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Governance Compendium: Practical Topics for Boards and Heads

ACIS Leadership Conference
October 7, 2025

Cliff Kling, J.D.

Senior Executive Compensation and Leadership Strategist

Mission
& **DATA**

Mission-driven, Data-informed
Leadership and Governance



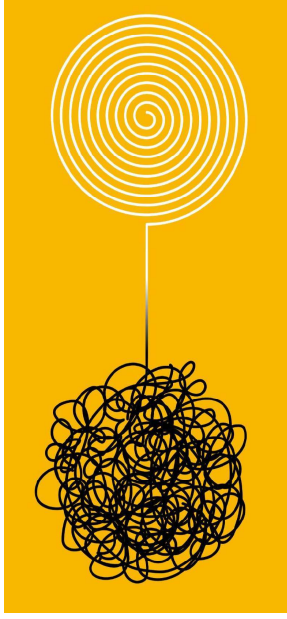
Mission & DATA

Mission-driven, Data-informed Leadership and Governance

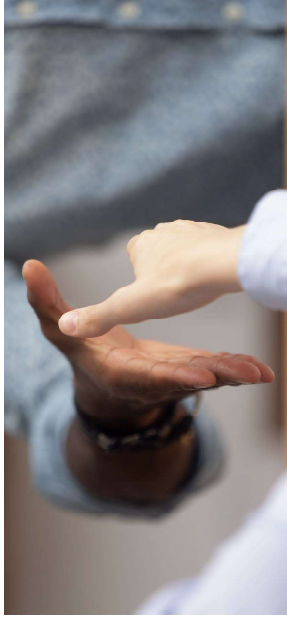




DASHBOARDING, DATA ANALYSIS & DATA WAREHOUSING



DATA STRATEGY & INSTITUTIONAL RESEARCH



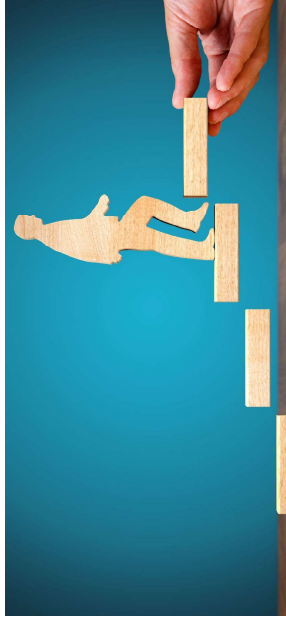
EXECUTIVE & ORGANIZATIONAL COMPENSATION



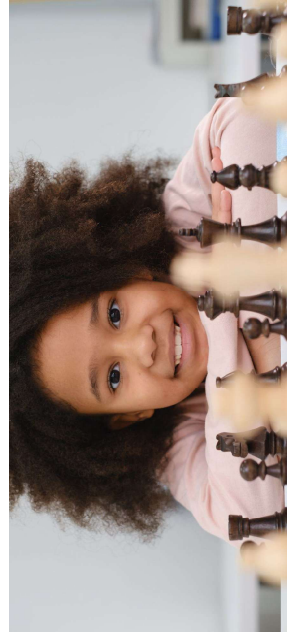
FINANCIAL & ORGANIZATIONAL SUSTAINABILITY



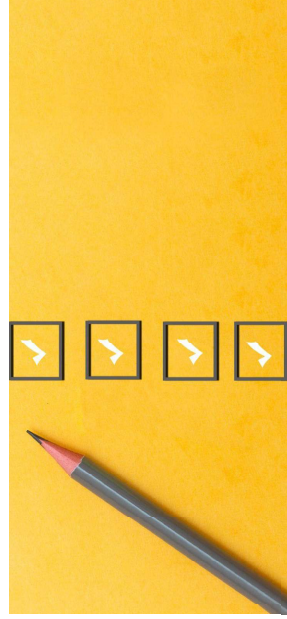
GOVERNANCE EDUCATION, AUDITS & ADVISING



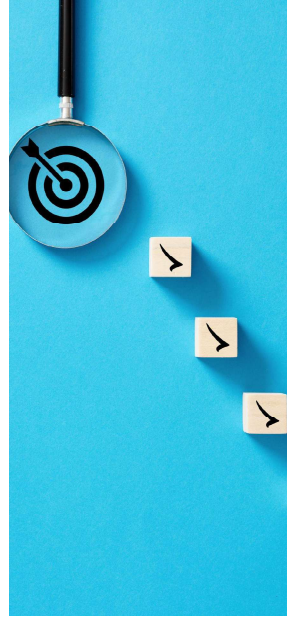
MISSION-DRIVEN, DATA-INFORMED COACHING



ORGANIZATIONAL EFFECTIVENESS & TRANSFORMATION



STAKEHOLDER SURVEYS & INTERVIEW STUDIES



STRATEGIC PLANNING & PROGRESS ACCOUNTABILITY

We are the trusted partner across our industry

246

Independent School
Clients

26

Membership
Associations

Strategic Data Partners



Other National/International Partnerships



10+ State & Regional Associations



Agenda

1

Board-Head Partnership

2

Measuring Success

3

Head Evaluation Overview

4

Head Contract Renewal Process

5

Questions & Discussion

Who's in the room?

- Board Chairs
- Trustees
- Heads of School
- Others?



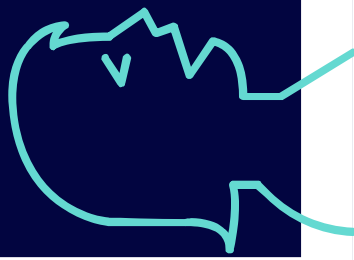
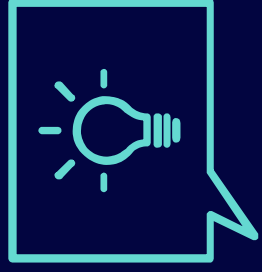
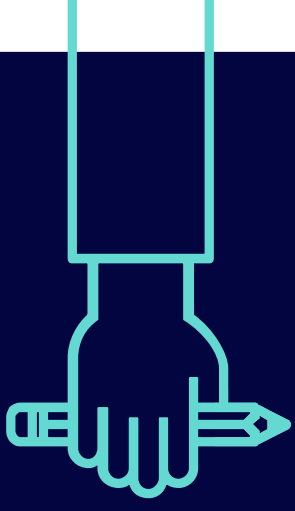


Please Raise
Questions at
Any Time!

Diving In...



Board - Head Partnership



Partnering in Permanent White Water

- Revisit Roles and Responsibilities
- Establish Board Norms
- Engage in honest conversations about health, well-being, and burnout



over
80% of heads + over
90% of chairs

describe their relationships as
very or extremely strong



National Association
of Independent Schools

2023-2024 STATE OF INDEPENDENT SCHOOL GOVERNANCE PART II

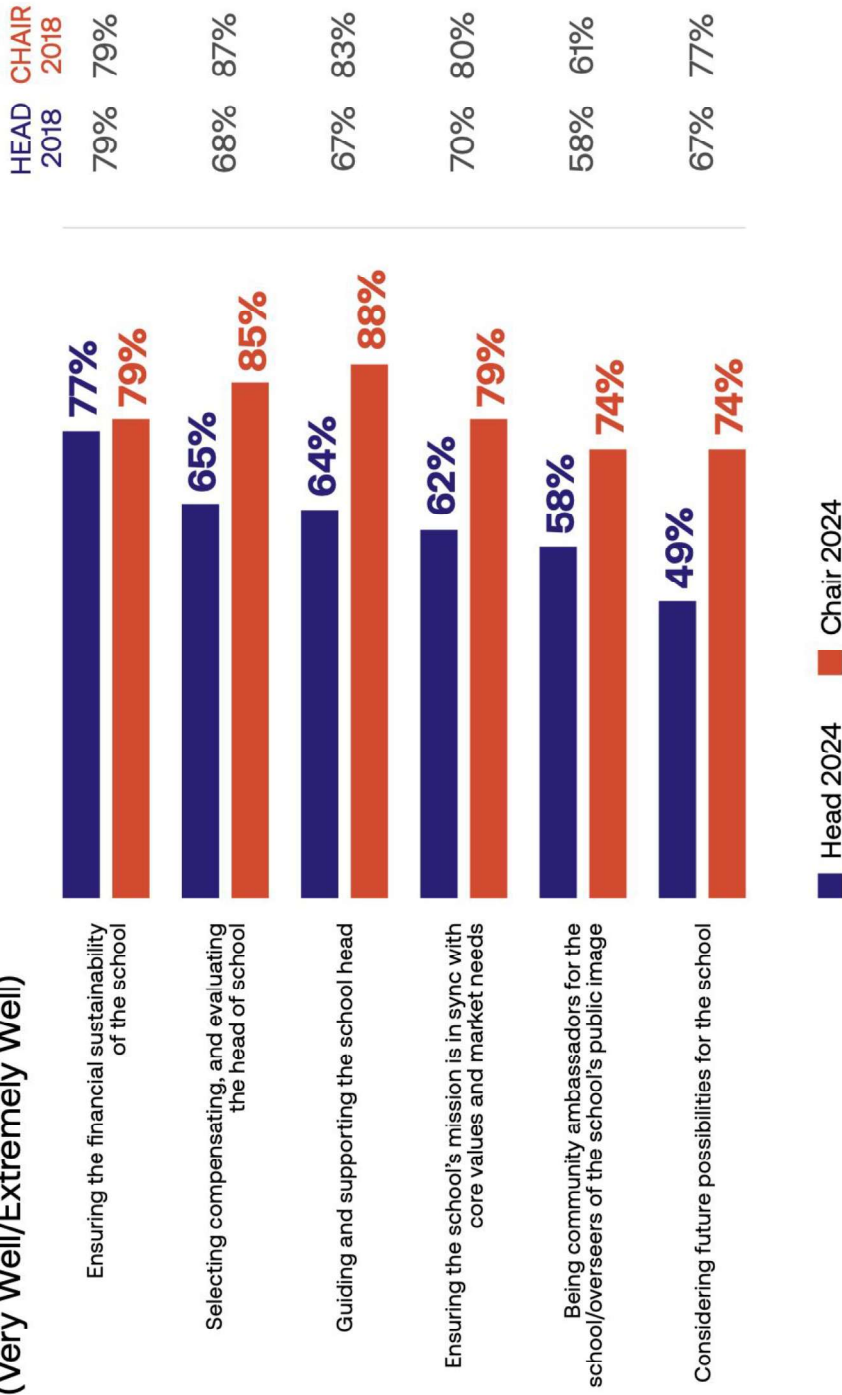
Mission
& DATA

How would you rate your relationship with your current board chair/head of school?

HEAD 2024 CHAIR 2024 HEAD 2018 CHAIR 2018

Not strong at all: there are very few areas which you work effectively together	2%	0%	2%	1%
Not very strong: you're working toward a partnership, but overall you are still struggling on many fronts	3%	1%	4%	2%
Somewhat strong: you have an effective partnership in some areas but are still working on others	14%	7%	11%	7%
Very strong: you have an effective partnership in most cases	33%	22%	28%	24%
Extremely strong: you have an effective and highly functioning partnership	49%	70%	55%	65%
	82%	92%	83%	89%

Based on the same list of roles seen before, please indicate how well you believe your board has performed in each of the following areas:
(Very Well/Extremely Well)

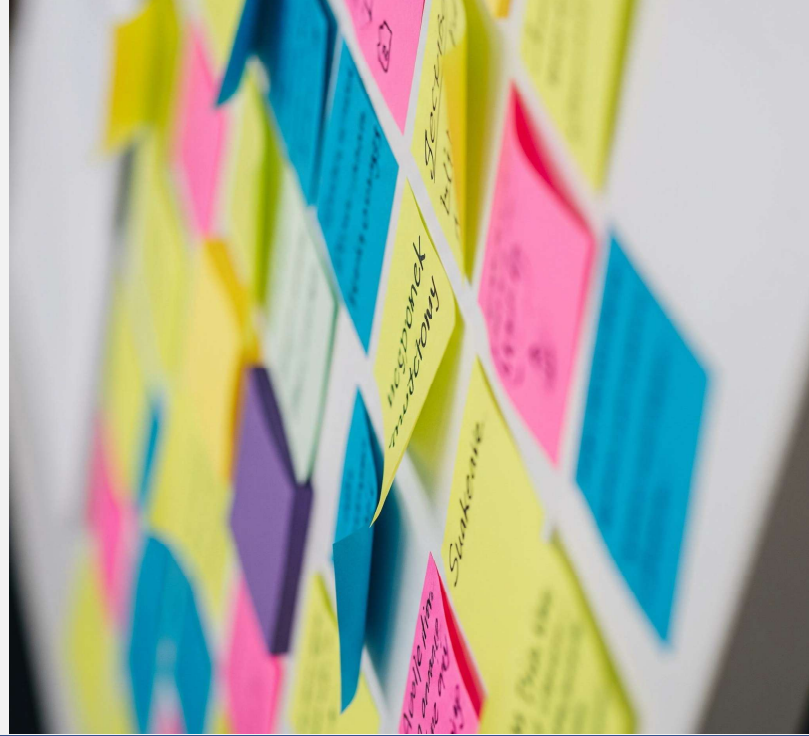


Four Partnership Protocols

- Prepare in Advance
- Establish Working Agreements
- Understand Roles and Responsibilities
- Nurture Clear Communication



Establish Working Agreements - A Sample



We agree to...

- Understand each other's roles and responsibilities
- Support the sustainability and success of the school and its community
- Meet regularly to discuss school and board business
- Be completely transparent – neither will withhold information from the other
- Respect each other's time
- Listen deeply to each other's point of view
- Coach each other in private, and in public to have a united front
- Maintain confidentiality

Communication is Critical

- Board chair and head should have regular and frequent check-ins
- Regular communication builds a foundation of trust and respect
- Both the chair and the head should observe the “law of no surprises”
- Generally the chair should be the moderator of communication between the head and the rest of the board
- Understand preferred communication styles:
[What's Your Communication Style?](#)



Policies Strategies Mission Survival Leadership	BOARD'S DECISIONS Head's Advice
Partnership Authorizations Finance policies Enrollment Employment terms	SHARED DECISIONS: BOARD AND HEAD
Operational Admissions Staffing Program Systems	Board's Advice HEAD'S DECISIONS

Policies Strategies Mission Survival Leadership	BOARD'S DECISIONS Head's Advice
Partnership Authorizations Finance policies Enrollment Employment terms	SHARED DECISIONS: BOARD AND HEAD
Operational Admissions Staffing Program Systems	HEAD'S DECISIONS Board's Advice

The Question of Support



What Does HOS Support Look Like?

- *What can I do? vs This is what I can do*
- Support looks and feels different for different heads of school
- Communication is key!



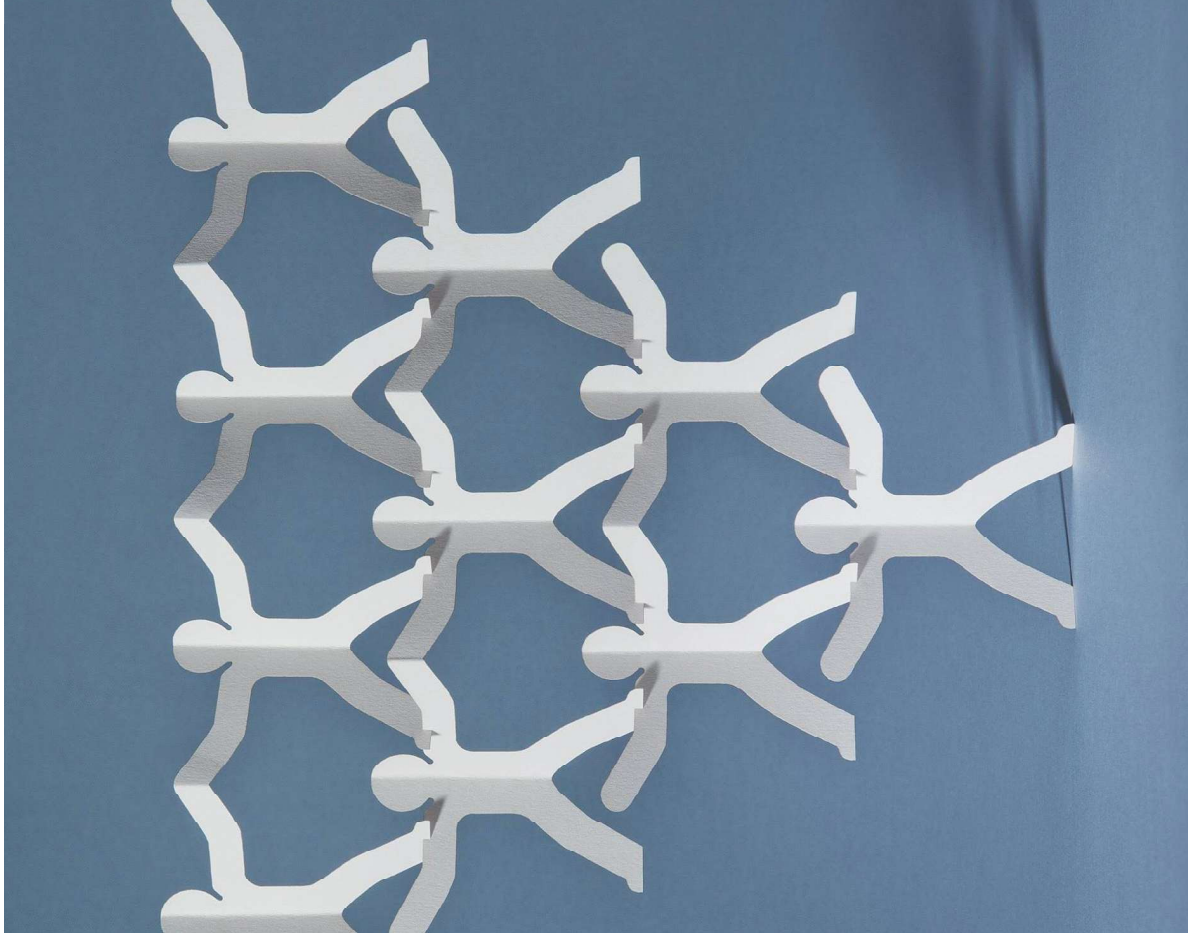
What do Heads Need from Their Chairs?

- Sustained engagement and trust
- Safe sounding board for ideas
- Active care and concern
- Allowing for vulnerability
- Succession planning
- Willingness to call out bad board behavior
- Be on top of effective governance practices
- Save us from ourselves (time off)
- Fundraising support

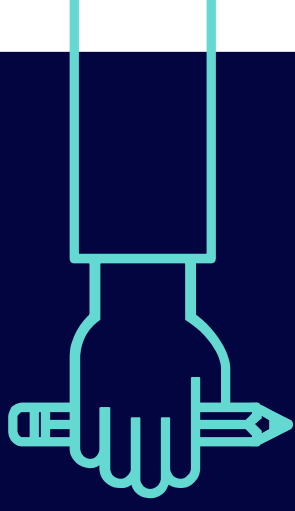
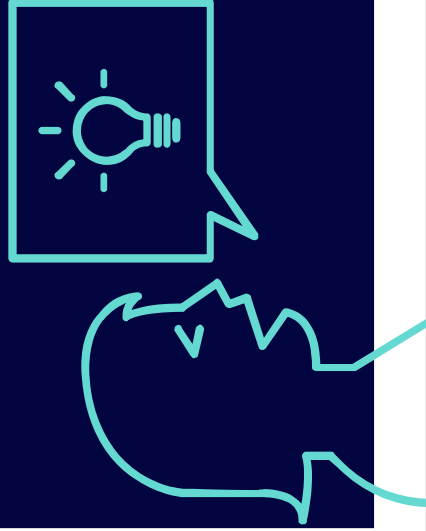


Working with and Supporting the HOs

- Provide positive feedback and be a cheerleader in the community
- In private and through appropriate channels, provide constructive feedback when appropriate
- A simple check-in, how's it going, you're doing a great job without any other agenda goes a long way
- So does how can I/we be of assistance
- **FACT:** head tenure is correlated with successful schools, and long-term heads bring stability and more meaningful, lasting improvement



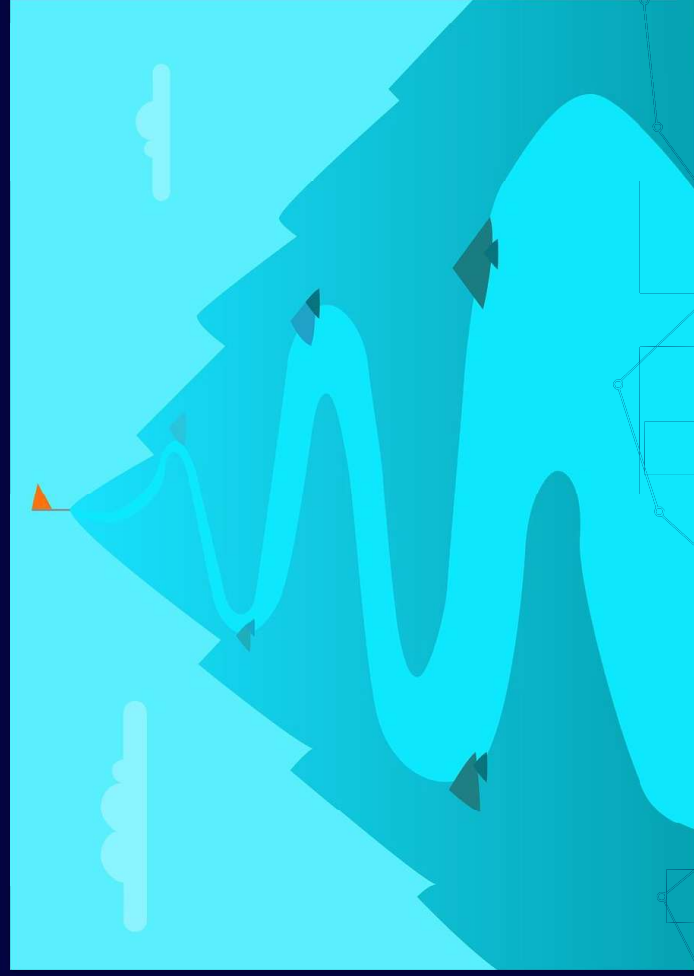
Measuring Success



SO MANY
different words
to describe how
to move from a
30,000 ft vision
to measurable
progress.

KPIs Outcomes
SMART Goals
Metrics
Evidence OKRs
Goals
Success Signals

Goals, Outcomes, Metrics, Oh My!



- **Goals:** Goals are normally broad in scope, more aspirational/directional, and hard to measure.
- **Outcomes:** Outcomes are what you hope to achieve when you accomplish the goal. They are specific and measurable.
- **Metrics:** What we use to determine progress towards stated outcomes (data).

Types of Outcomes

Operational

*Improve fundraising efficiency
through online tracking of donors*

Tactical

Increase enrollment by 25%

Performance

*Increase AP scores in associated
advanced courses*

Cultural/Subjective

*Improve student health and
wellbeing*

Aligned Metrics

Operational, tactical and performance outcomes are concrete and data can be pulled easily to determine progress.

Cultural/Subjective outcomes are more complex and “squishy”. We use Google’s **Goals - Signals- Metrics** protocol.

By unpacking the squish,
which quantitative and
qualitative metrics
emerge?

How could they
be gathered?



A tablet with a black bezel and a silver edge is shown. The screen is white and displays the text "What exactly is a dashboard?" in a teal, sans-serif font. The text is centered and split into two lines: "What exactly is a" on the top line and "dashboard?" on the bottom line.

**What exactly is a
dashboard?**

A data dashboard is a tool that provides a **centralized, interactive** means of **monitoring, measuring, analyzing**, and extracting relevant business **insights** from different datasets in key areas while displaying information in an **interactive, intuitive, and visual** way.

datapine's definition



This is not a dashboard,
it's a spreadsheet

Attrition Dashboard

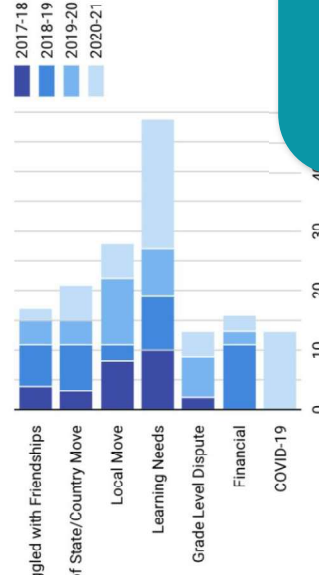
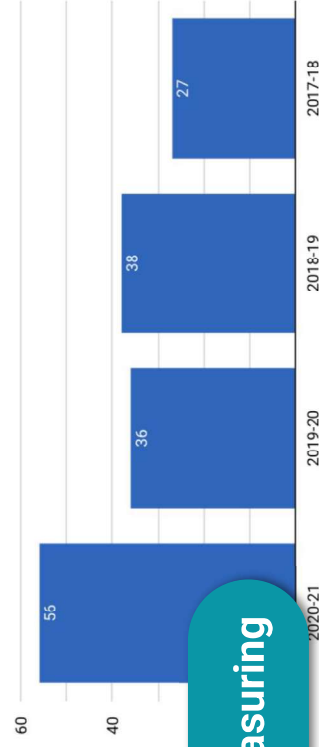
Student Name	School Year	Grade Level	Reason	Tuition Assistance	Gender	Race/Ethnicity
Student 1	2020-21	1	Out of State/Country Move		Female	White
Student 2	2020-21	1	COVID-19	>50%	Female	Latinx
Student 3	2020-21	2	Different Independent School		Female	White
Student 4	2020-21	2	Local Move		Male	White
Student 5	2020-21	2	Out of State/Country Move		Female	White
Student 6	2020-21	2	Learning Needs		Male	White
Student 7	2020-21	2	Grade Level Dispute		Female	Multiracial
Student 8	2020-21	3	Different Independent School		Female	White
Student 9	2020-21	3	Learning Needs	>50%	Female	Multiracial
Student 10	2020-21	3	Learning Needs		Female	White
Student 11	2020-21	3	Public School		Female	White
Student 12	2020-21	3	Out of State/Country Move		Male	White
Student 13	2020-21	4	Homeschool		Female	White
Student 14	2020-21	4	Local Move	<50%	Female	White
Student 15	2020-21	4	Financial	>50%	Male	White
Student 16	2020-21	5	Out of State/Country Move		Male	White
Student 17	2020-21	5	Public School		Female	White
Student 18	2020-21	5	Struggled with Friendships		Female	White
Student 19	2020-21	5	Country Move		Male	White
Student 20	2020-21	5			Male	White

No attempt to measure,
analyze, or provide insight

No visual component

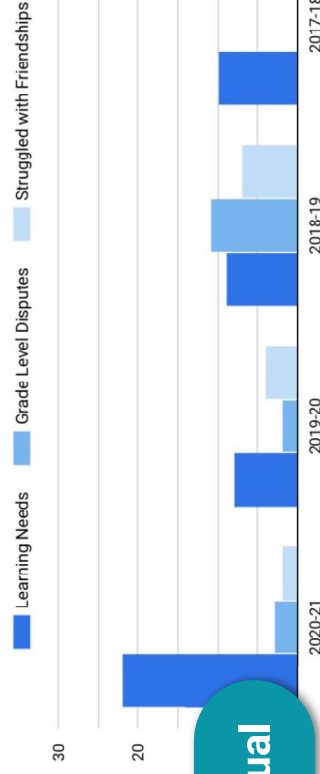
No interactivity

Drill Down by Reason



Monitoring & Measuring

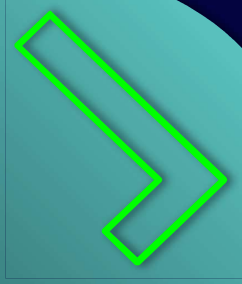
Analysis & Insights



Intuitive & Visual

Students that leave to find better accommodations for their learning needs has been the top cause of for-cause attrition (not due to families moving). Moving online for COVID-19 exacerbated this problem. Not having adequate learning support has cost the school \$256,000 in lost tuition revenue in the past four years.

1. Revisit admissions screening process for students with advanced learning needs.
2. Hire learning specialist (average salary is



Guess what - this is a dashboard!

Interactivity - you can move the stickies around

However... not easy to read and limited to one physical space.

Analysis (Aggregations)

Insights

Visual

DEMO

SWOT Analysis

Mission & DATA
Mission-driven, Data-Informed
Leadership and Governance

To Filter Data by Constituent Group:

Click on / off the constituent group to the right.

To Filter Data by Theme or SWOT Quadrant

Click on a row (theme) or a column (SWOT Quadrant) in the table below. Clicking on an individual cell will filter by both criteria (theme x SWOT Quadrant).

Filter by Constituent Group



Threats



Faculty



Students



Trustee / Admin

of Comments

25

8

6

Interactive

Theme	Weaknesses	Threats	Strengths	Opportunities
Academics / Curricular Program	8	-	6	25
Admissions	1	3	-	1
Affordability	-	18	-	-
Athletics	-	-	5	1
Communication	10	-	-	-
Community / Relationships	2	3	39	3
Diversity, Equity, and Inclusion	19	5	1	8
Mission/Purpose	26	6	-	8
Outside Trends	3	4	2	2
People	1	1	3	15
Reputation / Marketing	13	7	5	12
Student Experience	-	18	-	5
Well-Being	2	4	25	4
Willingness to Change	11	7	3	5
	4	3	12	6
	2	4	1	1
	2	11	1	1

Analysis & Insights

Clear Visual

SWOT Quadrant

Building a sense of community

Building community, belonging

Building maintaining relationships

Building relationships

Caring community members

Close relationships between faculty and students

Community

Community and culture

Community and our ability to move the strength of community forward and change character

Community sense of belonging

Connection to students

Conveying a strong sense of community and unity

Growing sense of community

Inclusion and equality

Informal environment that invites dissenting perspectives and challenges

Loving, caring relationships

Making everyone feel welcome

Our devotion to uniqueness and community

Our students are generally very accepting of each other

People care a lot about kids

Prioritization of belonging

Prioritizing relationships

Relationship with students and faculty

Strengths

DEMO

Financials

Fundraising

Enrollment Management

Student Matriculation

Board Composition

Add-Ons

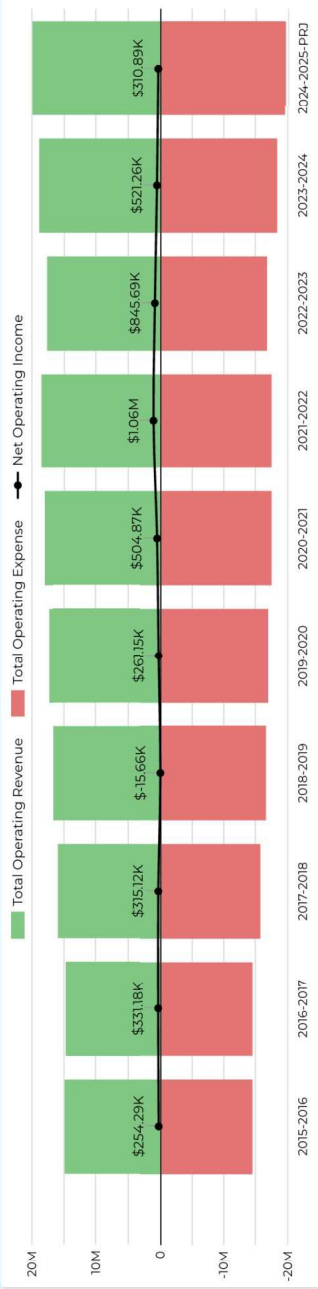
Board of Trustees Dashboard Financial Operations Overview

Last Updated: Jul 29, 2024

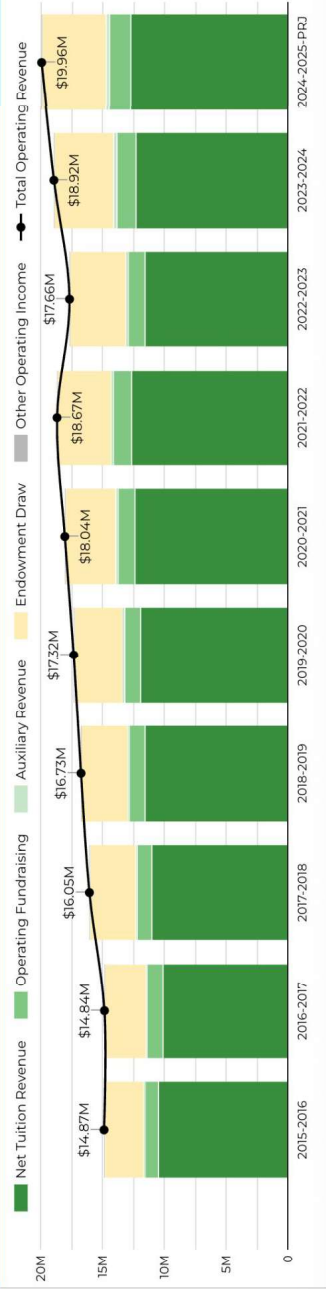
Filter data by:

Year

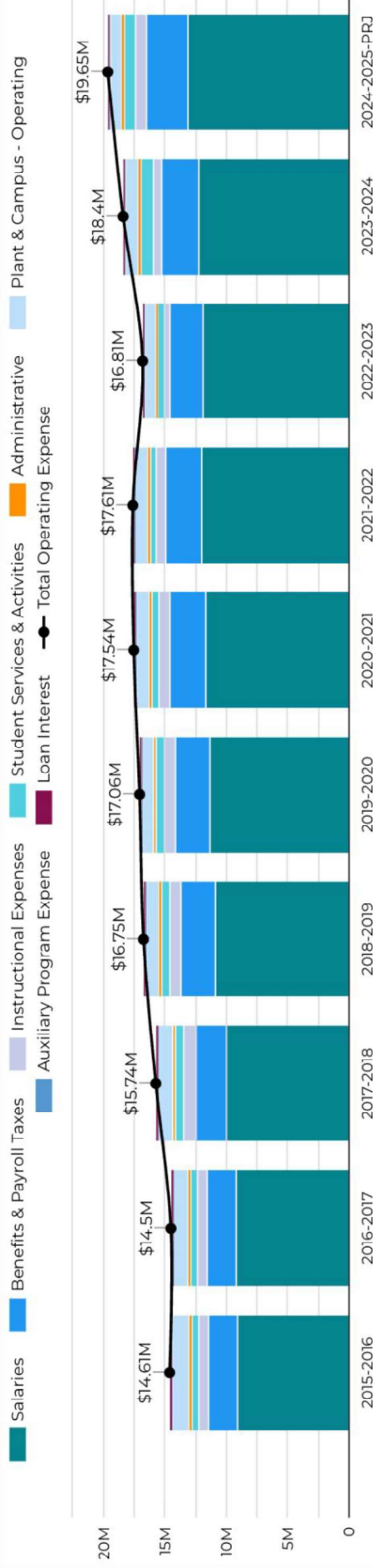
Year-Over-Year Trends in Operating Income



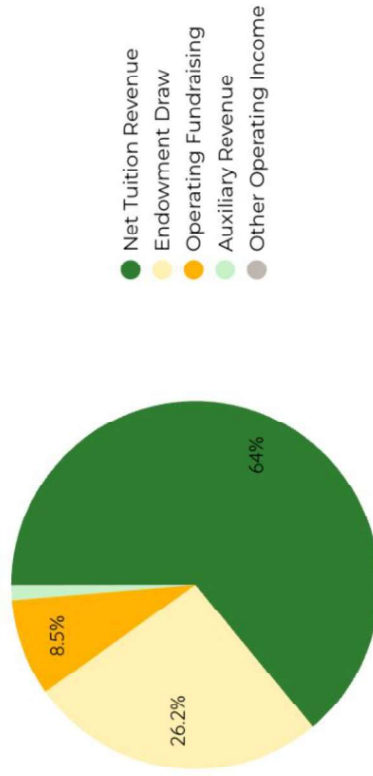
Year-Over-Year Operating Revenue Trends



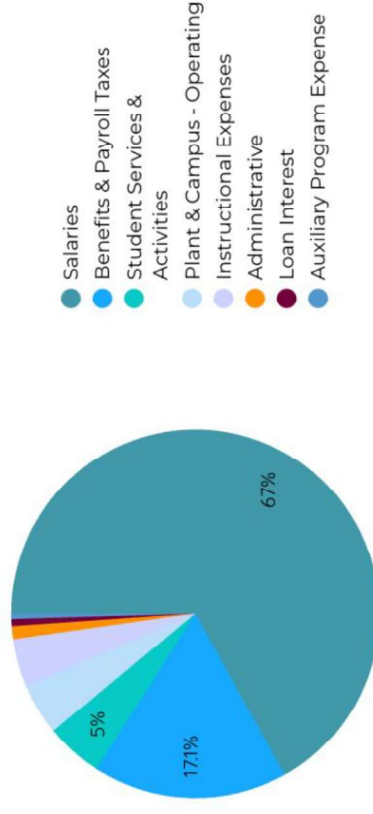
Year-Over-Year Operating Expense Trends



Current Year Operating Revenue Composition



Current Year Operating Expense Composition

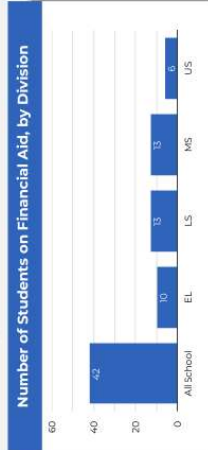
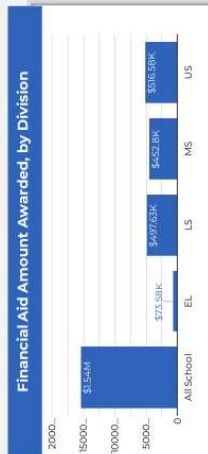
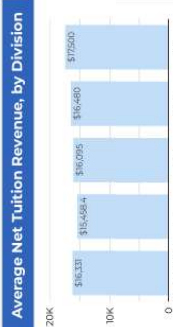
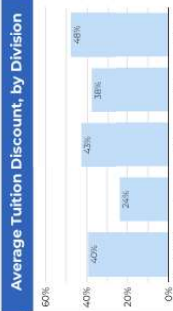
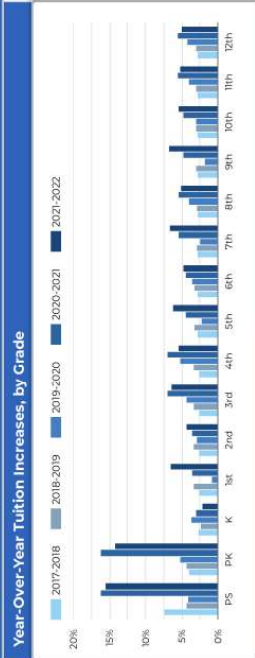




Board of Trustees Dashboard Tuition & Discounting Overview



Grade	Tuition	YoY Δ Tuition
12th	\$26,800	5.1%
11th	\$26,800	5.3%
10th	\$26,590	5.52%
9th	\$26,590	6.79%
8th	\$25,500	5.15%
7th	\$25,500	6.69%
6th	\$24,750	4.87%
5th	\$24,750	6.22%
4th	\$24,220	5.53%
3rd	\$24,220	6.46%
2nd	\$23,440	4.41%
1st	\$23,440	6.55%
K	\$20,340	2.71%
PK	\$20,340	14.27%



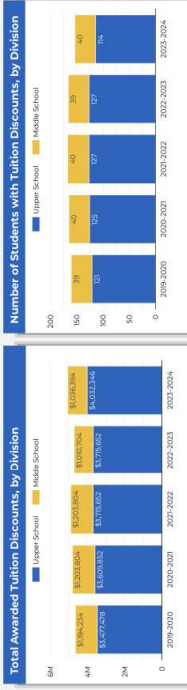
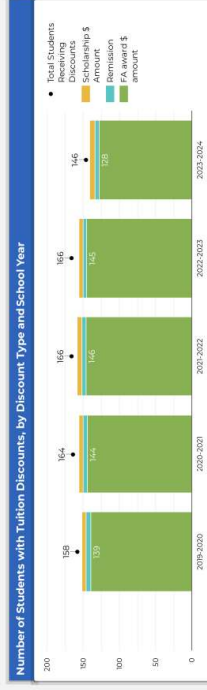
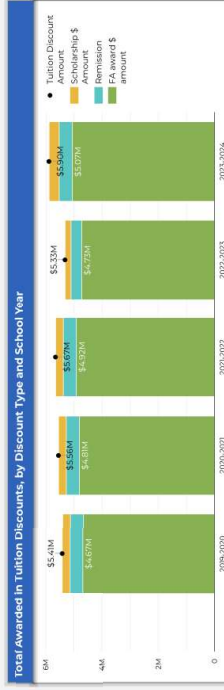
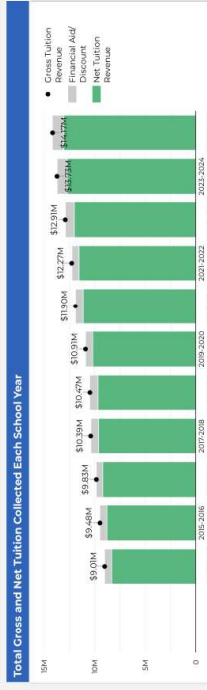
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Board of Trustees Dashboard Net Tuition and Discounting



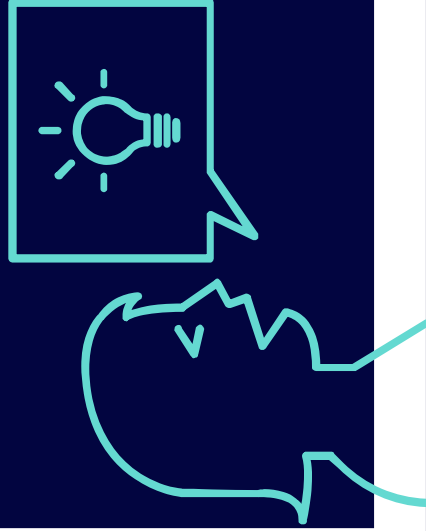
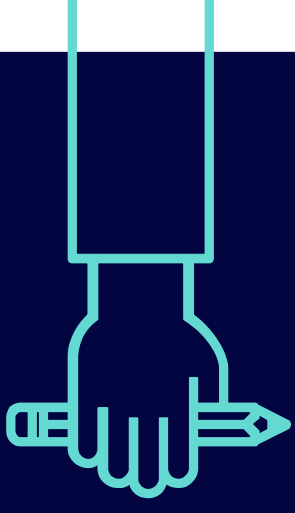
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Head Evaluation Overview



Getting Started

Write down **ONE**
adjective that describes
your current HOS
review process.



Why HOS Assessment Matters

- Ensures the HOS has **support** and board fulfills key responsibility
- Recognizes the importance of **affirmation** and **growth/professional development** for the HOS
- Measures **progress against goals** mutually agreed upon between the HOS and Board
- Provides a critical **feedback loop** between the HOS and the Board
- Likely increases length of the HOS's tenure, creating greater stability for the school



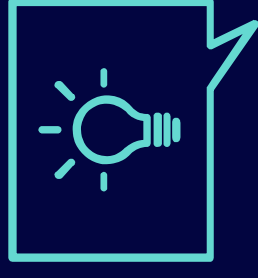
For Assessment to Be Effective:

Feedback:

Positive and constructive
– must rest upon a foundation of **trust and open communication** between the HOS, the Board Chair and the Board.

Shared understanding:

- Goals
- How and when goals will be measured
- What evaluation tool will be used
- Success signals
- Frequent updates on progress/ lack thereof
- Agreement on when to pivot



**We see a disconnect between what Heads
report and Chairs/Board report with
regard to establishing annual goals and
assessing progress on the goals:**

2020 Head Turnover Report: Goals and Assessment

	Head of School	Board Chair	Board Member
Board sets achievable goals for head of school.	77%	95%	90%
Head of school and board collaborate on prioritization of annual goals.	77%	95%	88%
Board provides periodic feedback to head of school on progress in meeting annual goals.	68%	94%	85%
Board gives head of school adequate time to achieve goals.	77%	94%	92%

Types of Assessment:

Formative vs Summative

Formative assessment is ongoing throughout the year and helps the HOS and board members better understand where the school is regarding progress towards stated goals and objectives, as well as ways the head can continue to improve.

Summative assessment occurs at the end of the year as the head's yearly evaluation and is an assessment of progress towards the goals that the head and board mutually agreed upon and other areas of performance.

Frequent, Formative Feedback

Board Chair and HOS

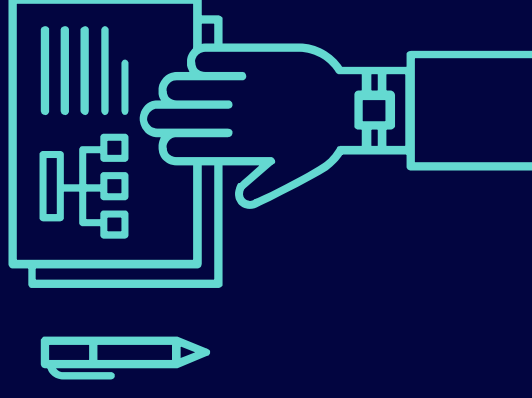
- Clarity about roles:
 - Head leads the school
 - Chair offers counsel and coaching
- Focus of meetings:
 - Progress towards goals and overall health of the school
 - Celebrate successes
 - Identify challenges
 - Determine when to revisit
 - Agree to pivot

Board and HOS

- Clarity about roles:
 - Head leads the school
 - Board must understand why the school is making the choices it's making
- Focus of Board meetings:
 - Set agendas for a full year
 - HOS updates board on goals so the board understands why and how progress has been made and what challenges exist
 - Board raises questions and offers feedback and guidance

A Quick Word about Ratings:

Mission
& DATA



Humans are bad raters of
other humans ...



vs



Idiosyncratic Rater Effect

“Although it is implicitly assumed that the ratings measure the performance of the ratee, in reality most of what is being measured by the ratings is the unique rating tendencies of the rater. Thus, ratings reveal more about the rater than they do about the ratee.”

London, Manuel, editor. *How People Evaluate Others in Organizations*. Psychology Press, 2001.

Mission
& DATA

Mission-driven, Data-informed
Leadership and Governance

Best Practices for Head of School Assessment



Board Chair and HOS should establish clear parameters for their working relationship.



Goal-setting should be collaborative and aligned to the vision, mission, and strategic plan



Clear metrics for assessment should be outlined.



Both formative and summative feedback are provided throughout the year.



Open, transparent, and regular communication is key!

Source: Center for Creative Leadership

What about 360 Evaluations?

- The responsibility for evaluating the head rests with the board and should not be delegated to stakeholders outside of the board.
- There is a time and a place for utilizing 360's:
 - As a last effort to retain a head who may otherwise be terminated
 - As a tool for the head's information only



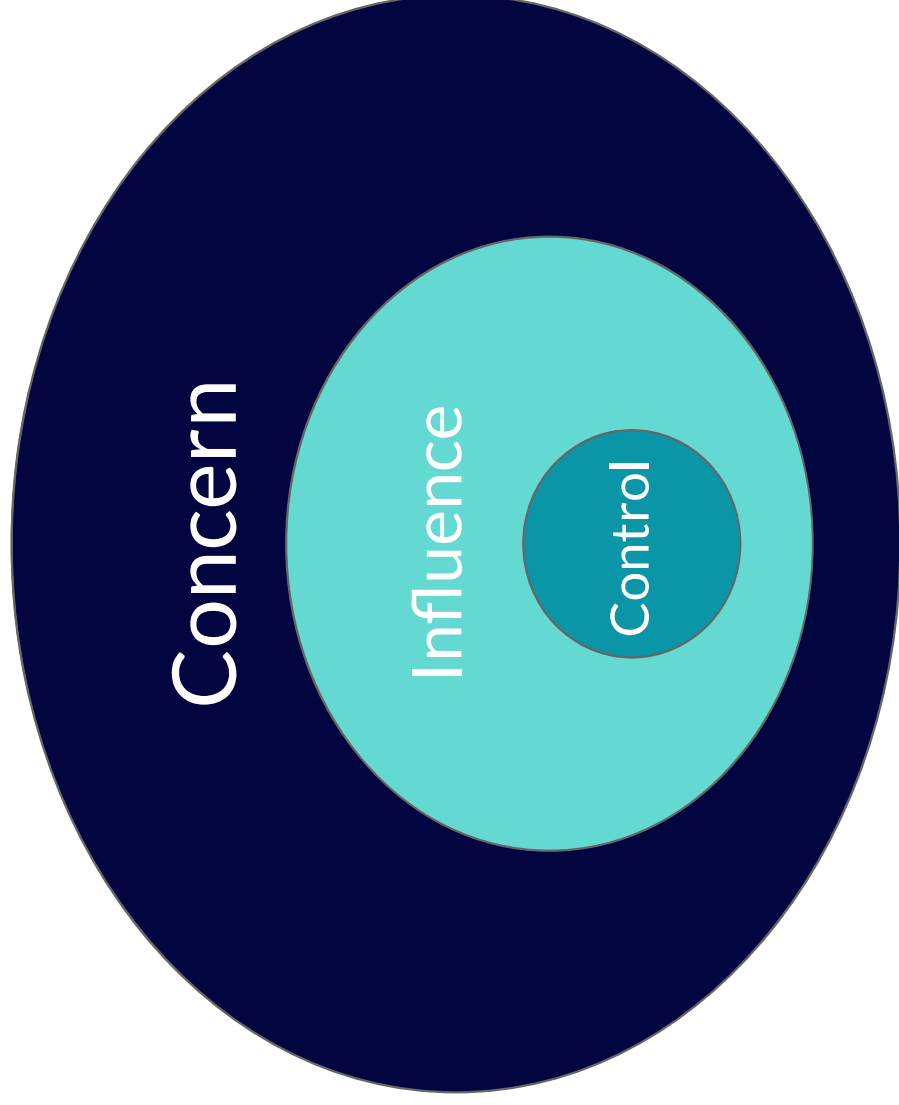
How Might the Broader Impact of the Head's Leadership be Measured?

Net Promoter Score



$$\text{NPS} = (\%) \text{ Promoters} - (\%) \text{ Detractors}$$

The Three Spheres of Influence



Setting Goals & Determining Measurement - Timeline Example

APRIL:

- HOS uses evaluation feedback and the strategic plan to set goals and measurements for the year
- HOS discusses draft goals with board chair/HSEC

MAY:

- HOS fine tunes goals and measurements based on board chair/HSEC feedback
- HOS presents goals and measurements to the full board, gathers questions, and revises

JUNE:

- HOS shares goals and measurements with leadership team so that they may use school wide goals and measurements to set department goals

Case Study 1: Balancing Strategic Vision with Operational Management

Context:

The Head of School has successfully led a bold strategic plan over the last two years, including a campus renovation and a shift to competency-based education. However, feedback from faculty and staff in the annual climate survey indicates dissatisfaction with communication, decision-making transparency, and daily operations management.

Discussion Prompt:

1. How should the committee weigh long-term strategic accomplishments against short-term operational concerns in the Head's evaluation?
2. Should leadership in visionary work mitigate issues in day-to-day management, or are both equally critical in evaluating overall effectiveness?

Case Study 2: Short-Term Turbulence, Long-Term Vision

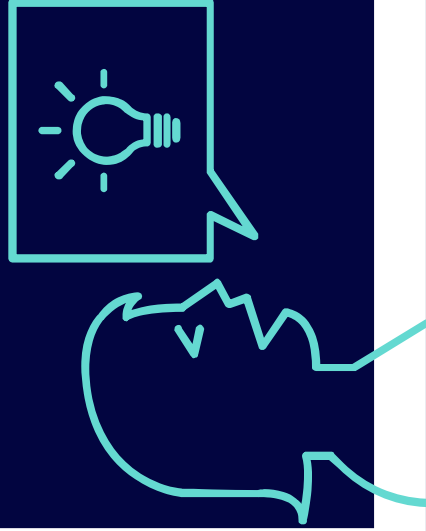
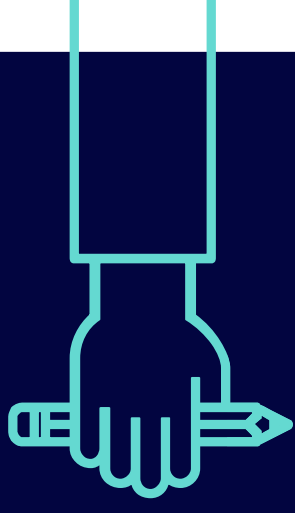
Context:

The Head has restructured the administrative team, removing long-standing staff viewed by some as ineffective. This has caused internal unrest and resistance, including faculty resignations. The Head believes the changes are necessary for long-term improvement.

Discussion Prompt:

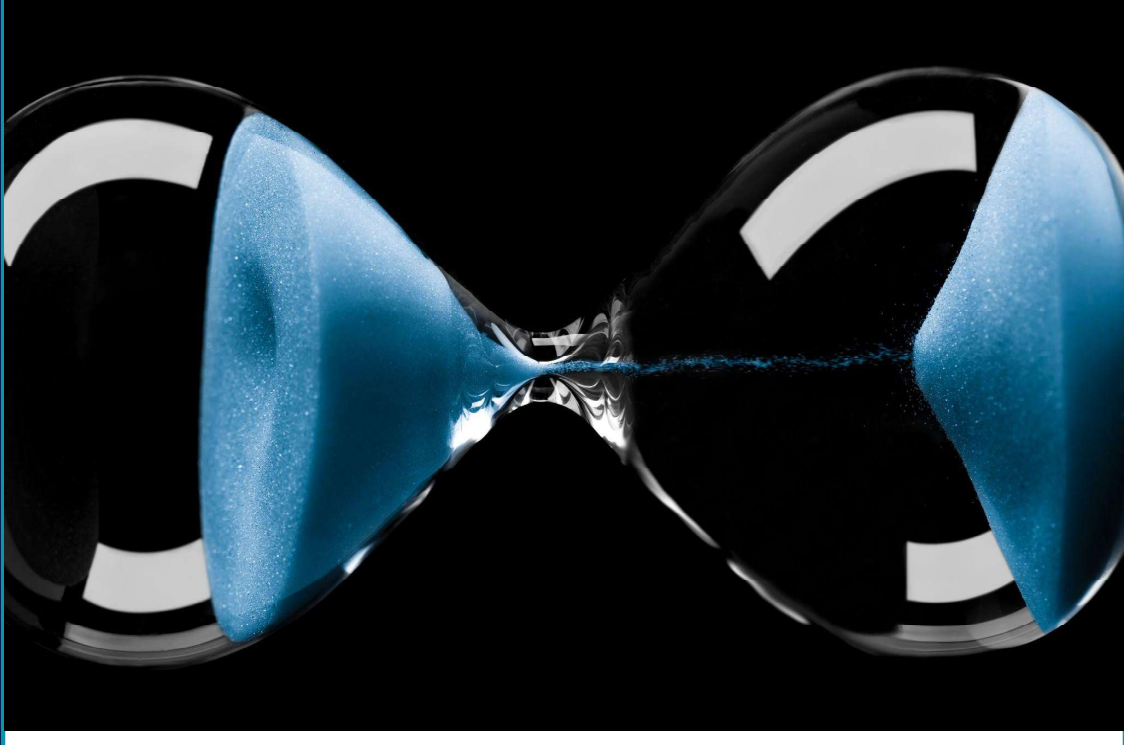
1. How should short-term disruption factor into a long-term leadership evaluation?
2. What time frame is fair and strategic for judging controversial leadership decisions?
3. How can the evaluation process differentiate between discomfort and dysfunction?

Contract Renewal Process



Timeline

- Head's next contract should be completed at least 12 months before the expiration of their current contract (longer if notice provision is longer)
- Process should start 6 months in advance of this date, so typically 18 months before the expiration of the current contract
- While this may seem like a long time, gives the school and head time to engage in a search if contract agreement not reached



Key Considerations:

- One of the board's chief fiduciary duties is to select, support, nurture, evaluate, and compensate the head of school
- Doing this well or not well impacts the board's strategic and generative work, the school's broader success, and mission achievement
- How the process is handled can have lasting effects on the board-head partnership, either positively or negatively
- The outcome should be determined based on the school's strategic priorities, the head's and their family's needs, and the relevant benchmarks
 - not on either party's ability or willingness to negotiate

Two Paths Boards Choose

DIY /
Go it Alone



Retain an
Independent
Compensation
Consultant

DIY / Go it Alone Approach

- Recognize that all or almost all other work of the board is supported or led by an administrator - this is one of the few tasks boards must do on their own
- Boards often call on CFO's to support the process, but don't recognize the inherent conflict that presents for the CFO who reports to the head
- Should establish a clear timeline at the outset and ensure it is followed
- Must obtain and rely on appropriate benchmark data
- Head's comfort level negotiating (or lack thereof) can have a large impact on the outcome

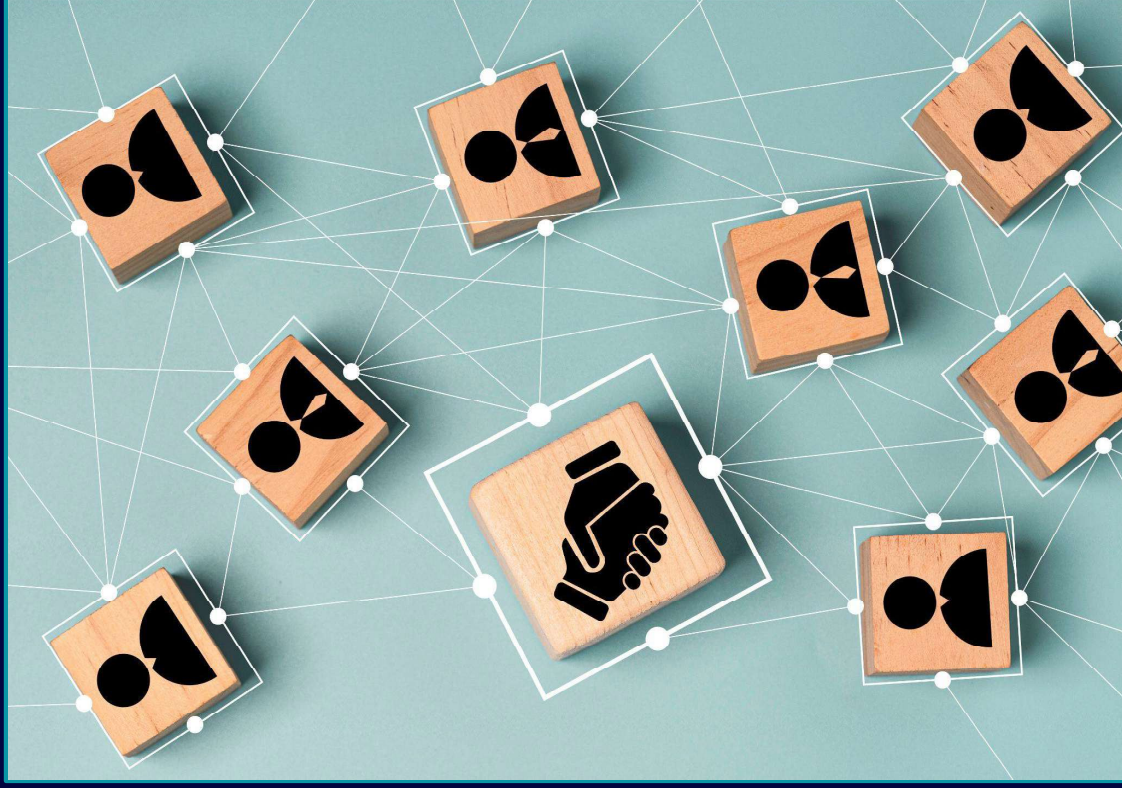


Role of an Independent Compensation Consultant

- Derisk the renewal/negotiation process
- Make meaning of the benchmark data
- Advise about the structure of total compensation
- Ensure compliance with IRS requirements
 - Establish the rebuttable presumption of reasonableness of the head's compensation
 - Document compliance - “safe-harbor” letter
 - Demonstrate due diligence to stakeholders (checkbox on 990 Schedule J)



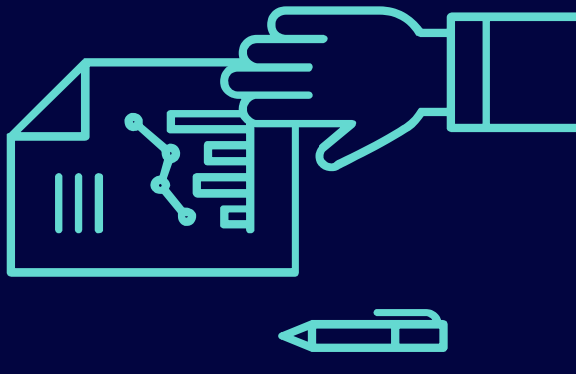
Scan for further reading



Our Unique Approach as an Independent Compensation Consultant

- Help make the renewal process feel less like a negotiation and more like a collaboration
- Serve as a neutral, independent third party, advising both the board and the head
- Develop robust comparability data which is shared with both the board and the head
- Educate the board and the head about the components of head compensation and make recommendations about the structure of the head's total compensation

All of which serves to protect and strengthen the board-head partnership during the process and long afterwards

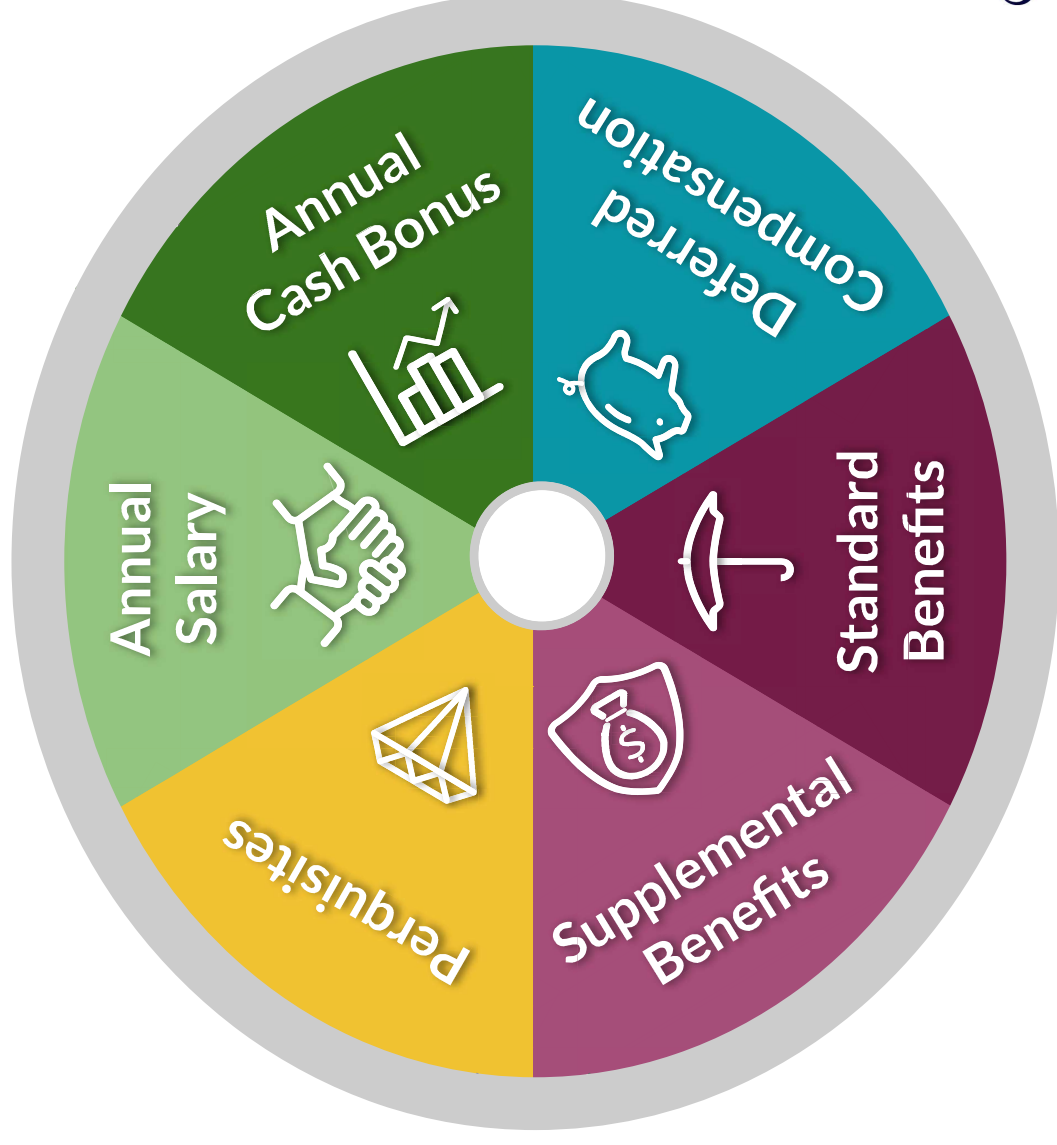


Committee Process

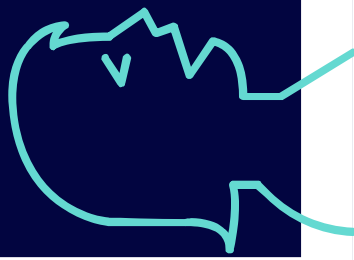
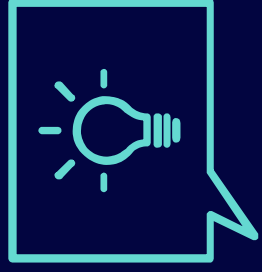
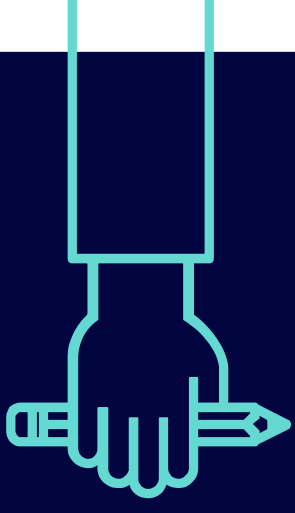
- Many schools use the Executive Committee
- Some schools establish Compensation Committee which could be as small as the Chair, Vice-Chair and Treasurer
- Strongly suggest that the board delegate the authority to to the committee to negotiate and enter into the contract with the head
- Chair reports back to the board at the conclusion of the process – share base salary and total compensation, along with how those compare to the benchmarks



Components of Head Compensation:



Example Head Compensation Report



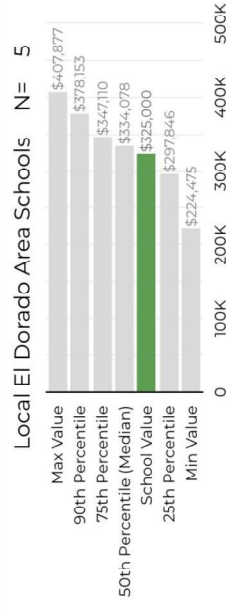


Executive Compensation Report Benchmarking Base Salary & Total Compensation

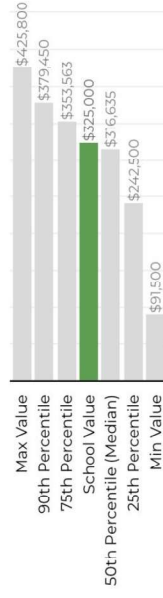


The following graphs show the Head of School's current base annual salary and total compensation compared with the individual benchmark comparison groups. Data for the local schools is obtained from form 990's and aged forward to the current year based on the input annual increase percentage. Data for the other benchmark groups is obtained from the National Association of Independent School's Data & Analysis for School Leaders (DASL) Platform.

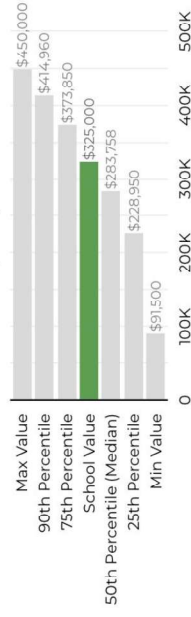
Base Annual Salary



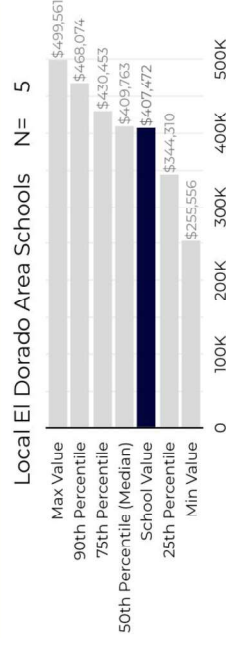
SAIS Schools: Enrollment 750 - 1000 N= 163



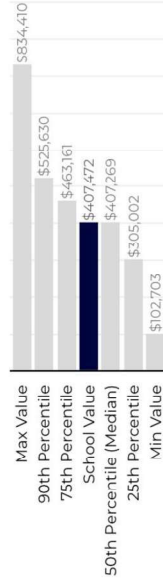
SAIS Schools: Income \$16 - \$26MM N= 154



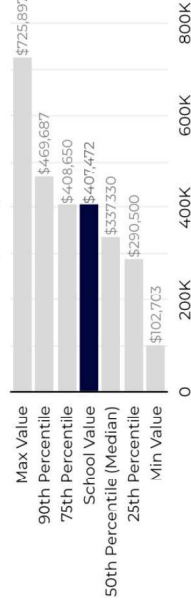
Total Compensation



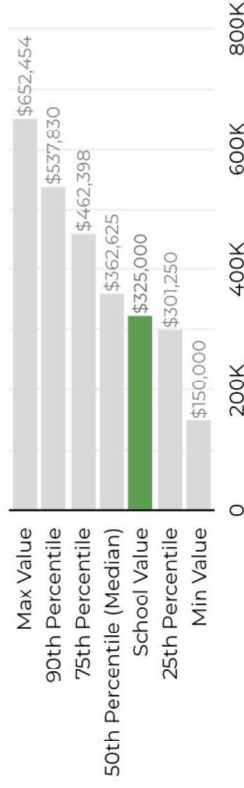
SAIS Schools: Enrollment 750 - 1000 N= 163



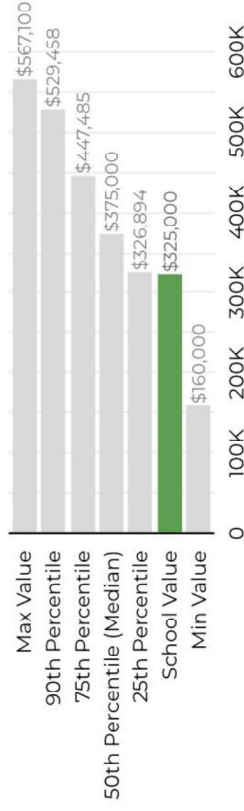
SAIS Schools: Income \$16 - \$26MM N= 154



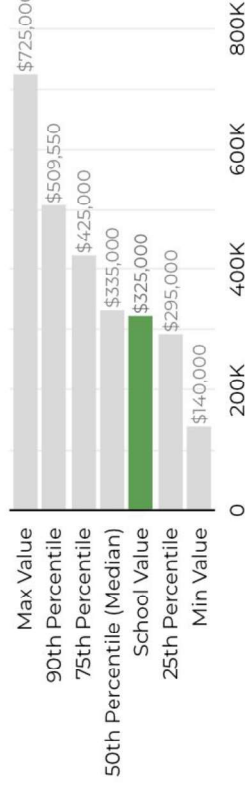
NAIS Schools: Enrollment 750 - 1000 N= 256



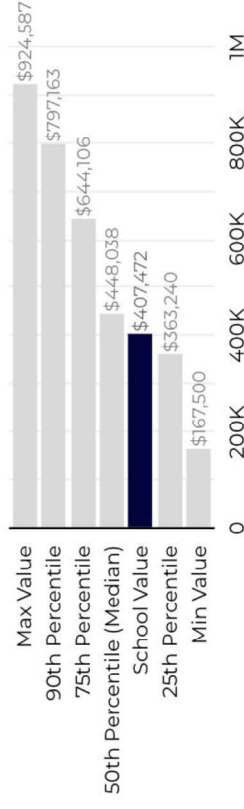
NAIS Schools: Income \$16 - \$26MM N= 319



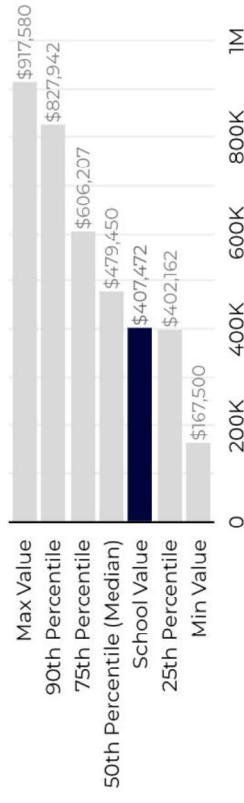
Episcopal Schools Comparison Group N= 96



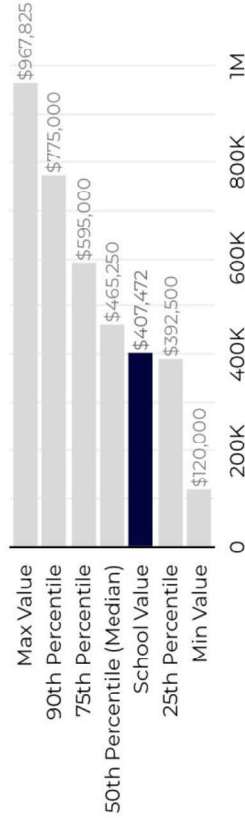
NAIS Schools: Enrollment 750 - 1000 N= 261



NAIS Schools: Income \$16 - \$26MM N= 324



Episcopal Schools Comparison Group N= 101



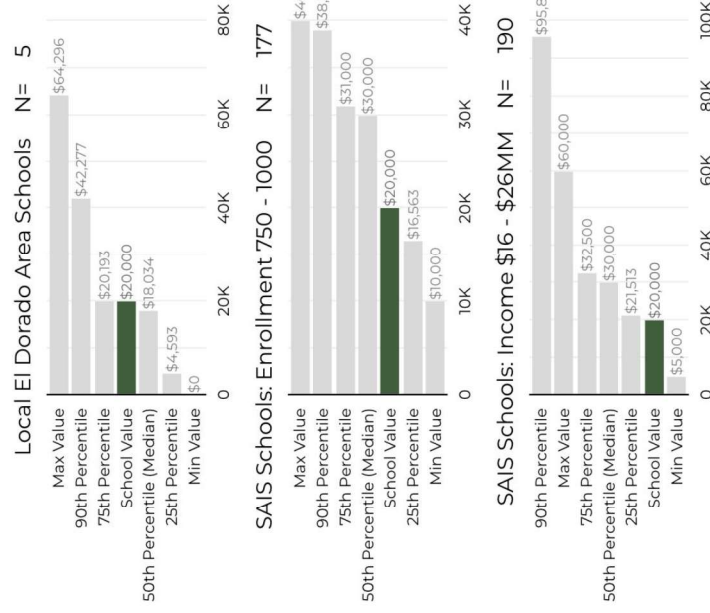


Executive Compensation Report

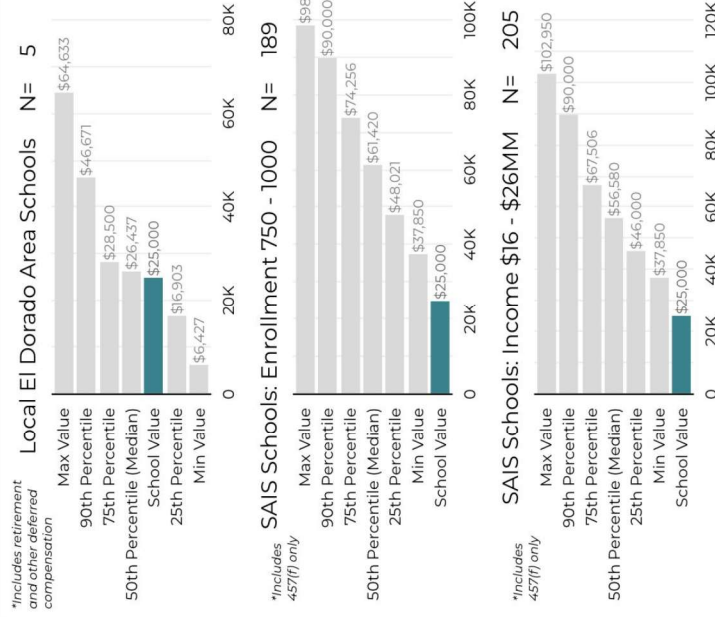
Benchmarking Cash Bonus & Deferred Compensation

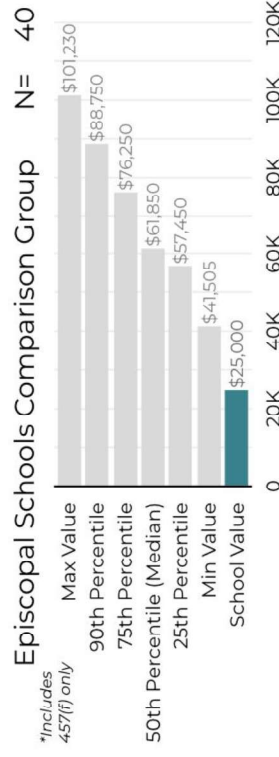
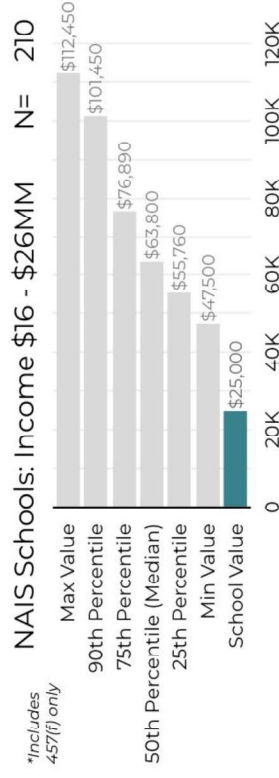
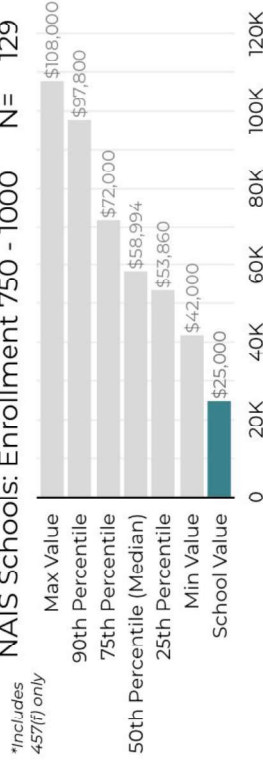
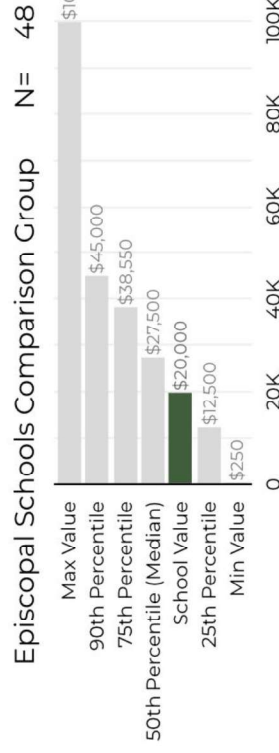
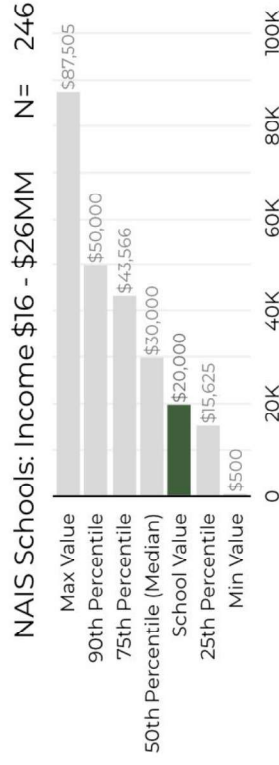
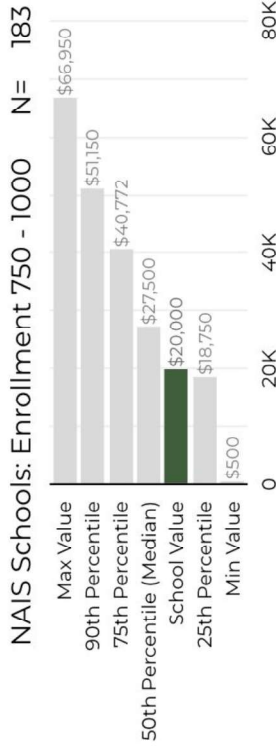
The following graphs show the Head of School's current annual cash bonus and 457(f) deferred compensation amounts compared with the individual benchmark comparison groups. Data for the local schools is obtained from form 990's and aged forward to the current year based on the input annual increase percentage. Data for the other benchmark groups is obtained from DASL.

Benchmarking Annual Cash Bonus



Benchmarking Deferred Compensation







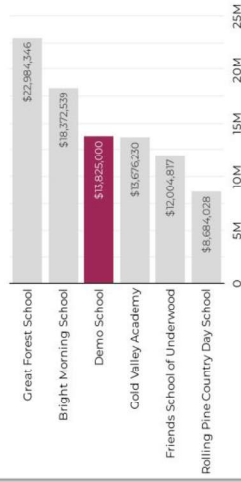
Executive Compensation Report Local Schools Comparison



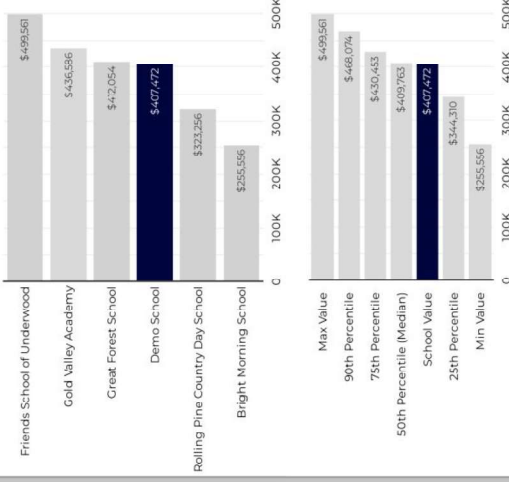
Data for the comparison schools is obtained from form 990's and aged forward to the current year based on the input annual increase percentage. Head compensation often grows faster than the input percentage, so the current year amounts for the comparison schools are only estimated projections. Head compensation data on 990's, particularly Total Compensation, tends to be underreported.

We use Revenue less Contributions reported on the 990 so that capital campaign contributions do not overstate the revenue of the comparison schools. Your school revenue may include some budgeted annual fund contributions, but it does not include capital campaign contributions.

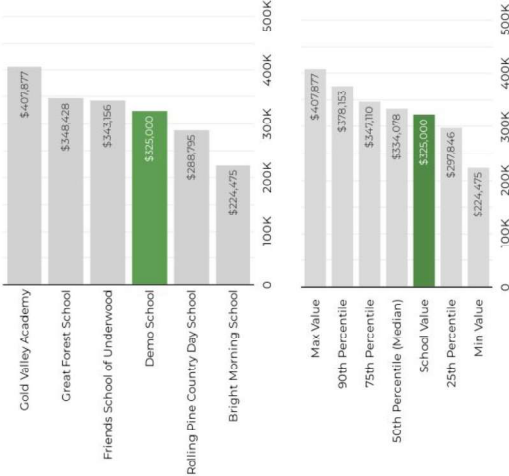
Revenue Less Contributions



Total Compensation



Base Annual Salary

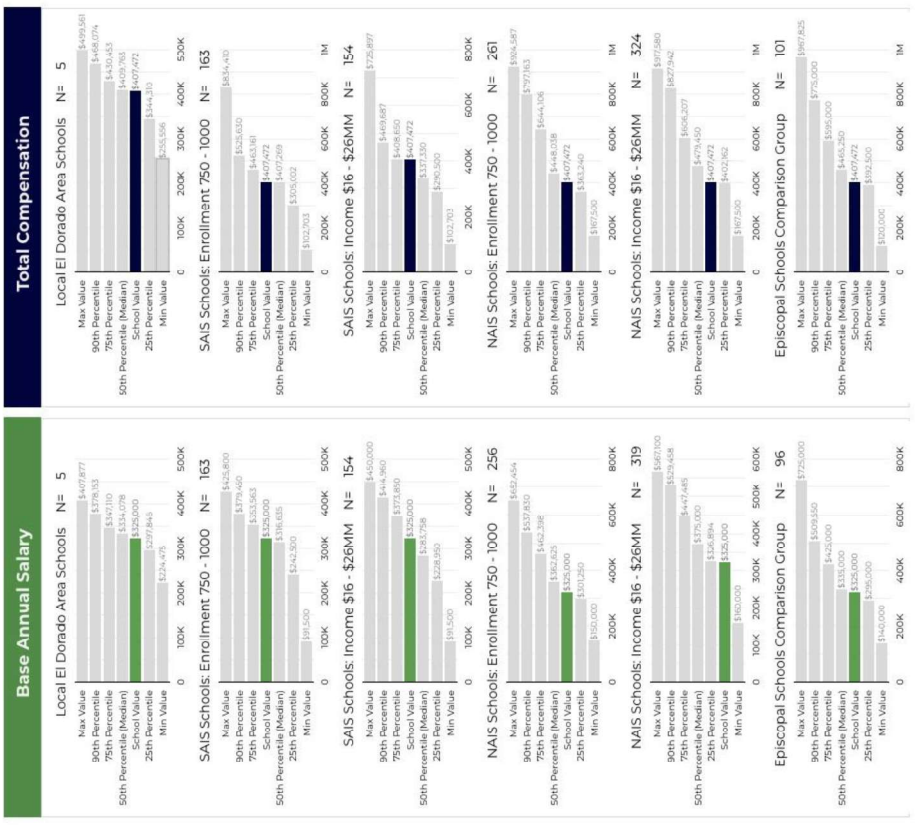


DEMO

Executive Compensation Report
Benchmarking Base Salary & Total Compensation



The following graphs show the Head of School's current base annual salary and total compensation compared with the individual benchmark comparison groups. Data for the local schools is obtained from form 390's and aged forward to the current year based on the input annual increase percentage. Data for the other benchmark groups is obtained from the National Association of Independent Schools' Data & Analysis for School Leaders (DASL) Platform.



DEMO

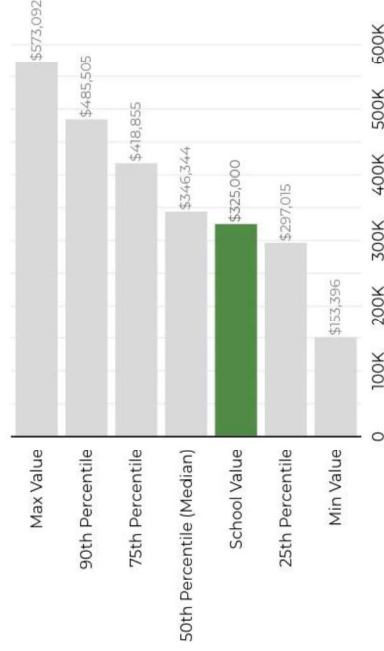
Executive Compensation Report Comparing Against Weighted Matrix Benchmark

Weighted Matrix

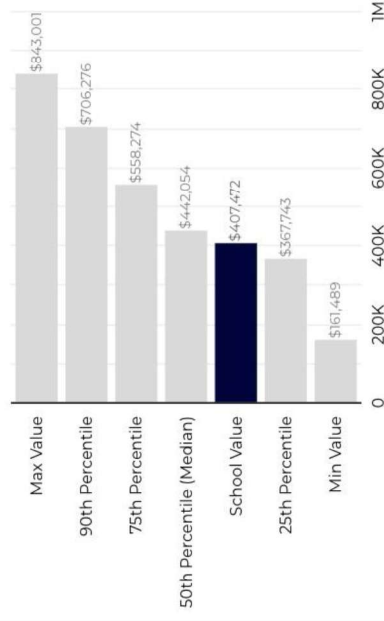
Local El Dorado Area Schools	15%
SAIS Schools: Enrollment 750 - 1000	5%
SAIS Schools: Income \$16 - \$26MM	10%
NAIS Schools: Enrollment 750 - 1000	20%
NAIS Schools: Income \$16 - \$26MM	30%
Episcopal Schools Comparison Group	20%

This weighted matrix benchmark is a composite of the individual benchmark groups. The weight assigned to each benchmark group is customizable and is based on the profile and circumstances of the school. This weighted benchmark, aged forward to the appropriate contact year, will be used as the primary decision making tool for determining the Head of School's new contract amounts.

Annual Base Salary 2025-2026



Total Compensation 2025-2026



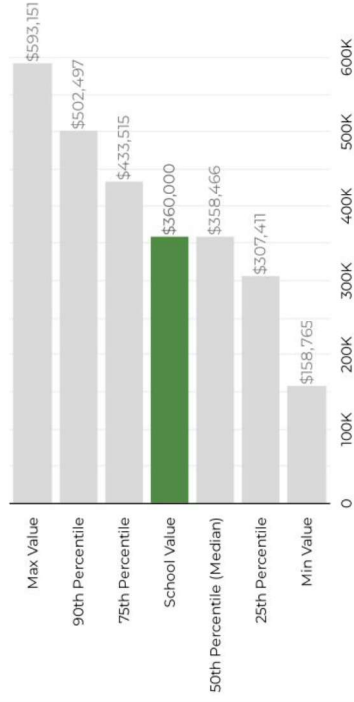
DEMO

Executive Compensation Report Decision Making Tool: Compensation Components

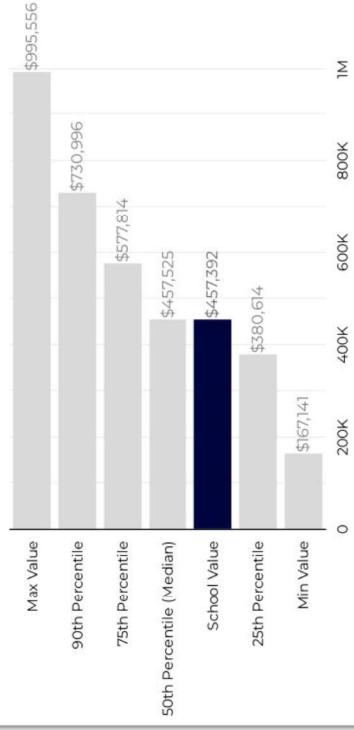


Compensation Component	New Contract Amounts	Current Amounts	YoY % Change
1. Annual Salary	\$360,000	\$325,000	10.8%
2. Annual Cash Bonus	\$25,000	\$20,000	25.0%
3. Deferred Compensation...	\$30,000	\$25,000	20.0%
4. Standard Benefits	\$12,392	\$11,472	8.0%
5. Supplemental Benefits	\$22,000	\$20,000	10.0%
6. Perquisites	\$8,000	\$6,000	33.3%
7. Total Compensation	\$457,392	\$407,472	12.3%

New Contract Base Salary Compared to the Weighted Benchmark Aged Forward



New Contract Total Compensation Compared to the Projected Weighted Benchmark Aged Forward



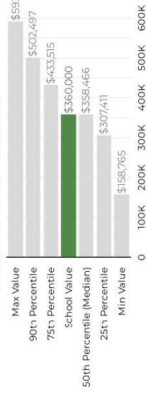


Executive Compensation Report New Contract Projected Benchmarks

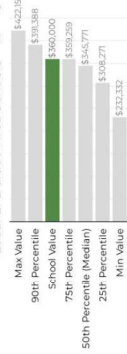


Base Annual Salary

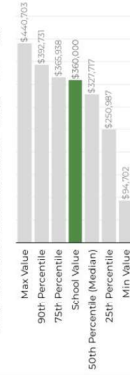
Weighted Matrix Benchmark



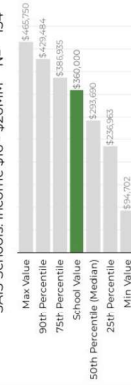
Local El Dorado Area Schools N= 5



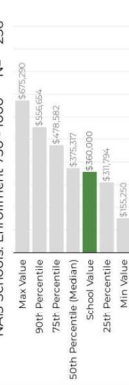
SAIS Schools: Enrollment 750 - 1000 N= 163



SAIS Schools: Income \$16 - \$26MM N= 154



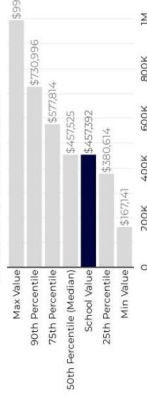
NAIS Schools: Enrollment 750 - 1000 N= 256



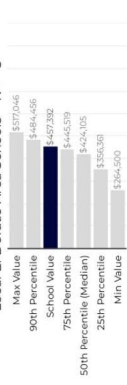
NAIS Schools: Income \$16 - \$26MM N= 319

Total Compensation

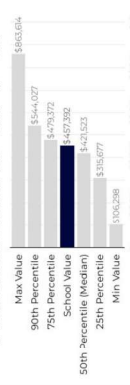
Weighted Matrix Benchmark



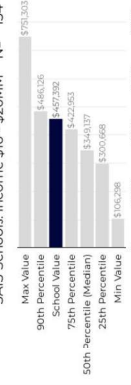
Local El Dorado Area Schools N= 5



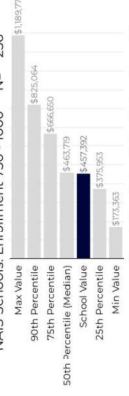
SAIS Schools: Enrollment 750 - 1000 N= 163



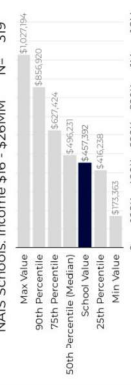
SAIS Schools: Income \$16 - \$26MM N= 154



NAIS Schools: Enrollment 750 - 1000 N= 256



NAIS Schools: Income \$16 - \$26MM N= 319







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ckling@missionanddata.com

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