

New Schools for New Orleans  
Board Training

**Partnering with, Supporting and  
Evaluating Your School Leader**

**Saturday, October 21, 2006  
9:00 am – 12:00 pm**

Presenter:  
Marci Cornell-Feist

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# AGENDA

## **Outcomes:**

- Discuss, clarify and define a strong partnership between the school leader and the board.
- Assess where your school is towards developing a strong partnership and learn some concrete steps you can take to strengthen the relationship
- Discuss, clarify and define an effective school leader evaluation process
- Learn what tools need to be in place to have an effective evaluation process
- Deepen your understanding of the distinction between governance and management

## **8:30 – 8:45 Introductions**

- Review agenda
- What do you want to learn today?

## **8:45 – 9:45 Defining the School Leader – Board Partnership**

- What does a school leader need from a board to be successful?
- What does a board need from a school leader to be successful?
- What makes for a strong board school leader partnership?
- Who does the school leader report to? Full board? Board Chair?
- What's the board chair's role?
- What if the board chair and school leader don't click?
- Concrete things you can do to strengthen the partnership right now

## **10:00 – 11:00 Evaluating the School Leader**

What needs to be in place for an evaluation to be effective?

- Job description
- Annual goals
- Agreed upon Process
- Evaluation tools

## **11:00 – 12:00 Governance-Management Case Study**

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**Walk in someone else's shoes**

<b>School Leader</b>	<b>Board</b>
<ul style="list-style-type: none"><li>• <b>What does the school leader need from the board to be successful?</b></li></ul>	<ul style="list-style-type: none"><li>• <b>What does the board need from the school leader to be successful?</b></li></ul>

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**What makes for a strong partnership between the school leader and the board?**

*List as many descriptors as you can.*

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## **STEPS TO TAKE WITH YOUR BOARD & SCHOOL LEADER: Strengthening Your Partnership**

**Some ideas about how to bring this information back to the rest of the board and your school leader:**

- Have your full board and school leader complete a simple exercise.  
Ask yourselves, if you are widely successful this year what will that look like?  
What will your school have accomplished by June 2007?  
Be as specific as possible.  
Then ask what specifically will the board do to help the school accomplish these things? What are the key things the school leader will do? How will these fit together?
  
- Complete the exercise on page 3.
  
- Write annual SMART board-level goals and management level goals
  - Make sure your goals support one another
  
- Have a Board-School Leadership team book club:
  - Read *The Board Savvy CEO*
  - *Why some boards manage more than govern*Both available through [www.BoardSource.org](http://www.BoardSource.org)



## ***SAMPLE BOARD GOALS***

### **City on a Hill Charter School Board 2005-2006**

	<b>Executive</b>	<b>Academic Performance</b>	<b>Real Estate</b>	<b>Development</b>	<b>Finance</b>
<b>School-wide goals for 2005-2006</b>	<p>Demonstrate substantial progress toward achieving Accountability Plan goals</p> <p>Add 2-3 new board members</p>	<p>Improve MCAS scores: Math-Adv from 9% to 20% Math-Prof from 30% to 50% ELA-Adv from 0% to 10% ELA-Prof from 46% to 60%</p> <p>Increase average SAT scores: From 1200 to 1350 (out of 2400)</p> <p>Raise the percentage of seniors admitted to competitive colleges From 64% to 70%</p> <p>Produce a report by 9/15/06 on the rate and causes of student attrition</p>	<p>Purchase a building at least 25,000 square feet in size by 12/31/05</p> <p>Finance the purchase and renovation of a building at a carrying cost that is less than 17% of future operating revenue</p>	<p>Raise \$250,000 for capital campaign by 12/15/05</p> <p>Raise \$165,000 for operations by 6/30/06</p> <p>Raise an additional \$500,000 for the capital campaign by 9/1/06</p>	<p>Produce a surplus of at least \$100,000 while maintaining a robust educational program</p> <p>Secure an unqualified 2004-05 audit opinion</p>
<b>Board Objectives</b>	<p>Conduct individual and collective board performance evaluations by 9/15/06</p> <p>Conduct performance evaluation of Executive Director and Principal by 9/15/06</p>	<p>Mentor 4 seniors in their preparation for college</p> <p>Analyze student attrition data</p>	<p>Examine potential school sites for suitability</p> <p>Inform architect in designing school space to suit CoaH's program</p>	<p>Provide 10 names for annual appeal</p> <p>Bring 3 new people to the 11/10 fundraiser</p> <p>Organize/buy a table for the Spring gala; donate or solicit auction items</p> <p>Make a meaningful pledge to the Capital Campaign</p>	<p>Review regular financial reports</p>

	<b>Executive</b>	<b>Academic Performance</b>	<b>Real Estate</b>	<b>Development</b>	<b>Finance</b>
<b>Executive Director Objectives</b>	<p>Assist the board in identifying and vetting 2-3 new board members</p> <p>Plan and organize annual board retreat</p>	<p>Plan and oversee the expansion of 1 on 1 tutoring program to freshman and sophomores</p> <p>Recruit at least 400 student applicants; insure clear messaging about CoaH's program to prospective applicants</p> <p>Analyze student attrition data</p>	<p>Lead efforts to finance the purchase and renovation of a building.</p>	<p>Produce professional marketing materials (annual report, newsletter)</p> <p>Organize fundraising activities (annual appeal, events)</p>	<p>Provide the Board and Principal with timely financial information.</p> <p>Insure timely completion and submission of audit to DOE</p> <p>Maintain spending levels within budgeted amounts</p>
<b>Principal Objectives</b>	<p>Provide the Academic Performance Chair with monthly school reports (criteria set in September) and the Board with quarterly school reports</p>	<p>Lead efforts to improve academic performance at City on a Hill</p> <p>Oversee revision of curriculum to improve proficiency, coursework, and MCAS/SAT alignment.</p> <p>Recruit and retain excellent teachers who are committed to CoaH's mission</p> <p>Implement Silent Sustained Reading program</p> <p>Oversee and expand AP classes offered to seniors</p> <p>Ensure all juniors take SAT prep course prior to June '06 test</p> <p>Analyze student attrition data</p>	<p>Examine potential school sites for suitability</p> <p>Inform architect in designing school space to suit CoaH's program</p>	<p>Participate in efforts to secure and close gifts</p> <p>Mobilize students and teachers to assist with fundraising</p>	<p>Maintain spending levels within budgeted amounts</p>

**SAMPLE MANAGEMENT LEVEL GOALS**

**KIPP Academy Lynn Proposed Management Goals 2006-2007**

Goal	Measurement	Key Strategies	When to report to board	Status
<b>Academics</b>				
KAL students will make significant yearly progress across all of their subjects	<ul style="list-style-type: none"> <li>A greater percentage of KAL students, who have been enrolled in the school for at least two years will achieve the performance standard of “Proficient or above on all MCAS exams than their peers are LPS as well as the state.</li> <li>All grade-level cohorts will demonstrate, on average, an improvement of at least 10 NCEs until the cohorts achieve an average of 70 NCEs, at which point the cohorts will maintain or improve their level of performance on SAT-10 tests ( Zero (0) NCE growth is 1 years worth of growth)</li> </ul>	<ul style="list-style-type: none"> <li>Offer consistent, effective classroom observations &amp; support</li> <li>Research &amp; develop appropriate professional development for each member of the staff</li> <li>Use MPSP data to inform instruction</li> </ul>	<ul style="list-style-type: none"> <li>MCAS: Sept 2007</li> <li>SAT-10 July 2007</li> </ul>	
Research , develop & execute high school placement strategy	<ul style="list-style-type: none"> <li>A detailed plan is written &amp; Executed</li> </ul>	<ul style="list-style-type: none"> <li>C. Plummer outreach</li> <li>All 7<sup>th</sup> grade students attend weekly high school preparation class taught by C. Plummer</li> </ul>	Quarterly <ul style="list-style-type: none"> <li>October</li> <li>January</li> <li>March</li> <li>July</li> </ul>	
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Goal	Measurement	Key Strategies	When to report to board	Status
<b>Financial</b>				
KAL will remain financially stable in FY'07	<ol style="list-style-type: none"> <li>1. Maintain a balanced budget for FY'07</li> <li>2. Develop a preliminary budget for FY'08 by March 2007 Board meeting, approved by June 2007 Board meeting</li> <li>3. Evaluate current operational systems and adjust them to be in compliance with our Fiscals Policies and Procedures guide</li> <li>4. Receive a "Clean" Audit for FY'07</li> </ol>	<ol style="list-style-type: none"> <li>1. AMS closing books</li> <li>2. Coordinate with strategic plan</li> <li>3. IV, ER, AMS and Auditors</li> </ol>	<ol style="list-style-type: none"> <li>1. Monthly</li> <li>2. January Progress Report</li> <li>3. December</li> <li>4. October 2007</li> </ol>	
KAL will raise enough money to run its extended programming.	<ul style="list-style-type: none"> <li>• Create and execute a development plan for FY'07 that will raise at least \$300,000</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach to other successful charter schools</li> <li>• Consult MCF</li> </ul>	<ul style="list-style-type: none"> <li>• Plan presented in Oct.</li> <li>• Monthly updates</li> </ul>	
<b>Governance</b>				
Improve preparation for and quality of board meetings	<ul style="list-style-type: none"> <li>• All Board documents and communications follow the Board approved time line</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and follow Board communication timeline (i.e. agenda , packet, review) by October</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>	9

*Boston Preparatory Charter School*

**Head of School Job Description**

*August 1, 2004 – July 31, 2005*

The Head of School serves as Chief Executive for Boston Preparatory Charter School. He or she works with the Board to assess the school’s adherence to its mission and to set short- and long-term goals. The Head of School manages the work of school staff, and bears ultimate responsibility for staff contributions to academic performance, mission-aligned school culture, and organizational viability. Responsibilities include:

<b>REVIEW AREA</b>	<b>PRIMARY JOB RESPONSIBILITY</b>	<b>MEASUREMENT</b>
<b>Facility</b>	Provide BPCS students with a positive environment in which to learn.	<ul style="list-style-type: none"> <li>• The school building is reflective of BPCS values and standards</li> </ul>
<b>Facility</b>	Work with BOT to locate, secure, finance, renovate/construct, and move into a long-term facility.	<ul style="list-style-type: none"> <li>• Plan for financing of the long-term facility in place by December</li> <li>• Plan in place to occupy a long-term facility by year 3 of operation</li> </ul>
<b>Fundraising</b>	Work with the BOT to raise funds to meet operational and capital needs	<ul style="list-style-type: none"> <li>• Determine fundraising goals</li> <li>• Help to create and execute fundraising plan</li> <li>• Achieve fundraising goals determined to be the primary responsibility of staff in the development plan (foundations, minor individual donors)</li> </ul>
<b>Financials</b>	Work with the BOT to develop and manage the annual operating budget.	<ul style="list-style-type: none"> <li>• Budget is created on schedule</li> <li>• Financials are presented to the board in a timely manner</li> <li>• The school is on budget</li> </ul>
	Demonstrate financial viability to an independent auditor.	<ul style="list-style-type: none"> <li>• Work with the BOT to identify and hire an independent auditor</li> <li>• Successfully complete an annual audit</li> </ul>
<b>Educational Program (testing)</b>	All students take the Stanford Achievement Test in the fall and spring and the MCAS test in the spring.	<ul style="list-style-type: none"> <li>• Scores exist for all students and are disaggregated on racial/ethnic/language and socioeconomic lines</li> </ul>
	All students take the MCAS exam in the spring.	<ul style="list-style-type: none"> <li>• Average student scores on the MCAS will surpass Boston city averages in all subjects</li> </ul>

<b>REVIEW AREA</b>	<b>PRIMARY JOB RESPONSIBILITY</b>	<b>MEASUREMENT</b>
	All students take the Stanford Achievement Test in the fall and the spring.	<ul style="list-style-type: none"> <li>Students will demonstrate, on average, in their national rankings in both reading and math, an improvement of at least 3 Normal Curve Equivalent (NCE) points between fall and spring tests</li> </ul>
<b>Educational Program (student conduct)</b>	Oversee the development of school culture and student adherence to the Student Code of Conduct.	<ul style="list-style-type: none"> <li>A clear decline can be seen over the course of the year in the number of demerits, suspensions, and expulsions accrued by students</li> </ul>
<b>Educational Program (programs)</b>	Oversee the design and implementation of the ethical philosophy and service learning programs.	<ul style="list-style-type: none"> <li>The ethical philosophy and service learning programs are in place by the middle of the year</li> </ul>
	Oversee the implementation of the Saturday Academy, Homework Center, and tutoring programs.	<ul style="list-style-type: none"> <li>The Saturday Academy, Homework Center, and tutoring programs are in place within the first three months of school opening</li> </ul>
	Oversee the design and implementation of the College Preparation Portfolios (CPP).	<ul style="list-style-type: none"> <li>The College Preparation Portfolio program is in place and all students have completed the videotaped oral interview by the middle of the year</li> <li>By the end of the year, all students have added 2 pieces of work to their portfolio</li> </ul>
	Oversee the design and implementation of enrichment programs.	<ul style="list-style-type: none"> <li>Enrichment programs are in place within the first three months of school opening</li> </ul>
<b>Educational Program (staff)</b>	Acquire and retain outstanding faculty members.	<ul style="list-style-type: none"> <li>Start the 2004-2005 school year 100% staffed</li> <li>Retain teachers for the full school year</li> <li>Identify BPCS staffing needs for FY06</li> <li>Recruit and hire 90% of BPCS staff for FY06 by July 31 of 2005</li> <li>Positive feedback is obtained from a teacher survey</li> </ul>
	Provide quality professional development.	<ul style="list-style-type: none"> <li>All teachers have developed professional goals for each quarter in conjunction with the HOS</li> <li>Once a month, faculty discuss best practices</li> <li>Eight times a year faculty participate in co-grading</li> <li>Each teacher's classroom performance has been evaluated three times by the HOS</li> </ul>

<b>REVIEW AREA</b>	<b>PRIMARY JOB RESPONSIBILITY</b>	<b>MEASUREMENT</b>
<b>Community (Parents)</b>	Oversee the implementation of a yearly parent satisfaction survey.	<ul style="list-style-type: none"> <li>• Achieve a 90% return rate on the parent survey</li> </ul>
	Achieve high parental satisfaction.	<ul style="list-style-type: none"> <li>• 80% of parents report that they are “satisfied” or “extremely satisfied” with their child’s academic and personal development</li> </ul>
	Achieve high parent participation.	<ul style="list-style-type: none"> <li>• 75% of parents attend a school-sponsored event during the course of a year</li> </ul>
	Oversee the development of the Parent Advisory Council.	<ul style="list-style-type: none"> <li>• The Parent Advisory Council meets with the HOS once a month</li> <li>• The Parent Advisory Council reports to the BOT twice a year</li> </ul>
	Oversee the development and implementation of parent journals.	<ul style="list-style-type: none"> <li>• Parents receive weekly reports</li> <li>• Parents have bi-monthly conversations with their children’s advisors</li> </ul>
<b>Community</b>	Oversee the dissemination of best practices.	<ul style="list-style-type: none"> <li>• Disseminate best practices to other schools and the educational community</li> </ul>
<b>Organizational Health (students)</b>	The school has a waiting list.	<ul style="list-style-type: none"> <li>• The school’s waiting list exceeds 10% of the school population</li> </ul>
	Student attendance is high.	<ul style="list-style-type: none"> <li>• Average student attendance is 98% (2% unexcused absences)</li> </ul>
<b>Organizational Health (board)</b>	The HOS works well with the board.	<ul style="list-style-type: none"> <li>• The HOS attends all board meetings and presents all requested information to the board in a timely manner</li> </ul>
<b>Organizational Health (Compliance)</b>	The school complies with all relevant federal, state, and city guidelines.	<ul style="list-style-type: none"> <li>• The school receives no citations for federal, state, or city noncompliance.</li> </ul>

## Two Rivers Public Charter School

### Public Charter School Accountability Plan

School Years 2004-2005 to 2008-2009

The mission of the school is to nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

### I. Academic Performance Objectives

Performance Objectives	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will demonstrate competence in reading.	Students will demonstrate grade level or above grade level proficiency in reading and strong comprehension of what they read.	Standardized exams based on NCE gains	Spring 2006	2% annual increase over baseline of students will receive a 0 or > NCE gain score.	X% of students will receive a 0 or > NCE gain score. (Dependent upon baseline data)	Instruction in Balanced Literacy including guided reading, phonics, the writing process, reading comprehension, etc.
Students in grades K-8 (as growth permits) will demonstrate improvement in reading.	Students in grades K-8 (as growth permits) will demonstrate one year of academic growth in the area of reading as measured by Brigance subtests.	Brigance subtests	Spring 2006	X% of students will make a minimum of one year of progress. (Dependent upon baseline data)	2% annual increase over baseline resulting in X% of students demonstrating one year of academic growth in reading.	Instruction in Balanced Literacy including guided reading, phonics, the writing process, reading comprehension, etc.
Pre-kindergarten students will demonstrate pre-literacy skills.	Students will demonstrate kindergarten readiness in literacy as measured by Brigance subtests.	Brigance subtests	Spring 2006	X% of pre-kindergarten students will demonstrate kindergarten readiness. (Dependent upon baseline data)	2% annual increase over baseline resulting in X% of pre-kindergarten students demonstrating kindergarten readiness.	Instruction in Balanced Literacy including guided reading, phonics, the writing process, reading comprehension, etc.

<b>I. Academic Performance Objectives (con't)</b>						
<b>Performance Objectives</b>	<b>Performance Indicators</b>	<b>Assessment Tools</b>	<b>Baseline Data</b>	<b>Annual Target</b>	<b>Five-Year Target</b>	<b>Strategies for Attainment</b>
Students will demonstrate competence in mathematics.	Students will demonstrate grade level or above grade level proficiency in mathematics.	Standardized exams based on NCE gains	Spring 2006	2% annual increase over baseline of students will receive a 0 or > NCE gain score.	2% annual increase over baseline resulting in X% of students receiving a 0 or > NCE gain score. (Dependent upon baseline data)	Using a combination of Everyday Mathematics, supplemental materials, and learning expeditions to provide all students with solid mathematics instruction and hands-on application.
Students in grades K-8 (as growth permits) will demonstrate improvement in mathematics.	Students in grades K-8 (as growth permits) will demonstrate one year of academic growth in the areas of mathematics as measured by Brigance subtests.	Brigance subtests	Spring 2006	X% of students will make a minimum of one year of progress. (Dependent on baseline data)	2% annual increase over baseline resulting in X% of students demonstrating one year of academic growth in mathematics.	Using a combination of Everyday Mathematics, supplemental materials, and learning expeditions to provide all students with solid mathematics instruction and hands-on application.

<b>II. Student Non-Academic Performance Objectives</b>						
<b>Performance Objectives</b>	<b>Performance Indicators</b>	<b>Assessment Tools</b>	<b>Baseline Data</b>	<b>Annual Target</b>	<b>Five-Year Target</b>	<b>Strategies for Attainment</b>
Students will attend school regularly.	Overall Daily Attendance Rate	Daily attendance data collected in OLAMS and school database	88% (2004-2005 Overall Daily Attendance Rate)	Baseline increasing by 1% annually	Average attendance rate of 93%.	The student and parent handbooks will emphasize the need for daily attendance. Parents will be contacted if students fail to attend school and no explanation is provided. Parents will attend a conference with the principal if students are habitually tardy or absent.
Parents/guardians will be actively involved in the school.	Percentage of parents participating in at least one school-related activity.	Attendance records from parent conferences/school events and volunteer logs.	86% of parents/guardians attended end-of-year conferences for the 2004-2005 academic year.	1% annual increase over baseline.	91% of parents attending or participating in at least one school event per academic year.	Two Rivers will regularly and actively publicize scheduled parent-conferences well in advance of the conference date.  Two Rivers will offer a variety of ways for parents to be involved at the school.

<b>II. Student Non-Academic Performance Objectives (con't)</b>						
<b>Performance Objectives</b>	<b>Performance Indicators</b>	<b>Assessment Tools</b>	<b>Baseline Data</b>	<b>Annual Target</b>	<b>Five-Year Target</b>	<b>Strategies for Attainment</b>
Faculty members will actively attend and participate in off-site professional development.	Percentage of staff members attending and participating in off-site professional development (Visits to other schools, conferences, graduate classes, etc.).	Travel records for off-site professional development.	2004-2005 Academic Year	80% of faculty members will attend and participate in at least one off-site professional development opportunity per year increasing by 1% annually until the five-year target is met.	85% of faculty members will attend and participate in at least one off-site professional development opportunity per year.	Two Rivers will actively send staff to professional development around our core programs (Expeditionary Learning Outward Bound, Responsive Classroom, Balanced Literacy)
	Percentage of staff members making presentations to faculty as a direct result of off-site professional development.	Agendas and handouts from faculty presentations.	2004-2005 Academic Year	80% of faculty members will make at least one presentation a year to the faculty as a direct result of attendance at an off-site professional development opportunity increasing by 1% annually until the five-year target is met.	85% of faculty members will make one presentation a year to the faculty as a direct result of off-site professional development.	Two Rivers will schedule presentation times for staff to present who have been at off-site professional development opportunities on the Wednesday following their return to school.
Develop and maintain community partnerships.	Number of partnerships that support the academic and non-academic goals of Two Rivers.	Documentation of ongoing communication and interaction between organizations (i.e. memos, letters, meeting minutes, visitation logs, etc.)	1 partnership established during the 2004-2005 academic year.	Number of partnerships will increase by 1-2 partnerships annually.	Number of partnerships will increase by 5-10 partnerships.	Continue to provide information to the community about the school through presentations and individual contacts with local businesses and organizations.

## Evaluating the Executive Director of Your Charter School<sup>1</sup>

Most charter school boards:

- do not evaluate their head of school on an annual basis; and
- when they do, do it in such a way that it is perceived as unhelpful by the head of school (at best) or causes an irreconcilable rift between the board and the head of school (at it's worst).

Why is this?

- As start-up organizations it is easy to let ED evaluation fall to the bottom of the “to do” list
- Most EDs are reluctant to be evaluated
- Most boards don't understand the “teaching & learning” side of the school and don't know how to evaluate it
- Boards often create either a process that is too quick and superficial to be meaningful or the process is so involved that it becomes unwieldy and not very useful

The most common mistakes charter school boards make in evaluating their ED:

- Rushing into the process at the end of the year
- Have an inappropriate / ineffective timeline for the process
- Board members themselves directly solicit faculty and parents for input (which is a big NO NO!)
- Do not create a written process detailing how the evaluation will be conducted that is voted on by the full board and is aired with the ED ahead of time.
- Do not use the important documents right at their fingertips:
  - Charter
  - Accountability Plan
  - ED Job description

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<sup>1</sup> I prefer the term Executive Director, but in my mind this is synonymous with the Head of School or whoever is the key leadership position that reports directly to the board.

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Some steps to take for an effective process:

1. Make sure that the ED evaluation is a yearlong process of exchanging feedback between the board and the ED.
2. Create some goals for your process with your ED –actually write down what the board and the ED want to get out of this process and use this as a check to make sure your process is doing these things.
3. Create an ED evaluation committee.
4. Have a committee create a written process that details what will happen throughout the year, the timeline and who is responsible (samples in attached documents).
5. Have this process approved by the full board.
6. Have the committee create evaluation tools.
7. Have evaluation tools approved by the full board.

Answers to some common questions:

**What is the best timeline for the ED evaluation process?**

Most charter schools are using less than ideal timelines for this process. I think this is partly because:

- They started a process during the planning year or start-up phase of the school and haven't shifted to a timeline that makes more sense now that the school is up and running.
- Boards create an unwieldy timeline that requires waiting for standardize test scores and other measures that aren't reported on until well after the school year.

The most effective timeline mirrors the school's fiscal year and the natural academic year cycle. Mapping backwards, you would want your evaluation to be complete by the end of the academic year (June 30<sup>th</sup>) so that strengths and weaknesses can be aired and then the board and ED together begin the process of planning / goal setting for the upcoming year with the evaluation well behind them.

What about waiting for standardize test results? To me that creates a very unwieldy timeline and I think it is better to use the academic year as your guidepost.

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Some schools are finding that it is better to have the evaluation completed earlier than June because they may need to make a leadership change. I would argue that you should have a mid-year review that could suit this purpose.

An effective timeline could look like this:

July-August	Board, ED and Principal Goal setting for the upcoming year Make sure to have the accountability plan front and center Make sure to have goals be specific and measurable.
September	By the September board meeting have the full board vote and approve: <ul style="list-style-type: none"> <li>• Annual board goals</li> <li>• Annual ED goals</li> <li>• ED eval process and tools</li> <li>• In addition the board should have as an FYI the principal's goals for the year</li> </ul>
December	Quarterly review – progress towards goals
March	Quarterly review – progress towards goals
May	Survey board and key staff
June	Results of annual ED Eval finalized

**Who should be on the ED evaluation board committee?**

The committee should not be too large and ideally would be made up of the Board Chair, the head of the personnel or HR committee if there is one or your board member with HR experience and possibly one other key board member. In addition, I strongly encourage you to add a non-board member who is either running a charter school or has run some type of school or comparable organization.

**Should we survey the full board?**

Yes, I think the full board should be given a very quick survey for the quarterly reviews and a lengthier tool for the end of the year evaluation. Remember the ED doesn't report to just the chair, but to the full board.

It is imperative that these surveys reflect the job description and progress towards the EDs annual goals.



### **Should we survey teachers?**

To be honest, I used to feel that it was unwise to survey the teachers on an annual basis, but my experience with a large number of charter schools has been that there are several key benefits to surveying teachers:

- Teachers really appreciate having their voice heard
- Often this turns up key issues that were not apparent to the board

*Warning: If not done well this could cause a great deal of problems!*

Key factors that will make this a positive experience:

- Tie the survey to the job description and annual goals
- Allow teachers to provide anonymous feedback (but you may want to have a box at the top that identifies them either as senior management, full-time faculty, part time classroom aide etc.)
- DO NOT have board members interact in anyway directly with the faculty – this de-positions your leader and causes a lot of confusion about governance and management. This means board members should not receive and tally the surveys or directly interview teachers. Have an outside party tally the survey results.
- Tip: If survey results warrant it you may want an outside party to interview the most senior staff members to probe about additional information you may need.
- Make sure your ED has approved the process and tool that you will use.

### **Should we survey parents?**

- I don't think parents should be surveyed specifically about ED performance.
- The school will conduct an annual parent satisfaction survey and the results of this can be factored into the ED evaluation.

### **Should we survey students?**

- I don't think students should be surveyed specifically about ED performance.
- The school could conduct an annual student satisfaction survey and the results of this can be factored into the ED evaluation.

### **How should we share survey results with the ED?**

- Never give the ED the raw survey results or let the ED be the one to receive the surveys. More often than not one negative comment, that does not represent the views of the majority, gains too much importance.



# ABC Charter School

## Performance Appraisal Process for the Executive Director<sup>2</sup>

**This process is part of the Job Evaluation and Performance Appraisal Process for The ABC Charter School. Please review the general document as part of the process for appraising the Executive Director.**

### The Performance Appraisal Process

Standards and expectations for performance are clearly established and communicated for all positions at ABC. The standards are requirements of the job. Appraisal is a continuous process. There are two elements:

- (1) the informal and ongoing feedback;
- (2) the formal annual appraisal process. Both elements are critical to the healthy operation and development of ABC. Communication is the key.

The appraisal process facilitates a careful review of the following for each employee:

- Accomplishments during the review period
- Performance that requires improvement
- Needs for training and development
- Ways that the Board can provide support
- Potential for advancement to greater responsibilities

Performance Requirements or Criteria: The Executive Director's performance is evaluated based on 4 general areas:

- her job description;
- her annual goals set during the performance appraisal process;
- the progress of ABC's strategic plan and accountability plan; and,
- specific management criteria outlined in the Performance Appraisal Form

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<sup>2</sup> Adapted from Simone P. Joyaux Women's Fund of Arizona

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There are many types of standards or expectations. Some are measurable items including quality and quantity of work and technical competence. Others cannot be precisely prescribed but are equally important. These subjective standards include attitudes such as adaptiveness, initiative and integrity.

Performance Appraisal Process: The formal performance appraisal is conducted annually in June. Feedback is provided quarterly, based on Board discussion facilitated by the Board's Performance Appraisal Task Force.

Responsibility for Appraisal Process: The ABC Board of Trustees is responsible to evaluate the performance of the Executive Director and to assure ongoing feedback that represents the perspective of the Board together. The Board serves as the evaluator and final arbiter of any issues related to performance of the Executive Director.

The Board appoints an Executive Director Performance Appraisal Task Force annually (no later than September) to facilitate the process. The Task Force is comprised of the Board Chair, chair of the accountability committee if there is one, and at least 1 other Board member selected by the Board itself. The Task Force selects its own chair and this shall not be the Board Chair.

To assure continuity, at least 2 of the members of the Task Force should remain on the next year's task force. To assure new perspective, at least 1 of the members of the Task Force should be new each year.

#### Responsibilities of the Executive Director Performance Appraisal Task Force

1. On a quarterly basis, provide feedback to the Executive Director regarding her performance.
  - The Task Force facilitates an executive session of the Board to gather the Board's consensus of performance. The Task Force prepares a written memo (e.g., bulleted notes) and circulates it to the Board for review and approval.
  - The Task Force meets with the Executive Director, provides the written memo, reviews the feedback, and encourages dialogue regarding performance with the Executive Director.
  - The Task Force records any comments and feedback from the Executive Director during the meeting. All Task Force members and the Executive Director sign all written documents and file in the personnel record.
2. Annually in June, the Task Force facilitates the formal Performance Appraisal Process.



3. Following the annual performance appraisal, the Task Force recommends a merit increase to the Board for action.
4. The Task Force reviews the Executive Director’s annual goals and professional development plan prior to Executive Director presentation to the Board for action.
5. Based on periodic compensation analyses, the Task Force recommends a salary adjustment to the Board for action.
6. As necessary, the Task Force may recommend enhancements to the Executive Director Performance Appraisal Process, for consideration by the Board.

Performance Appraisal Tool for the Executive Director: There are two forms used to appraise the performance of the Executive Director. One form solicits feedback from the Executive Director and one form records the Board’s evaluation. Results are formally recorded, signed and filed in the Executive Director’s personnel file.

The Board of Trustees is responsible for approving the process and tools used for the performance appraisal of the Executive Director.

### **Steps in the Performance Appraisal Process**

<b>Timeframe</b>	<b>Entity Responsible</b>	<b>Task</b>
No later than September	Board of Trustees	<ul style="list-style-type: none"> <li>• Appoints an ad hoc Task Force to handle the performance appraisal process for the year.</li> </ul>
Quarterly	Task Force and Board of Trustees	<ul style="list-style-type: none"> <li>• Conduct an executive session of the Board at one of its Board meetings. Facilitate a discussion about the performance of the Executive Director in order to provide documented feedback to the Executive Director.</li> <li>• Consider such topics as: strengths and weaknesses; accomplishments since prior quarterly feedback; role of the E.D. in progress of the strategic plan; comments on E.D. performance compared to key areas of the job description.</li> <li>• Summarize results and provide to the Board for review and acceptance. Meet with the Executive Director and present Board feedback.</li> </ul>



Timeframe	Entity Responsible	Task
March	Task Force and Board of Trustees	<ul style="list-style-type: none"> <li>• At the February or March Board meeting, the Task Force reviews the Performance Appraisal Process with the Board, answering any questions and concerns.</li> <li>• Task Force circulates the formal Performance Appraisal Tool to each trustee for immediate completion.</li> <li>• Trustees complete the form and turn in to the Task Force Chair.</li> <li>• The Task Force Chair (or an assigned member of the Task Force) collates the trustee responses and prepares the written summary.</li> <li>• The summary is presented as a % of the individuals responding to the particular question. The summary is presented on a blank Performance Appraisal Form.</li> <li>• The narrative responses are grouped by topic and presented as an attachment.</li> </ul>

March	Executive Director	<ul style="list-style-type: none"> <li>• Completes Self-Evaluation and provides to Task Force.</li> </ul>
April	Finance Committee	<ul style="list-style-type: none"> <li>• Establishes the cumulative increase for the salary line for the next fiscal year budget.</li> <li>• Establishes the merit increase ranges based on community economics and ABC financial resources.</li> </ul>
April	Task Force	<ul style="list-style-type: none"> <li>• Reviews the summary performance appraisal and prepares a cover memo for the Board, summarizing the strengths and weaknesses, the areas requiring improvement, recommending the overall performance status, and recommending the merit increase.</li> </ul>



Timeframe	Entity Responsible	Task
May	Board of Trustees	<ul style="list-style-type: none"> <li>Reviews and as necessary adjusts the Executive Director performance results as prepared by the Task Force. Formally adopts and authorizes the Task Force to conduct the performance appraisal meeting with the Executive Director.</li> </ul>
May	Task Force	<ul style="list-style-type: none"> <li>Task Force and Executive Director discuss performance appraisal results (from the Board and from the E.D. self-evaluation), outline E.D. goals for the new year, and come to terms on merit increase.</li> </ul>
June	Board of Trustees	<ul style="list-style-type: none"> <li>Adopts budget, approving the cumulative increase for the salary line for the new fiscal year. (The Board does not approve individual salaries except for the Executive Director. The Board does not approve merit increase ranges.)</li> </ul>
June	Task Force and Executive Director	<ul style="list-style-type: none"> <li>Present report from interview between E.D. and Task Force. Present final written report (including the E.D. Self Evaluation) to the full Board.</li> <li>Present E.D. goals for the new fiscal year, action plan and role of the Board.</li> </ul>



**Guidelines for each trustee prior to completing the Executive Director Performance Appraisal Form**

1. Review the following documents prior to completing the form:
  - Executive Director’s Job Description
  - Board Job Description
  - ABC Values, Vision and Strategic Plan
  - Executive Director Goals for the year. Also review the Overview of ABC Job Evaluation and Performance Appraisal Process Executive Director Performance Appraisal Process.
2. Evaluate the Executive Director’s performance of her responsibilities rather than personality traits, special or occasional duties or other considerations that do not have a direct effect on the requirements of the position.
3. Consider how each of the performance criteria applies to the Executive Director’s position before assigning a rating. All ratings require written comment except “Good/Competent.”
4. Consider each criteria separately. Do not let a high or low rating under one criterion influence your decision on another factor.
5. Identify specific examples or incidents that illustrate your rating. Make certain that these indicate a consistent pattern and are not merely isolated events.
6. Be as objective as possible. Do not let personal likes, dislikes, preferences or your own work style enter into the evaluation.
7. Make sure that you note both strengths and weaknesses. A balance of strengths and weaknesses is essential to appropriate completion of the appraisal process.



## **The Appraisal Interview**

The Board's Task Force conducts the performance appraisal interview with the Executive Director. The Task Force represents the Board and transmits the Board's evaluation and perspective rather than the opinion or concerns of any single trustee.

1. Be clear and concise.
2. Review and discuss both the Performance Appraisal Form and the Employee Worksheet. Clarify any confusion.
3. When the need for improvement has been discussed, it is necessary to secure a clear understanding of the employee's specific intentions or lack thereof, to change behavior.
4. Actions plans – with Executive Director and Board responsibilities – should be developed with target dates. Action Plans should be monitored.
5. Performance Appraisal and Employee Worksheet forms are to signed by the Executive Director and each member of the Task Force, as representatives of the Board. The forms are then filed in the personnel file. The Executive Director should retain a copy.

## **Guidelines for the Board Task Force**

- When developing Action Plans, avoid generalities in describing what should be done to improve performance. Indicate specific actions that can be taken by the Executive Director and the Board, in order to assist in improvements. Include target dates and next steps to ensure success.
- Remember, the appraisal process is a participative one. Facilitate dialogue with the Executive Director. Executive Director comments on the Performance Appraisal Form are essential. This is particularly important because it connotes an agreement on steps to be taken and ensures that there is a commitment for improvement.
- In order to arrive at the Overall Evaluation, make a general judgment consistent with the factor ratings, giving more weight to those performance criteria that are especially important in the employee's position. Do not attempt to compute an average of ratings under each criterion. Remember, all ratings require written comment except "Good/Competent."
- Both the Executive Director and each Task Force member must sign the form after the interview. This indicates that they have discussed the information and are in basic agreement concerning Action Plans. The forms must be filed in the employee personnel file.

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## Hardware Heartbreak

Gary Mann, Executive Director of Safe Haven Shelters, puts the phone down carefully. Talking with Jim Dodge, a long-time Board Member, seems always to result in exasperation. The moment Gary's assistant announces a call from Jim, Gary begins to tense and wonders "what now?" Although the call today was not unusual, for Gary it feels like the last straw.

Some months back, Gary outlined to the Board his plans to begin a major upgrading of computer systems at Safe Haven Shelters. Substantial staff time went into the planning for the upgrade. To Gary's mind, the project represents tangible proof that Safe Haven has turned an important corner: This upgrade marks the end of the handcrafted, make-do phase of the organization's life.

When Gary presented the update about the computer system to the Board, he had wanted to share the good news and get some feedback from Board members. Unfortunately, the discussion was dominated by concern about the cost of the system and the risk of changing existing ways of doing business. Jim's was among the more negative voices.

Now Jim called to accuse Gary of moving ahead with the project without Board authorization. Citing the discussion at the Board meeting, Jim made it clear that in his mind the Board clearly was opposed to the project. By going ahead, Jim said, Gary is overstepping his authority. Jim plans to call the Board Chair and demand a meeting of the Board to discuss the problem. Jim insists that Gary suspend activity on the computer upgrade until the Board can meet.

Gary is astonished by Jim's position. In Gary's mind, the shape and direction of the project has always been his to decide. He carefully budgeted for the upgrade, and the Board approved the budget. For Gary, the discussion at the recent Board meeting was about sharing information and getting advice, not seeking approval.

After hanging up with Jim, Gary picks up the phone and calls the Board Chair. Clare Stevens has been Board Chair of Safe Haven for two years and a member of the Board for five years. She loves Safe Haven and has been willing to work hard to see the organization succeed. But, Clare is getting weary of some of the conflicts that keep emerging. First Jim calls, complaining about Gary and demanding a full Board meeting. Then Gary calls, ready to quit over constant interference of Board members.

During her conversations with Gary and Jim, Clare listens to each man go on about the other and the situation. Each concludes his conversation with an ultimatum. Jim's ultimatum goes one way: "The project stops right now or I will personally go to each Board member and recommend firing Gary." Gary's ultimatum goes another way: "If the Board reopens this issue, and takes the authority to make this decision away from me, I will quit."

With a promise to call each of them back, Clare hangs up, wondering if life is too short for this.



## Questions to address regarding Hardware Heartbreak

1. What might have been done to avoid this situation? By Gary as CEO, by Clare as Board Chair.
2. How should Gary manage such a call with Jim? What should Gary say? What should Gary do following the call?
3. What can be done now to intervene in the situation?
4. What can be done now to avoid a reoccurrence of such a situation?



## Resources

### **Creating an Effective Charter School Governing Board Guidebook**

[www.uscharterschools.org/gb/governance/contents.htm](http://www.uscharterschools.org/gb/governance/contents.htm)

An extensive compendium with lots of tools, samples, and tips.

A HUGE SECTION ON ED EVALUATION

LOTS OF SAMPLES

### **Charter Schools Trustees Guide, by Marci Cornell-Feist**

[www.buildingexcellentschools.org](http://www.buildingexcellentschools.org)

A guidebook designed specifically for charter school board members in a Q&A format, contains tools, and sample documents. Only the tools are available on-line, the guidebook itself is available in hard copy.

### **The Board Café**

[www.boardcafe.org](http://www.boardcafe.org)

A free, monthly electronic newsletter, short enough to read over a cup of coffee, the *Board Café* offers a menu of ideas, opinions, news, and resources to help board members give and get the most out of board service.

### **Board Source**

[www.boardsource.org](http://www.boardsource.org)

Formerly the National Center for Nonprofit Boards. The best source for national standards of effective governance.

### **Help4NonProfits**

[www.help4nonprofits.com](http://www.help4nonprofits.com)

Excellent nonprofit library with very user-friendly articles.

### **Improving School Board Decision-Making: The Data Connection**

<http://cmucso.org/boards/ImprovingSchoolBoardDecisionMakingTheDataConnection.pdf>

Written for traditional school boards, but very applicable to the charter school governing board context. Great examples of how boards should use data in making decisions.

### **The Board-Savvy CEO: How to Build a Strong, Positive Relationship with Your Board**

By: Doug Eadie, Available from BoardSource. Excellent resource!



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Disagree is 1

Agree is 2

Strongly Agree is 3

1. My attendance in today's meeting has taught me something new or reinforced my learning.

1

2

3

2. What is the most important thing you have learned today?

3. I will be able to apply something from today's meeting at my charter school.

1

2

3

5. This meeting has helped me to be a better charter school board member/school leader.

1

2

3

6. I would be interested in receiving additional governance training like this.

1

2

3

8. Please write any other suggestions/ideas for improving these training sessions or comments:

