



Annual Performance Review of Director

Purpose: Evaluate Director’s performance on student achievement, operational effectiveness, financial oversight, and teacher evaluation.

Adherence to State Requirements: Items required by law are clearly indicated on the form(s)

Process:

1. Teachers/Staff and Parents are invited to provide feedback and input on Director’s Performance
2. President of School Board consolidates Teachers/Staff and Parent input and provides a summary to the School Board
3. School Board Directors complete annual Performance Review and provide individual ratings for each category
4. President of School Board consolidates Board input and proposes a summary/recommendation to the Board of the category ratings
5. Board discusses data with Director and the Board comes to consensus on a final overall rating.

Timing: An annual review is required. If the Director receives a rating of Highly Effective, two years in a row, the Board may decide to forgo an annual review the following year. If the Director receives a Minimally Effective or Ineffective, the School Board President will recommend a Performance Improvement Plan to the Board. The School Board President will be responsible for monitoring (or assigning responsibility) of Director’s adherence and results to Performance Improvement Plan.

Evaluation Criteria:

Ineffective	Minimally Effective	Effective	Highly Effective
No results have been demonstrated.	Minimal results have been demonstrated.	Results have met expectations in most areas.	Results have exceeded in each area.

Research / Validity:

- Adherence to State requirements clearly indicted on forms
- Aligned with School Advance Principal Evaluation Framework & Rubrics, Reeves, P. & Mc Neill, P. 2011 and Reeves & McNeill, 2013.
- Customized evaluation form that is relevant for school size of 200 children
- Reviewed by qualified individual to confirm effectiveness (Rebecca Andree - Masters in Human and Organizational Systems; 20+ years in evaluating performance effectiveness; 20 years in creation of processes/programs to evaluate individual and organizational performance effectiveness; Actively seeking PhD in Human and Organizational Development. Can be contacted at randree@email.fielding.edu)

2018/2019 Director Performance - Board Input

1. Please rate Director's level of effectiveness on 2018/2019 established quarterly priorities

	Ineffective - No results have been demonstrated.	Minimally Effective - Minimal results have been demonstrated.	Effective - Results have met expectations in most areas.	Highly Effective - Results have exceeded in each area.
Q3 Priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q4 Priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

2018/2019 Director Performance - Board Input

2. The Director adopted appropriate evaluations tool to use student growth data to evaluate Teachers [required]

	Ineffective - Tool doesn't comply / Not all evaluations are complete	Minimally Effective - Tool and /or evaluation are not compliant with all state required features	Effective - Tool and evaluation are compliant and complete	Highly Effective - Effective criteria plus teachers who are less than effective have IDPs in place.
Aggregate student growth data used in teacher year-end evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation Complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

3. Progress toward the school improvement plan [required]

	Ineffective - No evidence of plans or progress	Minimally Effective - Plan in place, but no measured movement in progress	Effective - Plan in place, targeted at areas of need, some evidence of improvement	Highly Effective - Comprehensive plan and successfully addressing areas as evidenced by achievement
Existence of plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Progress toward plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

4. Student attendance [required]

	Ineffective - is not being addressed	Minimally Effective - is not an area of focus, attendance or graduation rates fluctuate	Effective - Areas of focus, attendance and graduate rates are increasing	Highly Effective - Attendance and graduation rates are maintained at a high level
Student attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduation rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

5. Student/Parent/Teacher Feedback [required]

	Ineffective - concerns aren't sought or considered	Minimally Effective - concerns are sought as a required component. There's no reporting of results.	Effective - concerns are sought and generally noted, but not formally reported.	Highly Effective - actively surveyed for their concerns and suggestions; results are reported.
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments