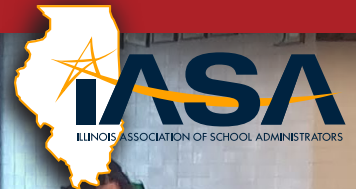


# Leadership Matters

Summer 2019



## Full STEAM Ahead for Pontiac CCSD #429

**Paula Hawley  
Takes Reins as IASA  
President**

**The Conundrum  
of Tax Rates in  
Illinois**

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## Leadership Matters

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## Message From the Executive Director

# The “Chaos” From Past Summers Is Behind Us—And Schools Are Much Better Off

Dr. Brent Clark

With the school year and spring legislative session behind us, I thought it would be a good time to take a moment and reflect.

I went through our past six summer issues of *Leadership Matters* to gauge how different the political environment is today compared to recent years. Two things really jumped out to me.

One, I need to avoid using the phrase “most challenging” ever again when describing a legislative session. Two, I am sure glad those days are over.

In the summer of June 2015, I wrote about how, despite the hot temperature, it was the “most frigid” time at the statehouse as former Gov. Bruce Rauner and the Democratic-controlled General Assembly were engaged in a showdown. In the summer of June 2016, I used words like “chaos” and “uncertainty” to describe the political environment. In July 2017, it was a “dramatic” session, with lawmakers overriding the governor’s veto on the budget. School funding reform was eventually passed in August.

Today, the drama that paralyzed state government has subsided—and schools are much better off because of it. As one lawmaker recently pointed out, when you have a stable system, good things can happen.

Of course, our work is not finished. The recent Illinois State Board of Education board meeting was a reminder of how far we still need to go with state funding. Right now, 655 Illinois school districts are at less than 90

percent funding adequacy, which amounts to 77 percent of all districts and 81 percent of all students in the state.

This summer, the IASA Board of Directors will discuss if there should be any changes to the Evidence-Based Funding Model and other key issues facing public education in Illinois, including property tax relief, the teacher shortage and how the capital bill will fund school construction projects. These discussions are truly critical in helping shape policy positions that put students first. We will have an update about those issues as details emerge.

IASA will also be busy this summer with our Aspiring Superintendent Academy, held July 15-19, and New Superintendents Conference, held July 31 to August 1. Furthermore, we are planning to move ahead with finding a new Field Services Director position for the Southern region. I want to thank Tim Bleyer for his service and excellent mentorship he provided for new superintendents.

Lastly, Paula Hawley, superintendent at Pikeland CUSD #10, assumed the IASA presidency on July 1. Paula is a tremendous leader who is student driven. You can read more about Hawley in this issue.

Hope everyone is enjoying their summer and can recharge their batteries before a new school year.

Yours for better schools,

*Brent Clark*

LM

# Paula Hawley Takes Reins As IASA President

**By Jason Nevel**  
**IASA Assistant Director of Communications**

As she steps into her new role as president of IASA, and heads into her 14th year as superintendent and 31st overall as an educator in Pikeland CUSD #10, Paula Hawley's enthusiasm hasn't waned.

"I still enjoy coming to work every day," Hawley says. "School has been my thing for the past 32 years, and it has just been what I have loved doing since I was a young child."

Growing up in Pittsfield, located in Pike County near the Mississippi River, the makings of a future educator were apparent.

One of her favorite pastimes, Hawley says, was visiting garage sales and hunting for old textbooks she could take home to study and write in.

"I had my own little desk that I would sit in and do my math book," she jokes.

Her parents were also influential in her desire to become an educator—even though neither graduated from high school. Her father managed a local propane gas company and her mother was a homemaker before she worked later at the county treasurer's office.

"My parents always pushed me to continue with my schooling," Hawley says. "They knew how important it was for me to graduate high school and continue my education."

Hawley received her bachelor's degree from Stetson University in DeLand, Florida, her master's degree from the University of Illinois Springfield and her Ed. S. degree from Western Illinois University in Macomb.

She taught third grade for two years in Florida before returning to teach in Pittsfield, where she has remained

ever since. At Pikeland CUSD #10, Hawley has served as a teacher, assistant principal, assistant superintendent and superintendent.



Diane Robertson, a former superintendent at Mendon Community Unit School District #4 and Hamilton CCSD #328 who now serves as an IASA Field Services Director, encouraged Hawley to take the leap into the superintendency.

"I just knew she could be successful," Robertson says. "She is a natural leader who leads by example. She really does care about the school district and the education kids are receiving."

Since taking the top post in 2005, some of the accomplishments of which Hawley are most proud of are the implementation of a 1 to 1 Chrome Book initiative, developing a successful truancy intervention program within Pike

County, increasing social-emotional supports for students, working with the City of Pittsfield to hire a school resource officer for the district and installing air conditioning throughout the district.

"If you have never worked in an un-air conditioned school you are missing out," she says sarcastically.

Robertson was also the one who encouraged her to get more involved in IASA. Hawley was named to the IASA Board of Directors in 2013, and became Treasurer in 2017, before serving as president-elect this past year. Prior to becoming a board member, Hawley served on the IASA/ISBE advisory committee for the Two Rivers Division.

The networking and support IASA provided were instrumental in her growth as a superintendent.

“The job can be an isolated position so you need to be able to make those connections with other superintendents,” Hawley says. “IASA provides those connections in such a nice way. When you have an issue there is nobody else you can really call other than a superintendent.”

IASA also opened her eyes to the successes and challenges school districts across Illinois face.

“It’s been a great leadership opportunity for me and has allowed me to learn about the things superintendents are doing across the state and bring those ideas back to my own district.” Hawley says.

As president, Hawley says she comes into the position with an open mind and willingness to tackle any challenge that lies ahead.

“Working with kids and schools has been my life-long passion, and I know the impact education can have on kids. Without great teachers and administrators guiding and encouraging me, I would not be where I am today. I am honored to be making an impact on a state-wide level,” Hawley stated.

Both Robertson and IASA Executive Director Dr. Brent Clark are confident Hawley will excel.

“She is a respected educator and leader who always puts the needs of students first,” Clark said of Hawley. “Her knowledge and leadership will help move the association forward while staying true to our vision of maximum educational success for all students.”

## IASA Board of Directors FY 2020

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**New**

**New**



**IASA**  
**55th**  
**Annual**  
**Conference**

September 25–27, 2019

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A DoubleTree by Hilton Hotel; and BOS Center

**Registration and Housing Opens Mid-July!**

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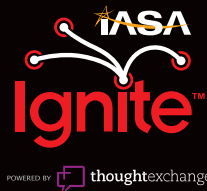
**Aaron Davis**

Aaron Davis encourages us to “Do” better both professionally and personally by stressing the importance of a Champion Attitude. See his video [here](#).



**Shawn Achor**

Shawn Achor reveals how very simple changes to students’ mindset and habits can result in positive changes in a school district. See his video [here](#).



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# Full STEAM Ahead for Pontiac CCSD #429

**By Jason Nevel**  
IASA Assistant Director of Communications

Brian Dukes and his staff at Pontiac CCSD #429 attended the Tech 2019 conference in Springfield in May to see first-hand how technology is being used in classrooms across Illinois.

They ended up going home with a sense of validation.

“When we went down there, we noticed there was nothing throughout the conference that our kids were not experiencing or being shown,” said Dukes, superintendent of the pre-K through eighth grade district in Pontiac. “That was a pretty awesome moment.”

Over the past three years, Pontiac CCSD #429 has partnered with the Greater Livingston County Economic Development Council and received some federal grants to overhaul its STEAM (Science, Technology, Engineering, Art and

Mathematics) program. Business leaders in the community say the initiative will help students learn the characteristics and skills demanded by employers.

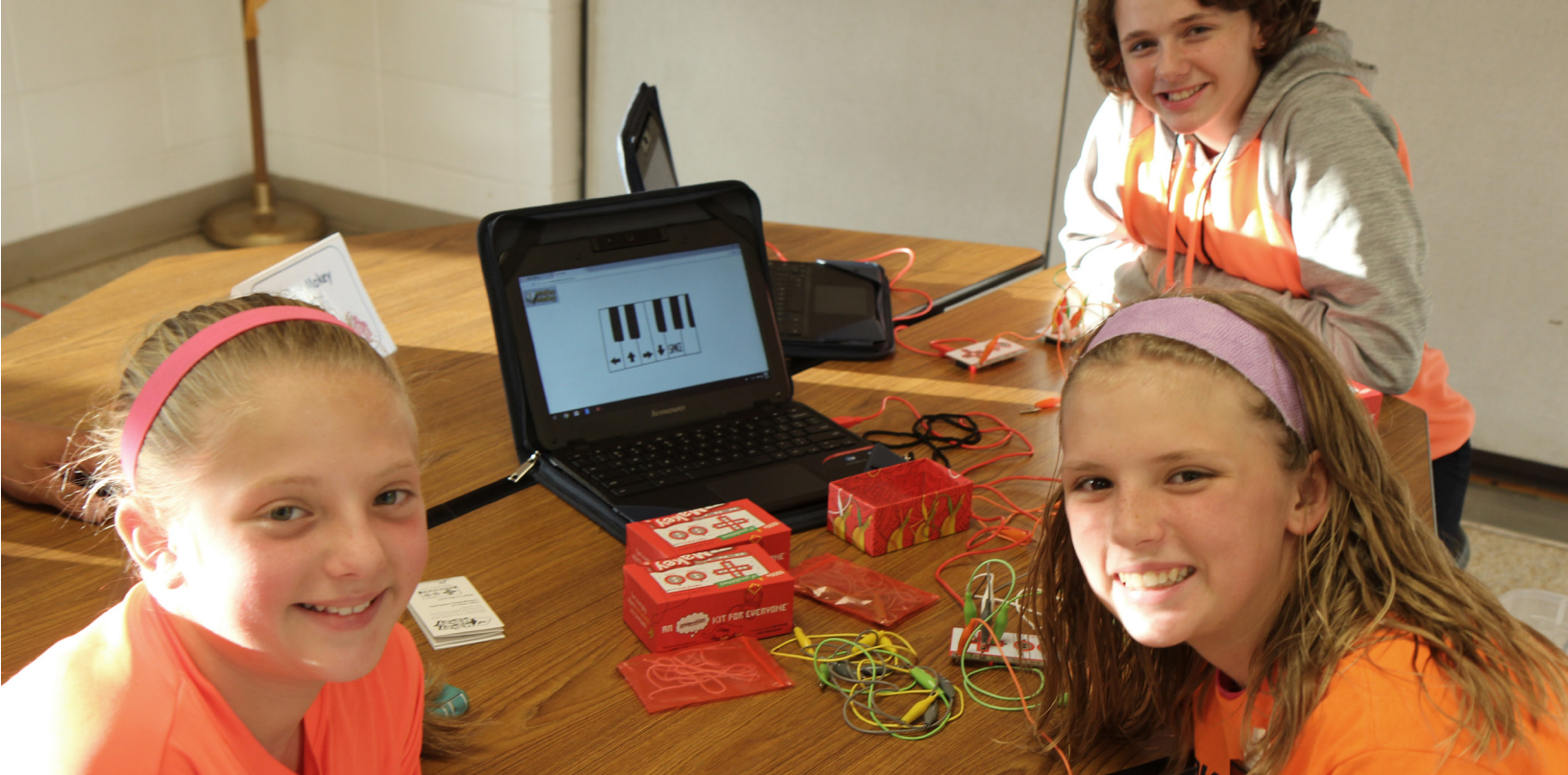
Inside Pontiac CCSD #429’s four buildings, the district’s 1,250 elementary and junior high students now have access to newer technology, including 3D printers, a video camera and green screen to produce morning announcements, laptops, tablets, and new lab and robotics equipment.

But what really separates Pontiac’s program is the dedicated instructional staff to the STEAM initiative, officials say.

## Adding STEAM Teachers

Beginning in the 2019-20 school year, a STEAM teacher will be assigned to each of the district’s four buildings.

*continued...*



# STEAM



Science • Technology • Engineering • Art • Math

## STEAM...cont'd.

Students will rotate on a weekly basis through new STEAM labs, Dukes said. The STEAM teacher will also be responsible for covering next generation science standards.

By taking a comprehensive approach to STEAM, he noted, students are learning skills in a fun and exciting way that will help prepare them for careers in the 21st century.

Furthermore, STEAM is engaging to all students, no matter what their interests are.

“STEAM literally applies to all students, whether they plan to go to college, go right into the workforce or military, attend a trade school or enroll in community college. There is a way to excite all of those kids,” Dukes said.

Mark Jontry, regional superintendent of DeWitt, Livingston, Logan, and McLean counties, said Pontiac CCSD #429's STEAM program is unique because of the dedicated staff

and the fact it is offered to elementary and junior high students. ROE #17 has provided professional development for STEAM teachers.

Jontry credited Dukes' innovative leadership for getting the program off the ground and helping change what learning looks like inside Pontiac CCSD #429.

“It's been a focused and collaborative effort to provide 21st century learning to students,” Jontry said. “We have to expose kids to STEAM at a younger age to get them thinking about what their interests are and, at same time, rule out what they may not be interested in. That is what's important in the evolution in how we need to provide educational opportunities in the 21st century.”

## Three-Year Initiative

The idea to overhaul the district's STEAM program came together in 2017 when Dukes, the board of education and





local business community recognized more could be done to prepare students for the workforce and college, Dukas said.

At the time, the district only offered STEAM to students at the junior high. The group came up with STEAM 2020, which will culminate this school year with the addition of STEAM teachers at all four buildings.

Dukas said the program began with one STEAM teacher rotating through different grade levels, as well as an expansion of activities at the junior high. The district expanded the program in Year 2 by adding staff and investing in resources and materials. The district also partnered with Illinois State University to further increase opportunities for students.

The Greater Livingston County Economic Development Council has been a key partner in funding the initiative. To date, the Economic Development Council has contributed more than \$65,000 to assist with the purchase of lab equipment, curriculum development and professional development for teachers. Federal grants and local resources have also supported the program.



“Fortunately, at District 429 Superintendent Brian Dukas, the principals and teachers all recognize that knowledge, aptitude and desire to learn are characteristics demanded by nearly all employers,” said Adam Dontz, chief executive officer of the EDC. “The STEAM program has been an excellent catalyst to increase the frequency of interaction with business leaders who regularly provide insight, suggestions and materials for continued curriculum refinement. D429 has earned a reputation for delivering meaningful educational results in the Pontiac community.”

Moving forward, Dukas said, the district will continue to evaluate the program and look for opportunities to expand it. If superintendents are looking to start or expand STEAM programs in their district, he encouraged them to give him a call or visit Pontiac.

“Before we started, we visited schools in the suburbs and had a lot of conversations about what is realistic for our district,” Dukas said. “I believe we have now developed a one-of-a-kind program that we’re really proud of. Our students have opportunities they didn’t previously have.”

# Legislative Activities Timetable

for school administrators

This timetable is a guide for superintendents and school administrators. It is not intended to be all inclusive. Although responsibilities and procedures vary among districts, this timetable highlights the major tasks performed.



**Being an effective advocate for education issues is one of the most important jobs anyone involved with education, from administrators to parents, can do.**

## Getting Started—Late Summer to Fall (July through October)

New superintendents should schedule an appointment to meet with legislators in your new district. Make sure you get to know them—not just casually, but with some real interaction.

All superintendents should make a special effort to schedule a meeting with your local legislators in their district offices.

- Discuss issues particular to your school district.
- Provide them with a one-page explanation on issues specific to your district.

Learn particulars about your legislators:

- What political party/What committees they serve on in the General Assembly

- What issues they represent, etc.
- Find out the preferred method of communicating with your legislator.

Think about scheduling regular meetings with your legislators (possibly every four months starting now).

Invite your legislators to attend a region meeting to discuss and explain your budget and other legislative issues.

Take the time and effort to build a solid working relationship with your legislators.

Your goal—to develop a relationship that has your legislators picking up the phone to contact you in regards to legislative issues affecting your school district to get your opinion before they take a vote on these issues.

These are generally the months when legislators are holding fundraisers in their districts. Do something for your legislators, instead of always asking for something. For example, if you are fortunate enough to have legislators who demonstrate a strong commitment to education, do what you can to help them stay in office by attending their fundraisers to show support. They will remember you.

Superintendents are encouraged to become members of IPAC and APAC.

September	October/November/December	January
Attend your region meetings to discuss legislative issues with your legislative chairs that you would like for them to bring forward in the IASA Governmental Relations & Advocacy Committee meeting.	This is a good time for your region to hold a legislative breakfast.	The General Assembly is in minimal session days during the start of the Spring Session.
<b>September 10, 2019</b> IASA Governmental Relations & Advocacy Committee meets to formulate the IASA Legislative Agenda and discuss upcoming veto session.	<b>October 28–30 and November 12–14</b> Veto Session	Invite your legislators to take a tour of your school district.
	Drop a note to your legislators around the Holidays!	Be knowledgeable of the General Assembly members who serve on the House Elementary & Secondary Education Committee, House Appropriations—Elementary & Secondary Education Committee, Senate Education Committee and Senate Appropriations II Committee. You can access this information at <a href="http://www.ilga.gov">www.ilga.gov</a> .

## Follow-Through—Late Winter to Spring (February through May)

The General Assembly is in full session. Stay informed about what is going on in the Capitol through the press, IASA blasts, Capitol Watch, the Alliance Legislative Reports, and the State School News Service. You can also follow the IASA Twitter @IllinoisASA and @IllinoisASAGR.

Make sure to alert your legislators in writing or by phone about the issues that concern you and keep communicating

those concerns during session. Often legislation moves so quickly during a legislative session that your issues may inadvertently be overlooked.

Plus, remember to say thank you especially when you know an issue was controversial. Also, try to remember that your legislator is probably being pushed in three different directions on any given issue and will not always be able to vote the way you would like. Be

sure to keep the relationship open for future issues.

Many pieces of legislation are moving through committees during these months and it is very important to ensure superintendents are represented and testimony is provided when necessary.

Work with other superintendents on legislative issues that affect their districts (similarly) and form a coalition to lobby your legislators together.

### February/March/April

Attend IASA/IASBO Legislative Workshop “Communicating and Lobbying with Legislators” to be held in Springfield, date TBD.

### May

The Budget process doesn’t usually get underway until the last month of session which is generally in May. Become familiar with what is going on with the budget and make sure that your finance people are available to discuss your budget issues with your legislators or their staff. So much of what affects local districts occurs during budgeting.

### June

Send a thank you note to your legislators after session is over for representing the district, its students, staff and parents.

**And last but not least, keep in mind that if you care about the future of public education, you must care about legislation.**



IASA Governmental Relations & Advocacy Committee

**Chair**

Gary Tipsord

**Associate Chairs**

Dr. Scott Doerr • Dr. Scott Goselin • Stephen Murphy • Kim Schilson

# The Conundrum of Tax Rates in Illinois



**By Dr. William H. Phillips**  
**IASA Field Services Director**

The process of levying for local property taxes in Illinois can be confusing, especially for new superintendents. Making things even more complicated is that Illinois allows for maximum, minimum and authorized rates for the various funds levied.

If superintendents aren't familiar with these figures, it's possible you are leaving revenue on the table that could go toward things like hiring additional staff, funding new programs or completing maintenance projects.

On the page to the right is a breakdown of the rates as they currently exist in Illinois. You will quickly recognize the tax rates vary for elementary, high school and unit districts. Furthermore, the chart shows the maximum amount school districts can levy without a referendum and with a referendum. I recommend you examine those figures and compare them to what your current rates are and possibly have a discussion with your board.

In addition, knowing these figures is critical for any superintendent considering reorganization. That's because of something I refer to as a "disincentive."

If dual districts switch to unit district status with a successful reorganization, the new unit district has a levying "disincentive" in the transportation, working cash, fire safety and lease levy funds because there is an automatic loss of levying ability in these funds when comparing authorized rates for dual districts that switch to unit district status.

I hope you find this article interesting. It was written to heighten the awareness of district administrators responsible for the levy process with the full range of authorized rates in their respective funds.

FYI, in the article I will only discuss the major operating funds rates available and therefore will not compare the rates of Capital Improvements, Summer School, Rent, Health Insurance, Area Vocational Education, Tort Judgment Bonds and Temporary Location. These levies are rarely used by districts in Illinois currently.

One other thing, the first part of this article will deal with the allowable levy rates for districts subject to PTELL. I will explain the levy process for PTELL districts later in the article.

% %

# District Tax Rate Limitations In Effect for the 2018-19 School Year

(Chicago School District Number 299 Not included)

Purpose	District Type	% Without Referendum	% With Referendum
Educational	Elementary	0.92	3.50
	Secondary	0.92	3.50
	Unit	1.84	4.00
Operations and Maintenance	Elementary	0.25	0.55
	Secondary	0.25	0.55
	Unit	0.50	0.75
Capital Improvements	All	N/A	0.75
Transportation	Elementary	0.12	As Needed
	Secondary	0.12	As Needed
	Unit	0.20	As Needed
Summer School	All	N/A	0.15
Bond and Interest	All	N/A	As Needed
Rent	All	N/A	As Needed
Municipal Retirement/ Social Security	All	As Needed	N/A
Tort Immunity	All	As Needed	N/A
Health Insurance	All	N/A	As Needed
Working Cash	All	0.05	N/A
Fire Prevention, Safety, Energy Conservation, and School Security	All	0.05	0.10
Special Education	Elementary	0.02	0.40
	Secondary	0.02	0.40
	Unit	0.04	0.80
Area Vocational Education	Secondary	N/A	0.05
	Unit	N/A	0.05
Tort Judgment Bonds	All	As Needed	N/A
Leasing	All	0.05	0.10
Temporary Relocation	All Eligible	0.05	N/A

continued...



**TAX**...cont'd.

## Education Fund

Let us begin our analysis of the tax rate limitations. The funds are listed by district type, elementary, high school and unit, and percent of allowed “without referendum” and those “with referendum.” For example in the all-important education fund, the maximum rate that can be levied without a referendum for an elementary or a high school district is .92 and the maximum with a referendum is 3.50. For a unit district, the maximum allowable without a referendum is 1.84 and the maximum with a referendum is 4.00. Therefore, there is what I call “synchronicity” between the lower rates for the dual districts and a unit district. The resultant meaning is that two levies of .92 equal the single rate of 1.84 for a unit district. After that the synchronicity evaporates. For example, the maximum allowable rate in the education fund with a referendum for both an elementary and high school district is 7.00 and the maximum for a unit district is 4.00. This is a considerable difference and begins the discrepancies between the levying authority of dual districts compared to unit districts.

## Operations and Maintenance Fund

For the operations and maintenance fund, the situation is similar with the rates at the highest rate without a referendum being .25 for both dual districts and .50 for a unit. The higher end of the rates for OBM is .55 and .75. Again, we see a much lower top-end rate for a unit district. In addition, it should be noted that the range of top and low rates is much tighter than the education fund being .30 and .25 respectively.

## Transportation Fund

The transportation fund has some unusual features and introduces a term that I have coined “disincentive.” The highest rate allowable without a referendum is .12 for each of the dual districts and .20 for a unit district. Thus, at even the highest rate without a referendum, a unit district is at a disadvantage with a disincentive factor of .04. At the highest rate available with a referendum, the term “as needed”

is utilized. Effectively this means that there is no high determined rate and districts with a successful referendum can levy on an unlimited basis.

## Bond and Interest Fund

The Bond and Interest fund is the repository of funds that are paid to districts from a schedule of principal and interest presented to a county clerk after the sale of bonds. In looking at this fund, there is no limitation listed. However, it should be noted that there is indeed a limitation on the amount that can be levied by the county clerk. This limitation is the “bonded debt limit,” which is 6.9 percent of dual districts current equalized assessed valuation and 13.8 percent of the EAV for a unit district. The county clerk is not authorized to levy payments in excess of that debt limit to individual school districts.

## IMRF

Municipal Retirement (IMRF) and Social Security rates are unlimited by rate and districts may levy as they wish for these district expenses. These rates are considered “flexible” with this feature of being able to levy on an unlimited basis. However, districts must keep in mind that funds so levied for these funds may not transfer fund balances, or even interest, out of these funds to other operating funds.

## Working Cash Fund

Working Cash funds may be levied for all types of districts at a single rate of .05. Districts may not levy at a higher rate as there is no referendum allowable to raise this rate. This rate represents another “disincentive” for unit districts in that they levy at a lower authorized rate than the dual districts, which can levy at .05 each respectively.

## Fire Prevention and Safety Fund

Fire Prevention, Safety, etc. rates for all districts is .05 with an opportunity to raise it to .10 with a successful referendum. Again, the disincentive factor is present in that dual districts can levy .05 each and a unit district is only allowed .05.



## Special Education Fund

Special Education authorized rates incorporate “synchronicity” with their rates in that dual district rates match the unit rates. However, an unusual feature with the special education fund is the wide range of allowable rates. For example, dual districts can levy .02 without a referendum and up to .40 with a referendum. Unit districts may levy .04 without a referendum and up to .80 with a referendum. This is a large range of allowable rates for all districts and could present a local remedy for the increasing costs of providing special education services. In other words, it may be more likely to pass a referendum in the special education fund than to raise additional revenue in the education fund. There is a subtle but relatively significant difference in how this tax rate increase can be rationalized.

## Lease Levy

The final levy to be discussed is the lease levy. Each district type may levy at a rate of .05 and with a successful referendum may levy at .10. Finally, the “disincentive” factor is also present in this levy in that dual districts have the combined ability to levy at a higher rate than their unit district counterpart.

## PTELL Levying Process

The process for levying for PTELL is districts is significantly different. A quick summary of PTELL is that the amount a district receives from their local property taxes is not based on the increase of EAV but the amount of last year’s tax extension (amount actually received) times the current Consumer Price Index factor. While new property may be utilized to increase districts EAV for the initial year of construction, it will increase the extension for the succeeding year.

The process for PTELL districts has a “distinction” that non-PTELL districts do not enjoy. For non-PTELL districts, they may not exceed their “allowable rate.” This allowable rate is the rate that has been determined by previous successful



referendums for each fund, except IMRF, Social Security and Tort rates, which are flexible.

Thus, if a PTELL district has an allowable rate of 3.00 in the education fund based upon a previous successful referendum, for example, they can levy up to the maximum allowed for funds for their type (dual or unit). Therefore, a PTELL unit district may levy a rate of up to 4.00.

This process can be duplicated for the other funds. However, keep in mind that for PTELL districts, the amount received is based upon the past extension and the current CPI, so the amount of funds received will be limited by those factors. Many PTELL districts determine their future levy amounts and utilize only the major operating funds for local property taxes rather than utilize all of the available rates since their amount of property taxes received will be determined by their extension and current CPI.

Therefore, districts in Illinois, depending upon their configuration, dual or unit and PTELL and non-PTELL fundamentally approach the levying process in different manners. For districts unsure of their maximum rates allowable with or without a referendum, plus the concepts of levying “disincentives” and “synchronicity” will be of assistance in this process.

Of course, if you have any questions please do not hesitate to contact me at 217-753-2213 or [bphillips@iasaedu.org](mailto:bphillips@iasaedu.org).

## Find the Right Candidate With the IASA Job Bank<sup>SM</sup>

### IASA Illinois Education JOB BANK<sup>SM</sup>

The IASA Illinois Education Job Bank<sup>SM</sup> searchable website provides a powerful targeted approach that connects employers with job applicants and job seekers with employers.

From May 1 to May 31, 2019, more than 136,000 people visited the Job Bank<sup>SM</sup>, making it a valuable resource for school districts seeking to find the right employee that matches their job opening.

Our redesigned site simplifies the process of adding your new job listing. We offer the ability to advertise for instructional, administrative, non-certified support staff and school service personnel.

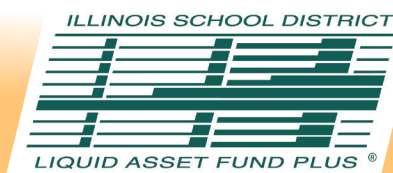
If you haven't already, set up your account and subscribe to the IASA Illinois Education Job Bank<sup>SM</sup> by clicking [here](http://jobbank@iasaedu.org). If you have questions about the IASA Job Bank<sup>SM</sup> contact Ashleigh Knudson at IASA at 217-753-2213 or via [jobbank@iasaedu.org](mailto:jobbank@iasaedu.org).



## In Remembrance

We are sad to share Dr. Eva C. Smith passed away on May 25, 2019. Smith was a retired superintendent/educator for Berkeley SD #87.

Mr. Chris Long, 62, of Sigel, passed away in Effingham June 11, 2019. Chris had been a principal for the Effingham school system, an Assistant Superintendent at Shelbyville, and was Superintendent for 20 years at Kansas Unit #3 Schools. He was most recently an Interim Superintendent at Palestine CUSD #3.



## ISDLAF+ Monthly Update

Click [here](http://www.isdlafplus.com) to view the most current ISDLAF+ rates, economic indicators and general economic news brief. To obtain additional information regarding this IASA sponsored service, contact Dr. Donald E. Weber, Senior Vice President, Corporate Relations/ISDLAF+ at 630-657-6435. To check daily rates, visit the ISDLAF+ website at [www.isdlafplus.com](http://www.isdlafplus.com).

## Have Great School Videos?

Send your school videos to [jnevel@iasaedu.org](mailto:jnevel@iasaedu.org). We want to highlight what's going on in your school districts on our magazine's *Videos from the Districts* page.

### Be sure to include:

- A short description of the video's content and purpose,
- Your superintendent's full name and title
- Your school district's full name and number

## Leadership Matters

Monthly e-magazine of 





# Evidence-Based Leadership:



#AA3020 IASA Academy

## Using Data to Drive Immediate and Lasting Improvement

### Are you using your data effectively?

Participants will identify and apply strategic student success indicators, including learning to use a custom Excel program to automatically calculate effect size using participants' own data. Significant time will be devoted to communicating with stakeholders—telling your story—using the statistical data that proves your story. Effect sizes can be used to:

- Measure the impact of school improvement efforts
- Articulate the district vision for student success
- Formulate a testable hypothesis

“ If you're going to spend a day out of your district, it needs to be impactful. There wasn't a moment during the day that wasn't meaningful. ”

Dr. Tim Arnold, Superintendent  
Center Cass SD #66

“ We live in an era where anecdotal or ungrounded recommendations aren't enough. There needs to be background and understanding of what effect it could have on students. This academy gives you an avenue to do that effectively. ”

Shane Gordon, Superintendent  
Bluford Unit School District #318

## Register for this academy:

[August 7 in Pontiac, IL](#)

[September 10 in Crestwood, IL](#)

[September 17 in Charleston, IL](#)

October 8 in Three Rivers Region  
registration data to come; email [marney@iasaedu.org](mailto:marney@iasaedu.org) to be notified

## Want to schedule the academy for your district?

Call Melissa Arney at 217-753-2213 or email [marney@iasaedu.org](mailto:marney@iasaedu.org).

**2019–2020 SENATE BILL 7**

# Performance Rankings Tool

**SOFTWARE IS NOW AVAILABLE FOR PURCHASE**



All Illinois School Districts are working to comply with the requirements of education reforms. For years, the Illinois Association of School Administrators (IASA) has worked to provide support via the [Senate Bill 7 Performance Rankings File](#). This program gives districts a method of managing district positions aligned to local qualifications, teacher's credentials, and performance ratings. The program compiles this local data and creates reports needed to comply with Senate Bill 7. The 2019–2020 file has been enhanced with updates in response to user ideas. The 2019–2020 IASA Senate Bill 7 Performance Rankings File is ready for you to purchase and download. The cost of using this software has never increased and the annual licensing fee is \$275 for members and \$550 for non-members.

This software was originally reviewed by the Senate Bill 7 teams from the Illinois Federation of Teachers (IFT) and the Illinois Education Association (IEA). The 2019–2020 version of this software builds on the knowledge gained from hundreds of users.

Find the access request form at

<http://www.iasasurveys.org>

Please note that previous versions of the IASA Senate Bill 7 Performance Rankings File are no longer supported. Also, the service method for the 2019–2020 software will be via email only.

## School Service Members:

**Extend your brand to who matters most.**

School Service Members can purchase advertising space in the 2019-2020 IASA Membership Directory, an indispensable tool for all IASA members. Don't miss out on the opportunity to stand out from your competitors for an entire year by advertising or enhancing your company's listing!

**Advertising Deadline—08/01/2019**

**Listing Inclusion Deadline—08/01/2019**

For rates and availability of opportunities, call Cherry Middleton at 217-753-2213 or email [cmiddleton@iasaedu.org](mailto:cmiddleton@iasaedu.org)



**Reach 1,000+**

school administrators, superintendents, assistant superintendents, and other administrators throughout the state. Get your company's name in front of the decision makers in Illinois school districts!

- **Establish an Image**
- **Build Relationships with Clients**
- **Enjoy Year-Round Exposure**

Click [here](#) to view the IASA interactive Calendar of Events online.



- IASA Event
- Professional Development Event
- Legislative Event
- Region Meeting  
(Contact your Region President for details)

## July 2019

Thurs. July 11 [Teacher/Administrator Evaluator Retraining: Student Growth](#)


Mon.–Fri. July 15–19 [Aspiring Superintendent Academy](#)

Fri.–Sat. July 19–20 [Teacher Evaluator Training](#)

 Wed.–Fri. July 24–26 [IASA Board of Directors Meeting](#)


Thurs. July 25 [Principal Evaluator Competency Skill Building](#)

Mon.–Tues. July 29–30 [IL ASCD—Using Protocols to Guide Professional Learning...](#)

 Wed.–Thurs. July 31–Aug. 1 [New Superintendents' Conference](#)

Various cities and times in July  Click name for details: [Budget Basics: Starting at the Beginning](#)

## August 2019

Wed.–Thurs. July 31–Aug. 1 [New Superintendents' Conference](#) 

Wed. Aug. 7 [Evidence-Based Leadership: Using Data to Drive Improvements...](#)

Fri.–Sat. Aug. 9–10 [Teacher Evaluator Training](#)

Mon.–Tues. Aug. 12–13 [Teacher Evaluator Training](#)

## September 2019

 **IASA**  
**55th**  
**Annual**  
**Conference**

**SAVE THE DATE!**

September 25–27, 2019

President Abraham Lincoln—Springfield,  
A DoubleTree by Hilton Hotel; and BOS Center

 **Registration and Housing Opens Mid-July!**





# Membership Drive

**TO ALL MEMBERS:**  
**We must have all member information**  
**before Aug. 1, 2019 in order to include you in the directory.**

If you plan to be a paid IASA member for FY 2020, contact Misti Murphy at 217-753-2213 or [mmurphy@iasaedu.org](mailto:mmurphy@iasaedu.org) by August 1, 2019.

## Membership Does Have Its Privileges...

### PROFESSIONAL DEVELOPMENT



IASA Annual Conference  
 Associate Director of Professional Development to provide Administrators' Academy and seminar training opportunities designed around best practices and compliance with Illinois laws  
 Podcasts and video training libraries  
 New Superintendent Mentoring Program  
 IASA School for Advanced Leadership  
 IASA Aspiring Superintendent Academy



### GOVERNMENTAL RELATIONS



Director of Governmental Relations to analyze and track legislation  
*Capitol Watch* updates when legislative news occurs  
 Lobbying activities coordinated with other members of the Illinois Statewide School Management Alliance  
 Guide to members of the General Assembly and Constitutional officers  
 Meetings and seminars with elected and government officials

### LEGAL SERVICES



Legal counsel to assist with personal employment contract information and assistance  
 Legal Support Program

### COMMUNICATION SERVICES



Communications department to assist with local issues and media relations

Award-winning monthly online magazine *Leadership Matters*



Informative interactive website and mobile app  
 Eye on Education—your daily synopsis of education news



Social media presence on Facebook and Twitter  
 Superintendent's Toolkit with legislative issues and talking points for hot topics

### OTHER SERVICES



Offices in Schaumburg, Springfield (IASA headquarters) and Marion  
 Field Services Directors to provide mentoring  
 Illinois Education Job Bank  
 Resume/credentials review  
 Personal mentoring  
 Retirement information  
 Return of Dues Program  
 Interim Education Service Corps