

2 = Very Interested 1= Interested 0 = Not Interested

- 2/2/2/2/2/2 **14** Setting a **maximum annual bonus** a superintendent can receive using a percentage of base salary
- 2/0/1/2/1/2/2 **10** A percentage increase in academic **math performance of free or reduced lunch student cohort** (Tool and percent to be determined)
- 2/0/1/2/1/2/2 **10** A percentage increase in academic **reading performance of free or reduced lunch student cohort** (Tool and percent to be determined)
- 2/1/1/1/1/2/2 **10** A percentage of students displaying **High School Readiness** (Tool and percent to be determined): We could use EXPLORE scores here. This is based on research and would be easy to do.
- 2/0/1/1/1/0/2 **7** A district student **proficiency score attainment in math** (Numbers to be determined)
- 2/0/1/1/1/0/2 **7** A district student **proficiency score attainment in reading** (Numbers to be determined)
- 0/0/1/2/0/2/1 **6** Including **administrative team feedback in bonus determination** (Tool and measure to be determined)
- 0/0/1/1/2/0/0 **4** A percentage of Distinguished ratings on the superintendent evaluation tool (Percent to be determined)
- 1/1/0/0/0/0/1 **3** Including the district coming in **under budget** as factor
- 0/0/1/1/0/0/1 **3** A district student **proficiency score attainment in reading science** (Numbers to be determined)
- 0/0/1/1/0/0/1 **3** A district student **proficiency score attainment in reading social studies** (Numbers to be determined)
- 0/1/0/0/0/0/1 **2** A percentage of D97 schools classified with classification of IIRC *Academic Excellence*
- 0/0/0/0/0/0/0 **0** Offering an annual **retention bonus** (forfeited if the superintendent leaves before end of contract)
- 0/0/0/0/0/0/0 **0** A percentage increase in the **daily student attendance** (percent to be determined)

Additional recommendations

Member 1

I would recommend using the following two measures ahead of every other measure listed above:

- Every employee has an evaluation completed of them (with the exception of teachers who are off sequence)
- The percentage of students who made a year or more of growth in math and reading with the following incoming scores:
 - Bottom third of performance

- Middle third of performance
- Top third of performance

Member 2

The three things I'd be most interested in are:

- a lagged bonus - current performance, but measured and paid in the future - very hard to manipulate
- something based on longitudinal/growth measures - less dependent on the population of students
- something related to the whole child - we need to put our money where our mouth is

Member 3

- Typically a C-level exec will have bonuses based on 1) quantifiable areas of direct personal impact; 2) overall organization performance - also highly quantitative; 3) subjective/qualitative measures. And, the proportion of the bonus is tangibly higher for the quantitative areas vs. the qualitative areas.
- In considering these bonus ideas, I am not sure how directly correlated they are to the evaluation tool, with the exception of the "Distinguished" rating - especially since the evaluation tool is so qualitative.
- I know I am a day late and a dollar short on input to the evaluation tool due to being distracted by other tasks, but the thing is still so unwieldy - 25 different rating questions - that it will be critical to have a weighting system in place when the superintendent is scored by the board. The bonus can then be driven by quantitative measures primarily and the qualitative measures secondarily, but at least the qualitative side (evaluation tool) will be weighted toward which of the 25 measures are most important to the board (because obviously that many measures can't be equally important).
- In general I'd like to compliment the J&J show on the depth of work here.

Member 4:

- I agree with Member 1 that a measure tied to evaluations completed is appropriate (99%?).
- I agree with Member 2 that a more longitudinal measure would be better, but I could live with an annual if it's easier.