Academy Charter School Leader Evaluation

Name:	Position:	Date:

Strategic Focus:	Self	Board
Governance and Strategy - The school leader actively engages the ACS Board in the integration of strategies to support ACS initiatives. The school leader communicates policy information and recommendations to the Board in a professional, thorough manner.		
Academic Performance – The school leader collaborates with staff to manage policies, procedures and operational guidelines to ensure academic performance that is efficient, aligned, purposeful, and needs driven.		
Talent Management – The school leader works with staff to ensure high quality teachers and mentors are recruited, hired, and supported at ACS. Strategically supports staff human resources activities, including hiring and disciplining, completion of comprehensive evaluations, and encouraging professional growth. Maintains an effective succession plan for planned and sudden changes in the organization.		
Operations and Finance - The school leader has developed practical operational plans consistent with achieving the mission, vision, and strategic priorities of the organization. The school leader will align ACS's operating priorities, resources, and budgets to the implementation of the strategic plan.		

ACS School/school Focus:	Self	Board
Collaboration - The school leader actively engages ACS and school staff in the integration of strategies to support ACS initiatives.		
Quality Assurance – The school leader analyzes data from multiple sources to evaluate design and implementation of strategies to implement the strategic plan.		
Climate – The school leader regularly facilitates a safe, respectful, and inclusive environment where different points of view are valued.		
Leadership – The school leader has performed as the leading role model at ACS, setting high professional work standards and pursuing goals with honesty, respect, determination, and energy.		
Student Engagement - The school leader has engaged and supported students by providing meaningful opportunities to participate as leaders, provide feedback to staff, and promoted ACS culture.		

ACS Values:	Self	Board
Stakeholder Relations – The school leader designs strategies that address stakeholder requirements. Reviews and implements solutions that meet or exceed stakeholder expectations. Completes assignments on time and on budget.		
Professionalism – The school leader demonstrates high standards of professional behavior including trust, honesty, fairness, mutual respect, and ethical decision-making.		
Personal Development - The school leader effectively transfers learning into professional practice and shares new learning with colleagues to improve performance.		
Communication – The school leader has consistently communicated the Board's strategic and operational priorities to the employees and other relevant stakeholders in the organization.		

School Leader Rubric
*In order to receive a score for a "strategic Focus" area, the Principal must also demonstrate activity or competence for the positive attributes in the lower-scored boxes within that focus

	0-N/A	1-Ineffective:	2-Partially Effective	3-Fully Effective	4-Highly Effective
Rating Key	This means the evaluator is not able to put in a rating for this item due to lack of information or understanding the content area. *Areas with a 0 rating will be removed from the overall average.	The school leader performance does not meet expectations for the position.	The school leader inconsistently meets expectations for the position.	The school leader meets the expectations of the position and works effectively with others.	The school leader meets and occasionally exceeds the expectations of the position and builds capacity in others.

School leader Goals

School leader Reflection:

Board Reflection:

School leader Comments:

School leader Signature:

Strategic Focus	1 - Ineffective:	2 - Partially Effective	3 - Fully Effective	4 - Highly Effective
Governance and Strategy The school leader actively engages DCSD and ACS Boards in the integration of strategies to support school, Department, or ACS initiatives. The school leader communicates policy information and recommendations to the Board in a professional, thorough manner.	The school leader has not developed practical operational plans consistent with achieving the mission, vision, and strategic priorities of ACS.	The school leader has developed practical operational plans consistent with achieving the mission, vision, and strategic priorities of ACS. The school leader has not consistently communicated effectively on plans and performance to the ACS Board.	The school leader has developed practical operational plans consistent with achieving the mission, vision, and strategic priorities of ACS. The school leader has consistently communicated effectively on plans and performance to the ACS Board.	The school leader has consistently made sound decisions about organizational progress at ACS and made timely adjustments in strategies and policies when required.
Academic Performance The school leader collaborates with staff to manage policies, procedures and operational guidelines to ensure academic performance that is efficient, aligned, purposeful, and needs driven.	The school leader does not have systems that provide consistent information about student performance to staff when monitoring instruction.	The school leader sets expectations for the quality of content, student effort, and student work at ACS, and encourages educators and students to uphold these expectations.	The school leader provides systems that provide consistent information about student performance to staff to monitor and drive instruction. The school leader sets high expectations for the quality of content, student effort, and student work at ACS, and empowers educators and students to uphold these expectations consistently	The school leader builds capacity and maintains systems for evaluating the quality of participant transfer of skills, and impact of staff professional development on school and ACS student academic performance.
Talent Management – The school leader works with staff to ensure high quality teachers and mentors are recruited, hired, and supported at ACS. Strategically supports staff human resources activities, including hiring and disciplining, completion of comprehensive evaluations, and encouraging professional growth. Maintains an effective succession plan	The school leader has not provided systemic support in human resources to ACS or schools.	The school leader has recruited a competent management team and developed sound, consistent strategies for hiring at ACS.	The school leader provides strategies and resources to encourage and incent employees and retain quality educators. The school leader has implemented sound evaluation and professional development systems to ensure everyone in the organization is accountable and supported in their roles.	The school leader promotes a high performing culture that motivates employees to achieve ACS's mission and strategic goals. The school leader provides effective succession planning for planned and sudden changes in the organization.

for planned and sudden changes in the organization.				
Operations and Finance - The school leader has developed practical operational plans consistent with achieving the mission, vision and strategic priorities of the organization. The school leader will align ACS's operating priorities, resources, and budgets to the implementation of the strategic plan.	The school leader develops operation plans and budgets that do not align with the ACS's goals and strategic plan.	The school leader inconsistently plans and manages available resources and budgets to the implementation of the strategic plan.	The school leader has aligned ACS's operating priorities, resources, and budgets to the implementation of the strategic plan.	The school leader leads the administrative team to develop operational plans and budgets that create new opportunities for improvement consistent with ACS goals. The school leader utilizes resources to seek alternate funding sources as needed.

School/ school Focus	1-Ineffective	2-Partially Effective	3-Fully Effective	4-Highly *Effective*
Collaboration: The school leader actively engages ACS staff in the integration of strategies to support ACS initiatives.	The school leader creates partnerships that are ineffective or nonexistent.	The school leader maintains limited partnerships to help others with their needs.	The school leader actively engages ACS staff in the integration of strategies to support ACS initiatives.	The school leader maximizes results by actively engaging staff and external resources to support ACS initiatives.
Quality Assurance The school leader analyzes data from multiple sources to evaluate design and implementation of strategies to implement the strategic plan.	The school leader implements programs without evaluation or analysis of quality.	The school leader provides oversight not aligned to ACS priorities.	The school leader has effectively provided oversight on priorities and ensured accountability at all levels of the organization.	The school leader supports systems to track key measures to verify the effectiveness of implementation and performance.
Climate: Regularly facilitates a safe, respectful, and inclusive environment where different points of view are valued.	The school leader creates or contributes to a climate intolerant of diversity, perspective, or thoughtful process.	The school leader facilitates an environment that is physically, emotionally, and intellectually safe for all stakeholders.	The school leader regularly facilitates and models a safe, respectful, and inclusive environment at ACS where different points of view are valued.	The school leader develops capacity in others to promote a safe and respectful environment where different points of view are valued.
Leadership:	The school leader is passive or	The school leader inconsistently	The school leader performs as the leading	The school leader develops leadership capacity in others

The school leader has performed as the leading role model at ACS, setting high professional work standards and pursuing goals with honesty, respect, determination, and energy.	unsupportive in advocating for ACS or adherence to the Strategic Plan.	advocates for ACS, and/or adherence to the Strategic Plan.	role model at ACS, setting high professional work standards and pursuing goals with honesty, respect, determination, and energy.	to advance the work of ACS and advocate for current best practices in instruction and management.
Student Engagement The school leader has engaged and supported students by providing meaningful opportunities to participate as leaders, provide feedback to staff, and promote ACS culture.	The school leader inconsistently communicates and engages students.	The school leader is visible at ACS events	The school leader promotes events that engage students and meet the needs of ACS's unique population and culture.	The school leader communicates proactively with students, and provides meaningful opportunities for students to provide feedback.

ACS Values	1-Ineffective	2-Partially Effective	3-Fully Effective	4-Highly Effective
Stakeholder Relations: The school leader designs strategies that address stakeholder requirements. Reviews and implements solutions that meet or exceed stakeholder expectations. Completes assignments on time and on budget.	Is ineffective in working or collaborating with stakeholders.	Identifies stakeholder needs and expectations. Implements solutions to fulfill stakeholder requirements.	Designs systems that address stakeholder requirements. Suggests and implements solutions that meet or exceed expectations.	Regularly monitors stakeholder satisfaction based on defined stakeholder requirements and revises expectations based on feedback.
Professionalism: Consistently demonstrates high standards of professional behavior including trust, honesty, fairness, mutual respect, and ethical decision-making	Conduct indicates lack of professionalism and ethics.	Inconsistent in demonstrating high standards of professional behavior including trust, honestly, fairness, mutual respect, and ethical decision-making.	Consistently demonstrates high standards of professional behavior, including trust, honesty, fairness, mutual respect, and ethical decision-making.	School Leader exceeds standards of professional behavior including trust, honesty, fairness, mutual respect and ethical decision-making by putting students, employees and coworkers needs and concerns at the highest level of importance in the school.

Personal Development: Effectively transfers learning into professional practice and shares new learning with colleagues to improve performance.	Demonstrates limited interest in growing professionally.	Implements new knowledge or skills learned through personalized professional development.	Effectively transfers learning into professional practice and shares new learning with colleagues to improve performance.	Adopts and implements ambitious improvement goals to refine and expand knowledge, skills, and practices. Solicits feedback from others to determine success of implementation.
Communication: Consistent with the Board's strategic plan, the school leader has communicated clear strategic and operational priorities to the Board, employees, and other relevant stakeholders in the organization	Withholds relevant information, provides misinformation / irrelevant information, or damages relationships with stakeholders or stakeholder groups.	Inconsistently provides relevant information and/or collaboration.	Actively and appropriately collaborates with staff at ACS. Shares relevant information in a clear and timely manner with appropriate audiences.	Regularly initiates effective communication and collaboration with appropriate stakeholders. Is proactive in determining /planning best methods and audiences for selected information.