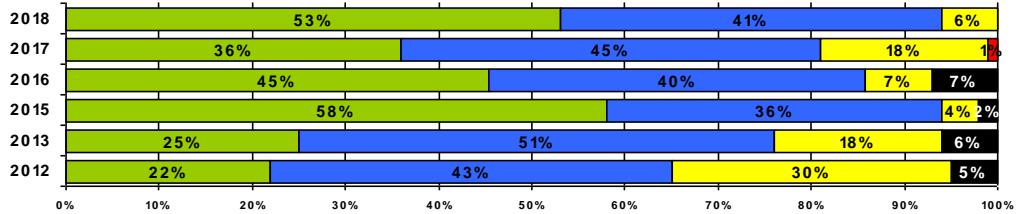
Step 4: Build two to three goals using the SMART goal framework.

Specific, Measurable, Achievable, Relevant and Time bound

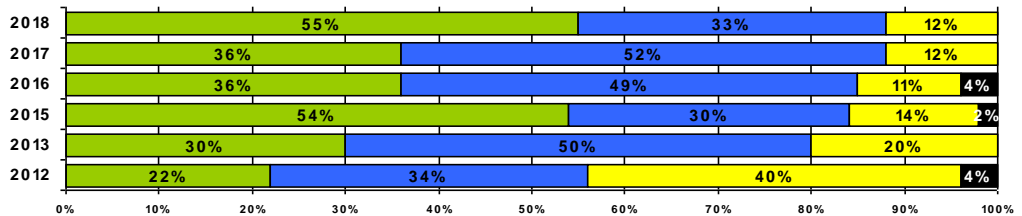
Framework for Governance: Aggregate Data

■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

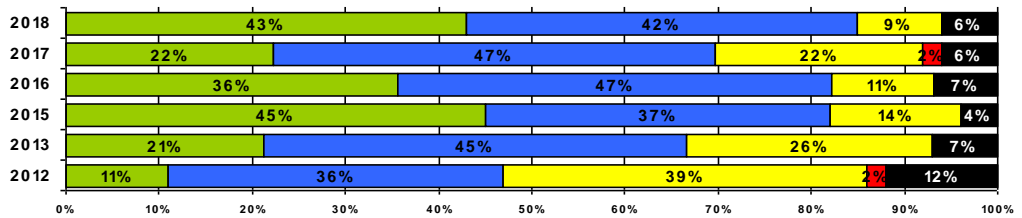
Standard 1:
Provide responsible school district governance



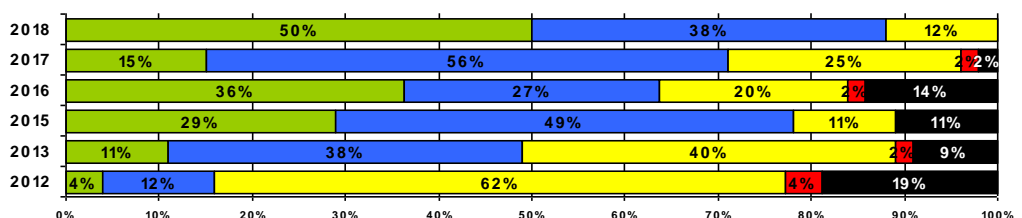
Standard 2:
Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations



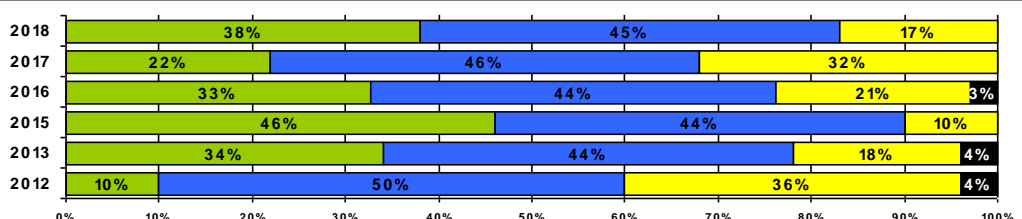
Standard 3:
Create conditions district-wide for student and staff success



Standard 4:
Hold school district accountable for meeting student learning expectations



Standard 5:
Engage local community and represent the values and expectations they hold for their schools



Standard 1

Provide responsible school district governance by:

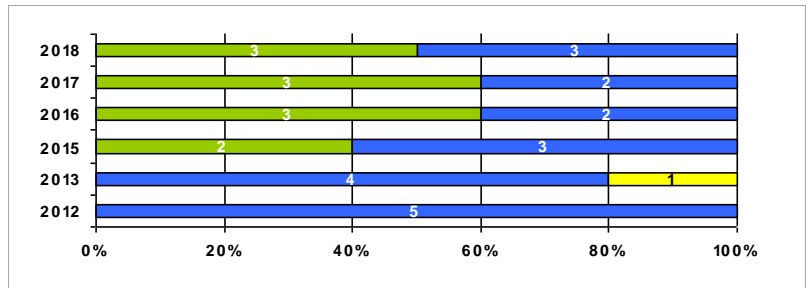
Benchmark of Success A

Conducting board and district business in a fair, respectful and responsible manner.

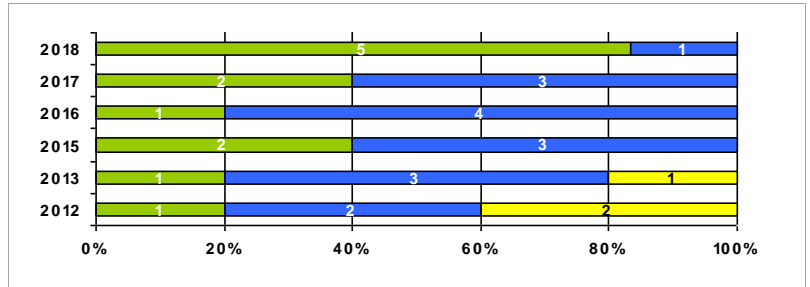
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q 4 Base its decisions on what is best for students' success?



Q 5 Commit to a clear and shared purpose?



Notes:

Standard 1

Provide responsible school district governance by:

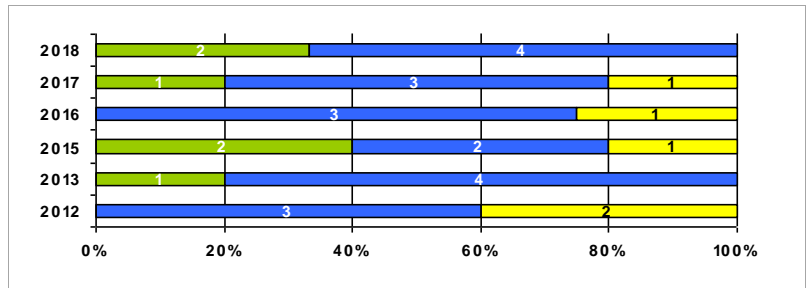
Benchmark of Success B

Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.

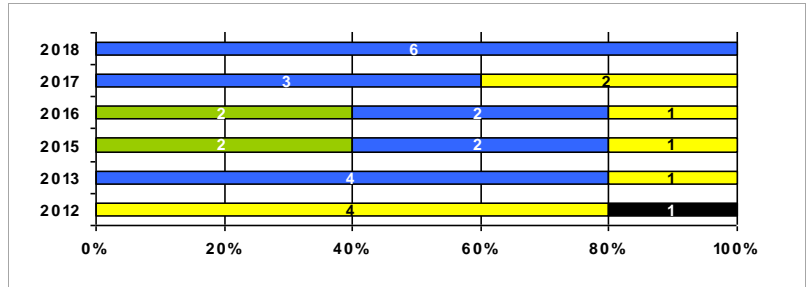
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q 6 Provide information to the public that supports board discussions and decisions?



Q 7 Follow a defined process for gathering input prior to making critical decisions?

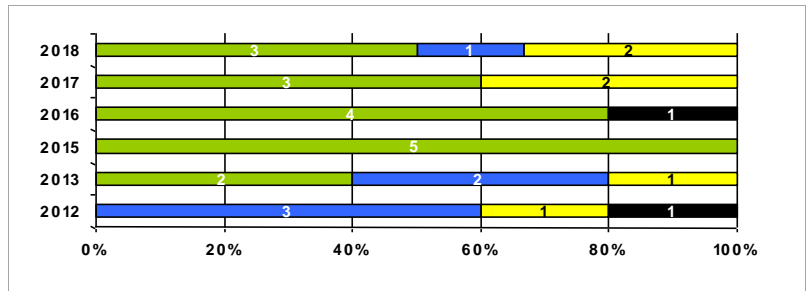


Notes:

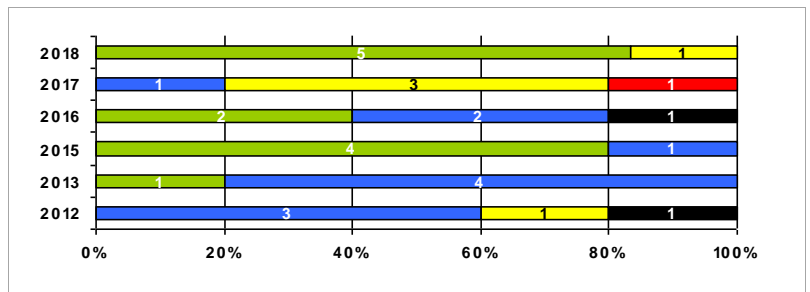
Standard 1

Provide responsible school district governance by:

Q 8 Carry out annual assessments of its performance?



Q 9 Set goals for its improvement?



Notes:

Standard 1

Provide responsible school district governance by:

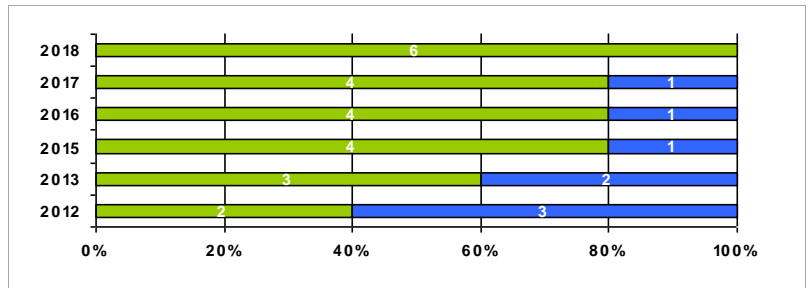
Benchmark of Success C

Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.

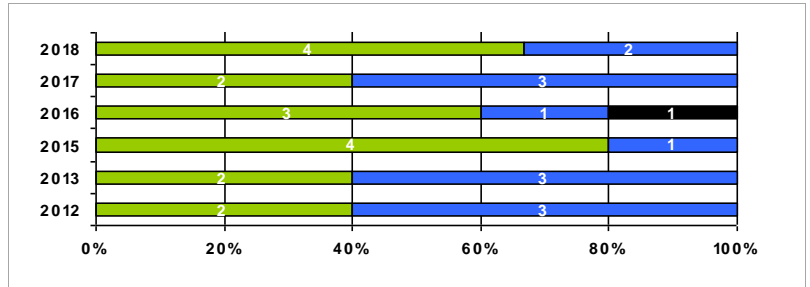
■ Always
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To what extent does our board:

Q10 Delegate authority to the superintendent to manage district operations and implement policy?



Q11 Honor the roles and responsibilities of the superintendent?

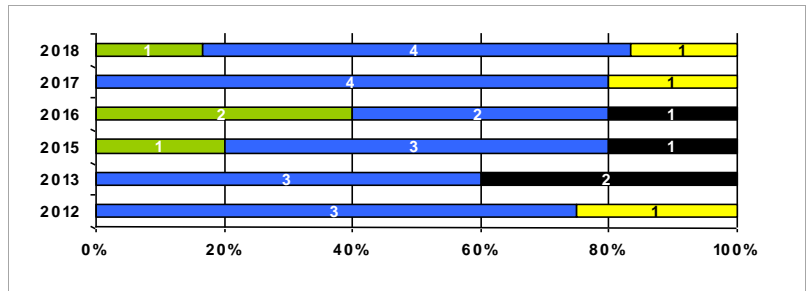


Notes:

Standard 1

Provide responsible school district governance by:

Q12 Use written protocols for its interactions?



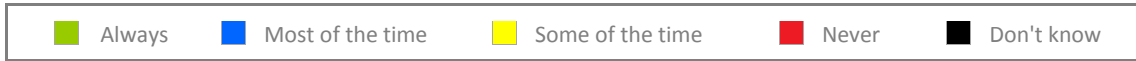
Notes:

Standard 1

Provide responsible school district governance by:

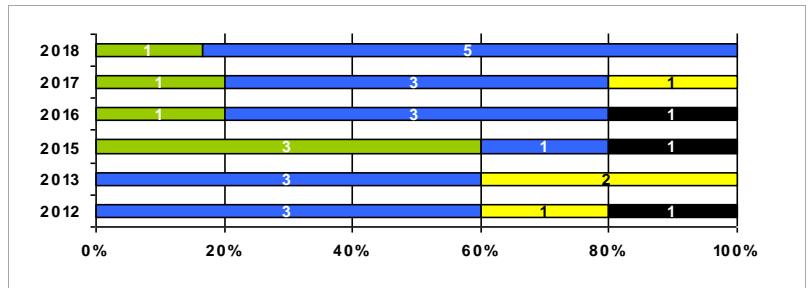
Benchmark of Success D

Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.

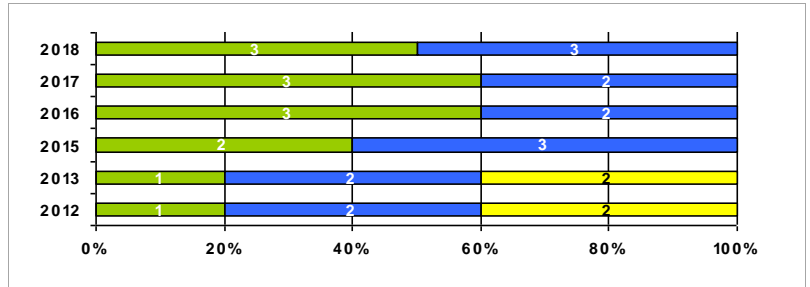


To what extent does our board:

Q13 Govern using policies that align with research-based best practices?



Q14 Focus policy decisions on what is necessary for all students to achieve at high levels?

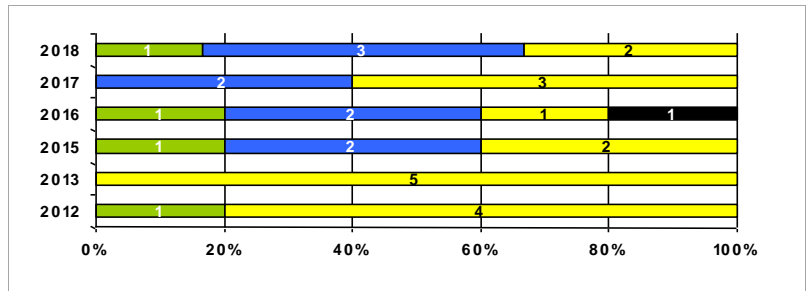


Notes:

Standard 1

Provide responsible school district governance by:

Q15 Collaborate with colleagues across the region, state, or nation regarding current and emerging trends, issues, and policy solutions?



Notes:

Standard 1

Provide responsible school district governance by:

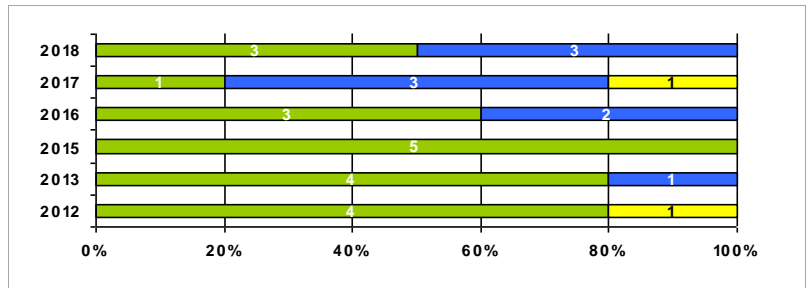
Benchmark of Success E

Promoting healthy relationships by communicating supportively, inspiring, motivating and empowering others, and exercising influence in a positive manner.

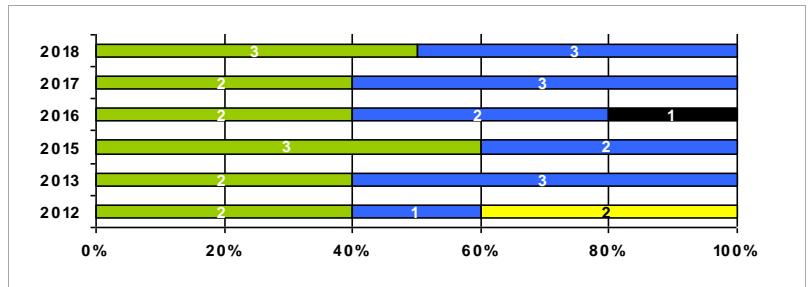
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q16 Provide an opportunity for stakeholders, such as staff, students, parents, and community members, to make presentations to the board?



Q17 Promote continuous improvement throughout the organization?

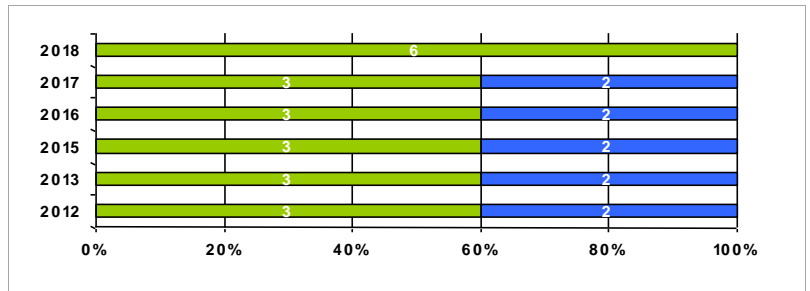


Notes:

Standard 1

Provide responsible school district governance by:

Q18 Treat all individuals, including fellow board members, staff, students, and community members, with respect?



Notes:

Standard 1

Provide responsible school district governance by:

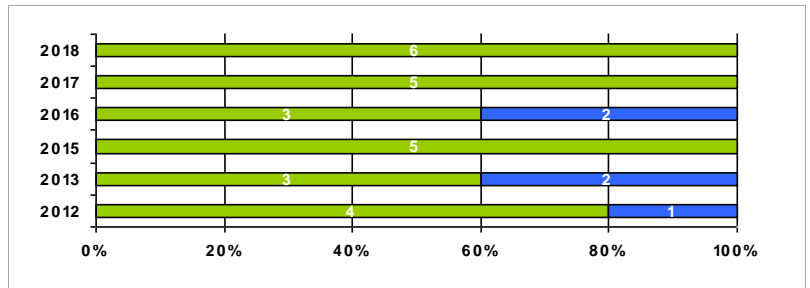
Benchmark of Success F

Working as an effective and collaborative team.

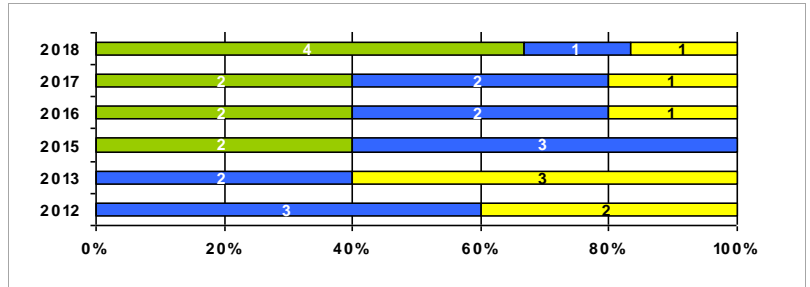
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q19 Work with the superintendent to achieve mutual trust and commitment?



Q20 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?

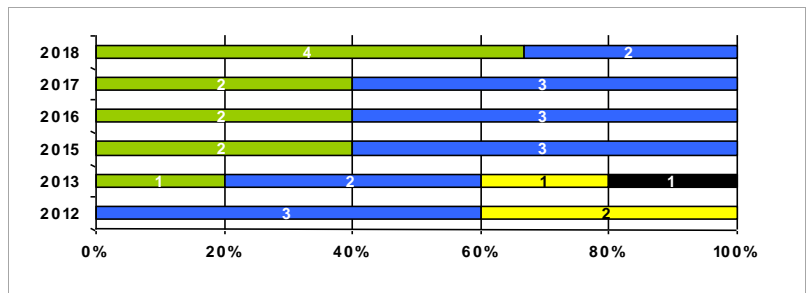


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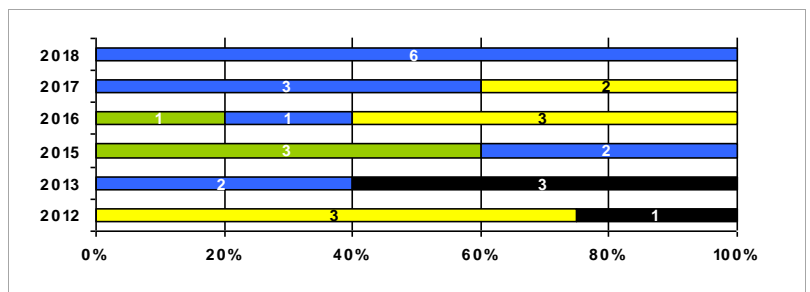
Standard 1

Provide responsible school district governance by:

Q21 Use collaborative processes that result in well-informed problem-solving and decision-making?



Q22 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?

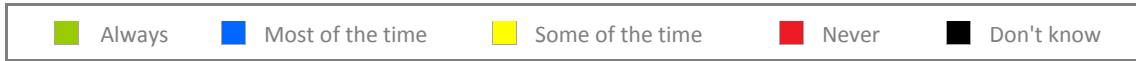


Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

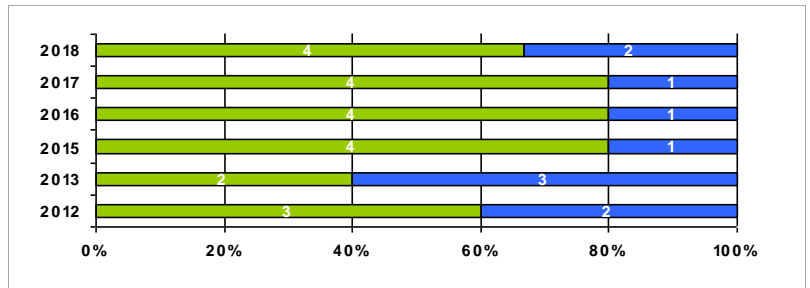
Benchmark of Success A

Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources

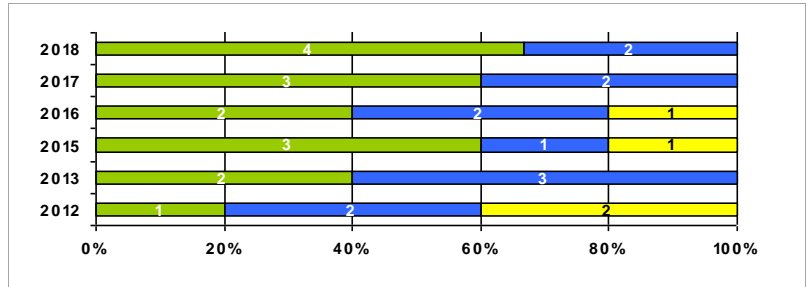


To what extent does our board:

Q23 Through policies and actions, express our belief that all students can learn?



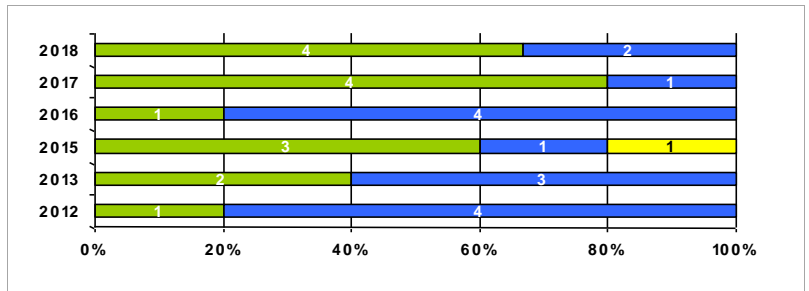
Q24 Through policies and actions, communicate high expectations for all students?



Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

Q25 Foster a culture of collaboration around the shared purpose of improving student achievement?

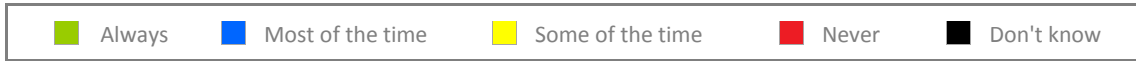


Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

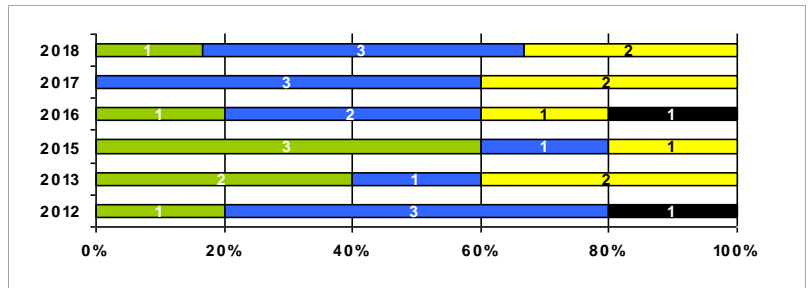
Benchmark of Success B

Leading the development, articulation and stewardship of a vision of learning that is shared and supported by schools and community.

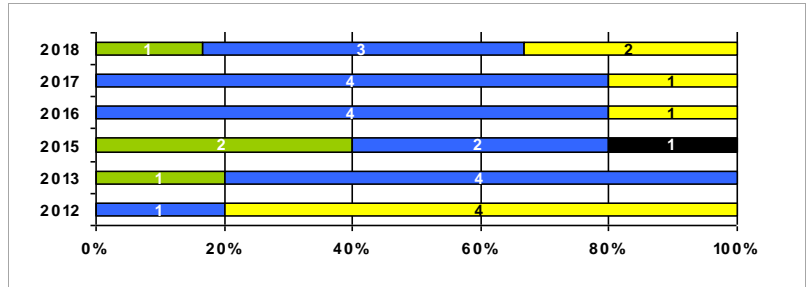


To what extent does our board:

Q26 Include stakeholders when developing and revising the district's vision?



Q27 Communicate its rationale for decisions to the community?



Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

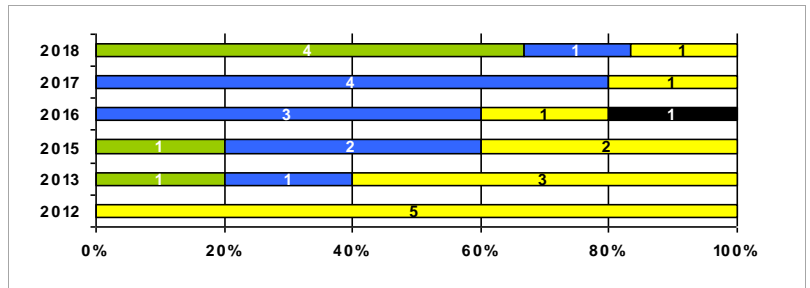
Benchmark of Success C

Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.

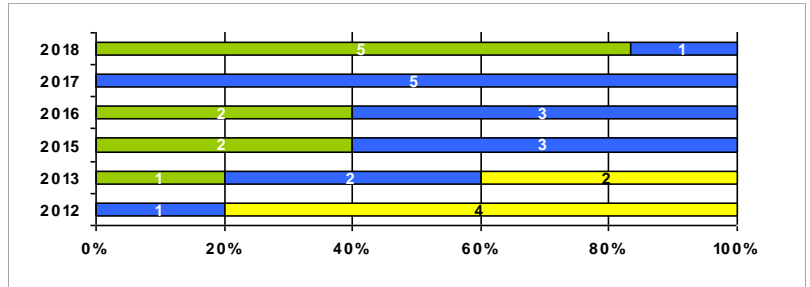
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q28 In collaboration with staff and the community, formulate and maintain a district plan with goals and outcomes?



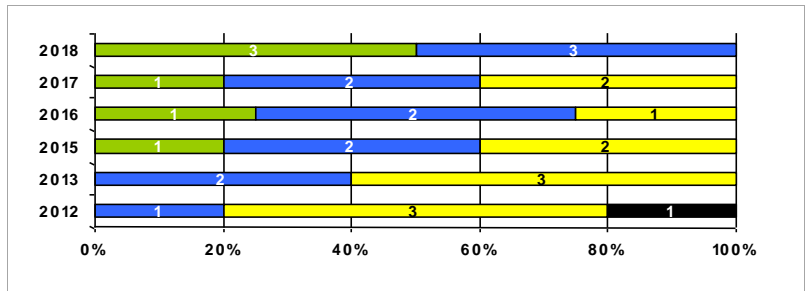
Q29 Base its ongoing work, such as policy development, decision-making, and budgeting, on the district goals?



Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

Q30 Continually monitor progress toward the goals and outcomes of the district plan?



Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

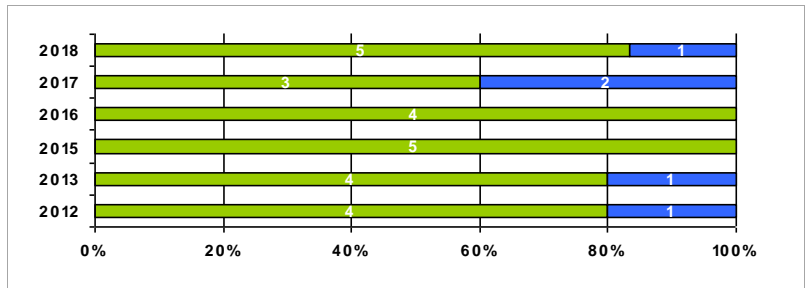
Benchmark of Success D

Ensuring non-negotiable goals for student achievement are established and aligned to the district's plan.

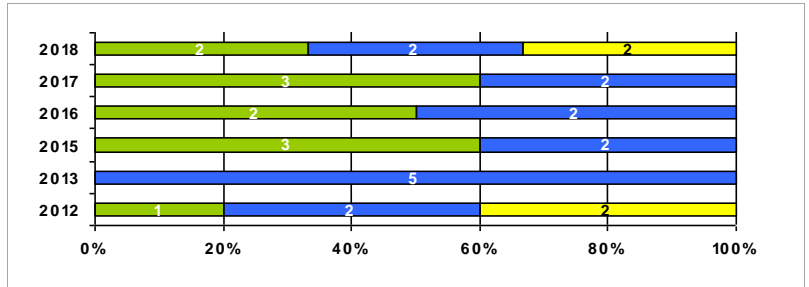
Always Most of the time Some of the time Never Don't know

To what extent does our board:

Q31 Together with the superintendent agree that high expectations for all students is the highest priority?



Q32 Together with the superintendent review student achievement regularly?



Notes:

Standard 3

Create conditions district-wide for student and staff success by:

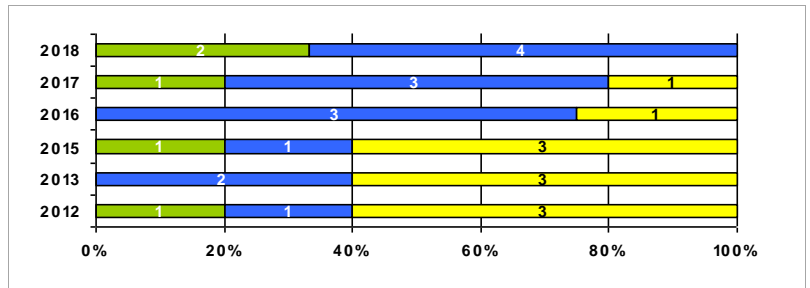
Benchmark of Success A

Providing for the safety and security of all students and staff.

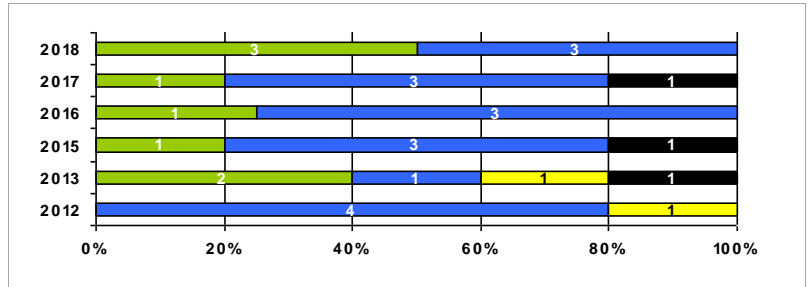
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q33 Ensure that facilities comply with current health, safety, security, and accessibility standards?



Q34 Have policies that require regular evaluation and management of safety and security risks?



Notes:

Standard 3

Create conditions district-wide for student and staff success by:

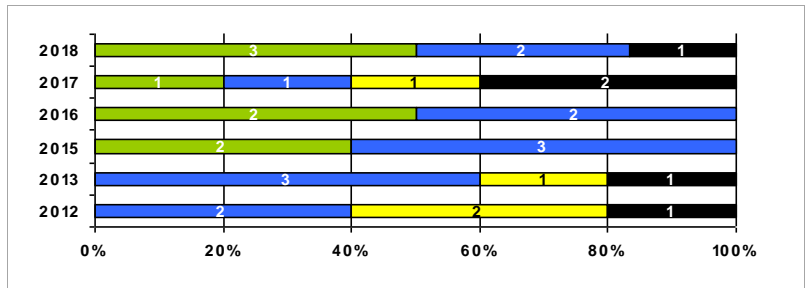
Benchmark of Success B

Employing and supporting quality teachers, administrators and other staff and providing for their professional development.

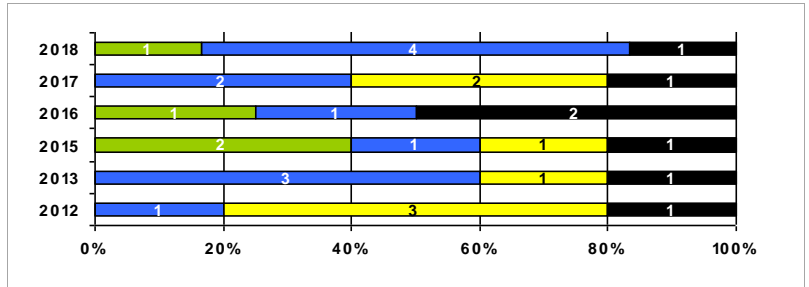


To what extent does our board:

Q35 Have policies that ensure hiring and retention of highly qualified staff?



Q36 Have policies for evaluating staff based on student success?

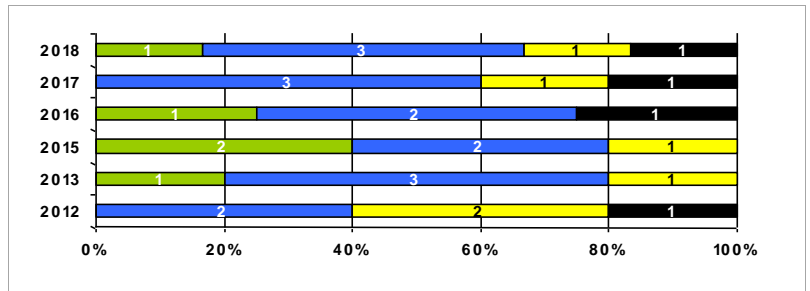


Notes:

Standard 3

Create conditions district-wide for student and staff success by:

Q37 Have policies that support research-based, best practices for staff development?



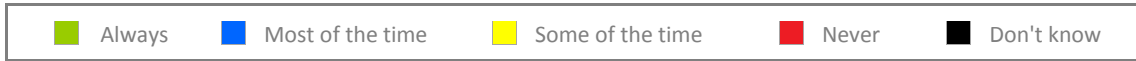
Notes:

Standard 3

Create conditions district-wide for student and staff success by:

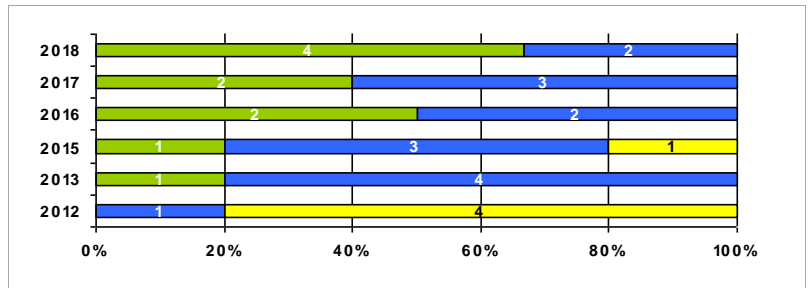
Benchmark of Success C

Providing for learning essentials, including rigorous curriculum, technology and high quality facilities.

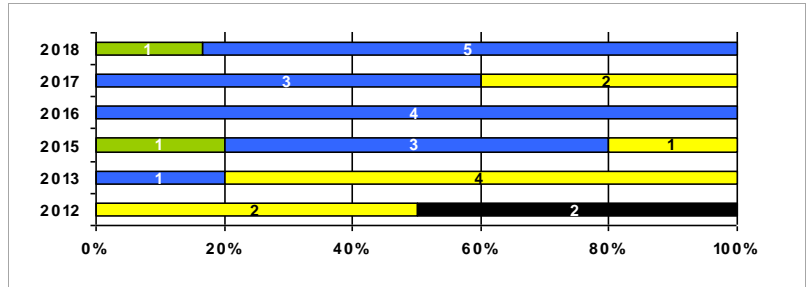


To what extent does our board:

Q38 Have an established course of study for students and graduation requirements that align with high expectations for student achievement?



Q39 Have policies that ensure students receive the curriculum, support and supplemental materials necessary for high achievement?

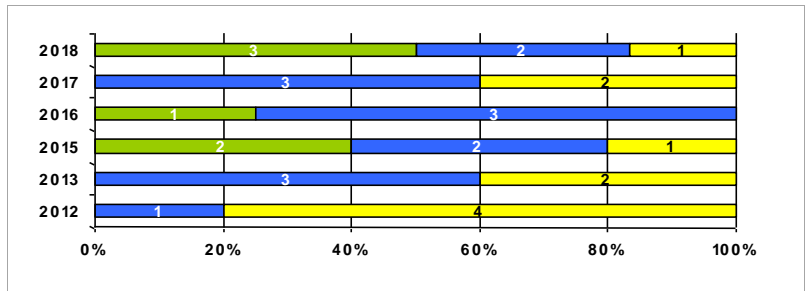


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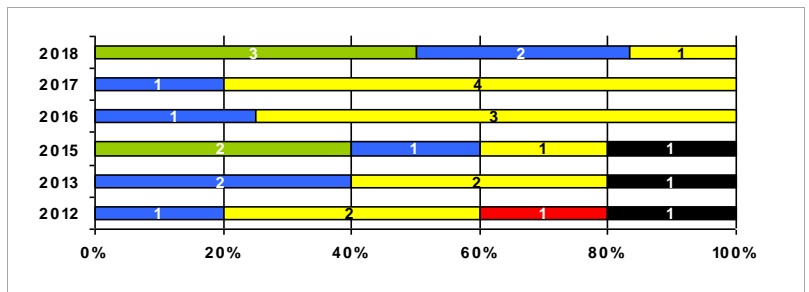
Standard 3

Create conditions district-wide for student and staff success by:

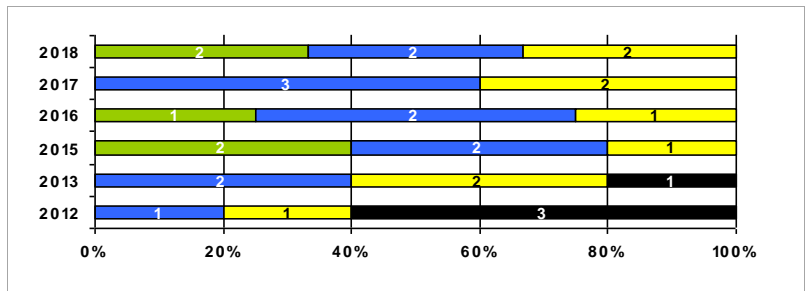
Q40 Adopt a budget that supports quality staff development and resources for curriculum implementation?



Q41 Have a process that includes community and parent involvement in selecting curriculum?



Q42 Have policies that require rigorous and regular evaluation of curriculum and supplemental materials to ensure they align with state and district standards?

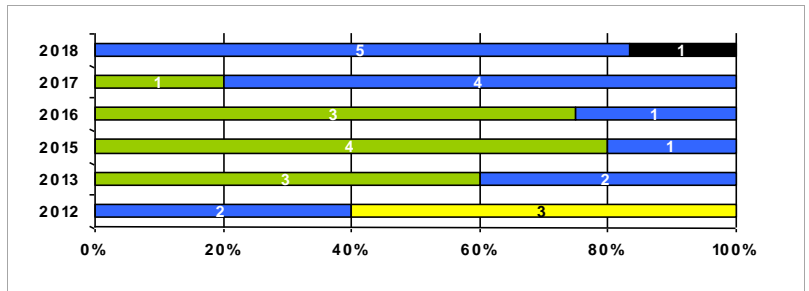


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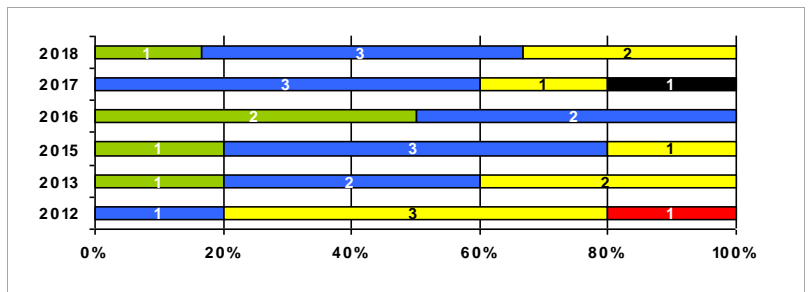
Standard 3

Create conditions district-wide for student and staff success by:

Q43 Have a process in place to support evaluation and updating of technology?



Q44 Have a long-term facilities plan in place for construction and maintenance?



Notes:

Standard 3

Create conditions district-wide for student and staff success by:

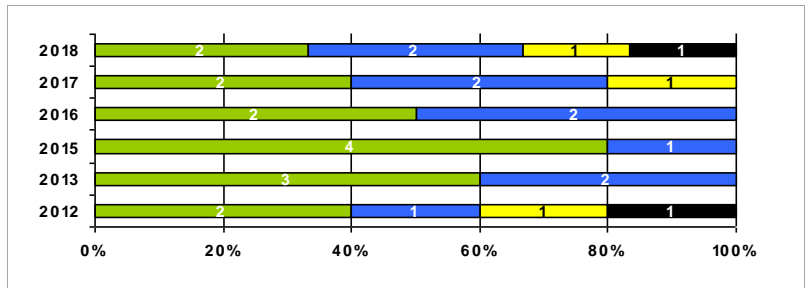
Benchmark of Success D

Ensuring management of the organization, operations, and resources for an efficient and effective learning environment.

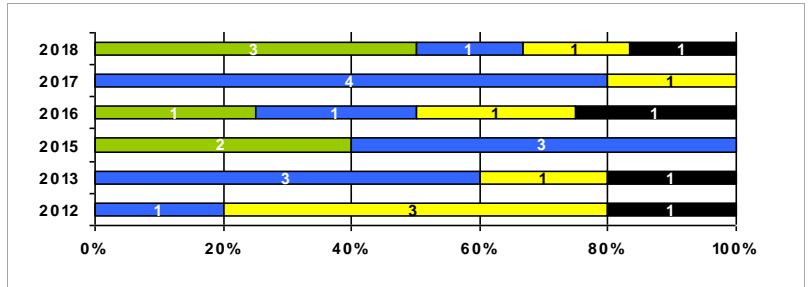
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q45 Communicate an expectation that all classrooms will implement effective instructional practices?



Q46 Provide for evaluation of district operations to ensure there is an efficient and effective learning environment?



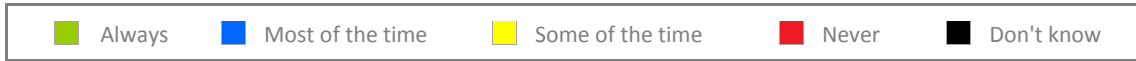
Notes:

Standard 3

Create conditions district-wide for student and staff success by:

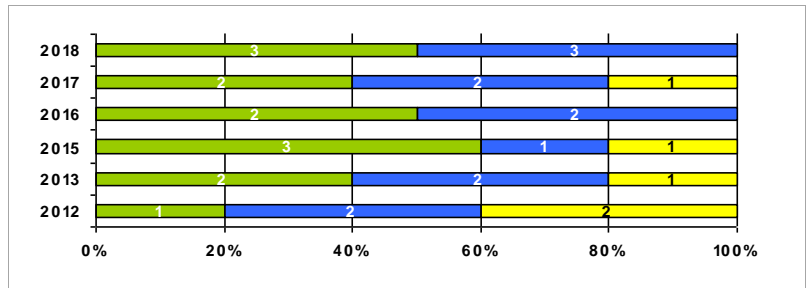
Benchmark of Success E

Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

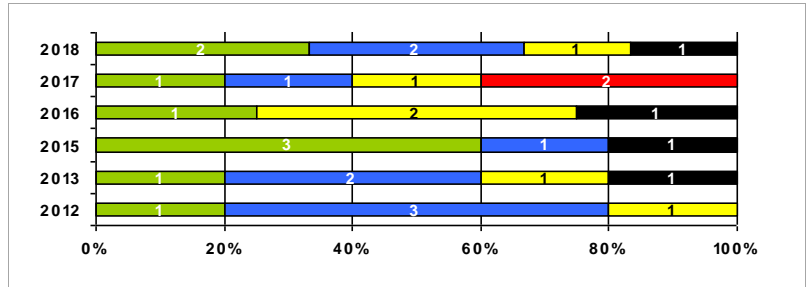


To what extent does our board:

Q47 Keep the community informed about the district's financial status?



Q48 Seek public input during the budget process?

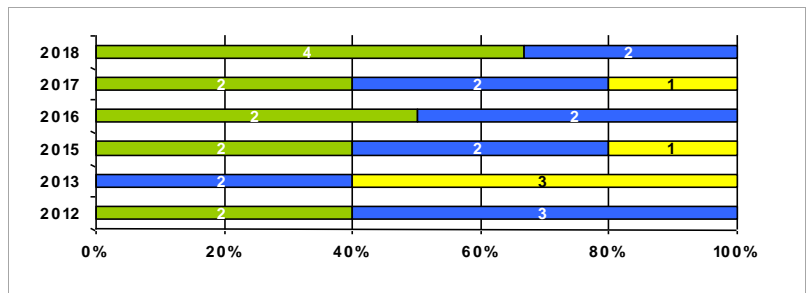


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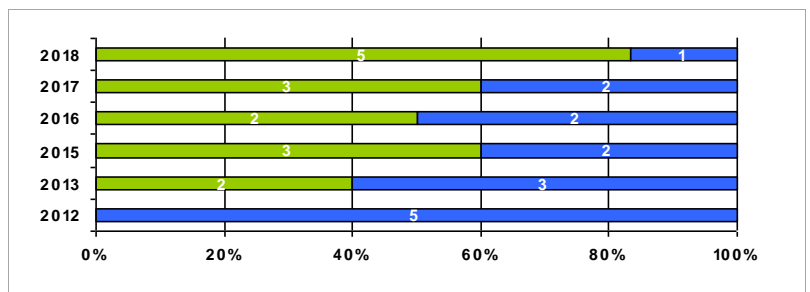
Standard 3

Create conditions district-wide for student and staff success by:

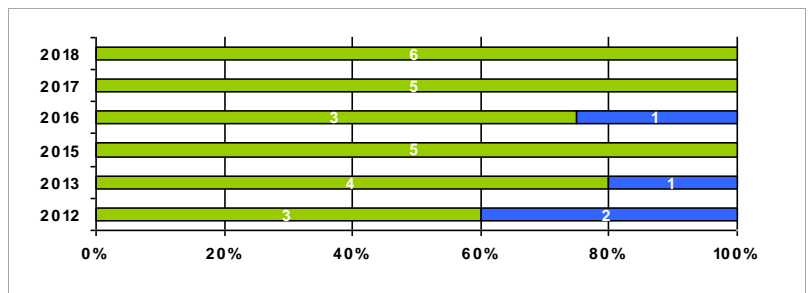
Q49 Provide guidelines for budget development, including a clearly defined expectation for a reasonable ending fund balance?



Q50 Adopt a fiscally responsible annual budget that is aligned with the district’s vision and plan?



Q51 Regularly monitor the budget and fiscal status of the district?



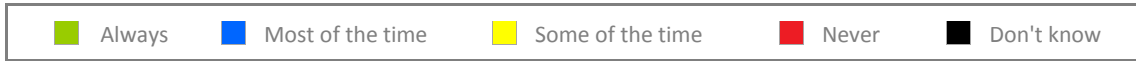
Notes:

Standard 4

Hold school district accountable for meeting student learning expectations by:

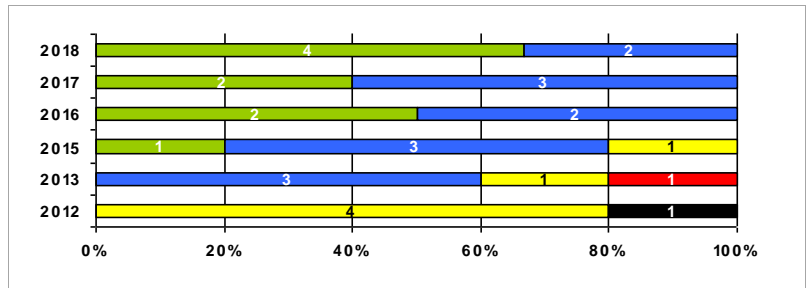
Benchmark of Success A

Committing to continuous improvement in student achievement at each school and throughout the district.

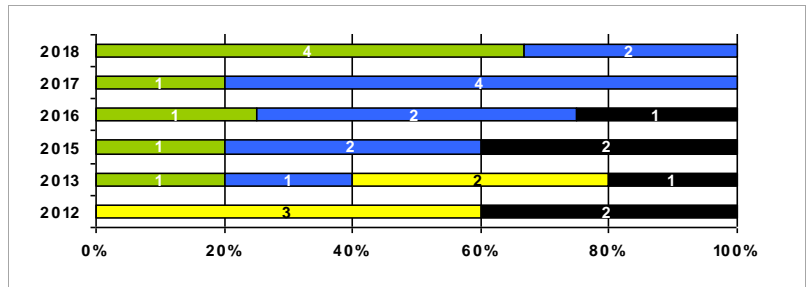


To what extent does our board:

Q52 Follow a schedule for the timely review of the district plan?



Q53 Ensure a high degree of coherence between the district plan and school improvement plans?

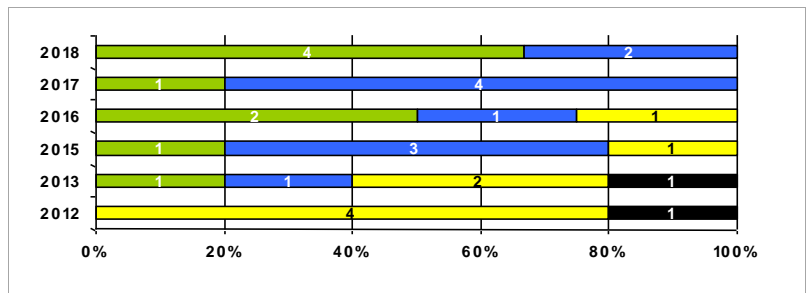


Notes:

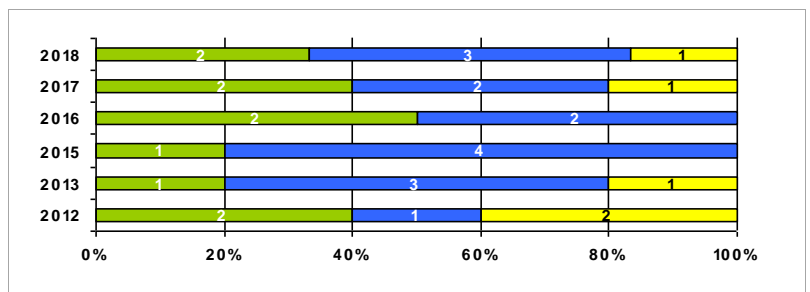
Standard 4

Hold school district accountable for meeting student learning expectations by:

Q54 Annually review and make recommendations to the district plan and school improvement plans?



Q55 Publicly recognize the efforts of schools in improving student learning?



Notes:

Standard 4

Hold school district accountable for meeting student learning expectations by:

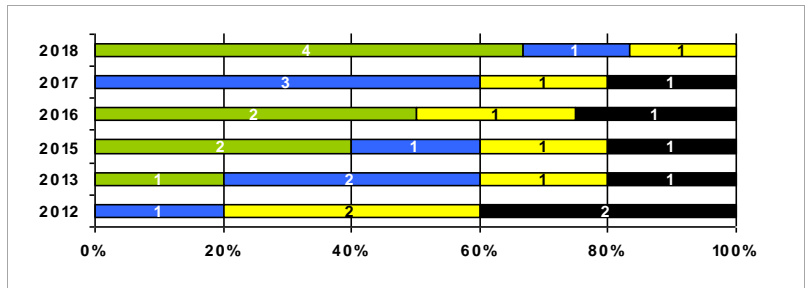
Benchmark of Success B

Evaluating the superintendent on clear and focused expectations.

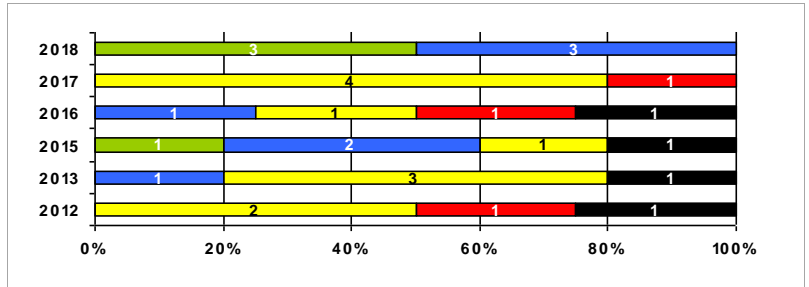
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q56 Have written goals for the superintendent that focus on specific outcomes for student learning?



Q57 Communicate performance expectations for the superintendent to our community?

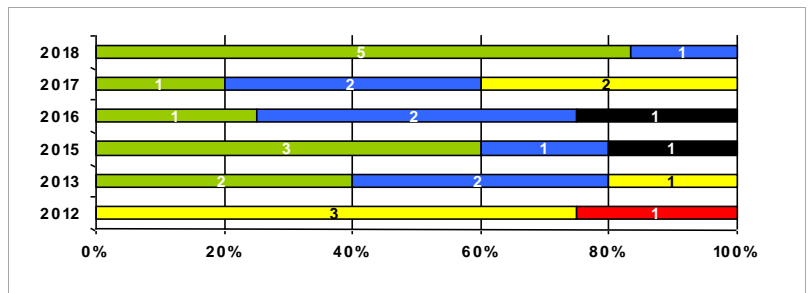


Notes:

Standard 4

Hold school district accountable for meeting student learning expectations by:

Q58 Base decisions about the superintendent's contract on objective evaluation of his or her performance and achievement of agreed upon goals?



Notes:

Standard 4

Hold school district accountable for meeting student learning expectations by:

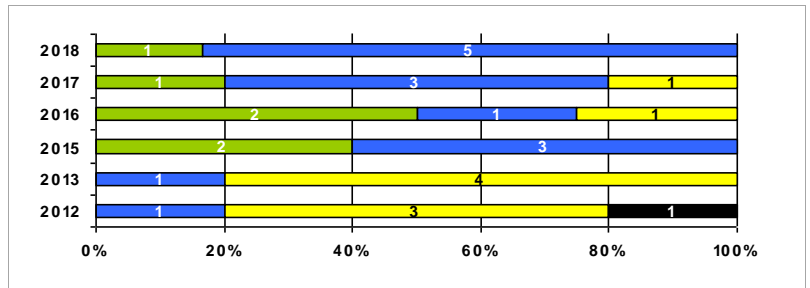
Benchmark of Success C

Measuring student academic progress and needs based on valid and reliable assessments.

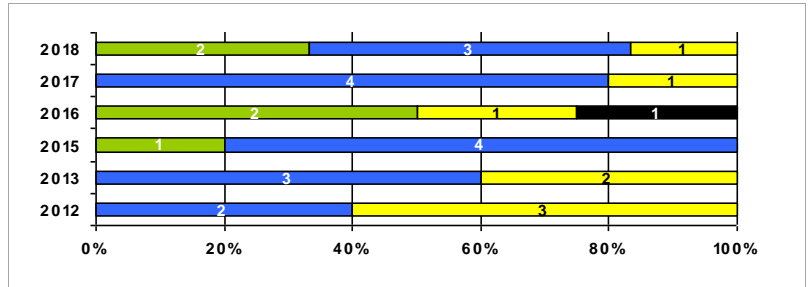


To what extent does our board:

Q59 Require the effective use of data throughout the system to monitor student achievement and district performance?



Q60 Regularly review and understand the criteria, assessment tools, and methods that measure student achievement and district performance?

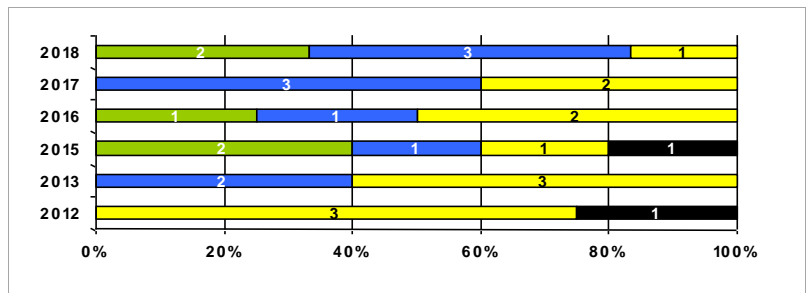


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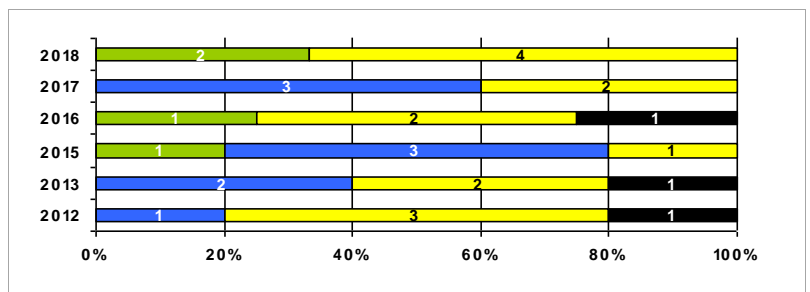
Standard 4

Hold school district accountable for meeting student learning expectations by:

Q61 Regularly review data, including disaggregated student achievement data, to measure progress toward district goals?



Q62 Regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness?



Notes:

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

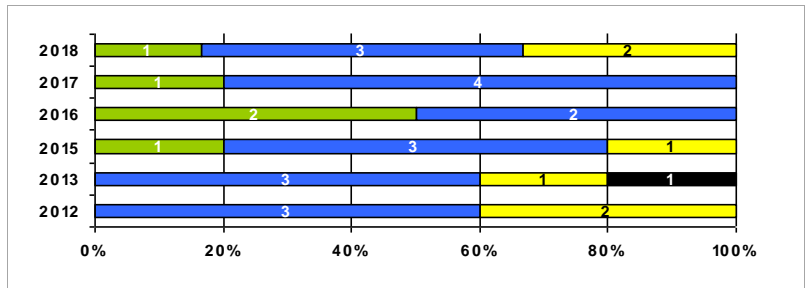
Benchmark of Success A

Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.

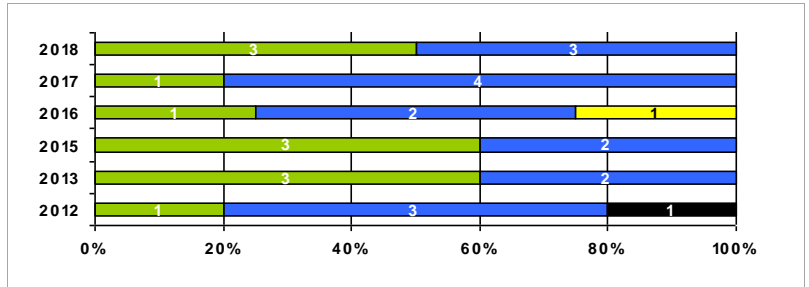
Always Most of the time Some of the time Never Don't know

To what extent does our board:

Q63 Advocate at the local, state and federal levels on behalf of students and the district?



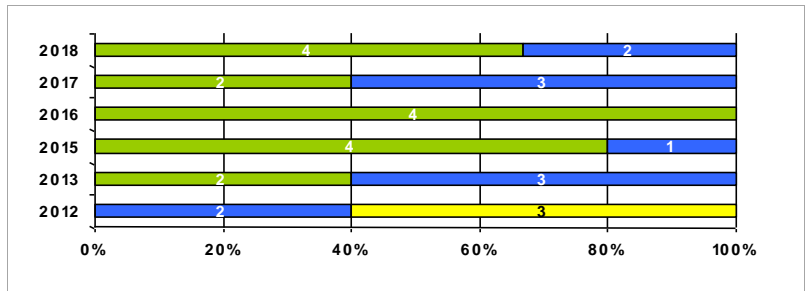
Q64 Model cultural, racial, and ethnic understanding and sensitivity?



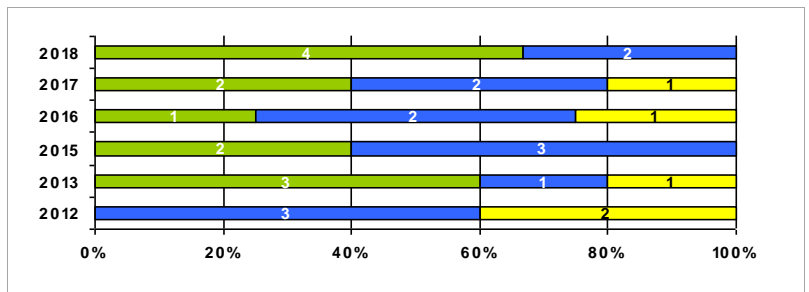
Notes:

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

Q65 Establish policies and partnerships that promote and expand educational opportunities for all students?



Q66 Follow an effective process for responding to questions, concerns, comments, or feedback from citizens?



Notes:

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

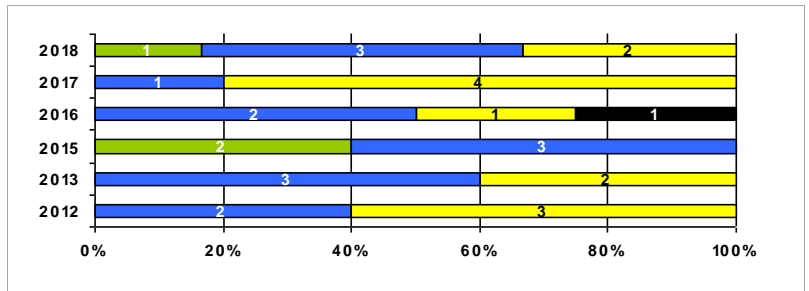
Benchmark of Success B

Ensuring school board and district transparency through a process that is open and accountable.

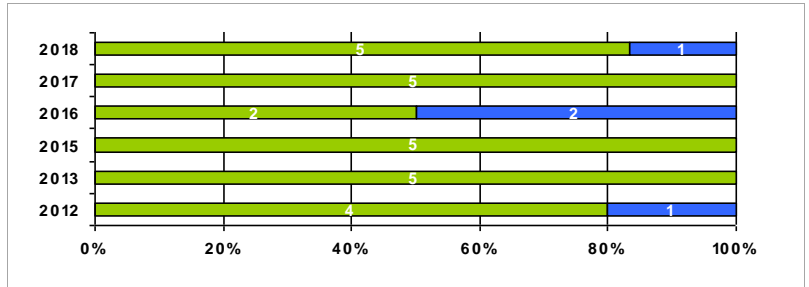
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q67 Ensure the public is well informed of the board's roles and responsibilities?



Q68 Conduct its business in a transparent and accountable manner?



Notes:

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

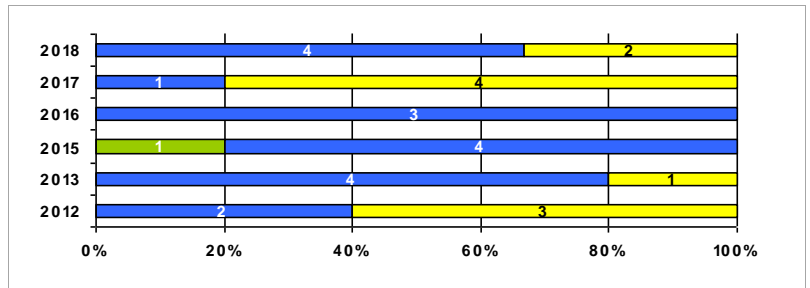
Benchmark of Success C

Ensuring district information and decisions are communicated community-wide.

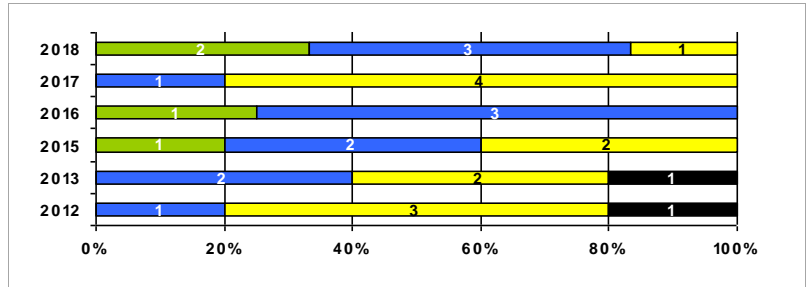
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q69 Communicate proactively to disseminate information that addresses issues throughout the system and community?



Q70 Communicate district performance to the public in clear and understandable ways?



Notes:

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

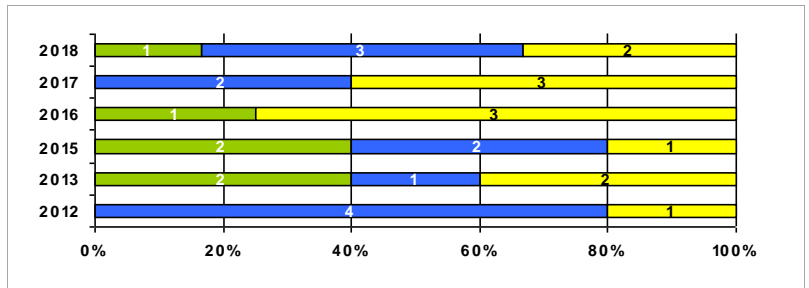
Benchmark of Success D

Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

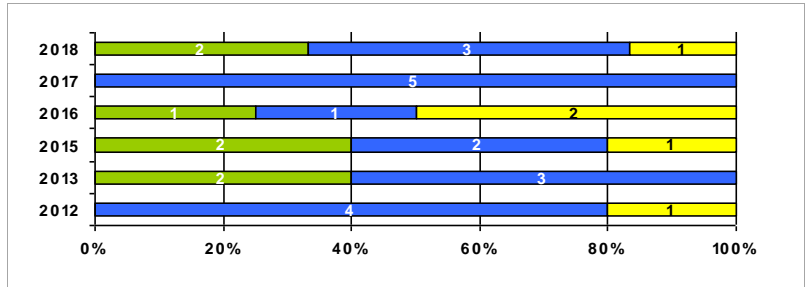
Always Most of the time Some of the time Never Don't know

To what extent does our board:

Q71 Seek community and staff input in its decision-making to gain community and staff support?



Q72 Carefully consider community and staff input in its decision-making?



Notes:

Notes: