



School Board Self-Evaluation

School District and Evaluation Year

Bluffview Montessori School District

2025

Prepared by:

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School Board Self-Evaluation Framework for Governance

The School Board Self-Evaluation results reflect the collective responses of the board team (board members and superintendent). These results build a profile of the board's work in five standards (Conduct and Ethics, Vision, Structure, Accountability, Advocacy, and Communication) of board practice proven to support student achievement.

The data on the following page is organized in a color-coded, horizontal-stacked bar chart that shows the board team's results at the level of the five standards. The explanation for the color code is just above the data chart.

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 S.M.A.R.T. goal framework.

- **S** = Simple: Is it clear and easy to understand?
- **M** = Measurable: Is it clear what the school board will use to indicate successful performance?
- **A** = Achievable: Is it within the scope of the board's sphere of control/responsibility?
- **R** = Realistic: Will successful performance on this goal benefit the school district?
- **T** = Time-bound: Is it clear what the school board will see and when?

Measurable Progress for Goals Identified Above:

- Indicates or signals change
- Indicators can be assessed or observed
- Examples include:
 - Measurements
 - Specific activities
 - Behavioral change
 - Shift or reallocation of school district resources



School Board Self-Evaluation

MSBA believes your school district will find it beneficial to drill down to individual items under the benchmarks. If your board team would like to dig deeper into the School Board Self-Evaluation and data, MSBA provides an opportunity to use your evaluation data as an in-district in-service for a fee. During this 2-3 hour in-service, MSBA staff will provide your school board with more in-depth individualized data and reports designed for the board's ongoing improvement. MSBA staff will lead the conversation on the individualized report and assist your school board with discussion and setting board team improvement goals.

If your board team would like to dig deeper into the self-evaluation and data, contact Gail Gilman (ggilman@mnmsba.org) or call (1-800-324-4459) for the cost associated with this board in-service and to arrange a date for an MSBA staff member to facilitate.

Thank you for your time and thoughtful efforts in completing the School Board Self-Evaluation.

MSBA looks forward to serving your school board and being the association, "Where Minnesota School Boards Learn to Lead."

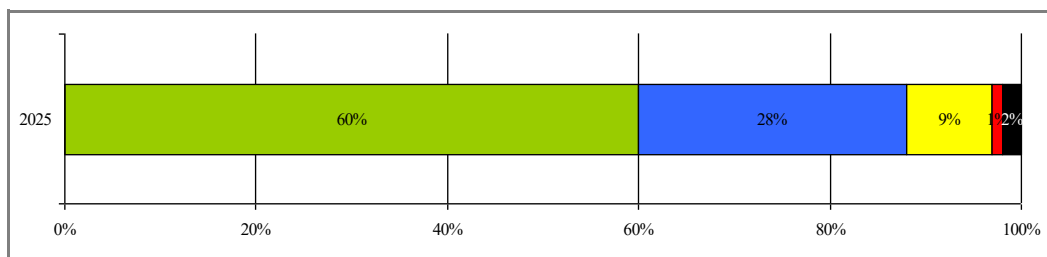


Framework for Governance: Aggregate Data

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

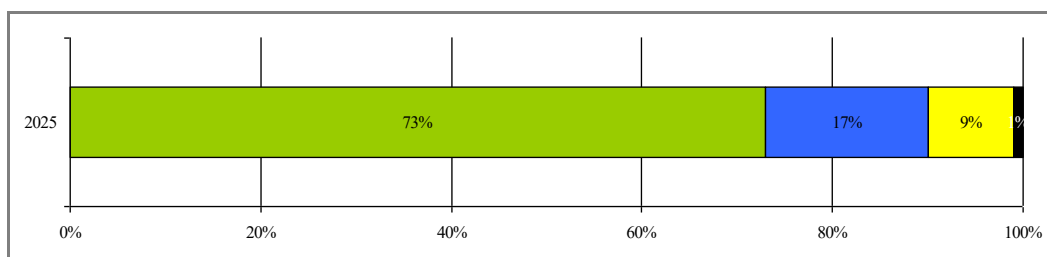
Standard 1 Conduct and Ethics:

Provide responsible
school district
governance



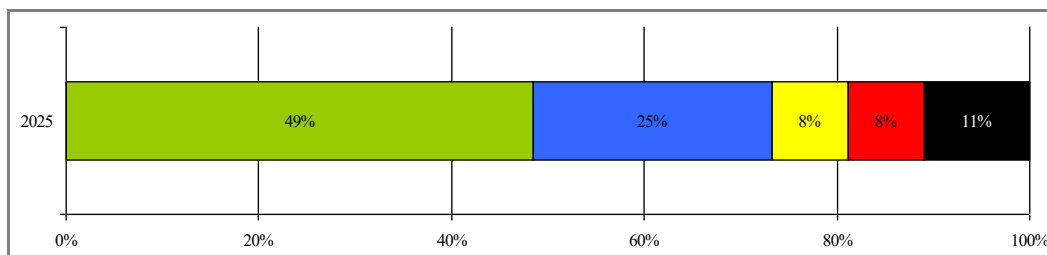
Standard 2 Vision:

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



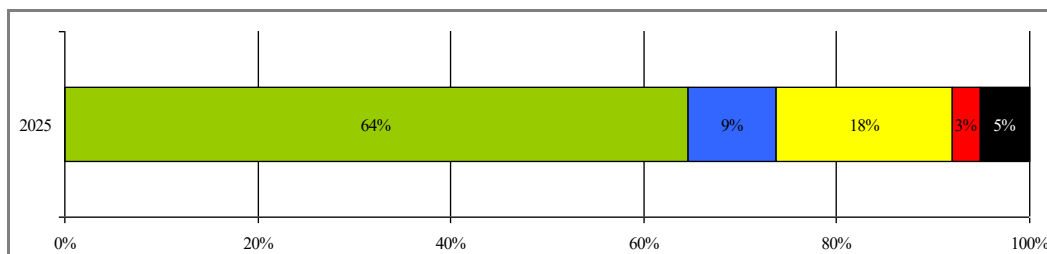
Standard 3 Structure:

Create conditions
district-wide for
student and staff
success



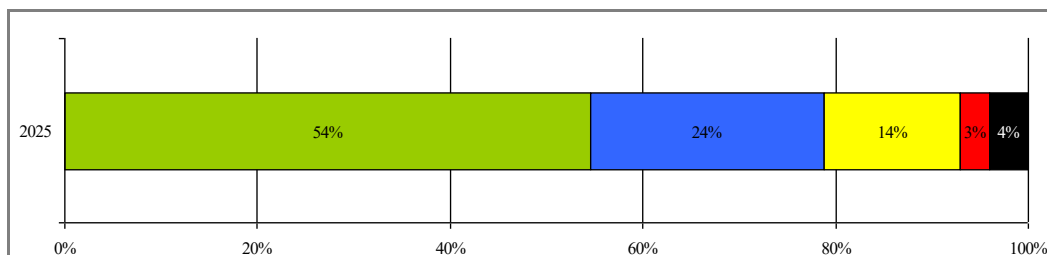
Standard 4 Accountability:

Hold school district
accountable for meeting
student learning
expectations



Standard 5 Advocacy and Communication:

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



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

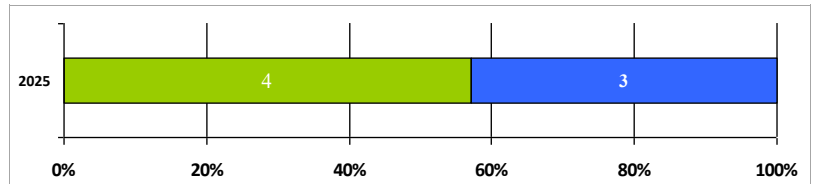
Benchmark of Success A

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

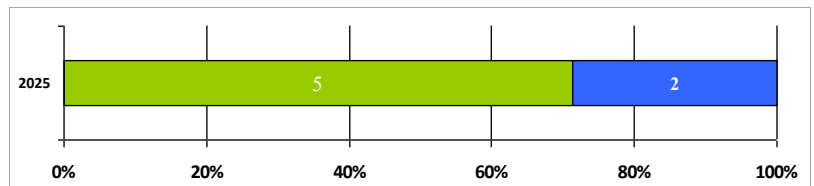
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q 3 Base its decisions on what is best for students' success?



Q 4 Commit to a clear and shared purpose?



Notes:

Standard 1 Conduct and Ethics

Provide responsible school district governance by:

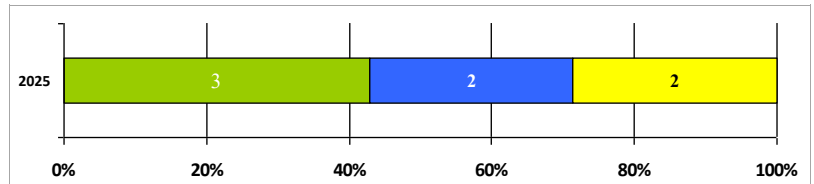
Benchmark of Success B

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

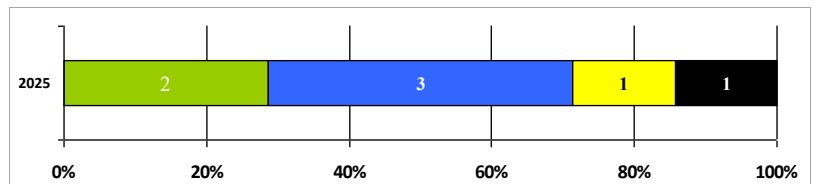
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To what extent does our board:

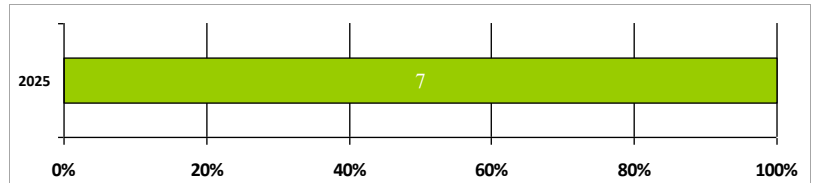
Q 5 Provide information to the public that supports board discussions and decisions?



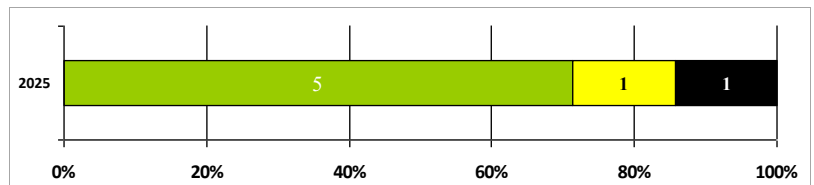
Q 6 Follow a defined process for gathering input prior to making critical decisions?



Q 7 Carry out annual assessments of its performance?



Q 8 Set goals for its improvement?



Notes:

Standard 1 Conduct and Ethics

Provide responsible school district governance by:

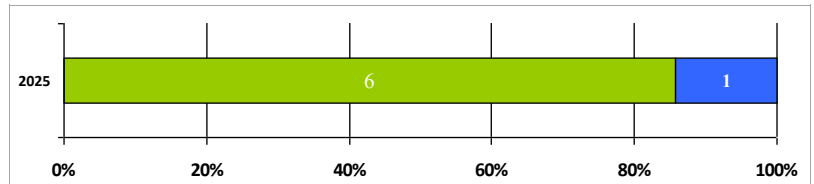
Benchmark of Success C

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

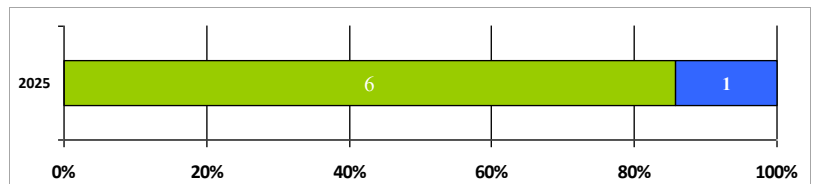
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To what extent does our board:

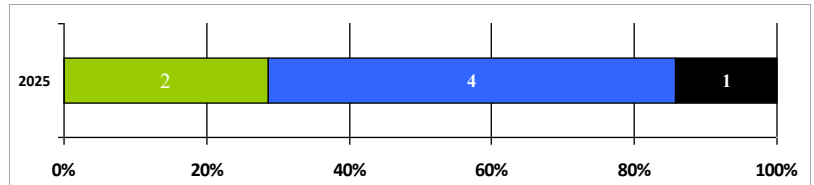
Q 9 Delegate authority to the superintendent to manage district operations and implement policy?



Q 10 Honor the roles and responsibilities of the superintendent?



Q 11 Use written protocols for its interactions?



Notes:

Standard 1 Conduct and Ethics

Provide responsible school district governance by:

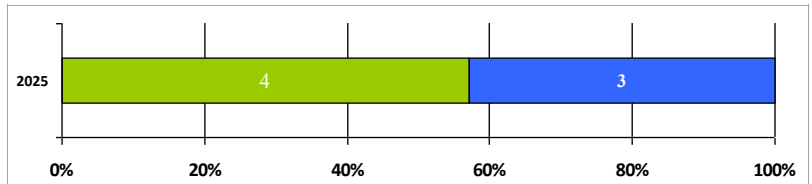
Benchmark of Success D

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.

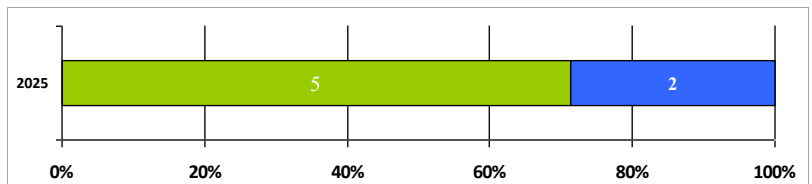
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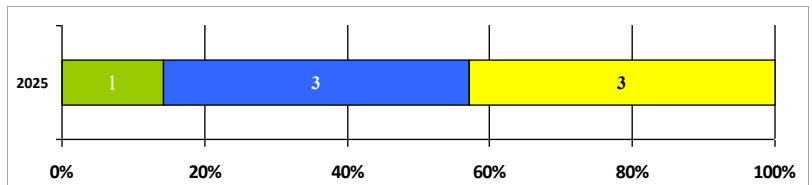
Q 12 Govern using policies that align with research-based best practices?



Q 13 Focus policy decisions on what is necessary for all students to achieve at high levels?



Q 14 Collaborate with colleagues across the region, state, or nation regarding current and emerging trends, issues, and policy solutions?



Notes:

Standard 1 Conduct and Ethics

Provide responsible school district governance by:

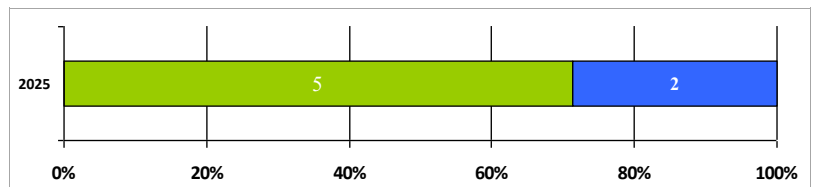
Benchmark of Success E

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

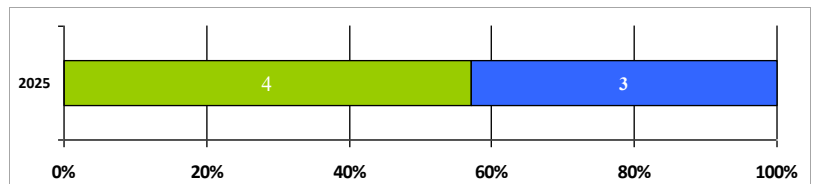
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To what extent does our board:

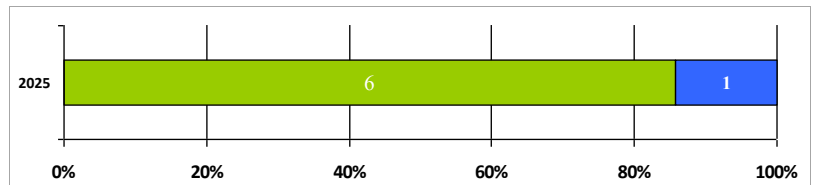
Q 15 Provide an opportunity for stakeholders, such as staff, students, parents, and community members, to make presentations to the board?



Q 16 Promote continuous improvement throughout the organization?



Q 17 Treat all individuals, including fellow board members, staff, students, and community members, with respect?



Notes:

Standard 1 Conduct and Ethics

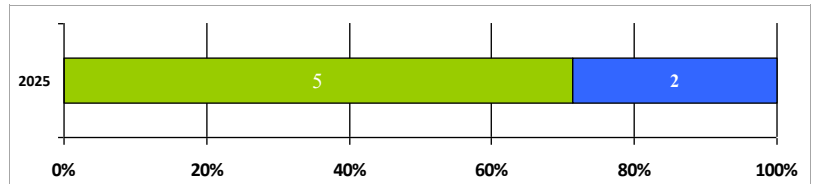
Provide responsible school district governance by:

Benchmark of Success F Working as an effective and collaborative team.

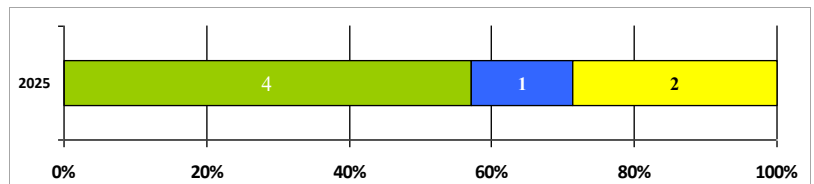
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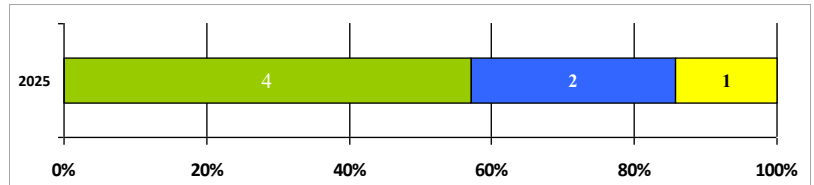
Q18 Work with the superintendent to achieve mutual trust and commitment?



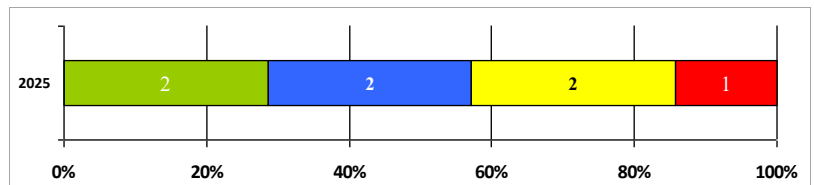
Q19 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?



Q20 Use collaborative processes that result in well-informed problem-solving and decision-making?



Q21 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?



Notes:

Standard 2 Vision

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

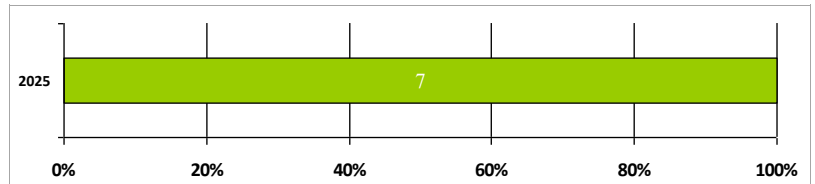
Benchmark of Success A

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

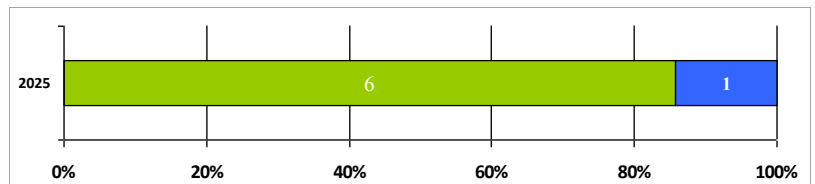
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To what extent does our board:

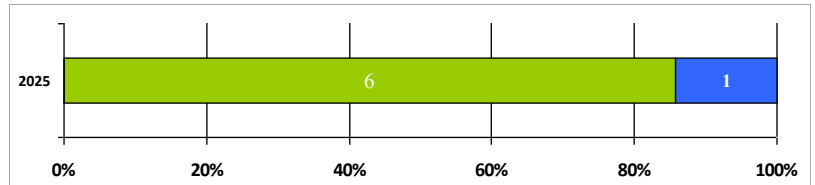
Q22 Through policies and actions, express our belief that all students can learn?



Q23 Through policies and actions, communicate high expectations for all students?



Q24 Foster a culture of collaboration around the shared purpose of improving student achievement?



Notes:

Standard 2 Vision

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

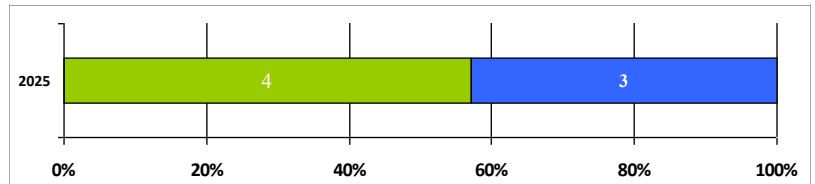
Benchmark of Success B

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

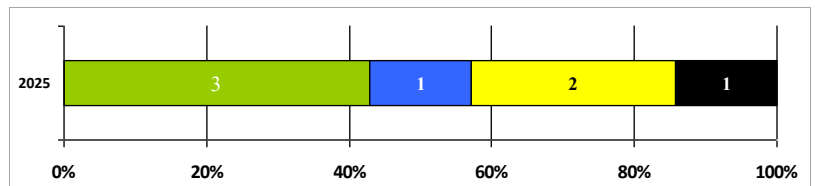
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To what extent does our board:

Q25 Include stakeholders when developing and revising the district's vision?



Q26 Communicate its rationale for decisions to the community?



Notes:

Standard 2 Vision

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

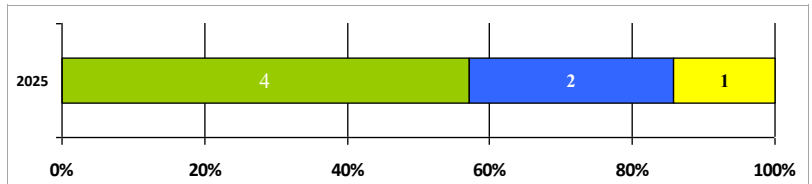
Benchmark of Success C

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

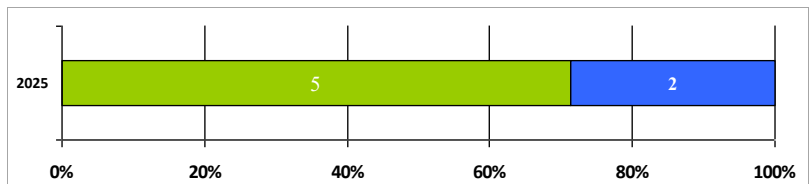
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To what extent does our board:

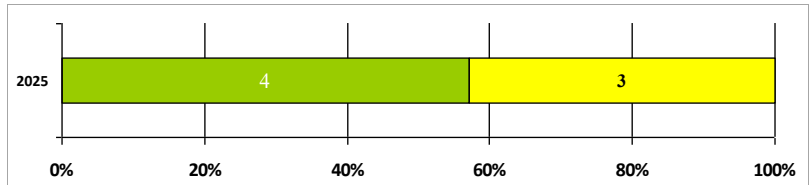
Q27 In collaboration with staff and the community, formulate and maintain a strategic plan with goals and outcomes?



Q28 Base its ongoing work, such as policy development, decision-making, and budgeting, on the district goals?



Q29 Continually monitor progress toward the goals and outcomes of the strategic plan?



Notes:

Standard 2 Vision

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

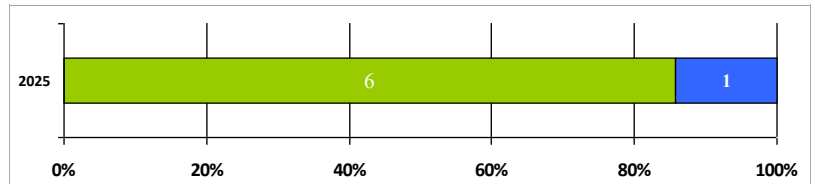
Benchmark of Success D

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

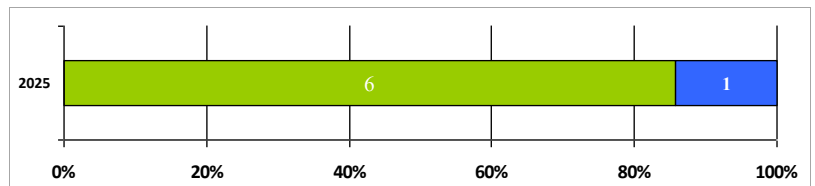
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To what extent does our board:

Q30 Together with the superintendent agree that high expectations for all students is the highest priority?



Q31 Together with the superintendent review student achievement regularly?



Notes:

Standard 3 Structure

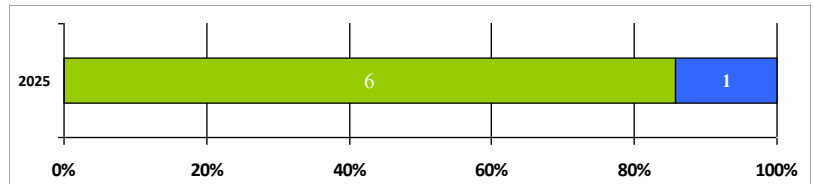
Create conditions district-wide for student and staff success by:

Benchmark of Success A Providing for the safety and security of all students and staff.

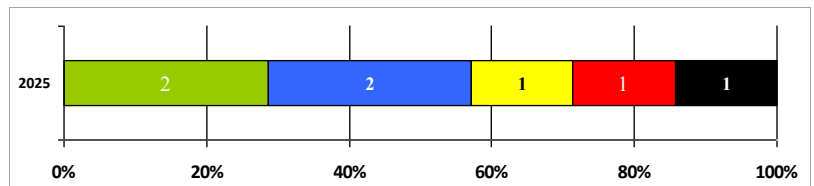
■ Always
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To what extent does our board:

Q32 Ensure that facilities comply with current health, safety, security, and accessibility standards?



Q33 Have policies that require regular evaluation and management of safety and security risks?



Notes:

Standard 3 Structure

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

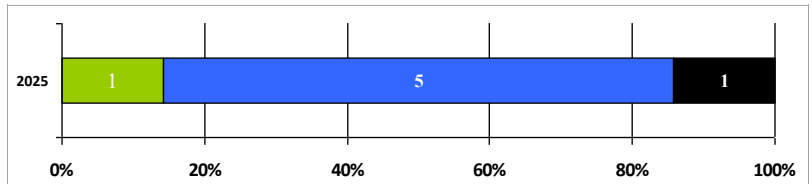
Benchmark of Success B

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

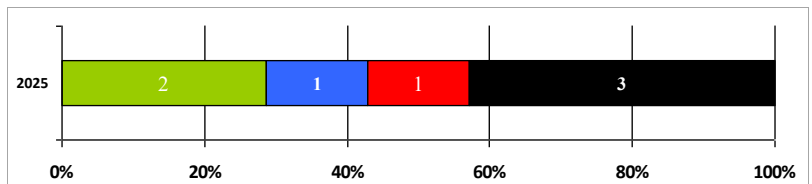
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To what extent does our board:

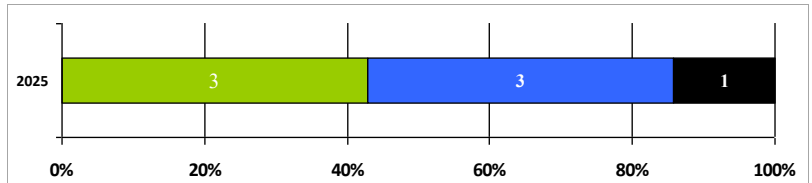
Q34 Have policies that ensure hiring and retention of highly qualified staff?



Q35 Have policies for evaluating staff based on student success?



Q36 Have policies that support research-based, best practices for staff development?



Notes:

Standard 3 Structure

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

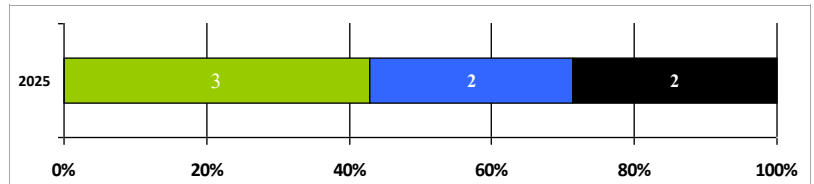
Benchmark of Success C

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

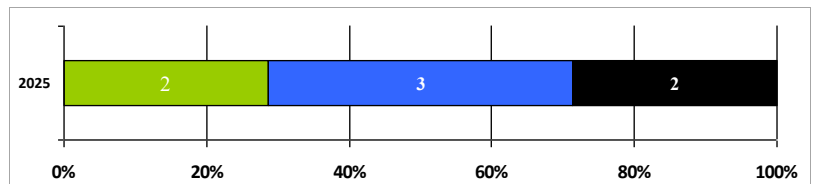
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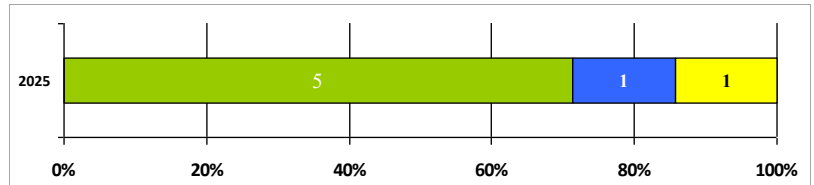
Q37 Have policies that ensure an established course of study for students and graduation requirements that align with high expectations for student achievement?



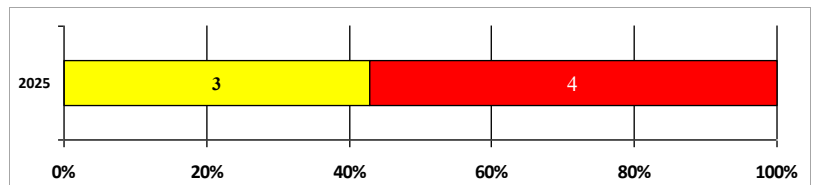
Q38 Have policies that ensure students receive the curriculum, support and supplemental materials necessary for high achievement?



Q39 Adopt a budget that supports quality staff development and resources for curriculum implementation?



Q40 Have a process that includes community and parent involvement in selecting curriculum?

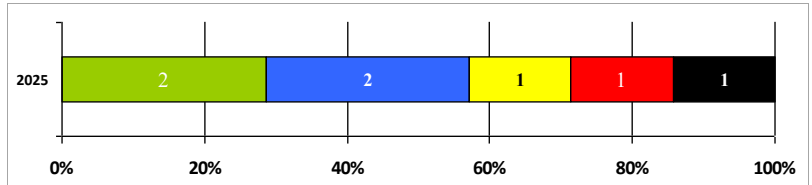


Notes:

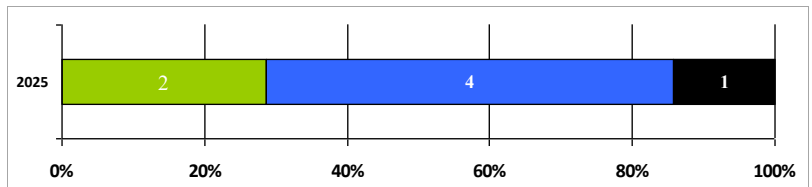
Standard 3 Structure

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

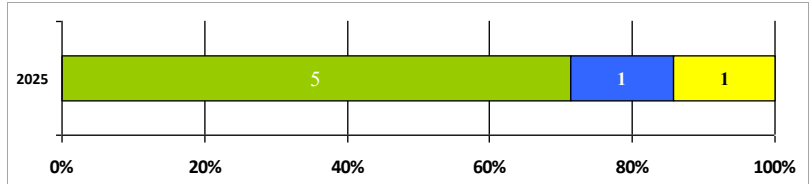
Q41 Have policies that require rigorous and regular evaluation of curriculum and supplemental materials to ensure they align with state and district standards?



Q42 Have a process in place to support evaluation and updating of technology?



Q43 Have a long-term facilities plan in place for construction and maintenance?



Notes:

Standard 3 Structure

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

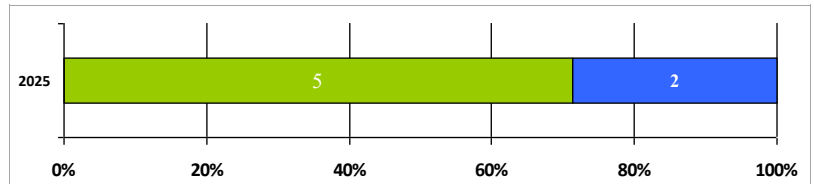
Benchmark of Success D

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

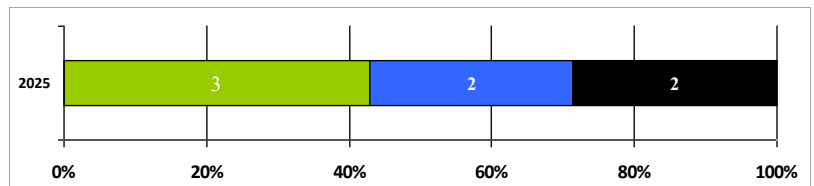
■ Always
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To what extent does our board:

Q44 Communicate an expectation that all classrooms will implement effective instructional practices?



Q45 Provide for evaluation of district operations to ensure there is an efficient and effective learning environment?



Notes:

Standard 3 Structure

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

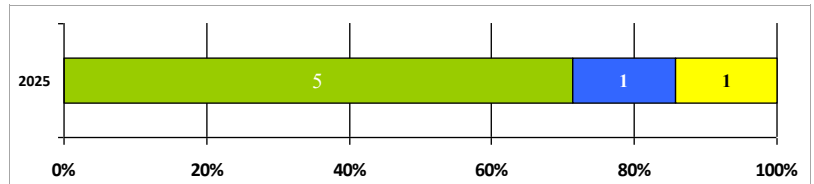
Benchmark of Success E

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

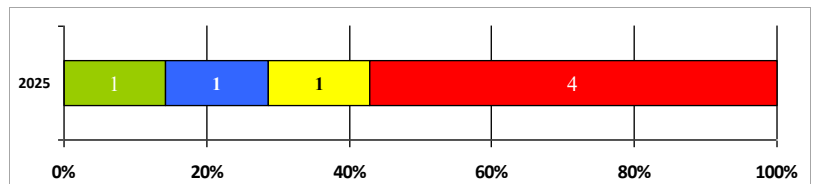
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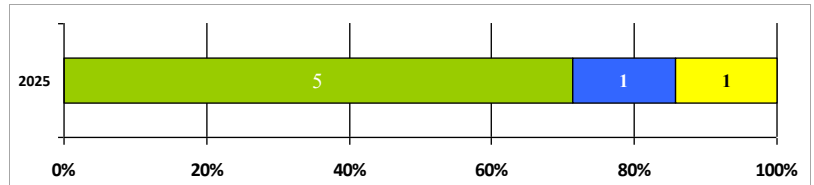
Q46 Keep the community informed about the district's financial status?



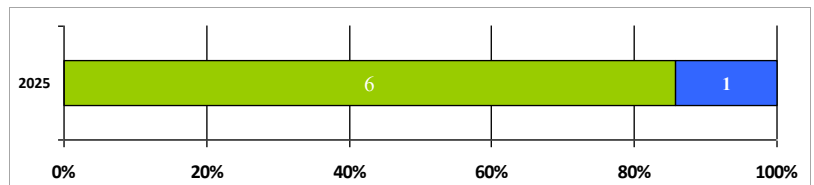
Q47 Seek public input during the budget process?



Q48 Provide guidelines for budget development, including a clearly defined expectation for a reasonable ending fund balance?



Q49 Adopt a fiscally responsible annual budget that is aligned with the strategic plan and vision?

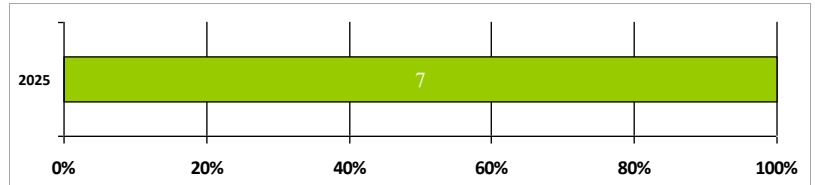


Notes:

Standard 3 Structure

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

Q 50 Frequently monitor the budget and fiscal status of the district?



Notes:

Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

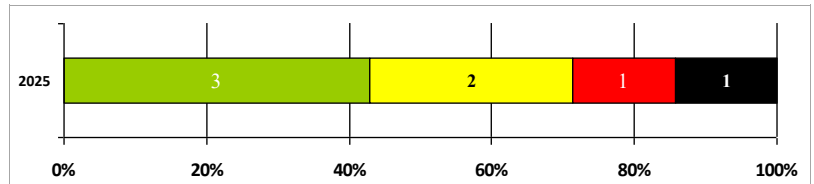
Benchmark of Success A

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

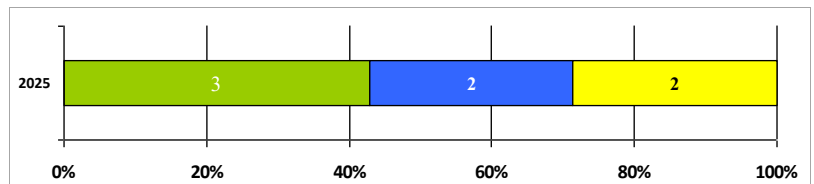
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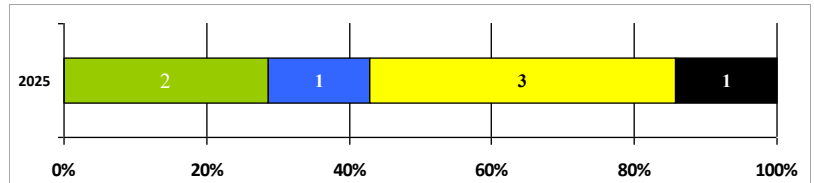
Q51 Follow a schedule for the timely review of the strategic plan?



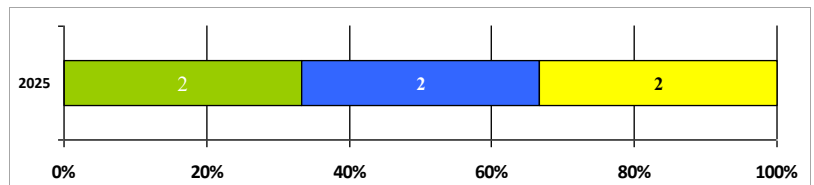
Q52 Ensure a high degree of coherence between the strategic plan and school improvement plans?



Q53 Annually review and make recommendations to the strategic plan and school improvement plans?



Q54 Publicly recognize the efforts of schools in improving student learning?



Notes:

Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

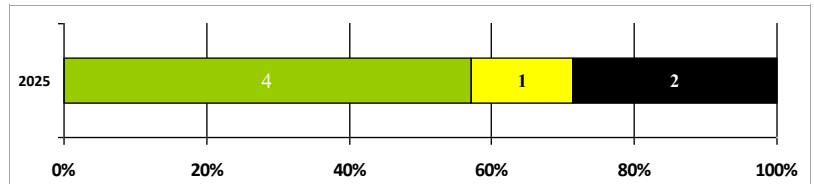
Benchmark of Success B

Evaluating the superintendent on clear and focused expectations.

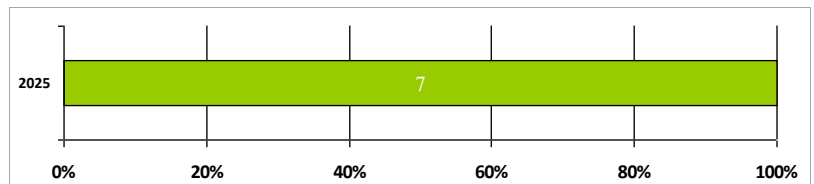
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

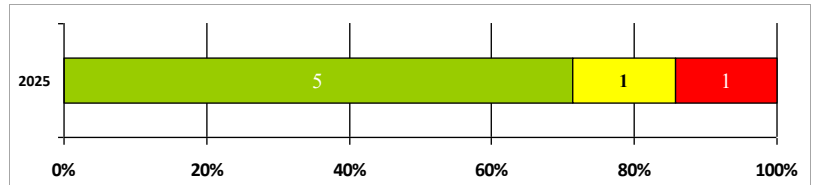
Q55 Have written goals for the superintendent that focus on specific outcomes for student learning?



Q56 Evaluate the superintendent's performance annually and communicate performance expectations to our community?



Q57 Base decisions about the superintendent's contract on objective evaluation of his or her performance and achievement of agreed upon goals?



Notes:

Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

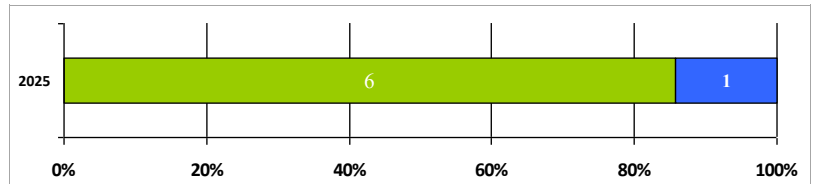
Benchmark of Success C

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

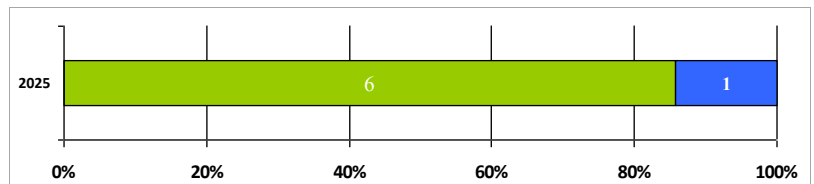
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

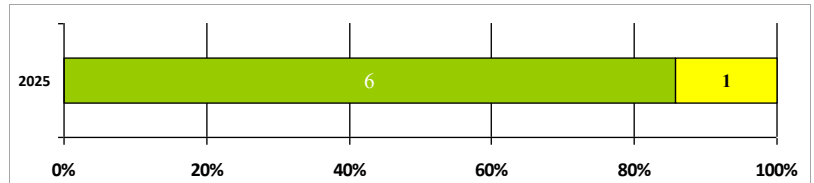
Q58 Require the effective use of data throughout the system to monitor student achievement and district performance?



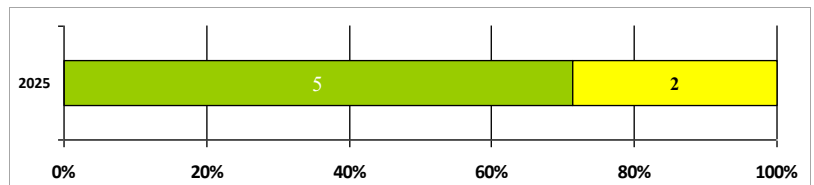
Q59 Regularly review and understand the criteria, assessment tools, and methods that measure student achievement and district performance?



Q60 Regularly review data, including disaggregated student achievement data, to measure progress toward district goals?



Q61 Regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness?



Notes:

Standard 5 Advocacy and Communication

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

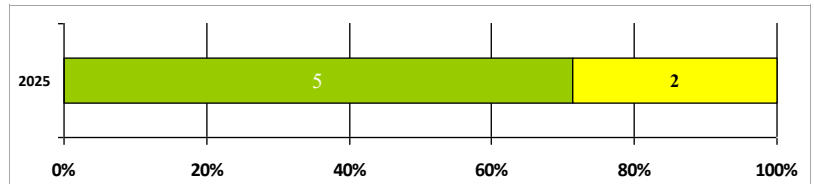
Benchmark of Success A

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

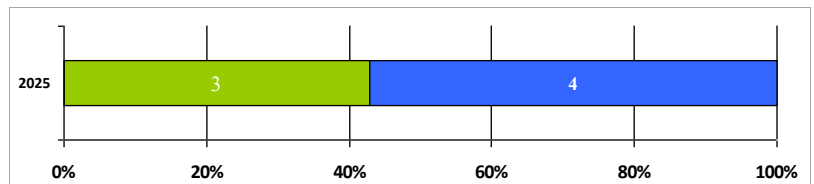
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

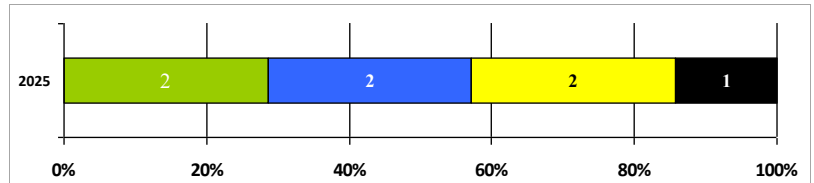
Q62 Advocate at the local, state and federal levels on behalf of students and the district?



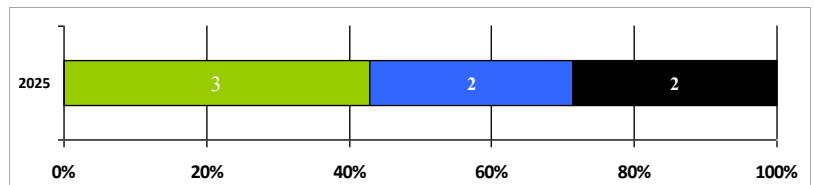
Q63 Model cultural, racial, and ethnic understanding and sensitivity?



Q64 Establish policies and partnerships that promote and expand educational opportunities for all students?



Q65 Follow an effective process for responding to questions, concerns, comments, or feedback from citizens?



Notes:

Standard 5 Advocacy and Communication

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

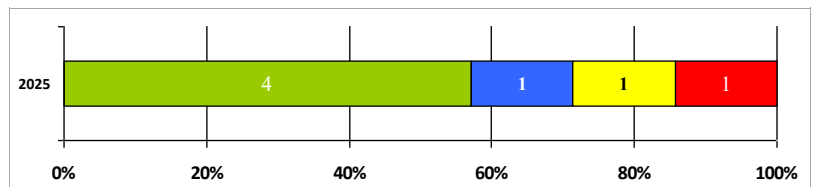
Benchmark of Success B

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

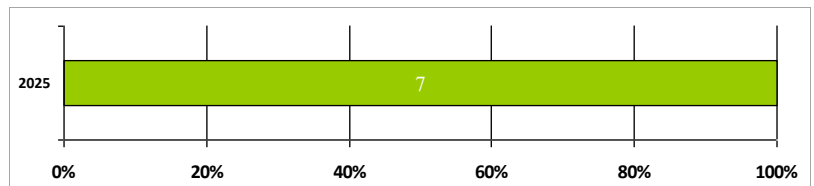
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q66 Ensure the public is well informed of the board's roles and responsibilities?



Q67 Conduct its business in a transparent and accountable manner?



Notes:

Standard 5 Advocacy and Communication

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

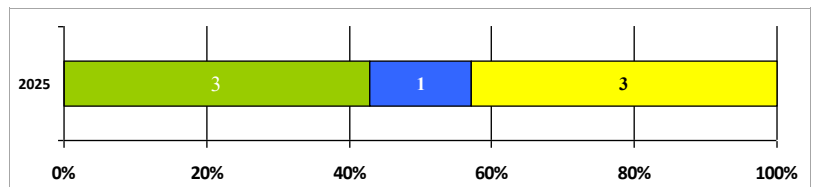
Benchmark of Success C

Ensuring district information and decisions are communicated community-wide.

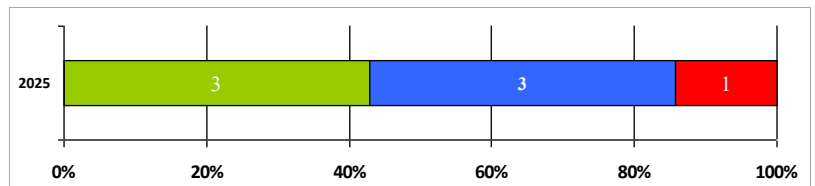
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q 68 Communicate proactively to disseminate information that addresses issues throughout the system and community?



Q 69 Communicate district performance to the public in clear and understandable ways?



Notes:

Standard 5 Advocacy and Communication

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

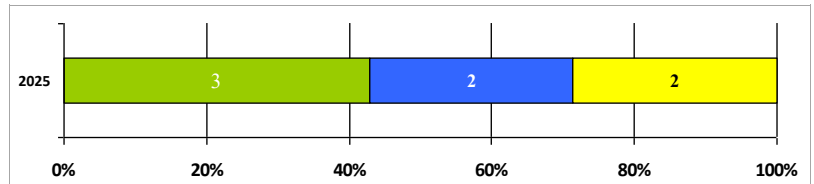
Benchmark of Success D

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

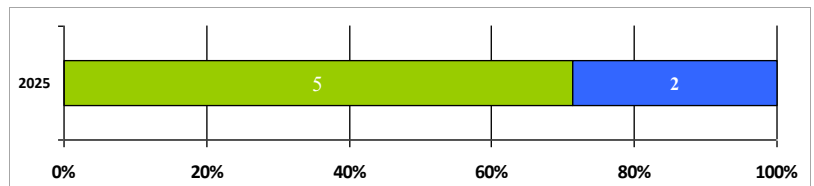
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q70 Seek community and staff input in its decision-making to gain community and staff support?



Q71 Carefully consider community and staff input in its decision making?



Notes: