

MSBA Revised Board Self Evaluation Abbreviated Sample Questions

The MSBA Board Self-Evaluation is designed to reflect a baseline measurement of the current governance leadership beliefs and practices of the school board that are identified by research as supporting high student achievement and improvement. Organized around the six Foundational Principles of Effective Governance, the BSE items are also informed by the effective board practices supported by the Iowa Lighthouse Studies, the NSBA Key Work of School Boards and the Baldrige Education Criteria for Performance Excellence.

The BSE is administered through an online survey. Instructions and the link to the survey are emailed to each board member. Individual board member responses are anonymous. Summary reports provide feedback on areas of board governance strengths, need for information and opportunities for improvement. Reports may be categorized by the Foundational Principles of Effective Governance or the Baldrige Education Criteria for Performance Excellence.

This abbreviated version provides a sample of the statements in the complete BSE. MSBA members have two options to use the BSE:

- Board facilitates discussion of results on its own
- MSBA facilitates the discussion of results and provides guidance for developing board goals

Response Options	
Strongly Agree	I have sufficient data, examples or other information that <i>confirms</i> this statement.
Agree	I have some data, examples or other information that <i>confirms</i> this statement.
Disagree	I have some data, examples or other information that <i>contradicts</i> this statement.
Strongly Disagree	I have sufficient data, examples or other information that <i>contradicts</i> this statement.
Don't Know	I do not have the data, examples or other information to respond.

Clarifies Purpose

- The board routinely demonstrates that student achievement is the district's single, unified purpose.
- I can state the vision, mission and goals of the district.
- The board approves and regularly updates policies specifically designed to improve student achievement.

Connects With the Community

- The board routinely, accurately and publicly reports the status of district finances.
- The board views community engagement as a valuable opportunity, not a burden.
- The board routinely recognizes student excellence.

Delegates Authority

- The board demonstrates that the staff is directly accountable to the superintendent, not the board.
- If I need help or information from the district, I make my request to the superintendent or board president.
- Board members fully delegate operational decisions to the superintendent and administration and do not interfere in district operations.

Employs Superintendent

- The board annually evaluates the superintendent's job performance based upon clear, written measureable performance targets and indicators aligned with the district's strategic goals.
- Annually, the board and superintendent mutually agree on the goals and performance indicators to be included in the superintendent's formal evaluation.
- I believe the superintendent values the opinions of the board.

Monitors Performance

- The board ensures that a periodic assessment of district climate and culture is conducted.
- The board ensures that the district has a current comprehensive safety and security plan.
- Throughout the year, the board reviews progress on meeting the strategic plan goals and other areas of district performance.

Takes Responsibility for Itself

- Board members share information appropriately through the board president between meetings.
- All board members receive the same information on matters of board business.
- The board conducts itself in a polite, professional manner during board meetings.

For more information or to schedule the survey, contact:

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