

ASSESSMENT OF DISTRICT GOALS

This form provides the Board and the administration with a six-step strategy for assessing the extent to which District goals are being or have been achieved and for determining what to do as a follow-up on the assessment.

STEP ONE – DEFINE THE RESULT OF THE GOAL

- A. Describe the situation that should exist in the District if the goal has been accomplished. List each key factor in the end-result situation as these will be the focus of the assessment for which data will be needed.
- B. To ensure that important factors needed for the desired result have not been omitted from the description, ask, “*What should not be true of the situation when this goal has been achieved?*” For each answer, convert that negative factor into a desired characteristic.
- C. Describe each factor as it would be if the goal is accomplished at the **Desired Level of Quality**. (This is called the DLQ standard.)
- D. Describe each factor as it would be if the goal is accomplished at just a **Minimum Acceptable Level of Quality**. (This is called the MALQ standard.)
- E. Determine whether this is a progress assessment or an assessment of the end result.

STEP TWO – REVIEW THE ACTION PLAN AND ROLES OF THE KEY PARTICIPANTS

- A. Review what the plan describes as the role of the:

Board,

Superintendent or Treasurer,

Central Office Administrators,

Building Administrators,

Building and/or Department Staff.
- B. Review what has been done to date to accomplish the goal.
- C. Obtain the schedule for performance evaluations of the key participants.

STEP THREE – OBTAIN THE DATA ON THE RESULTS

- A. For each factor described in the end-result situation (Step One), retrieve the information that has been gathered to date.
- B. Check to make sure all of the information is relevant, accurate, and clear.
- C. Organize the data for easy comparison with the standards.

STEP FOUR – COMPARE THE DATA WITH THE STANDARDS

- A. Analyze each factor one at a time.
- B. List whether a factor is at DLQ, between DLQ and MALQ, at MALQ, or not acceptable (below MALQ).
- C. Review all of the comparisons and make a judgment (evaluation) as to whether current progress or the end-result situation is Excellent, Good, Fair, or Poor.

STEP FIVE – DIAGNOSE THE MAIN CAUSES FOR THE RESULT

- A. List the factors that are satisfactory (+) and place in order of significance to the result.
- B. List the factors that are not satisfactory (-) and place in order of significant to the result.
- C. Select the most significant (-) factors, one at a time, and decide what the reasons were that the desired factor was not produced. Refer to performance-evaluations and other data on actions, conditions, influences that could be causes. List in order of importance.
- D. Select the most important (+) factors, one at a time, and decide what the reasons were that the desired factor was produced. Refer to performance-evaluations and other data on actions, conditions, influences that could be causes. List in order of importance.
- E. Determine which of the actions, conditions, and/or influences the District has the power to deal with and which are beyond its control.

STEP SIX – DEVELOP PLANS TO REMEDiate AND REINFORCE

- A. For the (-) actions, conditions, and/or influences the District can act upon, ask “*what can be done differently that will be effective in eliminating or reducing the impact of these causes?*” Use planning strategy AG 2252 and/or the strategic planning process to prepare a remedial-action plan.
- B. For the (+) actions, conditions, and/or influences the District has control over, ask, “*What can be done to make sure these causative factors don’t disappear or are forgotten as we work on the (-) causes?*” Use planning strategy AG 2252 and/or the strategic planning process to prepare a reinforcement-action plan.