

# Central Nine Career Center

## Bylaws & Policies

### 1240 - EVALUATION OF THE EXECUTIVE DIRECTOR

The Board believes it is essential that it evaluate the Executive Director's performance ~~periodically~~ <sup>annually</sup> in order to assist both the Board and the Executive Director in the proper discharge of their responsibilities and to enable the Board to provide the Corporation with the best possible leadership.

The Board shall annually, ~~no later than the second Thursday in November~~, evaluate the performance of the Executive Director. ~~(See Policy 1110) Such evaluation shall include an assessment of:~~ <sup>use the evaluation instrument developed by ISBA and IAPSS for Superintendents or</sup>

Chief Executives. This instrument is designed to appraise the following metrics:

- ~~A. the progress toward the educational goals of the Corporation;~~
  - ~~B. the working relationship between the Board and the Executive Director;~~
  - ~~C. the Board's own effectiveness in providing direction to the Executive Director;~~
- <sup>See Inserted ISBA/IAPSS Superintendents Evaluation Metric</sup>

~~Such assessments will be based on defined quality expectations developed by the Board for each criteria being assessed.~~

~~The Board and the Executive Director, jointly, shall, at the outset of each evaluation, determine the method by which the evaluation shall be conducted. Such method may include:~~

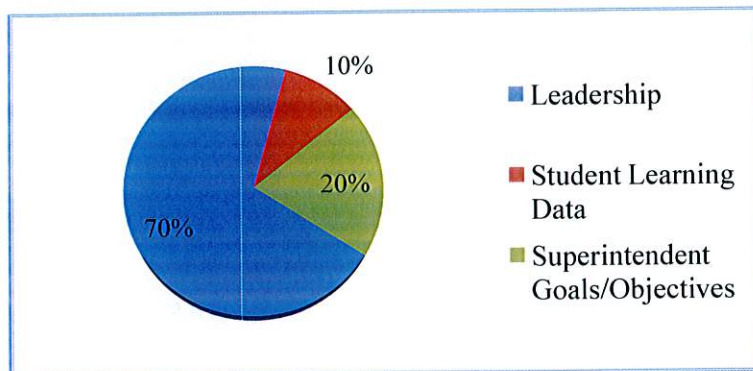
- ~~A. the Executive Director's own self analysis;~~
- ~~B. the active participation of each Board member;~~
- ~~C. a recommendation from a Board committee;~~
- ~~D. a compilation of assessments on a prepared standard form by individual Board members, which shall then be reviewed jointly by the Board and Executive Director;~~
- ~~E. evaluation interviews between the Board and Executive Director during which no other business is discussed;~~
- ~~F. the Executive Director's assessment of Board efficiency and effectiveness.~~

~~As an outcome of the evaluation of the Executive Director's performance, the Board should be prepared to judge the advisability of retention of the Executive Director and be prepared better to:~~

- ~~A. determine the Executive Director's salary;~~
- ~~B. identify strengths and weaknesses in the operation of the Corporation and determine means by which weaknesses can be reduced and strengths are maintained;~~
- ~~C. establish specific objectives, the achievement of which will advance the Corporation toward its goals;~~
- ~~D. improve its own performance as the public body ultimately charged with the educational responsibility of this Corporation.~~

## ISBA/IAPSS Superintendent Evaluation Metrics

[Example]: 70% Leadership Outcomes, 20% Student Learning Data,  
10% Superintendent Goals/Objectives



### **LEADERSHIP OUTCOMES (70%):**

**Effectiveness Rubric (70%):** This score is obtained from the evaluation rating from the ISBA/IAPSS Superintendent Evaluation Rubric. The process for determining this is outlined in the rubric itself. In this example, it is weighted at 70% of the superintendent's comprehensive rating.

Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
	Ineffective (IN)	1

### **STUDENT LEARNING DATA (10%):**

**Accountability A-F Grade (10%):** The Accountability A-F Grade is obtained through its own rating process that incorporates growth and achievement. This rating is available through IDOE in August of each year to include in the evaluation. It is weighted at 10% of the superintendent's comprehensive rating in this example.

A-F Grade	Category	Points
A	Highly Effective (HE)	4
B	Effective (E)	3
C	Improvement Necessary (I)	2
D or F	Ineffective (IN)	1



### **SUPERINTENDENT GOALS/OBJECTIVES (20%):**

This is an opportunity for superintendents to focus on individual goals/objectives mutually identified by the superintendent and school board that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance. It is weighted at 20% of the superintendent's comprehensive rating in this example.

The guidelines for Superintendent Goals/Objectives are as follows:

1. Must be collaboratively set by superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

Expectation	Category	Points
Exceeds all goals	Highly Effective (HE)	4
Meets all goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets no goals	Ineffective (IN)	1

### **COMPUTING THE SCORE:**

	Raw Score	x	Weight	=	SCORE
Rubric Rating	3		0.70		2.1
+ Accountability A-F Grade	4		0.10		.4
+ Superintendent Goals/Objective Rating	4		0.20		.8
			Comprehensive Effectiveness Rating		3.3

### **SCALE**

	Categories				
	Ineffective	Improvement Necessary	Effective	Highly Effective	
Points*	1.0	1.75	2.5	3.5	4.0