**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**

1. Describe the situation that should exist in the District of 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.
2. 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.
3. Describe each factor as it would be if the goal is accomplished at the **D**esired **L**evel of **Q**uality. (This is called the DLQ standard.)
4. Describe each factor as it would be if the goal is accomplished at just a **M**inimum **A**cceptable **L**evel of **Q**uality. (This is called the MALQ standard.)
5. 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**

1. Review what the plan describes as the role of the:

* Board,
* Superintendent or Treasurer,
* Central Office Administrators,
* Building Administrators,
* Building and/or Department Staff.

1. Review what has been done to date to accomplish the goal.
2. Obtain the schedule for performance evaluations of the key participants.

**STEP THREE – OBTAIN THE DATA ON THE RESULTS**

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

**STEP FOUR – COMPARE THE DATA WITH THE STANDARDS**

1. Analyze each factor one at a time.
2. List whether a factor is at DLQ, between DLQ and MALQ, at MALQ, or not acceptable (below MALQ).
3. 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**

1. List the factors that are satisfactory (+) and place in order of significance to the result.
2. List the factors that are not satisfactory (-) and place in order of significant to the result.
3. 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.
4. 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.
5. 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**

1. 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.
2. 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.