

**Meeting of the Board of Education
Park Ridge-Niles School District 64**

**Board of Education Agenda
Friday, July 11, 2014
Special Board Meeting
Emerson Middle School- LRC
8101 N. Cumberland Avenue
Niles, IL 60714**

On some occasions the order of business may be adjusted as the meeting progresses to accommodate Board members' schedules, the length of session, breaks and other needs.

Friday, July 11, 2014

TIME

APPENDIX

- | | |
|--------------|--|
| 5:30 p.m. | <ul style="list-style-type: none">Meeting of the Board Convenes• Roll Call• Introductions• Opening Remarks from President of the Board
• Public Comments
• Appointment of New Board Member A-1-- Board President Action Item 14-07-1
• Administration of the Oath of Office for Newly Appointed Board Member A-2-- Board President
• Election of Board Secretary A-3-- Board President Action Item 14-07-2 |
| DINNER BREAK | |
| 6:15 p.m. | <ul style="list-style-type: none">• CEC System Assessment Overview A-4-- Board President/Superintendent/CEC Representative
• Discussion; Superintendent Transition A-5-- Superintendent
• Strategic Planning – 1 Year Road Map and Board Consensus Goals A-6-- Superintendent
• Superintendent Evaluation Tool Development A-7-- Board President/Superintendent
• Adjournment |

Next Meeting: Saturday, July 12, 2014
Special Board Meeting – 8:30 a.m.
Closed Session – 8:30 a.m.
Special Board Meeting – 12:30 p.m. (resume)
Emerson Middle School – LRC
8101 N. Cumberland Avenue
Niles, IL 60714

In accordance with the Americans with Disabilities Act (ADA), the Board of Education of Community Consolidated School District 64 Park Ridge-Niles will provide access to public meetings to persons with disabilities who request special accommodations. Any persons requiring special accommodations should contact the Director of Facility Management at (847) 318-4313 to arrange assistance or obtain information on accessibility. It is recommended that you contact the District, 3 business days prior to a school board meeting, so we can make every effort to accommodate you or provide for any special needs.

Appointment of Board Member

ACTION ITEM 14-07-1

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the appointment of (name) to fill the open Board position vacated by Terry Cameron effective immediately until a new Board Member is elected in April 2015 and seated.

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

Administration of the Oath of Office for Newly Appointed Board Member

The Board President will administer the Oath of Office.

Election of Board Secretary

ACTION ITEM 14-07-2

I move the election of _____ to serve as Secretary of the Board of Education of Community Consolidated School District 64, Cook County, Illinois beginning effective immediately-2015 year.

Moved by _____ Seconded by _____

AYES:

NAYS:

ABSENT:

PRESENT:



CEC's District System Assessment Overview: Professional Learning Community Framework

The *Consortium for Educational Change (CEC)* is a coalition of school districts working together to create a support system for the learning, implementation, and improvement of quality principles and practices for continuous improvement.

Research has clearly identified a set of effective practices that define what a high performing district or school should look like, sound like and feel like. The system assessment process is an opportunity to benchmark the district or school against those practices. The definition of a high performing district or school is one that shows continuous growth and improvement.

The effective practices are grounded in the *Baldrige Performance Excellence* criteria and translated into the *Professional Learning Community* criteria as defined by the work of Richard and Rebecca DuFour.

The System Assessment involves:

- ◆ A self-study and self-assessment of where the district or school is in the implementation process in the use of research-based, effective practices of high performing organizations.
- ◆ The self-study involves responding to key questions aligned to the effective practices and in a self-assessment of the implementation of those practices in every school at the district level and every classroom at the school level.
- ◆ An external team reviews the self-study and self-assessment and visits the district or school. The district visit is three days. The school visit is two days. The team interviews stakeholders and examines evidence to provide an external look at the district or school's self-study.
- ◆ An oral report is given at the conclusion of the visit followed by written reports that identify strengths and opportunities for improvement aligned to the implementation of the research-based effective practices and gaps between the self-assessment and the external assessment. At the district level findings inform the district's strategic plan. At the school level findings inform the school's improvement plan.

Why would an organization want to use a continuous improvement framework?

- 1. The Criteria for Performance Excellence provide a framework for improvement without being prescriptive.** Organizations are encouraged to develop creative and flexible approaches aligned with organizational needs and to demonstrate cause-effect linkages between these approaches and their results. They paint a picture of what a high performing organization looks like, feels like and sounds like.
- 2. The Criteria are inclusive.** While other approaches focus on a single aspect, such as leadership, strategic planning, or process management, the Criteria describe an integrated management framework that addresses all the factors that define the organization, its operations, and its results.
- 3. The Criteria focus on common requirements, rather than procedures, tools, or techniques.** Other improvement efforts may be integrated into the organization's performance management system and included as part of a response to Criteria requirements. The effective practices link with organizational performance expectations and define what everyone needs to do well together.
- 4. The Criteria are adaptable.** They can be used by large and small organizations; urban, rural and suburban organizations; districts, schools and teams. They mirror effective practices from other sectors such as business and health care.
- 5. The Criteria are at the leading edge of validated management practices.** They are regularly improved to enhance coverage of strategy-driven performance, address the needs of all stakeholders, and accommodate important organizational needs and practices.

The criteria are listed on the next few pages.

PROFESSIONAL LEARNING COMMUNITY CONTINUOUS IMPROVEMENT FRAMEWORK: FIRST BIG IDEA - FOCUS ON LEARNING

Focus on Learning: Focus on Learning: We acknowledge that our fundamental collective purpose is to help all students achieve high levels of learning and therefore we are willing to examine all of our practices in light of their impact on learning.		1.	2.	3.	4.	5.
		AWARE	PLAN	DO	STUDY	ACT
A Guaranteed & Viable Curriculum						
A.	<i>Establishing the Curriculum:</i> We set student learning outcomes across all classrooms to build shared knowledge regarding common core state standards, district curriculum guides, trends in student achievement and outcomes for the next course or grade.					
B.	<i>Executing the Curriculum:</i> We expect that each teacher give priority to the identified learning outcomes in every unit of instruction to guarantee that each student has equal access to those learning outcomes in all classrooms for the grade level or course.					
C.	<i>Clarifying and Communicating the Curriculum:</i> We expect that every teacher is able to assist each student and their parents (families) to know the essential learning outcomes so they can assist in monitoring performance in relationship to those outcomes.					
An Aligned, Focused System of Assessments						
D.	<i>Defining the Assessment System:</i> We ensure there is alignment and balance between common, formative assessment data to guide instruction and learning and common, summative assessment data to reflect on teaching, programs, interventions and periodic student progress reporting.					
E.	<i>Assessing What Each Student Knows and Needs to Learn Next:</i> We expect each teacher to monitor the learning of all students, aligned to the learning outcomes per unit, to identify what each student knows, is able to do and needs to learn next.					
F.	<i>Providing Frequent and Timely Descriptive Assessment Feedback:</i> We ensure there is frequent and timely feedback regarding the performance of our students on classroom, team, school, district, and state assessments.					
G.	<i>Using Assessment Data and Information to Drive Instruction:</i> We expect teachers to use assessment data, aligned to student learning outcomes per unit, to differentiate instruction and respond to students when they either demonstrate they have not learned or are ready for more challenge.					
H.	<i>Using Assessment Data and Information to Recognize Growth and Achievement.</i> We regularly recognize and celebrate individual and collective student growth, mastery and success aligned to appropriate unit-based learning outcomes.					
Differentiation: Instruction, Interventions & Enrichments						
I.	<i>Differentiating Instruction:</i> We expect Instructional activities are engaging and differentiated to meet individual and small group needs for a minimum of 80% of the students within the classroom. We expect classroom differentiation to include models of co-teaching, cross grade instruction, push in instruction, flexible grouping, etc.					
J.	<i>Aligning Interventions:</i> We ensure a system of interventions that guarantees each student will receive additional time and support for learning if he/she has not demonstrated mastery of grade level or course unit learning outcomes. Such an intervention system must be school-wide and engage a team of support specialists assisting classroom teachers to improve mastery of grade level or course unit learning outcomes.					
K.	<i>Aligning Enrichments:</i> We ensure teachers extend and enrich the learning of students who have mastered common learning targets so every student is challenged. Such an enrichment system must be school-wide and engage a team of support specialists assisting classroom teachers to improve mastery of content beyond or extending grade level or course unit learning outcomes.					
Ensure a Focus on Learning						
L.	<i>Providing Conditions for an Optimal Learning Environment:</i> We expect all learning environments to be safe, respectful and engaging while supporting a climate of high expectations for social emotional learning. We recognize the importance of acting on student satisfaction data to improve learning conditions.					
M.	<i>Examining Learning Practices:</i> We provide opportunities for teachers to examine homework, grading, report cards, etc. to ensure there is organization-wide clarity and consistency across all classrooms, teams and all other organizational levels.					
N.	<i>Judging Quality Work:</i> We expect all teachers to clarify the criteria by which they will judge the quality of student work and practice applying those criteria until they can do so consistently.					
O.	<i>Providing Training and Support:</i> We provide sufficient training and follow-up support to assist teachers with expectations in the alignment of assessments and instruction within a standards-driven curriculum.					
P.	<i>Organizing and Allocating Resources:</i> We organize and allocate resources of people, time and money with a focus on learning as opposed to a focus on teaching.					

Adapted from *Aligning Districts As PLCs*, Van Clay, Soldwedel and Many: Solution-Tree, 2011

**PROFESSIONAL LEARNING COMMUNITY CONTINUOUS IMPROVEMENT FRAMEWORK:
SECOND BIG IDEA - FOCUS ON COLLABORATION**

Focus on Collaboration: We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high performing teams.		1.	2.	3.	4.	5.
		AWARE	PLAN	DO	STUDY	ACT
Building Shared Knowledge & Leadership: Mission, Vision, Values, Goals & Strategies						
A.	<i>Clarifying the "Big Picture":</i> We develop and deploy mission, vision, values (collective commitments) goals and strategies to establish clear direction. Everyone has a clear understanding of where we are and where we want to be.					
B.	<i>Communicating the "Big Picture":</i> We set clear direction by communicating a "Big Picture" so that everyone sees how current and new initiatives connect to that direction and how those initiatives align with district and school direction. Everyone understands how his/her work contributes to the "Big Picture's" improvement planning process.					
C.	<i>Reinforcing the "Big Picture":</i> We expect that common behaviors and actions of all staff support the vision, mission, values, goals and strategies of the organization at all levels. Everyone accountable for aligning their behaviors and actions to our mission, vision, values and goals.					
D.	<i>Living the "Big Picture":</i> We set strategies and action plans to describe the steps to be taken toward attainment of goals. The improvement planning process serves as the centerpiece for examining how the organization performs. Everyone knows how our goals, strategies and improvement actions will get us from where we are to where we want to be.					
Making Appropriate Decisions Through High-Performing, Collaborative Teams						
E.	<i>Setting Expectations for Team Function:</i> We expect work to be done through collaborative teams in which members work together interdependently to achieve common goals. We have appropriate structures and processes to promote shared and distributed leadership.					
F.	<i>Providing Time & Purpose for Teams to Meet:</i> We provide time during the contractual day and school year for teams to meet. Team meeting time focuses on improving student learning. Team meetings are effective and efficient.					
G.	<i>Determining Accountability Criteria for Teams:</i> We expect teams to be accountable for the decisions they make and the results they achieve. We expect each team to understand its charge and expectations and take responsibility for its actions leading to improvement results.					
H.	<i>Implementing a High Performance Culture through Collective Inquiry:</i> We promote a culture/teaching environment of personal growth and high performance. We understand the importance of high morale and professional relationships. We expect team time to be used to engage in collective inquiry on questions specifically linked to gains in student achievement or organization improvement.					
I.	<i>Providing a Safe Data Culture for Effective Team Function:</i> We create a safe environment to report and compare data so as to learn from one another and share effective practices.					
Fostering Strong Partnerships						
J.	<i>Fostering Collaborative Internal Staff Partnerships:</i> We foster collaborative staff partnerships between and across all organizational levels to ensure decisions are made in the best interests of students. We recognize the importance of acting on staff satisfaction data to improve working conditions.					
K.	<i>Fostering Collaborative External Family Partnerships:</i> We foster collaborative partnerships with parents (families) to engage them in decisions about the progress of district, school and student goal attainment. We recognize the importance of acting on parent (family) satisfaction data to improve home-school relationships to improve student learning.					
L.	<i>Fostering Collaborative External Community Partnerships:</i> We foster collaborative partnerships with the community to engage them in decisions about the progress of district, school and student goal attainment.					
Ensuring a Focus on Collaboration						
M.	<i>Providing Conditions for an Optimal Work Environment:</i> We expect all work environments to be safe, respectful, and engaging while supporting a climate of high expectations for student learning. We expect collaboration, commitment and accountability for improving our organization and its results through actions and behaviors.					
N.	<i>Providing Meaningful, Aligned Evaluation Systems:</i> We enforce system-wide job expectations and provide meaningful evaluation systems.					
O.	<i>Providing Job-embedded Training:</i> We ensure professional development and training is job-embedded and ongoing.					
P.	<i>Organizing and Allocating Resources:</i> We organize and allocate resources of people, time and money with a focus on collaboration.					

Adapted from *Aligning Districts As PLCs*, Van Clay, Soldwedel and Many: Solution-Tree, 2011

**PROFESSIONAL LEARNING COMMUNITY CONTINUOUS IMPROVEMENT FRAMEWORK:
THIRD BIG IDEA - FOCUS ON RESULTS**

Focus on Results: We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, schools and districts seek relevant data and information and use that information to promote continuous improvement.		1.	2.	3.	4.	5.
		AWARE	PLAN	DO	STUDY	ACT
Data Transparency & Efficacy: Measuring What Matters Most						
A.	<i>Measuring What Matters Most:</i> We align key data indicators, measures and targets throughout the organization — district to school to grade level team/department to individual --- to establish effective ways to monitor and report progress.					
B.	<i>Setting SMART Goals:</i> School, team and individual staff goals are specific, measurable, attainable, results-oriented and timely (SMART). They address gaps identified through key data sources that focus improvement efforts.					
C.	<i>Aligning Leader Performance Evaluation:</i> Administrative performance goals align with the organization's improvement plans.					
D.	<i>Aligning Teacher Performance Evaluation:</i> Teacher performance goals align with district, school and team improvement plans.					
E.	<i>Aligning Student Performance Evaluation:</i> Student performance goals align with unit-based learning outcomes and other assessment data and information.					
Creating a Results Orientation						
F.	<i>Using Data Effectively:</i> We expect all staff to use assessment data to: a) identify students who need additional time and support for learning; b) discover strengths and weaknesses in their own job performance; c) measure and report progress toward goals, and d) define action plans.					
G.	<i>Inspiring Shared Accountability:</i> We create a safe data culture so students and staff feel comfortable sharing their results in an effort to learn from others to improve results.					
H.	<i>Monitoring and Reporting Progress:</i> We view, monitor and report progress to all stakeholders on a regular basis to identify what to celebrate and what to focus on next in terms of improvement.					
I.	<i>Promoting Student Responsibility for Their Own Learning:</i> We expect staff to assist students in taking responsibility for their own learning by collecting data in order to monitor and track their performance compared to high expectations and performance results of others.					
J.	<i>Reporting and Acting on Satisfaction Data:</i> We collect, analyze, prioritize and act upon student, parent and staff satisfaction data to be certain it is addressing the needs and requirements of our stakeholders.					
Creating a Data-Based Picture of Results						
K.	<i>Examining Trend Data:</i> We have evidence to show our results are improving compared to the past. Our achievement results include measures of growth. We know and are communicating our strengths. We know and are communicating our opportunities for improvement.					
L.	<i>Examining Cohort Data:</i> We have evidence to show our student cohort achievement results are improving from grade to grade. Our achievement results include measures of growth. We know and are communicating our strengths. We know and are communicating our opportunities for improvement.					
M.	<i>Examining Comparative Data:</i> We have evidence to show our achievement results are improving compared to others (state and other benchmark districts). We know and are communicating our strengths. We know and are communicating our opportunities for improvement.					
N.	<i>Closing Achievement Gaps:</i> We have evidence to show our results have narrowed or closed achievement gaps between groups of students. We know and are communicating our strengths. We know and are communicating our opportunities for improvement.					
O.	<i>Meeting Adequate Yearly Progress:</i> We meet adequate yearly progress requirements as defined by federal and state legislation. Our students are ready for the next level. (elementary to middle, middle to high school, high school to college/career readiness)					
Ensuring a Focus on Results						
P.	<i>Managing Data:</i> We examine policies and processes related to data collection, management and analysis to be certain they are effective and efficient. Data are easily accessible and user-friendly in their formats.					
Q.	<i>Providing Meaningful, Data-based Evaluation Systems:</i> We ensure the aligned evaluation system includes data-based evidence of results.					
R.	<i>Providing Job-embedded Training:</i> We ensure professional development and training around data and results is job-embedded and ongoing.					
S.	<i>Organizing and Allocating Resources:</i> We organize and allocate our resources of people, time and money with a focus on results.					

The 50 Indicators form the basis for the criteria used to conduct the system assessment visit. The school self study and assessment is based as the Indicators as well as the external team feedback reports.

In addition the assessment includes the eleven Baldrige Performance Excellence Core Values. These Core Values examine the culture of the school.

Focus on Learning: Baldrige Core values that contribute to a Focus on Learning.	
A.	Learning-Centered Education: A focus of all school activities on the learning needs of students is evident. Active student learning requires students to take responsibility for the management of key learning processes. The school articulates essential learning targets and common assessments across grade levels. Key learning processes are systematic and systemic.
B.	Focus on the Future: A willingness for leaders/staff to make long-term teaching commitments is valued. Teachers plan for the future with foresight to be proactive as compared to reactive. They know the requirements for their students to be successful for promotion to the next grade or level. They view the year as an opportunity to demonstrate growth and achievement for the class as a whole and for individual students in general to meet those requirements by the end of the year. Other teachers/staff, parents and other students are partners in ensuring that success.
C.	Managing for Innovation: A focus on making meaningful change to improve the school learning system and create new value for students and parents is valued. The opportunity for teachers and teams to take risks, experiment, and learn from mistakes is encouraged. There is a safe teaching environment. Teachers use best practices to guide instruction and to meet requirements. Technology is utilized appropriately.

Focus on Collaboration: Core Values that contribute to a Focus on Collaboration	
A.	Visionary Leadership: Leadership/ teams set and communicate high expectations with a visible commitment to continuous improvement. Continuous improvement principles and practices are modeled. Leaders value high achievement for all. Shared decision making is valued. It is clear how decisions are made and communicated. Staff, parents and students have input into decisions.
B.	Organizational and Personal Learning: Staff and teams are engaged as full participants in learning and as contributors to improvement processes. Staff and team performance evaluation is aligned to school and school goals. Staff and team growth and high achievement is expected.
C.	Valuing Faculty/Staff, Students, and Partners: There is investment in the on-going development of knowledge, capabilities, skills and motivation of students, staff and partners. There is a practice of building partnerships internal and external to accomplish goals. The school provides interventions when students do not learn. Parents are partners in the learning process.
D.	Public Responsibility and Citizenship: The practice of the school serving as a role model in the operation as a member of the community is valued. The school is a safe environment. Appropriate behaviors and attitudes are celebrated. Trust and ethics are valued. Social and emotional learning is a high priority.

Focus on Results: Core values that contribute to a Focus on Results	
A.	Management by Fact: Leaders/ Teams make decisions based on measurement, information, data and analysis. Teams are responsible for monitoring their own results. Teams can articulate what students know and what they do not know. They can formulate their goals based on evidence of student learning. Decision-making based on measurement, information, data and analysis guide instruction.
B.	Focus on Results & Creating Value: A focus on the school's performance results that reflect and balance the needs and interests of students and parents is valued. Knowing that change makes a difference and adds new value to the current situation is imperative. New programs and strategies are studied to be certain they improve learning. It is clear when new programs and strategies are standardized that old programs and strategies are discarded.
C.	Systems Perspective: Using the core values and the key concepts to form the building blocks for an integrated learning and teaching system is demonstrated. Managing the whole to be certain the parts of the school are well connected and aligned is valued. The school supports school, classroom, grade level, and student needs/ requirements.
D.	Agility: Faster and more flexible response to the needs of teachers, students and parents is expected. Progress is shared periodically so that formative results can be addressed before summative results are given. There are no surprises for teachers, students, or parents with progress reports. Cycle time is monitored in responding to important needs and requirements.

CEC SYSTEMS ASSESSMENT Process

SET UP

1. Identify district and verify district readiness
2. Identify Site Coordinator
3. Develop a project timeline
4. Finalize contract for assessment visit
5. Identify assessment team and team leader

PRE-SITE VISIT

1. Provide district with introductory information
2. Identify Three Focus Area Contacts and Teams
3. Meet to ensure understanding of the self-assessment process
4. Complete self-study documents and post to district website
5. Finalize logistics for site visit; schedule, team needs, space, etc.
6. Finalize documents and communications for the site visit

SITE VISIT

1. Assessment Team meets to discuss self-study data and information
2. Assessment Team conducts interviews to verify/clarify self-study
3. Assessment Team identifies strengths, opportunities for improvement and suggested next steps
4. Team Leader presents Oral Report of overall strengths and opportunities for improvement

POST-SITE VISIT

1. Team Leader synthesizes team input into written feedback reports
2. District receives the final written feedback reports
3. Team Leader returns to provide information and support for findings and to answer questions/defend the report
4. CEC, Assessment Team and the district debrief system assessment process to make suggestions for continued improvements.

**DISTRICT ACTS ON ASSESSMENT DATA AND INFORMATION.
DISTRICT REPEATS THE CYCLE WHEN APPROPRIATE OR
CONSIDERS SCHOOL SYSTEM ASSESSMENTS.**

Discussion; Superintendent Transition

No report.

Park Ridge-Niles School District 64 – Strategic Objectives, Challenges, Key Goals & Action Plans 2014-15

Strategic Objectives		Strategic Challenges		Related Key Goals		Key Action Plans			
<p>Outstanding Student Growth</p>	<p>1) Utilize a variety of assessments to monitor and support individual student growth while remaining competitive with comparable districts</p>	<ul style="list-style-type: none"> Meet student growth targets for MAP reading and math Utilize Educational Ends to monitor performance in other curricular areas Manage the complexities of the new PARCC assessment 	<p>1a) Achieve 3-year average individual student growth targets in reading 1b) Set and achieve 3-year average individual student growth targets in math 1c) Embark on multi-year Educational Ends review 1d) Maintain current competitive performance (within 10 percentage points) relative to top-performing benchmark districts on state assessment</p>	<ul style="list-style-type: none"> Collaborate with NWEA consultant to review rigorous individual growth targets in reading and math Work collaboratively to revise Educational Ends statements, targets, and assessments Continue and expand use of high impact instructional strategies (formative assessments and RtI) to support individual student growth 	<p>21st Century Learning for all Students</p>	<p>2) Provide standards-based curricular programs and services reflecting current research, best practice, and technology integration for all students</p>	<ul style="list-style-type: none"> Manage the requirements of curriculum revision due to new CCSS across disciplines Address emerging challenges driven by 1:1 environment Continuously develop skills of existing staff to meet technological and pedagogical competencies 	<p>2a) Continue implementation of Math and ELA CCSS (writing focus) 2b) Prepare for introduction of NGSS (Next Generation Science Standards) 2c) Implement the 1:1 Chromebook initiative for grades 3-8 2d) Support the implementation of high-impact instructional strategies 2e) Support and monitor staff technology proficiencies 2f) Assess the impact of ITCs and propose plan for continuation beyond 2014-15</p>	<ul style="list-style-type: none"> Elementary Science Curriculum Review Committee reviews NGSS, compares to current D64 curriculum Use curriculum writing funds to support middle school science teachers with aligning instruction to NGSS Develop multi-year technology plan Implement 1:1 learning initiative Provide a comprehensive professional development program to support: 1) instructional shifts required to successfully implement CCSS in math and reading, 2) high impact instructional strategies (formative assessments and RtI) to support individual student growth Continue use of LoTi survey to measure and support staff proficiency Using ITC metrics, determine need/ feasibility of continuing Establish a protocol for measuring system-wide implementation of instructional

Park Ridge-Niles School District 64 – Strategic Objectives, Challenges, Key Goals & Action Plans 2014-15

Strategic Objectives		Strategic Challenges		Related Key Goals		Key Action Plans	
Highly Qualified Staff	3) Develop a process for recruiting and retaining highly qualified staff to deliver programs and services to all students	<ul style="list-style-type: none"> Recruit new staff and administrators in a competitive environment 	<p>3a) Establish shared expectations for hiring criteria and develop inter-rater reliability</p> <p>3b) Work collaboratively to revise the teacher evaluation process to meet state deadlines per PERA</p> <p>3c) Work collaboratively to design and implement student growth measures in compliance with PERA</p> <p>3d) Provide support for new teachers and administrators</p>	<ul style="list-style-type: none"> Convene new District student progress communication committee to begin researching opportunities for enhanced progress reporting Explore research-based screening processes and training to enhance inter-rater reliability for hiring and performance evaluation Develop the teacher evaluation process Identify individual student growth measures for the evaluation of teacher performance Maintain mentor programs to support new teachers and expand opportunities for mentoring of administrators 			
	4) Ensure all facilities are safe and provide a positive learning environment for students	<ul style="list-style-type: none"> Incorporate security needs into future projects in light of budget constraints Address issues related to aging facilities Ensure equity in the instructional programming District-wide 	<p>4a) Complete priority 1 projects</p> <p>4b) Review Facility Maintenance Plan to select next projects</p> <p>4c) Use the Kasarda demographic study to evaluate enrollment trends</p>	<ul style="list-style-type: none"> Implement Raptor visitor management system at all schools Discuss additional security measures such as secure vestibules and determine feasibility Plan and bid Field School Phase 2 project Conduct Master Facility Audit Conduct 10-year Life Safety review Use enrollment trends to make facility, staffing, and attendance zone recommendations 			
Safe Learning Environments							

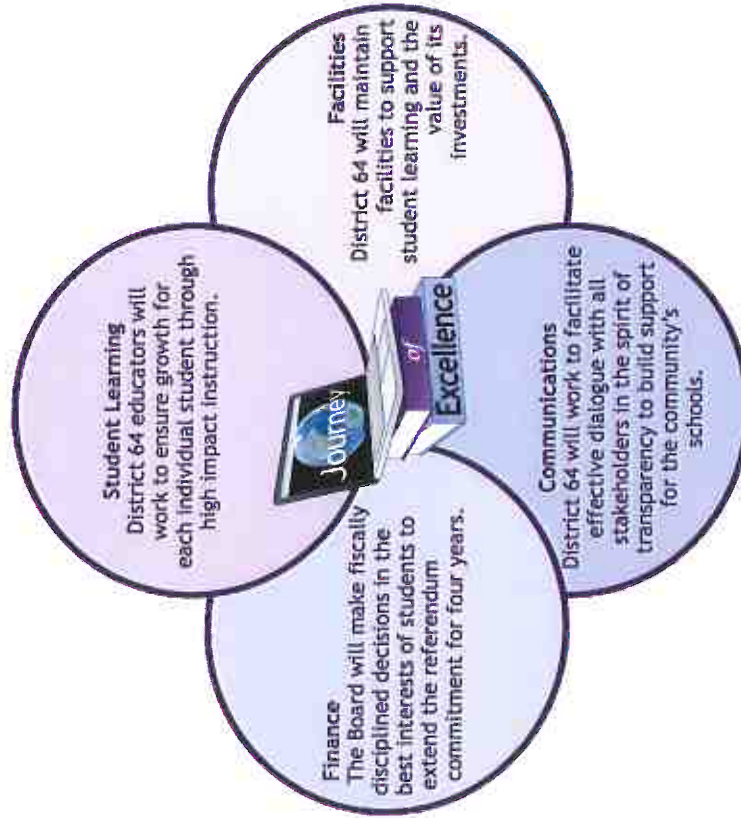
Park Ridge-Niles School District 64 – Strategic Objectives, Challenges, Key Goals & Action Plans 2014-15

Strategic Objectives		Strategic Challenges		Related Key Goals		Key Action Plans	
Stable Financial Position	5) Ensure fiscal solvency by maximizing revenues and managing expenses	<ul style="list-style-type: none"> Proactively manage District finances in a climate of changing funding patterns and increased mandates from state and local governments 	5a) Maintain responsible approach to fiscal operations, ensuring cost efficiencies while maintaining high-quality programs and services	<ul style="list-style-type: none"> Create long-term staffing projections and implement annual staffing plans to address essential and highly valued District programs and services Implement cost containment measures annually and explore new revenue sources as they become available Use financial projections to maintain a healthy short- and long-term financial position while honoring the Board's fund balance policy As called for in the 2012 agreement, initiate dialogue on the future of step/lane system to prepare for negotiating a new Collective Bargaining Agreement with the PREA by summer 2016 	Effective Partnerships and Processes	6) Develop the practices of effective organizations that work in partnership with all stakeholders in the spirit of continuous improvement	<ul style="list-style-type: none"> Complete CEC study in 2014 Building on CEC study, research and select Strategic Plan approach and potential consultant Write Strategic Plan in 2015 Utilize additional features of new website to enhance communication to all families Expand social media presence Implement community survey, expand e-newsletters and other methods to maintain flow of communication Develop community connections through exemplary service learning projects at all grade levels
	6) Develop the practices of effective organizations that work in partnership with all stakeholders in the spirit of continuous improvement	<ul style="list-style-type: none"> Strategic Plan has reached the end of its five-year cycle Integrate new leadership and plan for transition 	6a) Conduct CEC study to provide system overview 6b) Launch Strategic Planning process 6c) Expand two-way communication with all stakeholders				

Park Ridge-Niles School District 64 Board Operating Plan

Updated as of February 24, 2014

Park Ridge-Niles School District 64 Board of Education Goals 2013-15



District 64 Operating Plan - Board Consensus Goals

Goals (Amended 12-16-13)	Action Plans	Metrics
<p>Student Learning</p> <ol style="list-style-type: none"> Utilize a variety of assessments to monitor and support individual student growth while remaining competitive with comparable districts Develop a comprehensive technology plan that articulates a 1:1 model Support and monitor staff technology proficiencies Assess the impact of Instructional Technology Coaches <p>Facilities</p> <ol style="list-style-type: none"> Obtain capacity of each school Complete new demographic study Continue Facility Master Plan Phase 1 projects <p>Finance</p> <ol style="list-style-type: none"> Levy to maximize revenue under PTELL formula Maintain District-wide fees in 2013-14 Earmark Operating Fund balance to extend next referendum Use debt extension bonds for further capital improvements Extend operating fund referendum to no earlier than 2020-21 Use strong fiscal discipline <p>Communications</p> <ol style="list-style-type: none"> Strengthen the website as a convenient source of information for parents and community members Create a more consistent experience for parents across District 64 to access and receive information about classroom/team learning activities and school news Create a "Board Operating Plan" Expand the information regularly provided to the community and create a new opportunity to invite community-wide input Review needs for outreach to families speaking languages other than English Research electronic Board report packets 	<p>Student Learning</p> <ol style="list-style-type: none"> Review and refine Educational Ends Set student growth targets using MAP assessments 10-28-13 Monitor ISAT/PARCC scores Present financial options 2-24-14 Consider policies/guidelines, communications, professional development, and infrastructure needs Present technology plan 3-24-14 Present LoTI survey results 11-18-13 Administer post survey to staff spring 2014 Present metrics for measuring impact of ITCs 5-5-13 <p>Facilities</p> <ol style="list-style-type: none"> Review capacity from 6th day of enrollment report 9/23/13 Review new Kasarda demographic study 10/28/18 Approve plans for Field School summer 2014 12/16/13 Approve plans for Field School summer 2015 Review maintenance plan priority list for future years Incorporate security study facility needs into future projects <p>Finance</p> <ol style="list-style-type: none"> Adopt 2013 tax levy 12-16-13 0% increase 2013-14 student registration fees Present student fee study 12-16-13 Adopt 2014-15 student fees spring 2014 Adopt 2014-15 budget draft 6-2014 Authorize working cash fund bonds 12-16-13 Continuously monitor & update BOE on long range projections Adopt 2014-15 tentative budget draft 6-2014 <p>Communications</p> <ol style="list-style-type: none"> Complete strategic analysis of District website 1-28-14 Implement new website by 6-30-14 Set goal for staff web presence Establish web presence guidelines for staff Create a joint calendar of school newsletter focus topics Explore social media as a tool for communications Create a "Board Operating Plan" communications tool Create new electronic newsletter by 2nd Q 2014 Create annual communications online community survey Explore occasional informal, online forums Monitor ELL statistics Report on Transitional Program of Instruction (TPI) Develop options for alternate delivery of Board packets 	<p>Student Learning</p> <ol style="list-style-type: none"> Complete revision of all Educational Ends assessments by spring 2015 By 2017, achieve 3-year average individual student growth targets as measured by MAP in Reading (60%) and Math (180). Maintain current competitive performance (within 10 percentage points) relative to top-performing benchmark districts on the state assessment Present financial options 2-24-14 Consider policies/guidelines, communications, professional development, and infrastructure needs Present technology plan 3-24-14 LoTI survey results presented 11-18-13 Administer post survey to staff spring 2014 Present metrics for measuring impact of ITCs 5-5-13 <p>Facilities</p> <ol style="list-style-type: none"> 6th day of enrollment report 9/23/13 Kasarda demographic study presented 10/28/18 Construction completed for SY 2014-15 Construction completed for SY 2015-16 Complete Educational Adequacy Study by 11/2014 Budget for security enhancements starting FY2014-15 <p>Finance</p> <ol style="list-style-type: none"> Levy filed with County Clerk by last Tuesday in December 2013-14 student registration fees adopted spring 2013 Student fee study presented 12-16-13 Adopt 2014-15 student fees spring 2014 Adopt 2014-15 budget draft 6-2014 Complete sale of \$8.6MM Working Cash Fund bonds 3-2014 Long-range financial projections updated 2-10-14/9-2014 BOE provides direction annual budget modifications 3-2014 <p>Communications</p> <ol style="list-style-type: none"> Incorporate recommendations website design spring 2014 Launch new website target Week 1 June 2014 Identify goal by 6-2014 Web guidelines for staff by 6-2014 AC joint calendar newsletter focus topics spring 2014 Social media launch 2-2014 "Board Operating Plan" on website 2-2014 Electronic newsletter launch 2nd Q 2014 Online community survey (fall 2014) Online forums/feedback as needed ELL statistics updated quarterly Report on TPI spring 2014 Present options for electronic Board packets by 2nd Q 2014

Board Consensus Goals

Revenues: Actuals & Projections

Expenditures: Actuals & Projections

District 64 Operating Plan - Revenues: Actuals & Projections

Actual and Projected Revenues

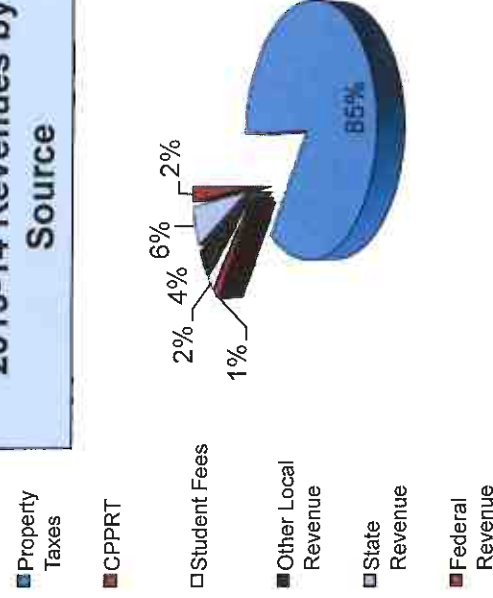
Revenues by Fiscal Year	Actual Expense			Budget			Projections						
	2010-11	2011-12	% Inc	2012-13	% Inc	2013-14	% Inc	2014-15	% Inc	2015-16	% Inc	2016-17	% Inc
Property Taxes	\$54.2	\$56.4	4.1%	\$57.5	2.0%	\$60.0	4.3%	\$60.5	0.8%	\$61.5	1.7%	\$63.4	3.1%
Corporate Personal Property Replacement Taxes (CPPRT)	\$1.2	\$1.1	-8.3%	\$1.1	0.0%	\$1.1	0.0%	\$1.1	0.0%	\$1.1	0.0%	\$1.1	0.0%
Student Fees	\$1.5	\$1.5	0.0%	\$1.5	0.0%	\$1.5	0.0%	\$1.5	0.0%	\$1.5	0.0%	\$1.5	0.0%
Other Local Revenue	\$4.9	\$6.0	22.4%	\$3.2	-46.7%	\$2.8	-12.5%	\$2.0	-28.6%	\$2.0	0.0%	\$2.0	0.0%
State Revenue	\$5.1	\$5.4	5.9%	\$4.2	-22.2%	\$4.0	-4.8%	\$4.0	0.0%	\$4.1	2.5%	\$4.1	0.0%
Federal Revenue	\$7.6	\$1.3	-82.9%	\$1.6	23.1%	\$1.5	-6.3%	\$1.5	0.0%	\$1.5	0.0%	\$1.5	0.0%
All Funds Total	\$74.5	\$71.7	-3.8%	\$69.1	-3.6%	\$70.9	2.6%	\$70.6	-0.4%	\$71.7	1.6%	\$73.6	2.6%

The above does not include the Debt Service Fund or Inter-fund Transfers

Property Taxes

Levy/ Calendar Year	Actuals			Projections			
	2010	2011	2012	2013	2014	2015	2016
CPI-U (December)	2.7%	1.5%	3.0%	1.7%	1.5%	2.0%	1.5%
Tax Extension (actual or estimated)	\$59.50	\$60.50	\$62.40	\$63.60	\$64.75	\$66.30	\$67.50
Increase in Tax Extension	3.60%	1.70%	3.10%	1.92%	1.81%	2.39%	1.81%

2013-14 Revenues by Source



Key Points

- D64 is subject to the Property Tax Extension Limitation Law (PTELL)
- Past Board's have made a commitment not to request another referendum until 2016-17.
- Fund Balance Policy – The District's Operating Fund Balance shall end each fiscal year with four months (33%) of operating expenses.

Board Consensus Goals

Revenues: Actuals & Projections

Expenditures: Actuals & Projections

District 64 Operating Plan - Expenditures: Actuals & Projections

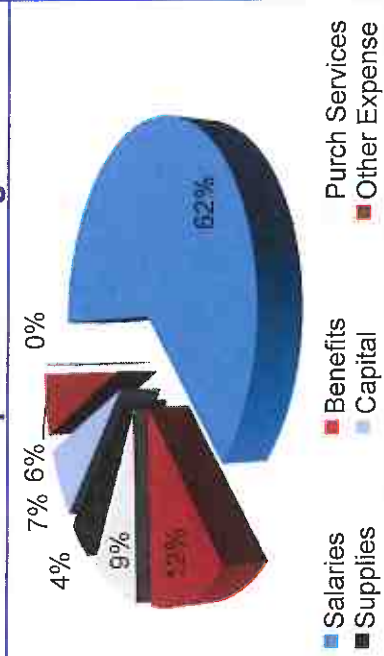
Expenditures by Fiscal Year	Actual & Projected Expenditures														
	Actuals						2013-14 Budget						Projections		
	2010-11	2011-12	% Inc	2012-13	% Inc	2013-14	% Inc	2014-15	% Inc	2015-16	% Inc	2016-17	% Inc		
Salaries	\$41.70	\$42.90	2.9%	\$44.40	3.5%	\$47.20	6.3%	\$48.90	3.6%	\$50.10	2.5%	\$52.40	4.6%		
Benefits	\$7.10	\$8.10	14.1%	\$8.50	4.9%	\$9.40	10.6%	\$10.00	6.4%	\$10.30	3.0%	\$10.80	4.9%		
Purch Services	\$5.40	\$4.90	-9.3%	\$5.20	6.1%	\$5.50	5.8%	\$5.70	3.6%	\$5.80	1.8%	\$6.00	3.4%		
Supplies	\$3.20	\$2.70	-15.5%	\$2.50	-7.4%	\$3.00	20.0%	\$3.00	0.0%	\$3.10	3.3%	\$3.20	3.2%		
Capital	\$9.00	\$2.70	-70.0%	\$0.40	-85.2%	\$1.10	175.0%	\$1.10	0.0%	\$1.10	0.0%	\$1.10	0.0%		
Other Expense	\$3.60	\$3.10	-13.9%	\$1.80	-41.9%	\$1.80	0.0%	\$1.90	5.6%	\$2.00	5.3%	\$2.00	0.0%		
Grand Total	\$70.00	\$64.40	-8.0%	\$62.80	-2.5%	\$68.00	8.3%	\$70.60	3.8%	\$72.40	2.5%	\$75.50	4.3%		

The above does not include the Debt Service Fund, Capital Projects Fund or Inter-fund Transfers

6th Day Enrollment

Student Enrollment	K	Grades 1 - 5	Grades 6 - 8	Total	% Inc
2010-11	415	2,359	1,484	4,258	
2011-12	388	2,377	1,441	4,206	-1.2%
2012-13	418	2,349	1,502	4,269	1.5%
2013-14	396	2,369	1,561	4,326	1.3%
2014-15	405	2,379	1,575	4,359	0.8%
2015-16	411	2,393	1,534	4,338	-0.5%
2016-17	409	2,390	1,515	4,314	-0.6%

2013-14 Expenditure Budget



Position	2013-14 Staffing	
	Head Count	Salary
Administration (Certified)	20	\$2.6
Custodian / Maintenance	39	\$2.4
Exempt	21	\$1.6
Hourly	140	\$1.0
Teachers	404	\$32.9
Teacher, Nurse		
LRC Assistants	110	\$2.9
Secretary	36	\$1.5
Technologists	7	\$0.3

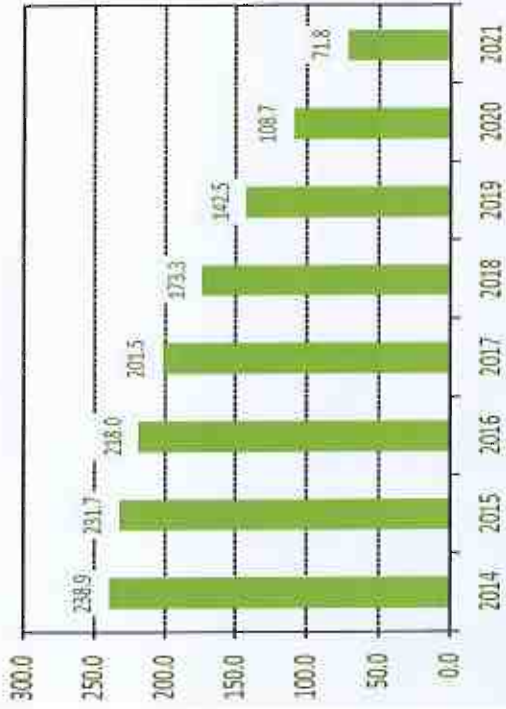
Board Consensus Goals

Revenues: Actuals & Projections

Expenditures: Actuals & Projections

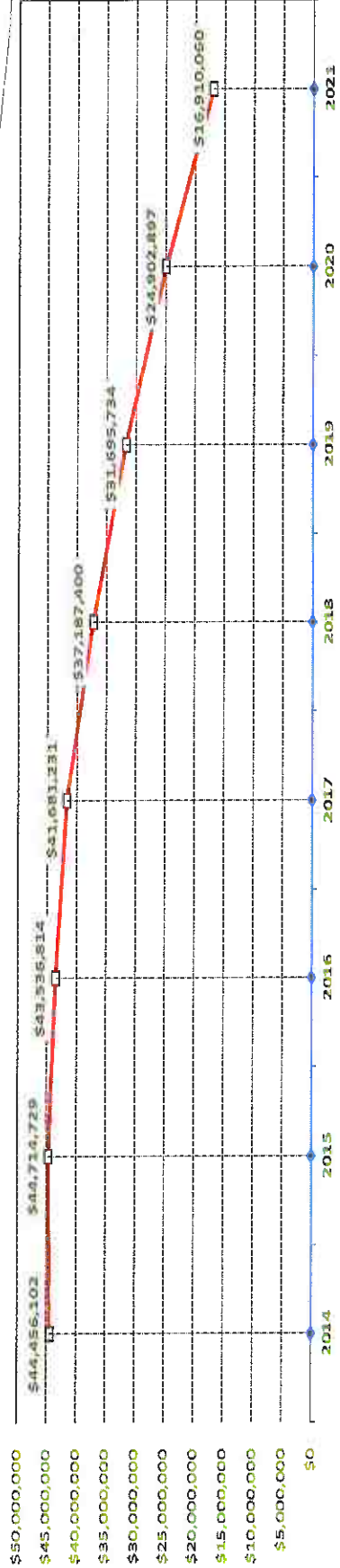
Resource Requirements

Days Cash on Hand (to Expenditures)

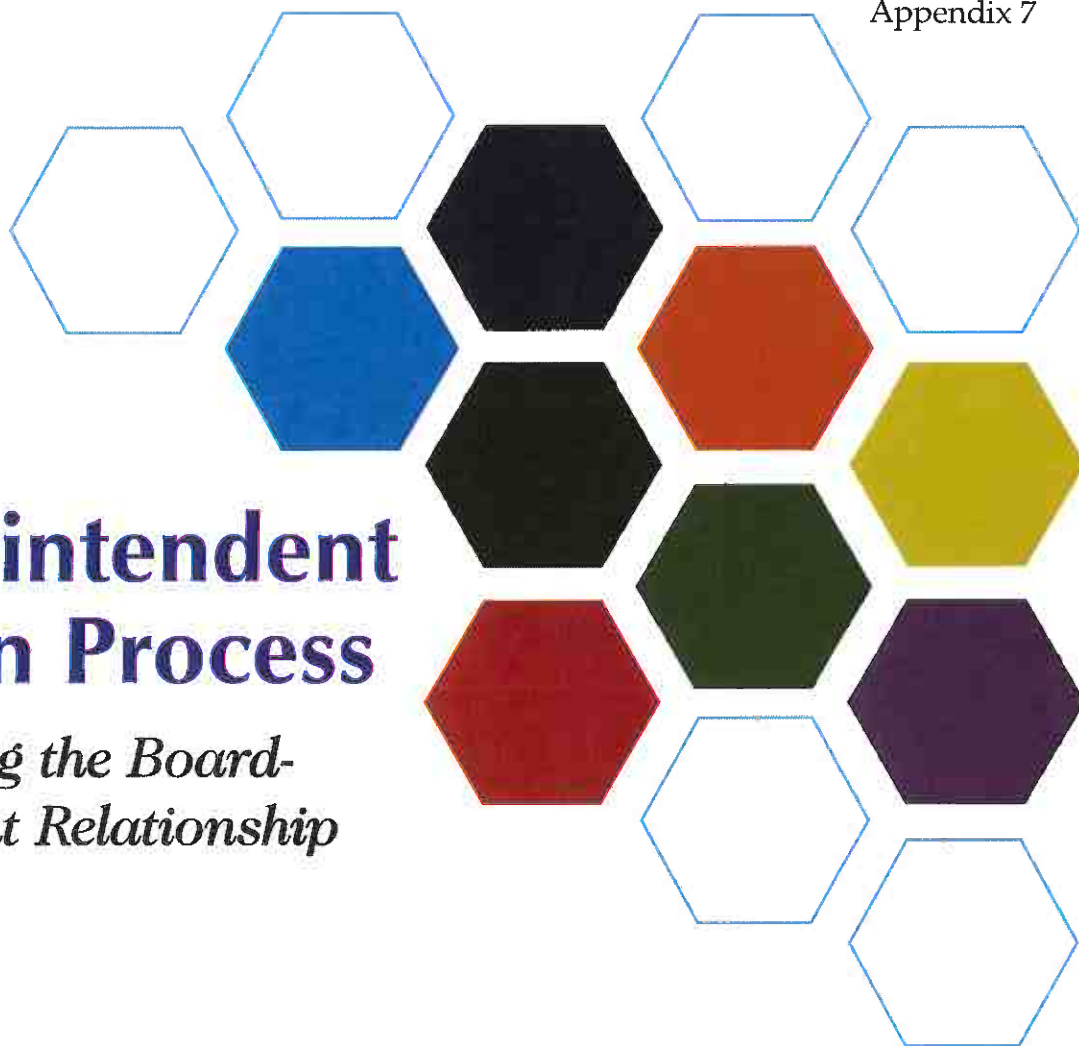


CAPITAL	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Priorities						
<i>Facilities (Does not include Architect Fees)</i>						
Carpenter		\$2.0	\$2.1			
Field			\$0.4	\$5.5	\$1.2	
Franklin	\$2.4	\$1.0	\$1.2			
Lincoln			\$0.5			
O & M Fund	\$0.1	\$0.2	\$0.5	\$0.5	\$0.5	\$0.5
Technology						
Equipment	\$0.5	\$0.5	\$0.7	\$0.1	\$0.5	\$0.5
1:1				\$0.8	\$0.4	\$0.4
Infrastructure	\$0.1	\$0.1	\$0.2	\$0.1	\$0.1	\$0.1
Supplies						
Textbook			\$0.5		\$0.5	
Total	\$3.1	\$3.8	\$8.1	\$7.0	\$3.2	\$1.5

Aggregate View - Projection Summary



End Balances



The Superintendent Evaluation Process

Strengthening the Board-Superintendent Relationship



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The Superintendent Evaluation Process

Strengthening the Board-Superintendent Relationship



About This Guide

The purpose of this guide is to help the school board develop a superintendent evaluation process that supports effective leadership for the district. There is no one method to evaluate a superintendent; therefore IASB suggests a “best practices” approach. The objective is to establish a process that promotes district improvement and provides professional development and growth opportunity.

For a school board that has not yet established a process for evaluating the superintendent, this guide will suggest steps to follow. Developing such a process for the first time will admittedly require substantial time and effort from both the board and superintendent. However, the time and energy will, no doubt, be worth it in the long run by clarifying expectations, establishing a framework for productive discussions, and strengthening the board/superintendent relationship. For a board that already has a process in place, this guide will provide an opportunity for the board to review and assess its current practices in order to make any refinements that may be desired.

Introduction

As trustee for its community, the school board needs to recognize how critical the board-superintendent relationship is to the ultimate success of its district's schools. The *Foundational Principles of Effective Governance* serves as the Illinois Association of School Boards' primary document to explain the role of school board members in their district. (The complete document is contained in **Appendix D**.) The third principle — The Board Employs a Superintendent — imposes the following duties on the board:

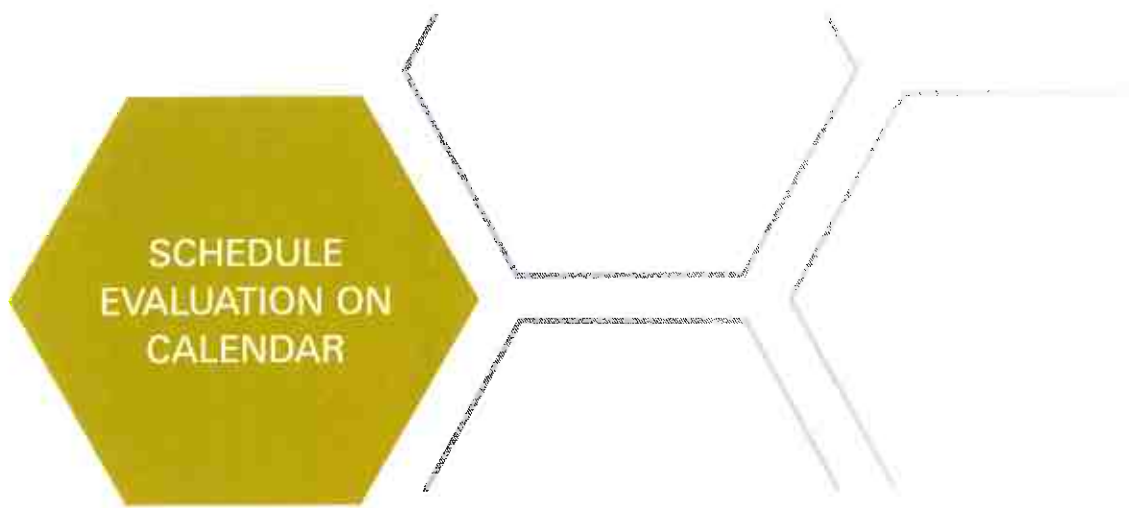
- The board employs and evaluates one person — the superintendent — and holds that person accountable for district performance and compliance with written board policy.
- An effective school board develops and maintains a productive relationship with the superintendent.
- The employment relationship consists of mutual respect and a clear understanding of respective roles, responsibilities and expectations. This relationship should be grounded in a thoughtfully crafted employment contract and job description; procedures for communications and ongoing assessment; and reliance on written board policy.

Having hired the superintendent as its chief executive officer, the board delegates authority to him or her to operate the district and provide leadership to staff. Delegating authority empowers the superintendent and staff to pursue board ends — its mission, vision and goals — single mindedly and without hesitation. Having delegated the authority, the board has the responsibility to monitor performance, ensuring that the district is making progress towards its ends and is in compliance with written board policy. The superintendent evaluation process is the most visible and arguably the most important monitoring work in which the board can engage.

Why then do boards sometimes feel the superintendent evaluation process to be so daunting? Some board members feel intimidated in assessing the performance of a trained, professional educator, who often has advanced degrees and considerable experience. Some board members view the process as dissatisfying because they believe it does not allow them the opportunity for an open and honest dialogue. Still, others are afraid of conflict and avoid the process all together.

William Nemir, director of leadership team services for the Texas Association of School Boards with over 30 years of experience working with boards and superintendents, writes, “board member dread is usually a sign that the board's evaluation process is not fully developed — that the board and superintendent have not done the necessary ‘up-front’ work at the beginning of the process to clarify expectations of the superintendent and build those expectations clearly into the evaluation instrument.”

This guide will assist the local school board in addressing these and other challenges with a fresh look at superintendent evaluation. It is designed to assist a board and superintendent in fully developing their superintendent evaluation process — a process that should be fully owned and led collaboratively by the board of education *and* the superintendent. This allows the board to monitor superintendent performance, guide the district toward continuous improvement, and develop and maintain an effective relationship between the superintendent and the entire board of education.



Why Conduct a Superintendent Evaluation?

The school board that fully understands its governance role will see four compelling reasons for conducting regular superintendent evaluations: (1) a means for ensuring accountability, (2) an opportunity to strengthen the board-superintendent relationship, (3) a structured way for the board to impact superintendent professional development, and (4) as a tool in determining salary and contract considerations.

Reason No. 1: Accountability.

A focus on performance starts at the top. The board, as trustee for its community, has the responsibility to keep the district focused on achieving the goals it has articulated, based on the community's aspirations and vision for its schools. Additionally, its fiduciary responsibility obligates the board to ensure that its schools are well-run and effectively managed.

Reason No. 2: Board-superintendent relationship.

An effective board continually works to maintain a professional relationship with its superintendent. In their day-to-day relationship, board members and the superintendent are generally collegial and friendly. However, the board, as employer of its chief executive officer, ultimately has the obligation to judge performance. Fundamental fairness requires that the superintendent know what is expected and "how am I doing?" A thorough evaluation process allows the board to answer that question and to address any weaknesses or discuss any differences in a professional manner and in an appropriate forum.

Reason No. 3: Superintendent professional development.

Superintendents, like most professionals in positions of leadership, are always looking for ways to improve their craft and receive constructive feedback on their performance. The board, as employer, has an obligation to provide its district's chief executive officer with such opportunities for his or her own professional growth, as well as ensuring that the superintendent has the skills necessary to lead the district. A thorough evaluation process will help align professional development activities with mutually agreed upon superintendent performance goals.

Reason No 4: Contractual and Compensation Considerations.

The superintendent's evaluation often assists the board in making informed decisions about the superintendent's contract and compensation. In addition, by law, the board and superintendent must include performance goals in any multi-year contract and the board must evaluate the superintendent's performance toward those goals. (For more on *Superintendent Employment and the Law*, see **Appendix B.**) However, the evaluation process and contract and compensation issues do not necessarily need to occur in conjunction with each other. The board that views the superintendent evaluation as a part of the overall district planning process rather than merely a means of "justifying" contract renewal will view the evaluation as more than a precursor to contract discussions.

How to Effectively Start the Process

Defined Roles, Responsibilities and Relationships

In order for a superintendent evaluation process to be effective, all parties must know their roles, the roles of the other players and the responsibilities they have to one another. A strong relationship between the board and the superintendent is one wherein each party values the other's contributions, practices open communication and understands the complex nature of our educational system.

For the board:

Members need to know the unique role they play as employer to the superintendent. First, the board has a responsibility to speak with "one clear voice" to the superintendent regarding its expectations for his or her work. Second, as trustees for the community, the board has the obligation to ensure the superintendent is meeting the goals the board had established and is operating the district in compliance with written board policy.

In addition, the board as employer has certain obligations to its most important employee. In some respects, the board fulfills the "human resources" function for the superintendent. Board members need to be

An Important Prerequisite

Before the board can effectively engage in the development of a superintendent evaluation process, it is extremely important that the board undertake an examination of its own performance.

A board that takes responsibility for its own work and behavior, reviews its role and decision-making processes, examines its own strengths and weaknesses and holds itself accountable, creates a climate of continuous improvement which is essential for a successful relationship with and appraisal of the superintendent.

Best practice suggests that a board engage in an annual self-evaluation sometime prior to the annual formal superintendent evaluation. (See *Sample Calendar for Superintendent Evaluation Activities*, **Appendix C.**)

IASB field services directors are available to facilitate such a discussion, and will make every effort to meet the specific needs of the board. The Illinois Open Meetings Act allows boards to meet in closed session for the purpose of self-evaluation, "when meeting with representative of statewide association of which the public body is a member." ILCS 120/2(c)(16).

aware of the legal aspects of the employment relationship – many of which may be spelled out in the superintendent’s contract. The board is responsible for the fair treatment of the superintendent and must comply with all federal and state laws regarding employment. Board members also must understand that in their role as supervisor, they cannot not individually or collectively abuse their authority in any way. Every board member is responsible to the governing team and needs to exhibit trustworthy behavior or the entire board-superintendent relationship and the district will suffer.

Boards are charged with the responsibility to evaluate superintendent performance. So what is superintendent performance? Performance implies *results* or *impact*, which means that focus on performance starts at the top. The board, as trustee for its community, has the responsibility to keep the district focused on achieving the goals it has articulated for its schools, to confirm the administration is in compliance with written board policy, and to assure the community its schools

Sample Policy — Superintendent

Duties and Authority

The Superintendent is the District’s executive officer and is responsible for the administration and management of the District schools in accordance with School Board policies and directives, and State and federal law. District management duties include, without limitation, preparing, submitting, publishing, and posting reports and notifications as required by State and federal law. The Superintendent is authorized to develop administrative procedures and take other action as needed to implement Board policy and otherwise fulfill his or her responsibilities.

The Superintendent may delegate to other District staff members the exercise of any powers and the discharge of any duties imposed upon the Superintendent by Board policies or by Board vote. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action that was delegated.

Qualifications

The Superintendent must be of good character and of unquestionable morals and integrity. The Superintendent shall have the experience and the skills necessary to work effectively with the Board, District employees, students, and the community. The Superintendent shall have a valid administrative certificate and Superinten-

dent Endorsement issued by the State Educator Preparation and Licensure Board.

Evaluation

The Board will evaluate, at least annually, the Superintendent’s performance and effectiveness, using standards and objectives developed by the Superintendent and Board that are consistent with the Board’s policies and the Superintendent’s contract. A specific time should be designated for a formal evaluation session with all Board members present. The evaluation should include a discussion of professional strengths as well as performance areas needing improvement.

The Superintendent shall annually present evidence of professional growth through attendance at educational conferences, in-service training, or similar continuing education pursuits.

Compensation and Benefits

The Board and the Superintendent shall enter into an employment agreement that conforms to Board policy and State law. This contract shall govern the employment relationship between the Board and the Superintendent. The terms of the Superintendent’s employment agreement, when in conflict with this policy, will control.

From PRESS sample policy 3:40, Illinois Association of School Boards, May 2012

are well-run. The board must have consensus. The top administrator cannot effectively work when given multiple directives. Speaking with one voice is an absolute necessity in order for the superintendent evaluation process to succeed.

Clarity is of equal importance to consensus. Only a school board that effectively articulates its expectations can engage in meaningful evaluation of the superintendent's performance. A board that gives the superintendent a largely free hand with no clear guidance is one that does not set expectations. Without expectations, there is no way to gauge performance.

For these objectives to be achieved, the board needs to create a climate where continuous improvement is possible. In order to achieve continuous improvement, however, the board needs to nurture a climate where risk-taking is encouraged. The superintendent should feel comfortable admitting when something is not working and make mid-course corrections. Therefore, an effective superintendent evaluation process should be designed to allow for such corrections.

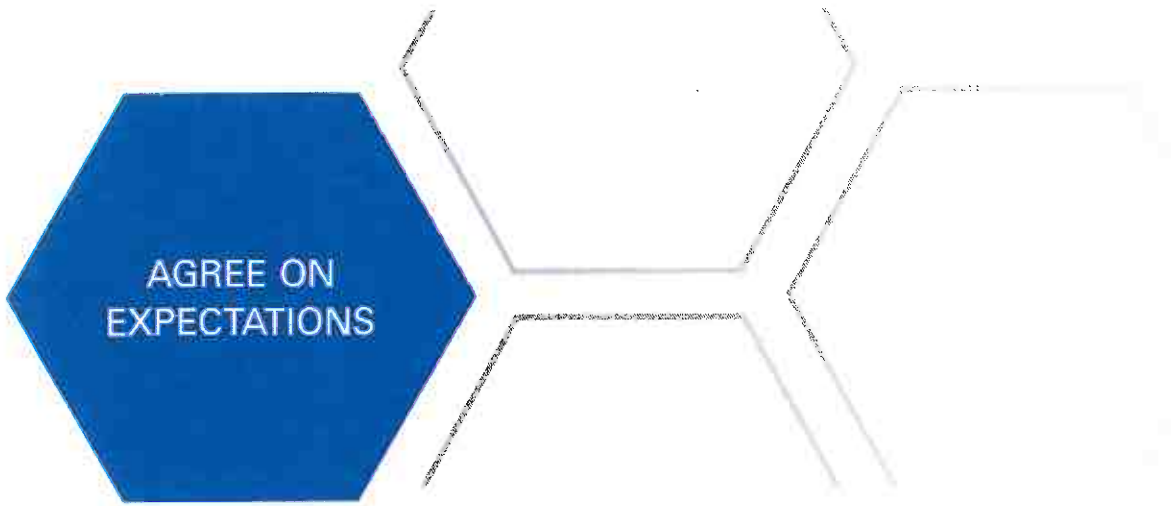
For the superintendent:

Understanding the board's role in clarifying district purpose, prioritizing goals, and establishing desired outcomes is key. The board has a responsibility to clarify intended student outcomes and monitor organizational effectiveness. While good school leaders are "wired" to lead, they should know that the role of the board is to determine mission, vision and goals, and monitor progress. Effective superintendents understand the alignment needed between monitoring the progress of the school system and evaluating the work of the top administrator. Supporting and encouraging the work of the board throughout the evaluation process is not self-serving; rather, it is important in modeling accountability for the entire district.

For the board and the superintendent:

Both parties should understand and appreciate that superintendent evaluation is an opportunity to grow the relationship and continually improve. It is typical for superintendent evaluation to be followed by discussions related to contract renewal and salary issues, but that should not be the main focus. The evaluation process ought to bring about a discussion of what is going well, what needs to improve and how to focus on the future.

When a board and superintendent view the evaluation process as an opportunity for professional growth for the superintendent and as an opportunity to facilitate growth of the superintendent-board relationship, much of the apprehension on both sides is diminished and the superintendent evaluation process becomes a natural extension of the district planning process.



Setting Expectations

Written Documents Provide the Foundation

The basis of a high quality board-superintendent relationship and a productive superintendent evaluation is a set of documents designed to formalize the relationship, detail the responsibilities of the superintendent, and express the expectations of the board. The agreements contained within these documents are yet another expression of the board speaking with one voice. Documents that contain these agreements include the following:

- **A copy of the superintendent's employment contract.** An employment contract covering multiple years must, by Illinois law, include specific performance based components. (See **Appendix B, Superintendent Employment and the Law**). The academic improvement goals contained in the contract can be among those addressed in the evaluation process. Conversely, academic improvement goals developed for the evaluation process may be used in writing a new multi-year contract. The contract may also contain other requirements for evaluating the superintendent that need to be followed. Boards should always consult their school attorney regarding contractual issues.
- **A job description** describes or contains the superintendent's leadership and management responsibilities. Some job descriptions merely enumerate the chief executive's responsibilities for each area of district operations, while others may contain standards for each area of responsibility. Regardless of how specific it is, the job description should be a tool to aid board members as they think about their expectations for the superintendent.
- **A copy of the district's mission and vision statements and the goals** intended to drive the superintendent's work. Goals for the superintendent typically are extensions of district goals and should be carefully aligned with them. Goals should be primarily forward-focused. Goal-setting is discussed in more detail below.
- **School board policies** express the board's expectations for the district, delegate authority to the superintendent, describe the limitations placed on executive authority, and regulate the board-superintendent relationship. Compliance with board policies is a legitimate focal point

in superintendent appraisal. As part of the on-going evaluation process, the board may ask the superintendent to provide evidence of compliance with written board policies.

- **School district plans** may have been developed by the board, with involvement of the community and/or staff in order to give the district some direction. These are often referred to as “strategic plans.” The board and superintendent will need to ask if the plans are still relevant. Do they contain goals for the superintendent?
- **Professional standards** have been developed for the superintendency at both the national and state levels. The board may wish to incorporate either the Interstate School Leaders Licensure Consortium (ISLLC) Standards for superintendents or the American Association of School Administrators (AASA) Professional Standards for Superintendents as part of the evaluation process. Alternatively, it may want to create its own set of expectations, influenced by district priorities, available staff resources and other location considerations. (**Appendix A** offers a sample of the types of professional standards a board might wish to consider.)

A Suggested Framework

The roles and responsibilities of the superintendent are many and varied. He or she is ultimately responsible for everything that goes on in the district — from student learning to well-maintained buildings and grounds. These roles and responsibilities require a variety of skills, characteristics, expertise, knowledge, and activities. Therefore, in determining the expectations on which the superintendent’s performance will be measured, it is useful to devise categories within which expectations and specific targets can be set.

The four categories below may provide a useful framework: (Eadie, 2005)

1. Board-superintendent relations
2. Implementation of the district’s strategic initiatives (mission/vision/goals)
3. District leadership and management
4. Community (external) relations

Category No. 1: Board-superintendent relations. One of the major responsibilities of the superintendent is to support the board in doing its work. This may include assisting the board in building its own capacity as a governing board — through providing professional development opportunities, keeping the board abreast of developments at the local, state or national level that may impact its work, and most significantly, ensuring the board has the best information possible to make informed decisions.

Category No. 2: Implementation of the district’s strategic initiatives. The board sets the district’s direction and articulates that direction in its mission, vision and goals statements (ends). These ends statements then become the cornerstone of the board’s written policy manual. A few policies will be pure “ends” policies, but “ends” language may appear throughout the policy manual in policies

that serve primarily another purpose, such as delegating authority or setting executive limitations. The board then monitors progress towards these ends and compliance with written board policy, using data as the means for its assessment. The board that has received monitoring reports from the superintendent throughout the year will find most of this piece of the evaluation complete. District performance equates to superintendent performance. District goal setting is addressed in more detail below.

Category No. 3: District leadership and management. In addition to implementing the board's strategic goals and objectives, the superintendent is charged with operating the district efficiently and effectively. Managing operations is relatively easy to assess because efficiency and cost-effectiveness can be measured. For example, a budget recommendation is either balanced or it's not. A building project comes in on time or on budget, or it does not. While leadership is perhaps a subjective quality and more difficult to assess, it is at the heart of an individual's ability to bring a group of people together around a common objective.

A well-designed evaluation instrument also provides the board an opportunity to assess leadership and management skills. Beyond simply achieving outcomes, the superintendent can and should be expected to conduct his/her duties in a moral and ethical manner. In addition, the board may also choose to evaluate the superintendent's skills by his method and manner, style and tone used with staff, students, board and the public. The superintendent can be held accountable for creating a positive school climate and culture only when the school board is clear about these expectations.

Category No. 4: Community (external) relations. The board should expect its superintendent to represent the district within the community, to carry the district's message and advocate on its behalf. What this interaction looks like will differ from community to community, but could include media relations, participation in local civic groups, or forming partnerships with other governmental bodies such as the city council or park district.

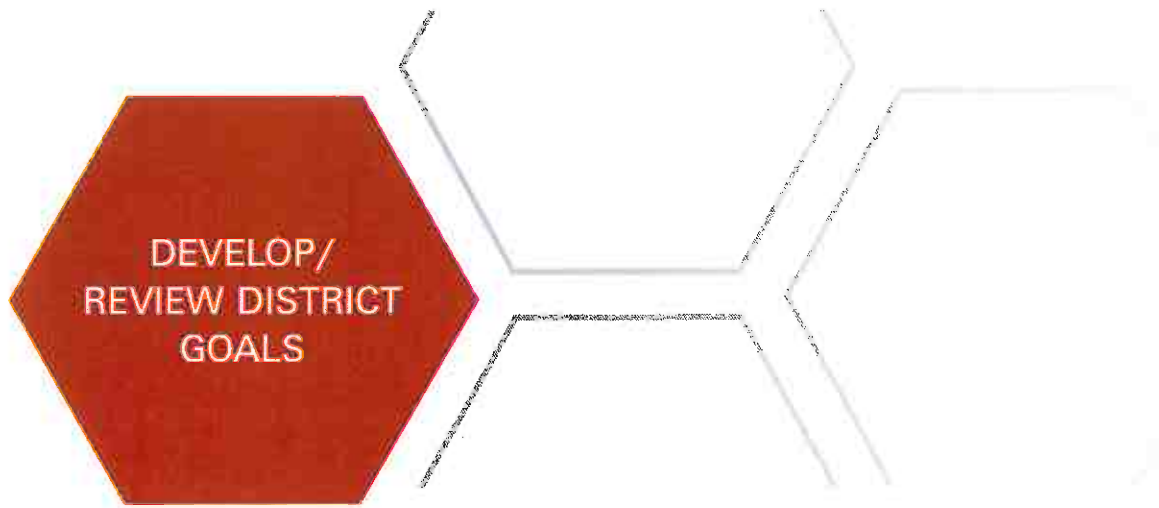
The expectations that fall within each of these categories may already be articulated in the documents discussed above. For example, most policy manuals will contain several policies regarding board-superintendent relations and community relations. A well-crafted job description will contain expectations about the superintendent's leadership and management responsibilities. A district's mission, vision and goals may be contained within a district's strategic plan and/or policy manual.

Sample Policy — School District Philosophy

The School District, in an active partnership with parents and community, will promote excellence in a caring environment in which all students learn and grow. This partnership shall empower all students to develop a strong self-esteem

and to become responsible learners and decision-makers. The School District is committed to developing and using a visionary and innovative curriculum, a knowledgeable and dedicated staff, and sound fiscal and management practices.

From PRESS sample policy 1:30, Illinois Association of School Boards, June 2011



Development of Written District Goals

An effective superintendent evaluation process begins with a clear set of written expectations for the district, articulated as written district goals. If the school board does not have district goals that are up-to-date and relevant, it would be a good idea to engage in a goal setting process. Goal setting in its simplest form involves three big questions:

Question No. 1: Where are we now?

Here the board assesses current needs and problems and anticipates future challenges.

Question No. 2: Where do we want to go?

Here the board determines what it wants its schools to do for students and/or what it wants in place in the district in one to five years.

Question No. 3: How shall we get there?

Here the board adopts its goals and the superintendent and staff create plans for reaching these goals.

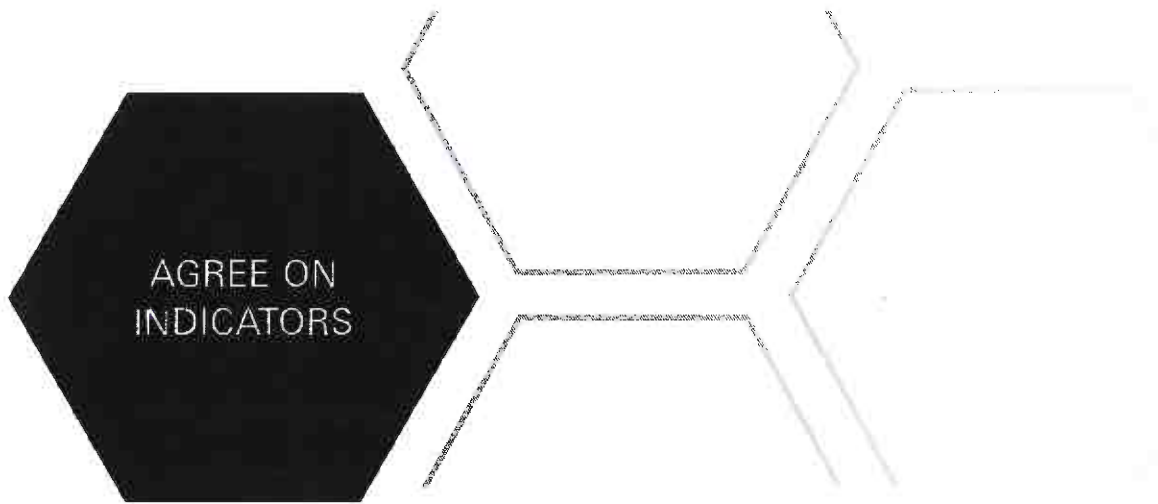
Although goal setting is beyond the scope of this guide, a board should expect to devote time and effort to the process and to involve a wide range of district stakeholders. Goals for the district need to be aligned with the community's aspirations for the schools and be reasonably appropriate for the district's resources.

When a board has engaged in a thoughtful goal setting process for the district, whether they are broad, comprehensive long-term goals or specific annual goals, then the question can be asked, "What can we as a board expect of the superintendent over the next 12 months to help the district fulfill these goals?" Where a district has only broad goals, superintendent goals and targets will need to be developed that are appropriate for the evaluation instrument.

For example, a board may have a long-term goal "to provide facilities that create an environment that enhances learning." An appropriate goal statement for a superintendent might be to "present a facilities plan that supports the technology and other needs of the district's high school curriculum."

Setting District Goals and Direction

IASB field services directors are available to assist the board in the goal-setting process.



Agreement on Key Performance Indicators

As previously addressed, there are a number of documents which may contain potential expectations of the superintendent. However, for the process to be fair, the superintendent and board must discuss and reach agreement on what the board will reasonably expect of the superintendent in terms of results. Nothing will erode the board-superintendent relationship more quickly than the board evaluating the superintendent for something for which he or she had no idea he or she was being held accountable.

Further, the board and superintendent also need to agree on what measurements will be used to determine whether a particular goal has been met, or whether the administration is in compliance with board policy. For goals, the board needs to ask, “What will success look like?” For policies, the board needs to ask “What assurances do we have that the policy is being implemented?” A measure may be quantitative (e.g. did we decrease truancy by 2 percent?) or qualitative (e.g. is our facilities plan effective?)

The performance review of each goal and expectation should be based on enough data and informed opinion to avoid personal biases and “gut feelings.” Because the evaluation will provide the foundation for planning the next year’s goals, conclusions need to be based on the most informed judgments possible. As part of the goal-setting process, the board and superintendent will need to agree on what data the board will need in order to monitor performance. Data collection efforts could include surveys, data from the Illinois Interactive Report Card (IIRC), periodic performance updates, etc.

In addition, the superintendent should feel free to ask the school board: “What evidence will you require of me to demonstrate that I have achieved my goals or fulfilled your expectations?”

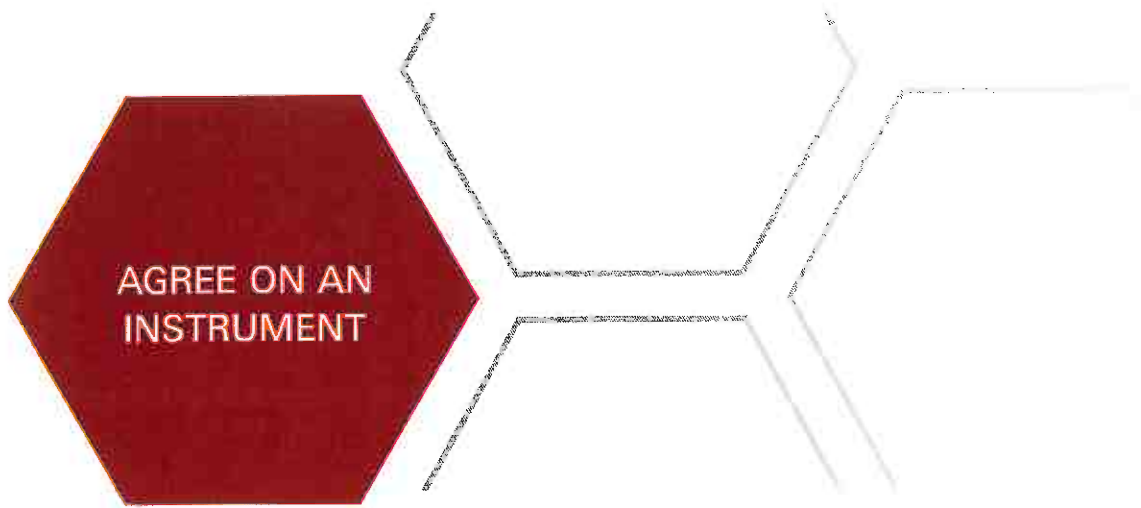
School Board Accountability: Monitoring District Performance

IASB offers an in-district workshop to assist boards in learning and developing an effective process for monitoring district performance. Working with their own district goals and policy manuals, boards have an opportunity to identify monitoring criteria, identify indicators of district progress towards these goals and compliance with board policy and to develop a district “monitoring calendar.”

For more information, boards should contact their IASB field services director.

The school board should also keep in mind that information comes with a price tag. Even when information is available from internal sources, the process of gathering and compiling it into a comprehensible form takes staff time and energy. When each board member wants to see something different, generating all of the information can be cost prohibitive. Therefore, members of the board need to reach agreement on a precise description of the information that the superintendent will be asked to provide. And that agreement should take into account the amount of staff time that can be devoted to the task. This is a critical area in which the board must again “speak with one voice.”

Note: When a board has not engaged in a district planning and goal setting process, it may be necessary for the board and superintendent to agree on an interim evaluation mechanism until such planning is undertaken. This is a situation a superintendent new to a district often faces. An interim evaluation instrument could be based on the requirements contained in the superintendent’s contract, job description and state or national professional standards. After district goals have been established and superintendent goals that align with the district goals have been created, the focus of the evaluation can move towards measurement of how the superintendent performed via these goals. As an initial step, the board and superintendent might agree on a small number of goals for the superintendent that express the board’s most immediate priorities to serve as a focus for district improvement and for the superintendent’s evaluation.



Put It in Writing and Develop an Instrument

The school board hasn't spoken until it puts its expectations in writing and into an evaluation instrument. While it is tempting to want to start the process by "borrowing" an instrument from another district or other source, a board that views the superintendent evaluation as part of the overall district planning process recognizes the need to develop an instrument based on its own unique priorities, expectations and needs.

Using a template from another source or from the collection of samples available from an IASB field services director is certainly acceptable; however, we caution board members against using the content contained within the instrument. As previously stated, the expectations and goals for superintendent performance are unique to each community and are a foundation to an evaluation process.

Crafting the language to express expectations and goals should be a collaborative process, owned by the full board and superintendent. In addition, an evaluation instrument should never be "set in stone," but may need to be modified as the board-superintendent relationship develops, or as situations or circumstances may warrant.

What to include:

An evaluation instrument will normally include one or all of the following components:

- progress towards district goals
- performance against professional standards
- performance on other expectations

Progress towards district goals. As discussed earlier, the board generally adopts broad, comprehensive long-term goals or specific annual goals. For the evaluation instrument, superintendent goals and targets will need to be developed for the twelve-month period under review.

Before board members complete their individual rating forms, the superintendent must provide a

report demonstrating evidence of completion or progress towards the goal. The form may include room for the superintendent's report or the report may be provided as a separate document.

Performance against professional standards. The board may wish to measure the superintendent's performance against the Interstate School Leaders Licensure Consortium (ISLLC) Standards for superintendents or the American Association of School Administrators (AASA) Professional Standards for Superintendents. These are both comprehensive documents: the board may wish to include those items judged most significant and relevant.

Performance on other expectations. There may be expectations contained in the superintendent's job description or contract, or otherwise agreed upon, which are not reflected in district goals. These would need to be incorporated into the instrument as well.

Rating process

Evaluation instruments generally include numeric rating scales, narratives or a combination of both.

A numeric rating scale is more valuable if it includes descriptors, e.g. "Exceeds" expectations," "Meets expectations," or "Below expectations." Many practitioners prefer a system with multiple gradations of performance such as the 9-point Likert-type rating scale, as it reduces the effect of one rating that may not be consistent with the majority cast. Whenever a numeric scale is used, it is valuable to add a "Comment" section, so that the evaluator may add an explanation of the rating given. Numeric rating scales are commonly used when evaluating performance against professional standards.

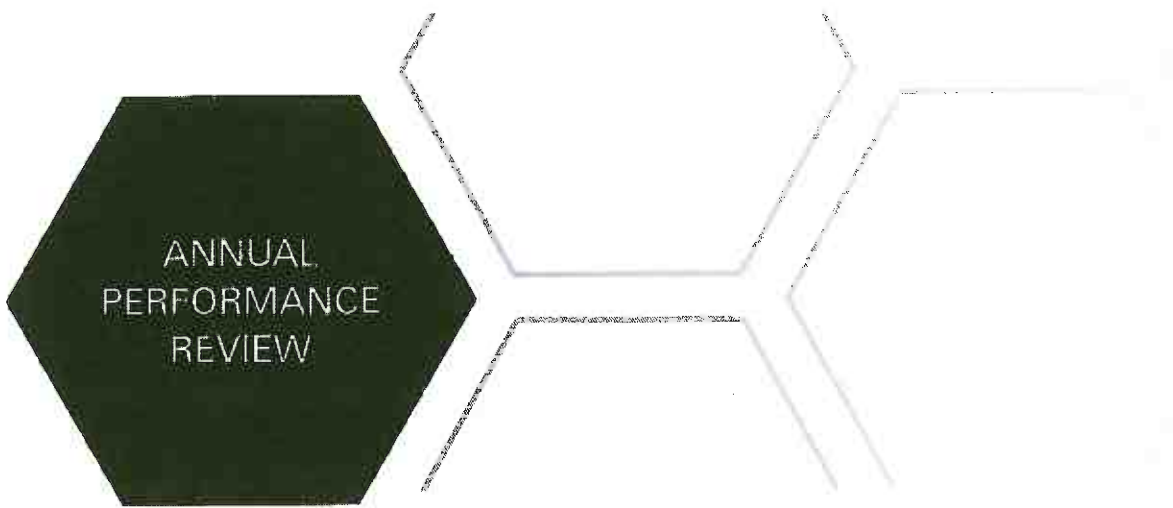
A narrative format may be particularly appropriate when the evaluator is assessing progress towards district goals. Although the superintendent will provide data to demonstrate progress or completion of a particular goal, individual board members may want to add their own observations.

Summative report

It may be helpful to develop a summation sheet to assist the board president or evaluation committee chair who collates the individual board member results. Ultimately, the final report that the superintendent receives needs to reflect the consensus of the board.

Signature section

It is common to have a section at the end of the instrument where the board president and superintendent provide their signatures and date that the evaluation was reviewed with the superintendent. This is the copy that will be placed in the superintendent's personnel file.



The Annual Performance Review

In the annual performance review, the school board compares the superintendent's results with the board's expectations. One year prior, the board and superintendent will have already reached a clear agreement on and documented:

- the board's expectations of the superintendent
- the factors that the board will evaluate in measuring the superintendent's performance against those expectations
- the information that the board will want to see in evaluating the superintendent's performance

If the board has diligently come to consensus and spoken with clarity regarding its expectations and has been monitoring progress towards district goals, the annual performance review will in all likelihood go smoothly. The board and superintendent have a clear idea of what will be evaluated and the performance information that will be shared and examined. The performance review should produce real growth for the district's leadership. Keep in mind, however, that the performance review is no time to make changes in expectations or to ask for different kinds of measurements. The superintendent should be informed far in advance how the board plans to gather and use evaluative information. Unless the superintendent has misinterpreted the board's original request for information, the board needs to live with what it said it wanted in terms of results and information for measuring those results.

A Note on Public Meetings

The Illinois Open Meetings Act permits the school board to hold closed meetings to consider the performance of specific employees. There is no exception to public meetings that is generally applicable to goal setting or planning.

The work of planning a process for evaluating

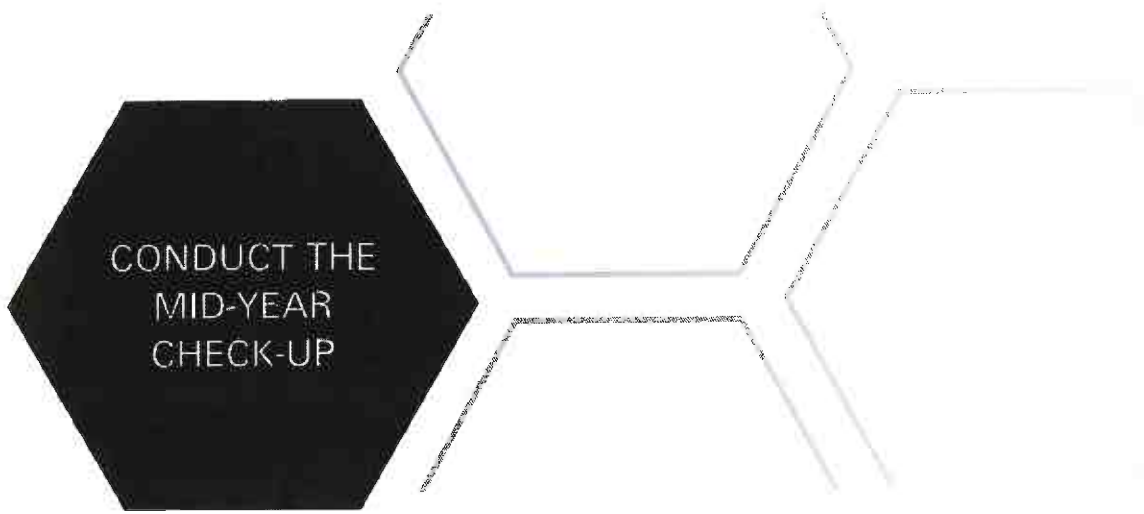
the superintendent's performance, therefore, needs to be carried out in public meetings. On the other hand, any discussion involving the superintendent's actual performance or the board's evaluation of the superintendent can and should be conducted in a closed meeting.

This is not a legal opinion; for legal advice, each school board should contact its own attorney.

When the time comes to assess the superintendent's performance against the expectations agreed to with the board, who takes the initiative? While there are many approaches that can be taken, the following could be considered best practice:

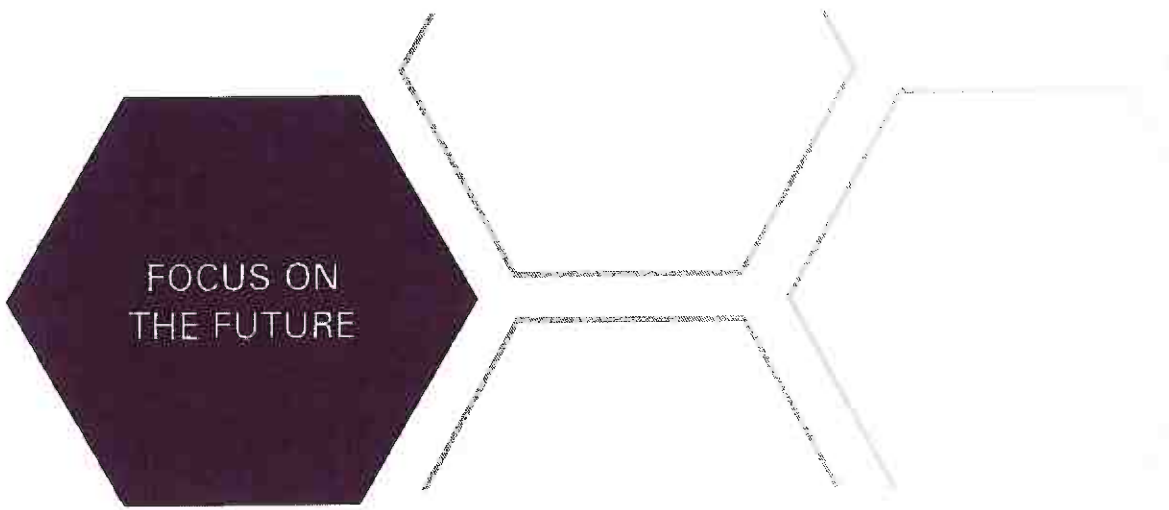
- The superintendent presents to the school board his or her own self-assessment of performance on each of the goals and expectations that have been agreed to. The superintendent should provide evidence of some tangible progress toward the agreed-upon expectations.
- Individual board members complete the evaluation forms. The forms are collected by the board president, or perhaps an evaluation committee chair, who compiles the ratings and/or feedback.
- The board then meets to discuss and come to a consensus regarding superintendent performance. The ratings are compiled into a single document.
- The board president or evaluations chairman meets with the superintendent to present the final evaluation to the superintendent.
- The entire board meets with the superintendent, so that he or she has the opportunity to hear from all board members. If board members disagree about superintendent performance, it is important that superintendent hear all points of view. However, the board president will want to remind everyone that the "one voice" whose direction the superintendent will be expected to follow is that of the majority.
- A written summary of the evaluation should be given to the superintendent with a copy retained by the board in a confidential "superintendent's personnel file."
- If the evaluation instrument or process needs to be modified to reflect additional or modified expectations as well as updated goals, this is the time to do so.

Decisions regarding the superintendent's compensation and benefits and contract renewal issues may be considered at this time.



Conduct the Mid-Year Check-Up

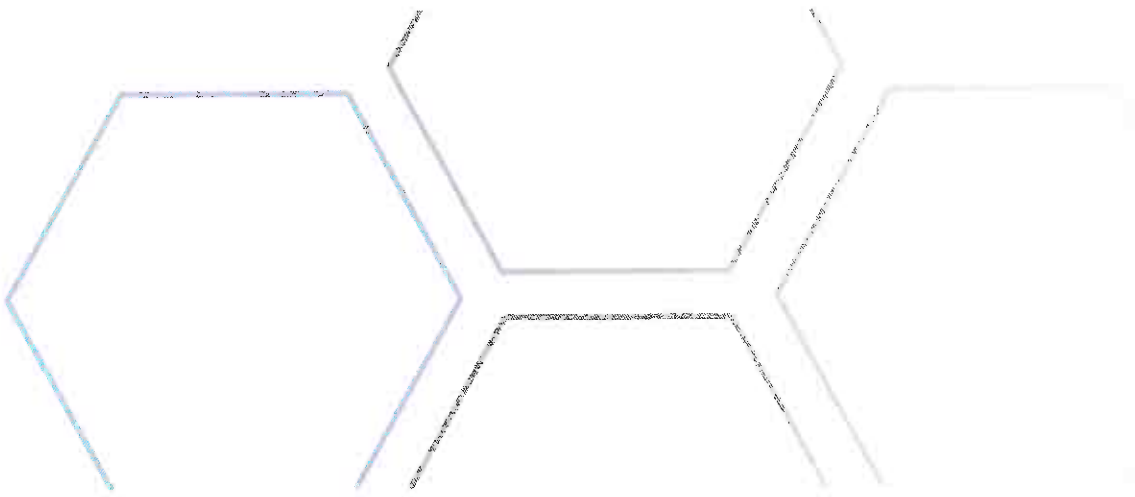
While this guide describes an annual formal evaluation process, boards are encouraged to engage in a less formal, semi-annual evaluation. Typically, the superintendent presents an update on his or her own progress to date on each of the goals and expectations that have been agreed to. This is an opportunity for both the board and superintendent to determine if any adjustments to the yearly plan are required, due to unforeseen circumstances or a shift in district priorities. It is also an opportunity for the board to express to the superintendent any concerns about his or her performance to date, so the superintendent can react and make corrections where appropriate prior to the formal annual review.



Focus on the Future

Once the annual formal review is complete, the cycle begins anew. The board and superintendent will want to review district goals and objectives and any guiding statements regarding district mission and philosophy. If revision of any of these “ends” documents seems appropriate, the board may want to establish steps to involve stakeholders in the process.

The superintendent will then develop superintendent goals for the coming year. The board and superintendent will agree on the goals and measures of progress. These may be written into the superintendent’s performance contract, if appropriate.



Bringing it All Together – Final Thoughts

As trustee for the community, the board has an obligation to evaluate the individual to whom it has entrusted its most important assets — its children and its money. In addition, as employer, the board has an obligation to let its chief executive officer know what is expected of him or her, to give feedback regarding on performance, and to offer opportunities for continuous improvement.

The process begins with a clear understanding of roles, responsibilities, and relationships. The employment of the superintendent is based on concepts outlined in the contract, job description, district goals, and board policy. The board and superintendent reach consensus regarding expectations and measures and document them in an evaluation instrument. Time is scheduled for this work on the board's annual agenda calendar, taking into account dates by which certain decisions have to be made, most notably decisions regarding the superintendent's compensation and contract status. Ideally, at least one opportunity for a more informal superintendent evaluation is scheduled to allow for mid-year corrections and a discussion regarding progress towards goals. An annual summative evaluation takes place in executive session. After the formal evaluation process is complete, the board may want to review the superintendent's job description and employment contract to determine whether they are current and relevant. If appropriate, the board may act on superintendent's compensation or contract. At this point, the board and superintendent focus on the future, establishing goals, expectations and measures for the following year.

A board and superintendent that have taken the time to develop a mutually agreed upon process for evaluation will have taken great strides towards strengthening the district's leadership team and moving the district forward to even higher levels of achievement and success.

Appendix A

Educational Leadership Policy Standards (ISLLC 2008)

The Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders is a set of high-level policy standards for education leadership. These standards are intended to provide guidance to state policymakers as they work to improve education leadership preparation, licensure, evaluation, and professional development. The list of six standards can be found at: www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

Standard 1:

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2:

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3:

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4:

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5:

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6:

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Appendix B

Superintendent Employment and the Law

The legal backdrop shaping the board-superintendent relationship is explained below in a Q&A format. Boards should consult their attorney before taking any action concerning a superintendent's employment:

Q: What process should a board use to employ a new superintendent?

A: During or even before a search for a superintendent, a board should meet with the board attorney. Together with the attorney, the board should identify terms for the superintendent's contract. They should spend some time identifying performance components for a contract that align with the board's goals for the district and that the board may use as the basis for evaluating the superintendent. After this discussion, the attorney will draft a contract to present to the applicant(s) whom the board select(s) as finalist(s).

Q: Must a district employ a superintendent?

A: Yes. All except very small school districts are required to employ a full-time superintendent. A superintendent may serve in two professional capacities, provided that full-time equivalency results in a maximum of one full-time position.

Q: Where are the superintendent's duties and responsibilities found?

A: They are in four primary places: the School Code, Illinois State Board of Education rules, board policies, and superintendent's employment contract. The board has considerable authority to shape these duties and responsibilities through its policy-making function and the superintendent's contract.

Q: Must the board enter into a contract with the superintendent?

A: Yes. A district must employ a superintendent under either a contract for a period not exceeding one year or a performance-based contract for a period not exceeding five years.

Q: Why would a board offer a superintendent a single-year contract?

A: Boards have used a contract for one year or less to fill an interim position. Other reasons certainly exist depending on the circumstances. Superintendents employed under a one-year contract gain tenure rights, meaning that they will have the same due process rights as a licensed teacher.

Q: What are the requirements for a multi-year contract?

A: A multi-year contract is called a "performance-based contract" because it must be linked to student performance and academic improvement. To accomplish this, each performance-

based contract must include the goals and indicators of student performance and academic improvement. The school board determines and uses these to measure the superintendent's performance and effectiveness.

Q: How does a board extend a multi-year contract?

A: The board must make a finding that the superintendent met the contract's performance goals before it may extend or roll-over the contract, although the parties may enter into a new contract. Superintendents employed under a multi-year contract do not receive tenure but they do not lose any previously acquired tenure credit with the district.

Q: Who supervises and evaluates the superintendent?

A: The school board! The School Code requires the school board "to direct, through policy, its superintendent in his or her charge of the administration of the school district." The statute also requires the school board to evaluate the superintendent in his or her "administration of school board policies and his or her stewardship of the assets of the district."

Q: Can a board dismiss a superintendent during his or her contract?

A: To dismiss an individual during the term of a contract, the school board must have sufficient cause (e.g., prove breach of contract) and provide thorough due process procedures.

Q: How does a board non-renew a superintendent contract?

A: Unless the employment contract specifically provides a different date, notice of the board's intent to not renew a contract (either annual or multi-year) must be given by April 1 of the year in which the contract expires. If notice is not given, the contract automatically extends for one more year. Notice must be served in writing and state the specific reason for the non-renewal.

Legal References:

105 ILCS 5/10-16.7, 10-21.4, 10-23.8, and 21-7.1.

23 Ill. Admin. Code 1.310.

PRESS sample policy 3:40, *Superintendent*.

Appendix C

Sample Calendar for Superintendent Evaluation Activities

In establishing a schedule for evaluating the superintendent, the board should take into account the dates by which certain decisions need to be made, most notably decisions regarding the superintendent's contract and contractual status.

May/June

Board and superintendent agree on district goals for the year.

June/July

Superintendent creates superintendent goals which support district goals, including indicators of success. Board approves these superintendent goals. The board and superintendent agree on any additional expectations for which the superintendent will be held accountable.

August

Through the budgeting process, resources are allocated to support district goals.

Fall

The board evaluates its own processes and effectiveness through a board self-evaluation.*
The board and superintendent conduct a less-formal semi-annual evaluation to monitor progress to-date.

January/February

The Superintendent provides the board with a self-assessment of performance on each of the goals and expectations that had been agreed to.

Individual board members complete evaluation forms. The forms are collected by the board president or evaluations committee chair, and results compiled.

Board meets to discuss and come to consensus regarding superintendent performance.

Board president (or committee) meets with superintendent to present the final evaluation.

February/March

The entire board meets with the superintendent so that he or she has the opportunity to hear all points of view.

A written summary of the evaluation is given to the superintendent and a copy retained by the board in a confidential "superintendent's personnel file."

March/April

Decisions regarding the superintendent's compensation and benefits and contract renewal may be considered.

If the evaluation form or process needs to be modified, this is the time to do so.

May/June

The process repeats. The board and superintendent revisit district goals and modify as appropriate.

**A board self-evaluation can occur any time before the annual formal superintendent evaluation process.*

Foundational Principles of Effective Governance

As the corporate entity charged by law with governing a school district, each School Board sits in trust for its entire community. The obligation to govern effectively imposes some fundamental duties on the Board:

1. The Board Clarifies the District Purpose.

As its primary task, the Board continually defines, articulates and re-defines district ends to answer the recurring question — who gets what benefits for how much? Effective ends development requires attention to at least two key concerns: student learning and organizational effectiveness.

- Ends express the benefits the school district should deliver, thereby providing the entire system with clarity of purpose and a clear direction. A School Board rarely creates district ends; rather, it most often detects them through listening and observing.
- Ends reflect the district's purpose, direction, priorities and desired outcomes and are recorded in statements of core values/beliefs, mission, vision and goals.
- In effective school districts, every part of the organization is aligned with the ends articulated by the School Board in written Board policy.
- Well-crafted ends enable the School Board to effectively and efficiently monitor district performance and assess organizational success (Principle 5).

2. The Board Connects With the Community.

The School Board engages in an ongoing two-way conversation with the entire community. This conversation enables the Board to hear and understand the community's educational aspirations and desires, to serve effectively as an advocate for district improvement and to inform the community of the district's performance.

- Community engagement, also called public engagement or civic engagement, is the process by which school boards

actively involve diverse citizens in dialogue, deliberation and collaborative problem solving around common concerns.

- Effective community engagement is essential to create trust and support among community, Board, Superintendent and staff.
- A Board in touch with community-wide concerns and values will serve the broad public good rather than being overly influenced by special interests.
- The School Board must be aggressive in reaching out to the community – the district's owners – to engage people in conversations about education and the public good. In contrast, people who bring customer concerns to Board members should be appropriately directed to the superintendent and staff.

3. The Board Employs a Superintendent.

The Board employs and evaluates one person — the Superintendent — and holds that person accountable for district performance and compliance with written Board policy.

- An effective School Board develops and maintains a productive relationship with the Superintendent.
- The employment relationship consists of mutual respect and a clear understanding of respective roles, responsibilities and expectations. This relationship should be grounded in a thoughtfully crafted employment contract and job description; procedures for communications and ongoing assessment; and reliance on written policy.
- Although the Board is legally required to approve all employment contracts, the Board delegates authority to the Superintendent

to select and evaluate all district staff within the standards established in written Board policy.

4. The Board Delegates Authority.

The Board delegates authority to the Superintendent to manage the district and provide leadership for the staff. Such authority is communicated through written Board policies that designate district ends and define operating parameters.

- Ultimately, the School Board is responsible for everything, yet must recognize that everything depends upon a capable and competent staff.
- “Delegates authority to” means empowering the Superintendent and staff to pursue Board ends single mindedly and without hesitation. A Board that does (or re-does) staff work disempowers the staff. High levels of Superintendent and staff accountability require high levels of delegation.
- Delegation is difficult for anyone accustomed to direct action. However, to appropriately stay focused on the big picture and avoid confusing the staff, members of the School Board must discipline themselves to trust their Superintendent and staff and not involve themselves in day-to-day operations.

5. The Board Monitors Performance.

The Board constantly monitors progress toward district ends and compliance with written Board policies using data as the basis for assessment.

- A School Board that pursues its ends through the delegation of authority has a moral obligation to itself and the community to determine whether that authority is being used as intended.

- Unless the Board is clear about what it wants, there is no valid way to measure progress and compliance.
- A distinction should be made between monitoring data (used by the Board for accountability) and management data (used by the staff for operations).
- The constructive use of data is a skill that must be learned. The Board should have some understanding of data, but will typically require guidance from the staff.

6. The Board Takes Responsibility For Itself.

The Board, collectively and individually, takes full responsibility for Board activity and behavior — the work it chooses to do and how it chooses to do the work. Individual Board members are obligated to express their opinions and respect others’ opinions; however, Board members understand the importance of the Board ultimately speaking with one clear voice.

- The School Board’s role as trustee for the community is unique and essential to both the district and community.
- While the Board must operate within legal parameters, good governance requires the Board be responsible for itself, its processes and contributions. Board deliberations and actions are limited to Board work, not staff work.
- The Board seeks continuity of leadership, even as it experiences turnover in membership. The Board accomplishes this by using written Board policies to guide Board operations, by providing thorough orientation and training for all members, and by nurturing a positive and inviting Board culture.

Appendix E

References

- Council of Chief State School Officers. (2008). Educational Leadership Policy Standards: 2008. Retrieved from www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf
- Eadie, Doug. Prescription for success. *American School Board Journal*, August 2008, 46-47.
- Nemir, William. (1998). "Evaluation as a tool: How to develop a goals-based superintendent evaluation system. *Texas Lone Star*, September 1998, 34-38.

Additional Resources

- Performance-Based Superintendent Employment Contracts: A "How to" Guide*, Illinois Association of School Boards, 1998, 6 pages.
- The Key Work of School Boards Guidebook*, National School Boards Association, 2000, 95 pages.
- The Key Work of School Boards Guidebook*, National School Boards Association, 2nd edition, 2009
- Professional Standards for the Superintendency*, American Association of School Administrators, 1993, 16 pages.
- Guidelines for a Superintendent's Contract*, Illinois Association of School Boards and Illinois Association of School Administrators, 1997, 4 pages.
- Coming to Order: A Guide to Successful School Board Meetings*, Illinois Association of School Boards, 2006, 92 pages. Third printing with revisions, 2011
- Developing Superintendent Performance Goals*, Texas Association of School Boards, 2006, 27 pages.
- A New Board Member's Guide to Superintendent Evaluation*, Texas Association of School Boards, 2007, 37 pages.
- A President's Guide to Facilitating Superintendent*, Texas Association of School Boards, 2006, 31 pages.
- Focusing the Superintendent Evaluation on Results*, Texas Association of School Boards, 2007, 23 pages.
- Indiana Superintendent Evaluation Process*, A Joint Project by the Indiana School Boards Association and the Indiana Association of Public School Superintendents, 2012 revision, 42 pages.
- Educational Leadership Policy Standards: ISLLC 2008*, The Council of Chief State School Officers, 2008, 24 pages.

JOB DESCRIPTION

Title: Superintendent of Schools

Reports To: Board of Education

Supervises: Assistant Superintendents
Directors
Principals

Primary Function: Chief Administrative Officer of the District

Specific Duties and Responsibilities:

1. Attend and participate in all meetings of the Board and its committees, except when the Superintendent's employment or salary is under consideration.
2. Prepare and submit to the Board recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
3. Advise the Board on the need for new or revised policies and see that all policies of the Board are implemented.
4. Report to the Board such matters as deemed material to the understanding and proper management of the schools, or as the Board may request.
5. Formulate school objectives, policies, plans, and programs; and prepare (or cause to be prepared) and present facts and explanations necessary to assist the Board in its duty of legislating for the schools.
6. Communicate directly or through delegation all actions of the Board relating to personnel matters to all employees; and receive from employees all communications to be made to the Board.
7. Recommend to the Board for final action the promotion, salary changes, demotion, or dismissal of any employee.
8. Submit to the Board a clear and detailed explanation of any proposed procedure which would involve either departure from established policy or the expenditure of substantial sums of resources.
9. Recommend to the Board sales of all property no longer required by the Board, and supervise the proper execution of such sales.
10. Make recommendations to the Board concerning the transportation of pupils in accordance with the law and the requirements of safety.

Superintendent of Schools –continued

11. Make recommendations with reference to the location and size of new school sites and of additions to existing sites; the location and size of new buildings on school sites; the plans for new school buildings; all appropriations for sites and buildings; and improvements, alterations, and changes in the buildings and equipment of the district.
12. Act on own discretion if action is necessary in any matter not covered by Board policy, report such action to the Board as soon as practical, and recommend policy in order to provide guidance in the future.
13. Supervise the implementation of all constitutional or statutory laws, state and charter regulations, and Board policies.
14. Make all administrative decisions within the school necessary to the proper function of the school district.
15. Exercise power to make such rules and give such instructions to school employees and students as may be necessary to implement Board policy.
16. Delegate at own discretion to other employees of the Board the exercise of any powers of the discharge of any duties with the knowledge that the delegation of power or duty does not relieve the superintendent of final responsibility for the action taken under such delegation.
17. Serve as ex officio member of committees.
18. Administer as chief school executive, the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out the policies of the Board.
19. Conduct a periodic evaluation of the total school program and advise the Board on recommendations for any improvements.
20. Recommend to the Board for its adoption all courses of study, curriculum guides, and major changes in texts and time schedules to be used in schools.
21. Study and revise, together with the staff, all curriculum guides and courses of study, on a continuing basis.
22. Supervise methods of teaching, supervision, and administration in effect in the schools.
23. Plan and direct a program for selection and assignment of the best qualified teachers and personnel.
24. Administer provisions of the School Code as they apply to personnel, practice teacher agreements between the district and participating colleges and universities, and sabbatical leave and leave of absence policies.

Superintendent of Schools –continued

25. Recommend for appointment, election, or employment all employees of the Board and assign, transfer, and recommend for dismissal any and all employees of the Board.
26. Assign and define the duties of all personnel, subject to Board approval where appropriate.
27. Hold such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the schools.
28. Suspend any employee for just cause, and report such suspension to the Board at the next meeting thereafter for final action.
29. Report to the Board the case of any employee whose service is unsatisfactory, and recommend appropriate action.
30. Keep informed on Federal and State regulations as they relate to students and work closely with the appropriate administrators to assure compliance.
31. Direct the preparation of the annual budget for adoption by the Board, and administer the budget as enacted by the Board, acting at all times in accordance with legal requirements and adopted Board policies.
32. Approve vacation schedules for all salaried district employees.
33. Establish and maintain efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget, subject to direction and approval of the Board.
34. Provide suitable instructions and regulations to govern the use and care of school properties.
35. Maintain directly or through delegation such personnel records, pupil accounting records, business records, and other records which are required by law and by Board policy.
36. File, or cause to be filed, all reports required by the State and the School Code.
37. Recommend the establishment or alteration of attendance boundaries for all schools in the interest of good administration of the instructional program, and approve the special transfer of students from one school to another only when, in the superintendent's opinion, conditions in each case warrant such action.
38. Attend, or delegate a representative to attend, all meetings of municipal agencies at which matters pertaining to the public schools appear on the agenda or are expected to be raised.
39. Attend such conventions and conferences as are necessary to keep abreast of latest educational trends.

Superintendent of Schools –continued

40. Represent the schools before the community and maintain, through cooperative leadership, a program of publicity and public relations that keeps the public informed as to the activities, needs, and successes of the schools.
41. Keep the public informed about modern educational practices, educational trends, and the policies, practices and problems in the district's schools.
42. Confer periodically with professional and lay groups concerning the school program, and transmit to the Board suggestions gained from such conferences.
43. Perform such other tasks as may be assigned by the Board.

**2014-2015
SUPERINTENDENT EVALUATION TOOL**

NAME _____ **DATE** _____

Standard 1: Vision

Promotes the success of every student by facilitating the articulation, implementation, and stewardship of a vision for learning that is shared and supported by all stakeholders.

The superintendent will:

- Facilitate the development and implementation of the Strategic Plan.
- Promote high academic standards for all.
- Implement the goals of the Board of Education.
- Provide organizational leadership and inspiration to administrators, staff, and students of the district.
- Act as the spokesperson of the district.
- Monitor district performance and report to the Board of Education.
- Suggest district improvement ideas to the Board of Education.

Evidence to demonstrate growth in goal area:

- _____
- _____
- _____
- _____
- _____

Rating for Vision:

- ____ 4 Always exceeds expectations - Outstanding
- ____ 3 Exceeds expectations – Excellent
- ____ 2 Meets expectations – Good
- ____ 1 Seldom meets expectations - Below Average

Comments:

Standard 2: Learning and Instruction

Promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional programs conducive to student learning and staff professional growth.

The superintendent will:

- Oversee development of a comprehensive, rigorous, and coherent curriculum which will engage and inspire learners.
- Review curriculum and instructional practices to ensure best practice approaches are used throughout the district.
- Provide clear explanation and communication regarding curricular decisions to board, staff, students, and community.
- Ensure alignment of curriculum, instruction, and assessment.
- Use multiple sources of data to monitor impact of the instructional program.
- Develop instructional leadership and build capacity of staff.
- Promote a positive school environment for every student.
- Promote the use of appropriate technologies to support teaching and learning.
- Maintain a regular physical presence in schools.

Evidence to demonstrate growth in goal area:

- _____
- _____
- _____
- _____
- _____

Rating for Learning and Instruction:

- ____ 4 Always exceeds expectations - Outstanding
- ____ 3 Exceeds expectations – Excellent
- ____ 2 Meets expectations – Good
- ____ 1 Seldom meets expectations - Below Average

Comments:

Standard 3: Organization, Finance & Facilities

Ensures effective management of the organization, operations, and district resources in order to create a safe, efficient, and effective learning environment.

The superintendent will:

- Maintain a safe, caring, and orderly learning environment in all schools.
- Keep the Board of Education informed of district financial status and work with the Board to establish budgetary and financial priorities.
- Balance the needs of the district innovation and operating expenses with the resources available.
- Evaluate facilities and report needed improvements to the Board.
- Obtain, allocate, and efficiently utilize human, fiscal, and technological resources
- Establish procedures and practices for dealing with emergencies.
- Develop the capacity for distributed leadership.

Evidence to demonstrate growth in goal area:

- _____
- _____
- _____
- _____
- _____

Rating for Organization, Finance & Facilities:

- ____ 4 Always exceeds expectations - Outstanding
- ____ 3 Exceeds expectations – Excellent
- ____ 2 Meets expectations – Good
- ____ 1 Seldom meets expectations - Below Average

Comments:

Standard 4: Ethics

Act with integrity and fairness in an ethical manner.

The superintendent will:

- Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
- Lead by example by being ethical, trustworthy, caring, and professional.
- Uphold Board policy.
- Maintain transparent and honest relationships with the Board of Education and staff.
- Communicate regularly with the Board of Education.
- Explore and develop ways to find common ground in dealing with difficult and divisive issues.
- Evaluate the potential moral and legal consequences of decision-making.

Evidence to demonstrate growth in goal area:

- _____
- _____
- _____
- _____
- _____

Rating for Ethics:

- ____ 4 Always exceeds expectations - Outstanding
- ____ 3 Exceeds expectations – Excellent
- ____ 2 Meets expectations – Good
- ____ 1 Seldom meets expectations - Below Average

Comments:

Standard 5: Social & Political Environments

Understand, respond to, and influence political, social, economic, legal, and cultural environments.

The superintendent will:

- Maintain awareness of current legal and political issues.
- Inform the Board of Education of social and political issues that impact our district.
- Connect to local professional organizations.
- Prepare for the potential pitfalls of change initiatives.

Evidence to demonstrate growth in goal area:

- _____
- _____
- _____
- _____
- _____

Rating for Social and Political Environments:

- ____ 4 Always exceeds expectations - Outstanding
- ____ 3 Exceeds expectations – Excellent
- ____ 2 Meets expectations – Good
- ____ 1 Seldom meets expectations - Below Average

Comments:

Standards 6: Policy and Governance

Works with the Board to formulate district policy.

The superintendent will:

- Understand and articulate the system of public school governance and differentiate between policy making and administrative roles.
- Establish procedures for Superintendent/Board interpersonal and working relationships and demonstrate clear understanding of appropriate roles and responsibilities of each.
- Promote shared decision-making throughout the organization.
- Ensure compliance with all local, state, and federal laws.
- Use legal counsel in governance and procedures to avoid civil and criminal liabilities as appropriate.

Evidence to demonstrate growth in goal area:

- _____
- _____
- _____
- _____
- _____

Rating for Policy and Governance:

- ____ 4 Always exceeds expectations - Outstanding
- ____ 3 Exceeds expectations – Excellent
- ____ 2 Meets expectations – Good
- ____ 1 Seldom meets expectations - Below Average

Comments:

Standard 7: Communication and Community Relations

Articulates district vision and purpose, handles media relations, solicits community feedback, and builds consensus for community support.

The superintendent will:

- Clearly articulate district vision, mission, and priorities to community and media.
- Develop formal and informal techniques to gain external perceptions of district.
- Demonstrate effective communication skills (oral and written)
- Promote involvement of all stakeholders.
- Establish effective school/community relations and school/business partnerships.
- Be visible at school activities.
- Provide a public relations role in the community.
- Develop and maintain an approachable style.

Evidence to demonstrate growth in goal area:

- _____
- _____
- _____
- _____
- _____

Rating for Communications and Community Relations:

- ____ 4 Always exceeds expectations - Outstanding
- ____ 3 Exceeds expectations -- Excellent
- ____ 2 Meets expectations -- Good
- ____ 1 Seldom meets expectations - Below Average

Comments:

Superintendent Evaluation – Summary Ratings:

Standards	Rating
Vision	
Learning and Instruction	
Organization and Facilities	
Ethics	
Social and Political Environment	
Policy and Governance	
Communication and Community Relations	

Rating Levels:

- 4 Always exceeds expectations - Outstanding
- 3 Exceeds expectations – Excellent
- 2 Meets expectations – Good
- 1 Seldom meets expectations - Below Average

Commendations/Recognition:

Areas for Growth:

Key Dates:

Goal Setting Date: August, 2014

Mid-Year Evaluation Date: January, 2015

Annual Evaluation Conference: April, 2015

Superintendent's Signature: _____ Date: _____

Board President's Signature: _____ Date: _____

Superintendent Evaluation Form

GOAL	RATING	COMMENTS
<i>I. Deliver appropriate leadership District-wide to provide continuous improvement for the "Whole Child" utilizing goals and action plans of the district strategic plan.</i>		
A.	4 3 2 1	
B.	4 3 2 1	
<i>II. Support the Board with ongoing and timely information relating to the financial health of the District.</i>		
A.	4 3 2 1	
B.	4 3 2 1	
<i>III. Maintain consistent and precise communications with District employees, parents, and the entire Park Ridge-Niles community.</i>		
A.	4 3 2 1	
B.	4 3 2 1	
<i>IV. Deliver and support high levels of leadership.</i>		
A.	4 3 2 1	
B.	4 3 2 1	
<i>V. Deliver and support high levels of management.</i>		
A.	4 3 2 1	
B.	4 3 2 1	
<i>VI. Other leadership and management expectations.</i>		
A.	4 3 2 1	

B.	4 3 2 1	
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OTHER COMMENTS:

As of 2013-14