

Final – March 31, 2008 Special Committee of the Whole

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
PERFORMANCE ASSESSMENT FRAMEWORK
FOR EVALUATION OF THE DIRECTOR OF EDUCATION
FOR THE YEAR 2007/2008

Director's Objectives for 2007/08:

In addition to the detailed measures throughout this Framework, the Director of the Hamilton-Wentworth District School Board has identified 4 objectives for the academic year 2007/08. They are:

1. Oversee the development of measures, where they are missing and/or need enhancement, throughout this document.
2. Parent Academy
3. Diversity Audit Action Plan
4. Data Dashboard – monitoring of students' achievement which provides an interim progress report

This includes:

- EQAO practice assessments
- Early Leavers Credit Accumulation
- Attendance
- Developmental Reading Assessment (DRA)

ROLE: STUDENT SUCCESS

Expectations	Evidence	Quality Indicators
<p>Develop a shared vision of education in keeping with the correlates of effective schools:</p> <ul style="list-style-type: none"> ▪ Safe & Orderly Environment ▪ Clear and Focused Mission ▪ Climate of High Expectations for Success ▪ Opportunity to Learn, Time on Task ▪ Frequent Monitoring of Student Progress ▪ Positive Home-School Relations ▪ Strong Instructional Leadership <p>Serve the needs of the students and community and ensure a welcoming setting for learning</p> <p>Lead the Hamilton-Wentworth District School Board to set, implement and achieve clear measurable system goals</p> <p>Direct the continuous improvement of HWDSB's school programs through regular review, and the development and implementation of evaluation tools</p> <p>Improve teacher capacity in assessment and instruction</p> <p>Create school structures and processes that focus on and support improved student performance</p> <p>Develop pathways to success for at-risk students</p>	<ul style="list-style-type: none"> ▪ Ontario and Aiming for the Top scholarships ▪ EQAO results ▪ SOE'S will spend more time in their schools (12-15 visits per month) 	<ul style="list-style-type: none"> ▪ Percentage of students receiving Aiming For the Top scholarships equals the provincial average * ▪ Retention rates *Suggest use <i>Strategic Directions 2006-09 performance indicator "increase the number of grade 9 students who are attaining more than 6 credits"</i> ▪ As part of the student achievement agenda, school improvement plans are developed, implemented, monitored and actioned as required* ▪ EQAO results reported in 2008 exceed those in 2007 ▪ EQAO results for ESL students reported in 2008 exceed those for 2007 ▪ EQAO scores for Special Education students reported in 2008 exceed those in 2007 ▪ The gap between boys' and girls' achievement in the EQAO results declines ▪ Identified high and moderate needs schools increase their scores in all EQAO tests ▪ Reduce the number of student exemptions for Provincial Tests ▪ The gap between high achieving and low achieving schools decreases, with low achieving schools improving their scores, and high achieving schools maintaining or improving their scores ▪ Early School Leavers * ▪ Student graduation * <i>Suggest use Strategic</i>

* *measures that* need clarification or development

<p>Advocate for educational equity and move HWDSB towards greater awareness of equity issues (Pedagogy of Poverty, Pedagogy of Plenty)</p> <p>Align programming for struggling students with best classroom practice and goals and objectives as outlined in Education for All</p> <p>System-wide urgency for change with respect to improved student achievement is evident.</p>	<ul style="list-style-type: none"> ▪ Special Education Plan (2005) ▪ Numbers of students in OYAP ▪ Numbers of student engaged in school-to-work-programs ▪ Numbers of students at risk ▪ Suspensions and Expulsions ▪ Prepare the way for HWDSB to collect appropriate data for equity purposes ▪ Expand on the diagnostic process used in OFIP ▪ Primary and Junior Assessments ▪ Awareness and implementation of homework guidelines <p><i>add a glossary look for old one OFIP & OYAP</i></p>	<p><i>Directions 2006-09 performance indicator “By 2009 there will be a 15% increase in students successfully completing an Ontario Secondary School Diploma”</i></p> <ul style="list-style-type: none"> ▪ Special Education Review Plan (2005) will be reviewed and updated with concrete objectives and timelines ▪ Students enrolled in OYAP in 2008 exceed those in 2007 ▪ More students successfully complete school to work programs * ▪ Demonstrated progress in developing equity* ▪ At-risk student rate is improving (student success rate has improved?)* <i>Strategic Directions 2006-09 performance indicators as above “Increase the number of Grade 9 students who are attaining more than 6 credits”.</i> ▪ Extra-Curricular Activity Participation Rate *

* *measures that* need clarification or development

ROLE: FISCAL RESPONSIBILITY

Expectations	Evidence	Quality Indicators
<p>Oversee the responsible fiscal management of the system</p> <p>Manage resources to reflect strategic directions of HWDSB</p> <p>Manage resources to reflect equity principles</p>	<ul style="list-style-type: none"> ▪ Financial monitoring reports to the Board ▪ Auditor's Report ▪ Auditor's Management letter 	<ul style="list-style-type: none"> ▪ The Director provides the Board with quarterly financial reports which at minimum indicate anticipated overall deficits and surpluses ▪ The Budget Development process supports the priorities of the Annual Operating Plan ▪ Accountability measures and reporting standards ensure resources are applied to the intended purpose ▪ Action plans, with timelines to review for success, are developed to address the challenges to the board's prudent management specifically retirement gratuities, occasional teachers, human resources appeals and transportation consortium ▪ Report on pending litigation against the Board, identified challenges; and, the implementation of a plan to reduce risk with timeline to review for success ▪ Funding surplus/deficit framework is developed

ROLE: HUMAN RESOURCES

Expectations	Evidence	Quality Indicators
<p>The Director is delegated by the Board overall authority and responsibility for all personnel-related issues save and except: the development of mandates for collective bargaining</p> <p>Develop an administrative organization in keeping with Board’s philosophy of education, in order to encourage: meaningful participation; effective communications; and, quality decision-making, including broad consultation with all employee and community groups</p> <p>Be responsible for the development and maintenance of procedures for the evaluation of personnel</p> <p>Be a strong advocate for employment equity</p> <p>Create structures and processes that provide incentive, recognition and accountability</p> <p>Create a workplace environment that actively retains and develops high quality employees, and places the HWDSB as the employer of choice</p> <p>Create an exemplary labour relations environment that supports and promotes student and staff success</p> <p>Inspire a shared vision of leadership for the HWDSB</p>	<ul style="list-style-type: none"> ▪ Annual Human Resources reports which will include progress in staff professional development, and leadership development succession planning; and trends in grievances, arbitration, litigation and appeals, accident and health and safety ▪ An inventory of policies and procedures within the Human Resources department ▪ Annual report on staff wellness issues ▪ Annual Report regarding the implementation and achievements of the Equity Policy ▪ Provide the resources and flexibility to recruit, retain, hire, train and appraise the best personnel that reflects our changing demographics ▪ Develop and implement an exit interview strategy ▪ Introduction of service correlates to all departments to support service leaders ▪ Develop and implement a diversity audit (analyze, communicate and develop an action plan) ▪ Develop a shared understanding of what a positive labour relations environment looks like, feels like and sounds like ▪ Develop an agreed upon processes to resolve conflicts ▪ Develop a labour relations action plan ▪ Develop a leadership succession plan for the HWDSB ▪ <i>Have a living Code of Conduct</i> 	<ul style="list-style-type: none"> ▪ Retention rates of staff by category for the first five years of service improves ▪ Applicant pools increase for leadership positions ▪ Staff turnover (excluding retirements) decreases in 2008 compared to 2007 ▪ Number of returning retirees decreases 2008 over 2007 ▪ Staff <i>satisfaction</i> survey is completed and findings are reported ▪ Accident rates lost time and duration 2008 over 2007 declines ▪ As part of a complete performance appraisal system, performance appraisal policies are developed and implemented for principals and superintendents ▪ Arbitrations are reduced 2008 over 2007 ▪ Develop external benchmarks for HR measures * ▪ Grievances 2008 over 2007 are declining ▪ Demonstrated positive staff relations ▪ Develop, implement and monitor a plan to improve non-union staff satisfaction benchmarking ourselves against other school boards

* *measures that* need clarification or development

ROLE: DIRECTOR AS SECRETARY OF THE BOARD

Expectations	Evidence	Quality Indicators
<p>Act in a manner consistent with the Board's values of respect, innovation and accountability</p> <p>Develop and maintain an effective, positive relationship with the Chair and members of the Board, which will provide open communications, a good information base and sound recommendations for decision-making</p> <p>Advise the Board and its committees in the formation of policy</p> <p>Ensure the implementation of the policies and directions of the Board</p> <p>Inform and educate Trustees about new or changing provincial policies, relevant trends and events, and to otherwise provide leadership</p> <p>Lead the Board in setting, implementing and achieving clear, measurable system goals</p> <p>Support the development and implementation of an annual evaluation of the board of trustees (with staff support)</p>	<ul style="list-style-type: none"> ▪ Board agendas ▪ Board meeting ▪ Committee meetings ▪ Board/Executive Council Planning Workshops are effective ▪ Executive Council Highlights ▪ Updates on progress on issues raised by the Board ▪ Timely and appropriate reports ▪ Motion Tracking document 	<ul style="list-style-type: none"> ▪ Board agendas reflect the Board's work plan and Strategic Directions ▪ Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting ▪ The Secretary implements Board directions with integrity in a timely fashion ▪ The Secretary keeps the Board informed about District operations which have a direct relationship to the Board's role ▪ The Secretary provides the Board with balanced, sufficient, concise information and clear recommendations in agenda packages ▪ The Secretary interacts with the Board in an open, honest, pro-active and professional manner ▪ The Secretary provides support to the Board re: lobby efforts ▪ The Secretary references vision, mission, and values and goals in Board reports ▪ Annual one to one meetings ▪ Development of an annual governance evaluation

ROLE: STRATEGIC PLAN

Expectations	Evidence	Quality Indicators
<p>Lead the Strategic Planning process including the development of District strategic directions, budget, accommodations and transportation plans and implements plans as approve</p> <p>Assist the Board in setting, implementing and achieving clear measurable system goals</p> <p>Work with executive council to develop a collegial and integrated structure and monitors them in meeting system goals</p> <p>Complete the School Revitalization Strategy</p> <p>Develop a preferred model of facility standards for schools.</p> <p>Establish process to prioritize school renewal needs</p> <p>Achieve progress on the planning priorities of the HWDSB</p>	<ul style="list-style-type: none"> ▪ Strategic directions plan/annual results report ▪ Budget process and timelines and approved expenditures ▪ Maintenance and Renewal Reports ▪ Develops and implements an Annual Operating Plan that supports the goals in the Strategic Plan presented to the Board ▪ Timelines related to the Annual Accommodation Plan related to the entire system ▪ Develop a Market Share Committee inclusive of trustees 	<ul style="list-style-type: none"> ▪ Evidence is presented demonstrating that progress has been made in meeting annual targets ▪ Annual update of the Long-term Capital Plan is presented no later than December 31st of each year. Planning priorities are reviewed and approved by the Board ▪ The list of additional school renewal projects recommended for the upcoming school year is presented to the Board for approval no later than June 30th ▪ The RECAPP (Renewal Capital Asset Planning Process) database is utilized to assist with the planning and prioritization of school renewal needs ▪ The selection criteria guiding the determination of capital projects for inclusion in the school renewal capital project list is reviewed with the Board ▪ Alignment and common language across all strategic documentation as noted above

ROLE: COMMUNICATIONS AND COMMUNITY RELATIONS

Expectations	Evidence	Quality Indicators
<p>Develop a shared vision of education in keeping with the needs of the students and community to be served</p> <p>Develop effective communication mechanisms to support the Chair of the Board in his/her responsibilities to the Board of Trustees regarding media, community, and public relations</p> <p>Develop an administrative organization in keeping with Board's philosophy of education, in order to encourage: meaningful participation; effective communications; and, quality decision-making, including broad consultation with all employee and community groups</p> <p>Be a strong advocate for public education</p> <p>Enhance communication links with stakeholders</p> <p>Set a tone of open and welcoming communication and accessibility</p> <p>Ensure appropriate, relevant and progressive approach to public engagement</p>	<p>Parents/Students</p> <ul style="list-style-type: none"> ▪ A service-oriented approach to serving our stakeholders <p>Parents/Trustees</p> <ul style="list-style-type: none"> ▪ A parent engagement plan ▪ A Board of Trustees Communication Plan and Protocol <p>Community</p> <ul style="list-style-type: none"> ▪ HWDSB is seen as responsive, approachable and caring <p>Broad Community</p> <ul style="list-style-type: none"> ▪ HWDSB is represented and promoted in a positive, professional manner <p>All</p> <ul style="list-style-type: none"> ▪ Information is disseminated to inform appropriate internal and external stakeholders and continually assessed for effectiveness <p>Partners</p> <ul style="list-style-type: none"> ▪ HWDSB values and recognizes its partners in delivering education 	<ul style="list-style-type: none"> ▪ Implement a district-wide research initiative and act on the findings ▪ A user-friendly student course catalogue ▪ NQI Level Two Certification ▪ Deploy an annual, district-wide Parent Satisfaction Survey and act on the findings <i>Strategic Directions 2006-09 performance indicator "parent satisfaction surveys, conducted once per year, will demonstrate increased confidence in the HWDSB and Public Education"</i> ▪ Parental Involvement Committee (PIC) established and functional ▪ Establish Parent Academy ▪ Increased presence of the Chair and Board of Trustees collective position in media, community and public relations materials ▪ A communication Plan for WIN meetings ▪ Number of complaints to headquarters* ▪ Positive media coverage* ▪ Network of community relations and number and type of outreaches ▪ A user-friendly website ▪ Development and implementation of a strategic communication plan ▪ Develop, implement and act on the Communication stakeholder survey with year over year improvement ▪ Meaningful Partnerships have increased

* *measures that* need clarification or development