



Descriptors for Board of Distinction 2016

The following is a guide that reflects the type of evidence evaluators may look for when reviewing your application. These items are included to support your application process.

Standard 1. Provide responsible school district governance by:

Benchmark B

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

- List of internal and external stakeholders, the stakeholder group they represent, how you engaged with them, and the process used for engagement
- Samples of input that represent divergent perspectives from your engagement process
- Documentation of how the board included these perspectives in its decision making process, including how the stakeholders hold the board accountable for utilizing their input
- Decisions made by the board and how the public could hold the board accountable for enacting that decision

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

Benchmark C

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

- Collaboration process, including who was involved and who they represented
- A copy of your district plan - particularly the learning and achievement outcomes
- Minutes of the meeting in which the board took action to adopt the plan
- Calendar of monitoring progress to the outcomes

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

Benchmark B

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

- Percentage of teachers who are National Board certified
- Percentage of teachers with a Master's Degree
- Average years of experience
- Percentage of teachers with an emergency or conditional license
- Evidence of a district-supported Master's Degree partnership with a college or university, the number of teachers who have attained that degree, and how many teachers are in the program at this time
- Evidence of financial support for professional development within the current district budget. This includes tuition reimbursement as well as professional development..
- Aggregate evidence of teacher evaluation data regarding proficiency and distinguished ratings
- Professional development plan for the upcoming or past school year, including what is offered, how it supports the district improvement plan, who is receiving the professional development and desired outcomes
- Evidence of teacher feedback regarding the quality of the professional development they received

Opportunity Gap

- 1. *What decisions did your board make this past year to positively change the opportunity gap?***
 - Evidence of decisions that the board took action to change the gap: Meeting minutes, budget allocation to support decision,
 - The plan for enacting the decision by the superintendent
 - Evidence of monitoring enactment of the decision
- 2. *What evidence of success resulted from previous decisions by the board?***
 - Provide explicit linkage between the decision and outcome
 - Data representing reduction in disproportionality
 - Data demonstrating decreasing the Opportunity gap and for whom
- 3. *Demonstrate how you analyze data and how you apply the results towards closing the opportunity gap.***
 - Monitoring Calendar
 - What you are measuring and who it impacts
 - Process or protocol for analysis of data
 - Evidence of impact after applying the results towards closing the opportunity gap
 - Be specific