



Mountain Song Community School School Leader Evaluation Policy

Overview and Requirements

The annual review of school leaders and teachers is required by Colorado state law and outlined in regulation (**C.R.S. 22-9-106** and **1 CCR 301-87**). School leader evaluation systems must be “fair, transparent, timely, rigorous and comprised of valid methods.” Key components of the law are provided below, including a summary of the (1) Principal Quality Standards, (2) required evaluation system components, (3) final evaluation report, and (4) evaluation objectives.

Multiple Roles of School Leader

The MSCS Board of Directors recognizes that the MSCS School Leader plays multiple leadership roles, since the school is chartered through the Colorado Charter School Institute (CSI) rather than a school district. A large component of the School Leader’s responsibilities are typically considered those of a school principal. In addition, the School Leader’s responsibilities include ones often considered those of a superintendent or chief executive officer. This hybrid nature of the responsibilities of the MSCS School Leader must be considered during annual review and evaluation.

Principal Quality Standards and Evaluation

The MSCS School Leader carries the typical responsibilities of a principal, and the evaluation systems should address all of the performance standards established by 1 CCR 301-87 and outlined below:

- **Quality Standard I:** Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.
- **Quality Standard II:** Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.
- **Quality Standard III:** Principals demonstrate instructional leadership by: aligning curriculum, instruction and assessment; supporting professional learning; conducting observations; providing actionable feedback; and holding staff accountable for student outcomes.

- **Quality Standard IV:** Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.

The tool that will be used to evaluate the performance of the MSCS School Leader related to the role of principal shall be the Colorado Department of Education's [Rubric for Evaluating Colorado Principals and Assistant Principals](#).

This rubric will be one tool used by the MSCS Board of Directors, and shall be guided by an education expert in completion as well as the School Leader's Self Evaluation.

Chief Executive Officer Evaluation

In addition to the responsibilities typical of a school principal, the MSCS School Leader also carries responsibilities typical of a superintendent or chief executive officer of the state charter school. The evaluation system should address these responsibilities in the following categories that are reflected in CSI's Annual Review of Schools:

- Academic
 - Achievement
 - Growth
- Financial Viability
 - Near-Term
 - Sustainability
- Organizational
 - Education Program (Waldorf Model Implementation)
 - Diversity, Equity of Access, and Inclusion
 - Governance and Financial Management
 - School Operations and Environment

While CSI's annual report does not align with the annual timeline of School Leader evaluation, these three areas should be addressed in the School Leader's annual goals. Progress on and completion of the School Leader's goals, then, should be the basis for annual evaluation.

The tool that will be used to evaluate the performance of the MSCS School Leader related to the role of superintendent or chief executive officer shall be the Goal Evaluation tool developed by the MSCS Board of Directors following the guidance from the [National Charter School Resource Center](#).

Consolidated Evaluation

The Consolidated Evaluation should summarize the following:

- The overall competencies demonstrated by the School Leader
- Summary ranking assessment of overall performance of the School Leader
- Summary qualitative comments noting commendations and recommendations
- Comments regarding future steps, including professional development
- Comments about Board of Directors effectiveness and partnership with School Leader

A sample template to address these can be found at the [National Charter School Resource Center](#).

Secondary Data to be Collected and Considered:

The following data shall be collected when available and considered as part of a body of evidence when completing the two tools described above.

- [Teacher Perception Survey](#) (distributed to MSCS teachers by Board Evaluation Team)
- [CARS Report](#) (not in cycle each year, but previous year may be used)
- [Enrollment and Demographic Data](#)
- School Unified Improvement Plan (developed by the School Accountability Committee)
- School Perception Survey (administered to families by a third party)
- [Teaching and Learning Conditions of Colorado](#) (TLCC) Survey administered by CDE, when available (the school has access when more than 50% of instructional staff have completed the survey).
- School Leader's Self Evaluations
 - Rubric for Evaluating Colorado Principals and Assistant Principals
 - Goals Evaluation
 - Consolidated Evaluation

Final Report

School Leader performance evaluations shall be conducted one time per academic year. The following procedures shall be followed.

- The same templates shall be followed for the Self-Evaluation and the Board Evaluation.
- The School Leader goals shall be the same in the Self-Evaluation and the Board Evaluation.
- Board Members need the Self-Evaluations in advance of completing the Board Evaluation.
- The Self-Evaluation and secondary data shall be utilized in the Board Evaluation.

Evaluation Process and Timeline

The School Leader evaluation process is ongoing throughout the school year. The timeline includes the following:

- Goal Setting (Aug/Sept.)
- Regular Monitoring and Feedback (Sept/May)
- Data Gathering and Review (April/Jun)
- School Leader Self-Evaluation (May/Jun)
- Board Review Discussion (Jun)
- Performance Evaluation Delivery (Jun)

APPENDIX: SCHOOL LEADER EVALUATION PROCESS QUESTIONS

Goal Setting

During this stage, the board president and school leader agree to three to five goals and associated competencies for the year. These goals should be aligned with the goals of the MSCS Board of Directors and the school's Strategic Plan. The full board reviews and approves the goals.

When in this stage, consider asking:

- Is the school leader's job description an accurate reflection of what he/she does? Should it be updated to reflect any changes at the school?
- What are the school leader's top three to five goals for the year? Do the goals prioritize improving academic outcomes and ensuring the financial and operational health of the school?
- Do the goals align with the board's strategic priorities (if established)? Do the goals align with the school's mission and vision?
- What competencies or skills are required to achieve these goals? Should the full set of competencies be included in the evaluation, or should the board select a subset of competencies with the school leader each year?
- What are the school leader's professional development goals for the year? Do they align with the board's strategic priorities and/or the school's mission and vision?
- What will the school leader be evaluated on? What does excellence look like? What data (qualitative and quantitative) will the board use to evaluate performance?
- What tool(s) should be used to evaluate the school leader? Does this tool include assessment of meeting both goals and competencies?

The board should select one member to lead the school leader evaluation process. To ensure that more than one member is involved in the performance evaluation, monitoring progress and providing feedback, the designated member should not be the board chair. (Some boards assign a subcommittee of board members to complete the process with input from the full board.)

Regular Monitoring and Feedback

The board should always be on the lookout for information that will help inform the school leader evaluation. The board member selected to lead the evaluation process should keep notes about school leader performance, and at regular, planned intervals the board should provide concrete, direct feedback to the school leader on his/her performance, progress towards goals, and management of ongoing school operations. The school leader should present a formal mid-year report to the board on progress towards established goals.

When in this stage, consider asking:

- How can the board get important insights throughout the year?
- What data is already being collected that the board can access?
- When can the board anticipate receiving information that will inform the evaluation (for example, when are student test scores released and how difficult is it to administer surveys in the summer)?
- Will the school leader be surprised about the end-of-year feedback, or is there a process for regular check-ins and progress monitoring?

Data Gathering and Review

During this stage, the designated board member reviews key information related to school leader performance, including academic data, financial data and overall operational performance. The designated board member drafts a performance evaluation based on a detailed review of this data and sends it to the full Board of Directors, attaching key data. When in this stage, consider asking:

- What academic data does the board have access to that can be used to determine school leader performance (e.g. the Unified Improvement Plan (UIP), CDE’s School Performance Framework (SPF), school culture, discipline, enrollment, graduation, etc.)?
- What financial data does the board have access to that can be used to determine school leader performance (e.g. monthly financial statements, balance sheet, annual audit, etc.)?
- What information does the board have access to that can be used to determine the overall operational health of the school and school leader performance (e.g. CSI Annual Review of School (CARS) report, staff retention/attrition data, staff and direct report input, parent and stakeholder input, board member input, etc.)?
- What information should the board review to assess for equity (e.g. Do families of color re-enroll at different rates than white families? Are there gaps in academic performance, discipline incidents, referral to special education or gifted programs etc., between students of different races, genders, socio-economic background?, etc.).
- What information is the board receiving from parents and staff via satisfaction surveys that should be considered?

School Leader Self-Evaluation

During this stage, the board will share the self-evaluation tool with the school leader and provide an overall timeline for the evaluation process. The school leader should complete the same evaluation questions as the board. The school leader will complete the self-evaluation and send it to the designated board member for review. When in this stage, consider asking:

- Does the school leader have the information he/she needs to complete the self-evaluation?
- Has the school leader been given enough time to reflect on his/her performance and thoughtfully complete the self-evaluation?
- Has the self-evaluation deadline and evaluation process been clearly communicated with the school leader?

Board Review Discussion

During this stage, the designated board member will send the draft performance evaluation and the school leader's self-evaluation to the full board, confidentially, at least one week in advance of the board meeting at which it will be discussed. The board members will discuss the evaluation and share feedback with the designated board member during an executive session at the full board meeting. The designated board member will incorporate changes based on the feedback and send the evaluation to the school leader. When in this stage, consider asking:

- Has the school leader appropriately and honestly reflected on his/her goals, competencies, successes and challenges?
- Does the draft performance evaluation identify successes/challenges not identified in the school leader's self-evaluation?
- What unforeseen challenges did the school/school leader face that prevented him/her from meeting established goals?
- What should the school leader prioritize in the coming academic year?

Performance Evaluation Delivery

During this stage, the school leader, board chair and designated board member meet to review each section of the evaluation and draft next steps. If necessary, they should agree on a performance improvement plan and assess against this plan in the coming weeks and months. Together, they should discuss three to five potential goals for the upcoming year. The completed evaluation should be sent to the full board and placed in the school leader's personnel file.

When in this stage, consider asking:

- What are the key findings of the evaluation (both positive and constructive)?
- What questions remain outstanding or issues unresolved?