

Capitol Collegiate Leadership Evaluation Tool

Overview

The Leadership Evaluation Tool is divided into two key sections – Role Specific Core Competencies and Foundational Competencies. The Role Specific Competencies for all leadership positions in this evaluation tool are assessed through *Direction Setting, Talent Development, and Operational Management*.

The proficiency levels are written using the following general guidelines:

A leader is only considered to be at a particular level when s/he consistently exhibits all of the characteristics at that particular level. If a leader exhibits some of the characteristics of a lower level and some of the higher, the manager should select the lower level and provide specific feedback related to the changes needed for the leader to progress to the next level.

Below Expectations	Approaching Expectations	Meets Expectations	Above Expectations	Master
<p>Leaders who are performing below expectations are not performing the basic behaviors required for the job at this level. Leaders at this level require consistent support and oversight in order to accomplish results. A leader who is performing at 'below expectations' has been given opportunities to learn this skill, but continues to make the same errors despite coaching and feedback.</p>	<p>Leaders at this level are performing the basic behaviors required for the job, and can be considered to be in a learning mode for this particular behavior. Frequently, this level of behavior involves responding to circumstances rather than being proactive. Leaders at this level also tend to see issues from the standpoint of a small set of constituents rather than seeing issues broadly with a more organizational focus. Leaders who have many behaviors in this category may get results, but often do so with considerable assistance from their direct manager and must expend considerable effort learning and developing skills.</p>	<p>This level describes a leader who is performing effectively on a behavior to achieve results for the organization. Often, these behaviors address organizational needs proactively and involve consideration of long-term consequences. Generally, someone at this level of behavior will drive results for the organization and there should be no pressing need to improve in this area for the organization to succeed.</p>	<p>At this level of behavior, leaders tend to focus on increasing capacity within the organization and improving – not just proficiently maintaining – organization practices. This level of behavior meets would be expected normally of a long-term, proficient leader, and increases the efficiency in getting high student achievement. A leader who consistently achieves at this level in many behaviors will likely be focusing on the development of a highly functioning team and a deep leadership bench.</p>	<p>The master level of behavior implies a significant step up from the proficient level. Leaders at this level are seen by others as experts, models and accomplished. At this level of behavior, leaders tend to focus on long-term sustainability by mentoring others and empowering individuals so that results are achieved by others rather than through the direct effort of the leader. This level of behavior goes above and beyond what would be expected normally of a leader, but it is where truly exceptional organizational results are seen. A leader who consistently achieves at this level in many behaviors will likely have a highly functioning team that can get exceptional results with minimal direct involvement by the leader. These leaders tend to produce exceptional talent and have potential for advancement themselves.</p>

Leadership Specific Competencies

Building Culture

	Below Expectations	Approaching Expectations	Meets Expectations	Above Expectations	Master
High Expectations	Communicates a belief that <u>some</u> students may not be capable of achieving at high levels due to the challenges of their individual circumstances.	Actions and words demonstrate high expectations for <u>all</u> students, and a belief in their potential to complete college and succeed in life.	Behaviors demonstrate high expectations for all students. Regularly communicates these expectations when interacting with students, colleagues, families and supervisors.	Reaches out to individual students and parents to help them set their standards high for student achievement. Achieves agreement with parents as to what expectations are appropriate for their student. Expects teachers to regularly communicate confidence in all students' abilities.	Personally mentors teachers and students with an emphasis on setting and achieving high-level goals. Works with parents to increase their confidence in their child's ability to succeed.
Student-Centered Decision-Making, Leadership, and Facilitation	Most decisions appear to cater more to the interests of the adults than to the needs of the students.	Seeks to understand the needs and motivations of students, so that decisions are made with student's best interests and needs in mind. Works directly with colleagues to assure they do the same.	Understands the impact of all decisions on students. Works directly with staff to assure that they understand student needs and empathize with their circumstances. Occasionally challenges teachers when they make decisions without considering students' best interests.	Clearly understands the impact of all decisions on different subgroups of students. Works directly with staff to assure that they understand student needs and empathize with their circumstances. Consistently challenges teachers when they make decisions without considering students' best interests.	Consistently uses data and intuition to make decisions in the best interest of all subgroups of students. Coaches teachers, the Leadership Team and other staff to ensure that they consider the needs and motivations of students when making decisions.
Respect and Relationships	Prioritizes administrative tasks and/or planning over taking time to build relationships with students. Has been observed speaking with students in a disrespectful tone or using disrespectful language with students.	Establishes and maintains strong relationships with students and parents, and works closely with teachers to help them do the same.	Establishes and maintains strong relationships with students. Encourages and works closely with teachers and staff to help them do the same. Consistently communicates expectations that all students should be treated with respect.	Seeks out individual students who will benefit from added attention and support. Develops teachers so they effectively seek out students who will benefit from additional attention. Mentors students personally or connects students with teachers with whom they can build strong relationships.	Leverages relationships and connects students and staff with one another to enhance the achievement of results. Proactively coaches and trains staff to consistently treat students with respect. Teaches strategies that help staff deal with stressful situations in order to help them consistently treat students with respect.

Resilience	Is easily discouraged by obstacles. Instead of seeking solutions finds blame or looks to others to find a solution.	Recognizes when colleagues or students are facing challenges and helps them persevere. Models tenacity by persevering through challenges.	Demonstrates tenacity for extended periods, persevering through significant challenges to reach short-term goals. Supports the Executive Director or involves the ED in overcoming obstacles and problem solving .	Actively seeks students and teachers who face difficult obstacles. Helps teachers and students persevere through their own challenges and cope with stress by providing additional support, encouragement, and confidence in their ability to succeed.	Integrates learning from overcoming past obstacles and creates policies or processes so that others who encounter similar challenges will find it easier to successfully overcome the same challenges.
Flexibility	Demonstrates frustration when faced with change. Is often unwilling or unable to make necessary modifications when faced with change.	Demonstrates flexibility when plans or situations change unexpectedly. Effectively adjusts plans to achieve intended outcomes.	Demonstrates flexibility when plans or situations change unexpectedly. Effectively adjusts plans to achieve intended outcomes and supports leadership team in managing through changes.	Demonstrates flexibility when plans or situations change unexpectedly. Effectively adjusts plans to achieve intended outcomes and provides leadership for the team in managing through change.	Plans ahead for contingencies so when sudden changes occur resources are immediately available to manage the change. Helps staff, teachers and students adjust to changes and see plans as flexible.

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Communication

	Below Expectations	Approaching Expectations	Meets Expectations	Above Expectations	Master
Listening	Willing to meet with and listen to all stakeholders, but may have favorites whose messages are heard more readily. Listens to others but tends to share own ideas first.	Hears others and makes effectively maintains objectivity when listening. At times still fails to internalize the message or perspective. May tend to share own ideas first before hearing others.	Listens attentively. Seeks to understand the point of view of students, staff, teachers, leadership team, and parents. Consistently confirms understanding.	Listens to stakeholders openly with empathy and does not hesitate to ask for clarification if uncertain of meaning. When appropriate shares this understanding with the leadership team to improve decisions.	Listens to <u>all</u> stakeholders openly with empathy and does not hesitate to ask for clarification if uncertain of meaning or if there are apparent contradictions in the message. Listens specifically for the fit or misfit between the individual's message and the viewpoints of other stakeholders.
Systems	Communicates using his/her own preferred methods with little consideration of the most appropriate method or for preferences of others (e.g. when to document communication in written form vs. when to make a phone call).	Appropriately uses communication systems to regularly communicate with key stakeholders such as teachers, students, parents, the leadership team, and support staff.	Effectively utilizes a range of communication systems (written or verbal, email, one-on-ones, small group) and selects the appropriate system based on the topic and the audience.	Understands when best to use written or verbal communication systems and when to communicate using one-on-one vs. small groups. Empowers staff by sharing specific messages with them to in turn share with their teachers. When systematic gaps in communication exist, creates effective methods for regular tailored communication with a variety of stakeholders.	Creates systems for regular communication appropriate for internal groups (parents, students, teachers, staff) and external groups (board members, community members, media). Effectively diagnoses communication gaps within the school and between the school and outside groups and quickly resolves them. Effectively uses the leadership team to cascade information throughout the school.
Writing	Written communications are factually correct but fail to be effective because they may miss critical information, contain extraneous information, be verbose, poorly formatted or do not address stakeholder needs. May include occasional errors in grammar and tone may at times not be appropriate to the message and audience.	Writes clearly concisely and persuasively (most frequently to internal stakeholders – teachers, parents, students and leadership team). Uses correct grammar, vocabulary and tone that is appropriate to the message and audience.	Written communications convey complex information using simple terms in an organized, efficient, and compelling manner. Effectively prepares written communication for a variety of purposes for internal stakeholders.	Written communications convey complex information using simple terms in an organized, efficient, and compelling manner. Effectively prepares written communication for a variety of purposes for both internal and external stakeholders.	Written communications convey complex information using simple terms in an organized, efficient, and compelling manner. Effectively prepares written communication for a variety of purposes for internal and external stakeholders. Coaches and supports others in developing writing skills necessary for effective stakeholder communication.

Speaking	Speaks effectively with small and midsize groups, particularly with students, parents and teachers. May not adapt content and/or style to the audience or venue.	Speaks effectively with all sizes of groups and types of audiences but does not always adapt content and/or style to the audience or venue.	Speaks in a clear and articulate manner, adapting communication content and style to different audiences and venues (e.g. school assemblies, hallways between classes, or in the homes of students).	Speaks in a compelling and articulate manner and ensures that the message is clearly understood by the audience. Quickly and easily adjusts the content and style of delivering a message when audience seems to be confused, or disengaged.	Speaks in a compelling and articulate manner and ensures that the message is clearly understood by the audience. Quickly and easily adjusts the content and style of delivering a message when audience seems to be confused, or disengaged. Effectively coaches and supports others in developing the speaking skills necessary for effective stakeholder communication.
Modeling	Frequently slips into counter-cultural behaviors when under stress or other pressures.	Models organizational values and strong character most of the time but may slip into counter-cultural behaviors when under stress or other pressures.	Models organizational values and strong character at all times.	Models organizational values and strong character at all times and helps many staff members develop in modeling values in school community and in classrooms.	Holds staff, teachers and students accountable for behaving in ways that align with school values. Helps others see the links between their behavior and the school's values via "teachable moments" when they support or contradict these values.

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Planning and Strategy

	Below Expectations	Approaching Expectations	Meets Expectations	Above Expectations	Master
Backward Planning and Securing Resources	Planning does not effectively address short term or long term goals. When planning fails to appropriately consider and plan for necessary resources. Allows high priority projects to go unfinished, focusing instead on less important, more immediate tasks.	Effectively plans and executes smaller projects at a grade level or department level. Effectively delegates responsibility and communicates with the team. Implements effective planning systems that allow him/her to prioritize both teaching and leadership responsibilities.	Makes school-wide plans that effectively address short term goals but may not see long term consequences. During annual planning, secures needed resources to accomplish projects based on requests by teachers and students. Manages time and resources by responding to requests as they emerge and based on immediate needs.	Methodically backward plans to achieve short and long-term goals for programs, initiatives, and policies that affect teachers and students. Effectively responds to unanticipated requests for resources by students, parents, and teachers. Manages time and resources effectively by prioritizing efforts according to school and personal goals.	Empowers teachers and students as appropriate to secure resources to accomplish goals. Coaches teachers, and students on how to accurately scope a project considering resources, time and objectives. Coaches teachers and students on the importance of developing priorities and on how to manage their time according to priorities.
Accountability	Fails to assess progress throughout projects and misses deadlines as a result.	Regularly compares actual progress to planned milestones and adjusts accordingly, holding self and others accountable for achieving intended outcomes.	With support, can establish clear and realistic milestones to achieve outcomes for school level projects. Regularly compares actual progress to planned milestones and adjusts plans accordingly.	Establishes clear milestones to achieve outcomes. Regularly compares actual progress to planned milestones and adjusts accordingly. Holds self, staff, and students accountable for achieving milestones and outcomes.	Regularly communicates to team members regarding progress toward goals at key milestones and coaches them on how to adjust their efforts in order to assure on time completion.
Contingency Plans	Even when a first choice solution has proven unsuccessful is unwilling or unable to identify a contingency plan.	When planning, deliberately develops contingency plans, but may not consider all potential unforeseen circumstances.	Proactively develops contingency plans in advance of most potential unforeseen circumstances.	Actively communicates to all stakeholders the importance of the primary goal, but also proactively develops contingency plans in advance of potential or unforeseen circumstances.	Coaches teachers on the importance of developing contingency plans and on how to develop them. Empathetically points out potential pitfalls and risks so others can learn to anticipate the unexpected.
Learning	Becomes defensive or makes excuses when given feedback. Appears reluctant to learn from mistakes or successes. Does not take responsibility for results.	Learns from mistakes by conducting a thorough analysis of the causes of results. Focuses primarily on failures, shortcomings or mistakes to improve results.	Takes responsibility for behavior, mistakes, and results. Learns from successes and failures.	Treats every success and failure as a learning opportunity and actively engages others in learning from their own behavior by using him/herself as an example. Seeks out the root causes of successes and failures to avoid future failures.	Treats every success and failure as a learning opportunity and actively engages others in learning from their own behavior by acting as a role model. Reflects on own behavior and makes improvements even when others are satisfied.

Data-and research-based improvements	Rarely makes or suggests improvements in policies and/or teaching methods. Changes made may not be based on recommendations of experts or data and may not result in improvements.	Uses research on best practices in teaching, leadership and team development to inform improvements in his/her classroom and/or team. Uses data to drive improvement.	Makes improvements in procedures, policies and teaching methods on the basis of recommendations from experts. Uses both qualitative and quantitative data to inform improvements. References previous experience or the experience of others to guide practice.	Uses data from a wide range of credible sources to accurately assess areas for improvement in procedures, policies and teaching methods. Uses current best practices research to inform instruction and policy decisions at the school.	Coaches teachers and staff to use on-going data gathering for continuous improvement. Conducts research on the most effective practices for the school by piloting new programs and collecting concrete data to support or refute use by the school. Teaches Leadership Team, staff and others to use qualitative and quantitative data to assess needed improvements.
Innovation	Rarely listens to suggestions and/or ideas from students, parents and colleagues. Often makes decisions without soliciting input from others.	Clear evidence of participation in one or two programming innovations that have demonstrated improvement in student achievement.	Has demonstrated leadership in one or two programming innovations that have led to improvement in student achievement.	Seeks out and creates regular forums for exploring new ideas and finding ways to take the school from good to great and from great to extraordinary.. Chooses venues, times, and formats that foster creativity and openness to new ideas among participants (including parents, students and teachers).	Proactively seeks out opportunities to experiment with creative and innovative ideas. Coaches others to do the same.

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Role Specific Competencies: Principal

Families

	Below Expectations	Approaching	Meets Expectations	Above Expectations	Master
Engagement	Less than 80% of families attend conferences. Less than 25% of families attend a school-based event at least twice per year.	More than 80% of families attend conferences. More than 25% of families attend a school event at least twice per year.	More than 85% of families attend conferences. More than 50% of families attend a school event at least twice per year.	More than 90% of families attend conferences. More than 75% of families attend a school event at least twice per year.	More than 95% of families attend conferences. More than 90% of families attend a school event at least twice per year.
Communication	Families receive less than 85% of the time: <ul style="list-style-type: none"> • Daily STAR Report • Weekly Classroom Newsletter • Monthly newsletter • Monthly phone call • One other point of communication 	Families receive at 85% rate or above: <ul style="list-style-type: none"> • Daily STAR Report • Weekly Classroom Newsletter • Monthly newsletter • Monthly call • One other point of communication 	Families receive at 90% rate or above: <ul style="list-style-type: none"> • Daily STAR Report • Weekly Classroom Newsletter • Monthly newsletter • Monthly call • One other point of communication 	Families receive at 95% rate or above: <ul style="list-style-type: none"> • Daily STAR Report • Weekly Classroom Newsletter • Monthly newsletter • Monthly call • One other point of communication 	Families receive 100% of the time: <ul style="list-style-type: none"> • Daily STAR Report • Weekly Classroom Newsletter • Monthly newsletter • Monthly call • One other point of communication
Achievement Orientation	Less than 10 parents sit on SAC. Less than 80% feel: <ul style="list-style-type: none"> • School is safe • Staff believe in student success • Strong academic program • People care about their child(ren) 	At least 10 people sit on SAC. At least 80% feel: <ul style="list-style-type: none"> • School is safe • Staff believe in student success • Strong academic program • People care about their child(ren) 	At least 1 rep per grade sit on SAC. 85% feel: <ul style="list-style-type: none"> • School is safe • Staff believe in student success • Strong academic program • People care about their child(ren) 	At least 1 rep per grade sit on SAC. 90% feel: <ul style="list-style-type: none"> • School is safe • Staff believe in student success • Strong academic program • People care about their child(ren) 	At least 2 reps per grade sit on SAC. 95% feel: <ul style="list-style-type: none"> • School is safe • Staff believe in student success • Strong academic program • People care about their child(ren)
Customer Service	Less than 80% or more of families agree that: <ul style="list-style-type: none"> • Administration listens, even if there is not agreement • Staff work to find solutions to problems • Staff is responsive 	80% or more of families agree that: <ul style="list-style-type: none"> • Administration listens, even if there is not agreement • Staff work to find solutions to problems • Staff is responsive 	85% or more of families agree that: <ul style="list-style-type: none"> • Administration listens, even if there is not agreement • Staff work to find solutions to problems • Staff is responsive 	90% or more of families agree that: <ul style="list-style-type: none"> • Administration listens, even if there is not agreement • Staff work to find solutions to problems • Staff is responsive 	95% or more of families agree that: <ul style="list-style-type: none"> • Administration listens, even if there is not agreement • Staff work to find solutions to problems • Staff is responsive
Welcoming Environment	Less than 80% or more families feel welcome on campus and know at least 3 staff members by name.	80% or more families feel welcome on school campus and know at least 3 staff members by name.	85% or more families feel welcome on school campus and know at least 3 staff members by name.	90% or more families feel welcome on school campus and know at least 3 staff members by name.	95% or more families feel welcome on school campus and know at least 3 staff members by name.

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Talent Management

	Below Expectations	Approaching Expectations	Meets Expectations	Above Expectations	Master
Recruitment and Selection	Recruits and selects staff based on personal preference. Selections are not based on clear selection criteria. Little consideration is given to the skill sets required or to the school-wide dynamics. Overall staff performance indicates a weakness in the recruitment and selection process (i.e. exceptionally high turnover rate, poor instructional practice, etc).	Recruits and selects staff based primarily on needs for individual course or skill sets with little consideration for school-wide dynamics.	Recruits and selects a highly effective staff with complementary skill sets and backgrounds.	Develops team selection process so others are trained to recruit talented staff and teachers and also learn effective selection methods. Builds buy-in by involving key stakeholders within the school when hiring critical staff or teachers.	Develops team selection process so others are actively working to recruit talented staff and teachers and also effectively participating in the selection process. Builds buy-in by involving key stakeholders within the school when hiring critical staff or teachers.
Retention	Does little to encourage the retention of the school's most valued employees. Is often negative about the school and rarely stresses the importance of the work being done by the team.	Encourages staff, teachers and other employees to continue working at CCA by extolling the virtues of the school and the importance of the work being done there.	Contributes to the retention of talented employees by providing appropriate incentives and implementing initiatives and policies that make the school a great place to work.	Contributes to the retention of talented employees by providing appropriate incentives and implementing initiatives and policies that make the school a great place to work; takes feedback too make mission-aligned changes to support retention.	Actively seeks out the school's most talented teachers and staff to understand their concerns and needs. Based on these needs, identifies opportunities for their continued professional growth at CCA and helps them overcome organizational obstacles that may impact retention.
Succession	Has no contingency plans for vacancies that may arise.	Maintains adequate staffing levels for all positions (i.e. fills open positions promptly) with individuals from a wide range of experience so successors may be available when needed.	Explicitly builds systems that encourage talent to grow in the organization, and develops multiple successors for own position.	Explicitly builds systems that encourage talent to grow in the organization, and develops multiple successors for own position, as well as all other leadership roles. Develops systems so specific that turnover has less of an impact and succession is easier and more efficient.	Develops and regularly updates a formal succession plan for the school's most critical positions that includes multiple alternatives for each job. Creates development plans that explicitly link to school-wide succession needs and structure's his/her own development around possible opportunities for personal and school progress.

High Performers	Provides limited opportunities for staff to develop in their careers. Expresses a preference that staff remain in their current roles for an extended period of time.	Strives to assign responsibilities to help others develop in their careers.	Explicitly places individuals in roles and assignments that contribute to their personal and career development. Facilitates cross-team and cross school movement when appropriate.	Works collaboratively with individuals to provide opportunities for career growth especially across teams. Coaches Leadership Team members to recognize stretch opportunities for staff and make those assignments.	Works collaboratively with individuals to provide opportunities for career growth that support school mission. Coaches Leadership Team members to recognize stretch opportunities for staff and make those assignments.
Poor Performers	Fails to identify poor performers. Allows poor performance to go unchecked for an extended period of time <i>or</i> makes disciplinary and firing decisions arbitrarily with little to no evidence or documentation.	Identifies shortcomings and missteps of staff and teachers who do not meet expectations but may fail to accurately document these events.	Uses established procedures to justifiably and legally manage out staff who do not meet expectations or fit CCA culture. Coaches leadership team members in how to document and follow procedures for staff who do not meet expectations.	When faced with ineffective employees, helps them to recognize that CCA is not a fit for them so they leave voluntarily and formal procedures are not necessary.	When faced with ineffective employees, helps them to recognize that CCA is not a fit so they leave voluntarily and formal procedures are not necessary. Conversations result in ever deeper investment in and support of the school's mission.
Professional Development	Rarely supports requests from staff for development opportunities.	Provides the school leadership, staff and teachers with development opportunities as requested. Effectively utilizes site professional development time to address the development needs of most teachers. At least 70% of staff find PD helpful in improving student achievement and school culture.	Creates development opportunities for Leadership Team, teachers and staff to be more effective in their roles and progress towards career goals. Effectively differentiates site based PD to support the growth needs of a range of teachers. At least 80% of staff find PD helpful in improving student achievement and school culture.	Works with Leadership Team members so they take ownership of their career growth and begin to pursue their own plans for professional development. Provides differentiated sessions for staff. At least 90% of staff find PD helpful in improving student achievement and school culture. Enough capacity is built where principal facilitates 75% of time.	Works with Leadership Team and staff to take ownership of career growth and proactively pursue their own plans for PD. Holds differentiated sessions (by content and schedule). At least 98% of staff find PD helpful in improving student achievement and school culture. Enough capacity is built where principal facilitates 50% of time.
Individual Development Plans	Less than 80% of staff meet performance goals, based on the staff rubric and individual plans. Less than 60% of staff average proficient. 80% or less of staff go through the Individual Plans at least 3 times per year and regularly include this information in weekly or bi-weekly meetings.	80% of staff meet performance goals, based on the staff rubric and individual plans. 60% of staff average proficient. 85% of staff go through the Individual Plans at least 3 times per year and regularly include this information in weekly or bi-weekly meetings.	85% of staff meet performance goals, based on the staff rubric and individual plans. 70% of staff average proficient. 90% of staff go through the Individual Plans at least 3 times per year and regularly include this information in weekly or bi-weekly meetings.	90% of staff meet performance goals, based on the staff rubric and individual plans. 80% of staff average proficient. 95% of staff go through the Individual Plans at least 3 times per year and regularly include this information in weekly or bi-weekly meetings.	95% or more of staff meet performance goals, based on the staff rubric and individual plans. 90% of staff average proficient. 100% of staff go through the Individual Plans at least 3 times per year and regularly include this information in weekly or bi-weekly meetings.

Data-Driven Support	Classroom observations and feedback is rooted in data less than 50% of the time and is not consistently reported across classrooms. Emails always focus on “helpful hints” but do not consider the staff member’s PD plan. Interventions for students focus on low-performing outliers or significant behavior issues and excuse are entertained as to why (ex. capacity, need, etc.)	Classroom observations and feedback is rooted in data 50% of the time, but is not consistently reported across classrooms. Emails usually focus on “helpful hints” but do not consider the staff member’s PD plan. Interventions for students typically focus on low-performing outliers or significant behavior issues.	Classroom observations and feedback is rooted in data 50-75% of the time, as assigned by the best practices sheet (ex. at bats in RM, hands raised, etc.). Emails usually focus on 2-3 areas of growth that are aligned to PD plan and several other “helpful hints” per week. Interventions for students focus on specific behaviors or overall performance indicators and broadly address with academic or behavior solutions only.	Classroom observations and feedback is rooted in data, as assigned by the best practices sheet (ex. at bats in RM, hands raised, etc.). Emails usually focus on 1-2 areas of growth that are aligned to PD plan and no more than 1-2 other “helpful hints” per week. Interventions for students focus on the root cause of the issue more broadly by all subjects and general student performance.	Classroom observations and feedback is rooted in data, as assigned by the best practices sheet (ex. at bats in RM, etc.). Emails focus on 1-2 areas of growth that are aligned to PD plan and no more than 1-2 other “helpful hints” per week. Interventions for students focus on the root cause of the issue and plans address those root causes (ex. low perf on a standard may require academic intervention, social services, etc)
New Opportunities	Rarely supports requests for resources when opportunities present themselves that may provide strategic benefits.	Supports requests for resources when opportunities present themselves that may provide strategic benefits (e.g. allows teachers to apply for grants they are interested in).	Anticipates and seizes new opportunities that are aligned with strategic goals.	Anticipates and seizes new opportunities that are aligned with strategic goals and recommends different projects to staff based on interest and professional growth. Considers impact and cost efficiency.	Systematically reviews potential opportunities and then assigns staff to pursue each opportunity. Opportunities are assessed based on viability and alignment with school vision, mission and goals.
Staff Satisfaction	Less than 80% of staff are satisfied with CCA overall.	At least 80% of staff are satisfied with CCA overall.	At least 85% of staff are satisfied with CCA overall.	At least 90% of staff are satisfied with CCA overall.	At least 95% of staff are satisfied with CCA overall.
Accountability	Focuses more on effort than results. Rarely engages in goal setting with teachers or students.	Encourages teachers and students to work hard by expressing the importance of achieving results. Strives for success by putting in extra effort to achieve personal and organizational results.	Demonstrates high expectations in all settings by setting goals that challenge teachers, self and students to excel. Focuses on getting results and how they are achieved. Does not confuse effort with results. 80-90% of teachers meet all deliverables and deadlines.	Effectively enlists the support of parents in holding high expectations. Involves teachers in establishing challenging goals for themselves as a way to motivate and encourage standards of excellence. Holds teachers accountable for achieving specific outcomes while actively coaching them on approach (90% meet).	Holds the Leadership Team, school staff and teachers, and families accountable for achieving clear and specific outcomes while actively coaching them on their approach. Holds others accountable for results <i>and</i> how they achieve them. At least 95% of staff meet all deliverables.

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Student Achievement

	Below Expectations	Approaching Expectations	Meets Expectations	Above Expectations	Master
ELA Proficiency	Less than 80% students are at or above grade level bar on the SBAC	80% students are at or above grade level bar on the SBAC	90% students are at or above grade level bar on the SBAC	95% students are at or above grade level bar on the SBAC	100% students are at or above grade level bar on the SBAC
Math Proficiency	Less than 80% students are at or above grade level bar on the SBAC	80% students are at or above grade level bar on the SBAC	90% students are at or above grade level bar on the SBAC	95% students are at or above grade level bar on the SBAC	100% students are at or above grade level bar on the SBAC
Literacy	Less than 85% students grow 1.25 years OR remain above grade level	85% students grow 1.25 years or more OR remain above grade level	90% students grow 1.25 years or more OR remain above grade level	95% students grow 1.25 years or more OR remain above grade level	100% students grow 1.25 years or more OR remain above grade level
Science and Social Science	Less than 80% students are at or above grade level bar on the SBAC	80% students are at or above grade level bar on the SBAC	90% students are at or above grade level bar on the SBAC	95% students are at or above grade level bar on the SBAC	100% students are at or above grade level bar on the SBAC
Writing	Less than 80% of students are at or above grade level	80% of students are at or above grade level	90% of students are at or above grade level	95% of students are at or above grade level	100% of students are at or above grade level
ELA Growth (New Students)	Students at the school for less than 2 years do not grow at least one year	Students at the school for less than 2 years growth at least 1.25 grade levels OR maintain proficiency	Students at the school for less than 2 years growth at least 1.5 grade levels OR maintain proficiency	Students at the school for less than 2 years growth at least 1.75 grade levels OR maintain proficiency	Students at the school for less than 2 years growth at least 2 grade levels OR maintain proficiency
Math Growth (New Students)	Students at the school for less than 2 years do not grow at least one year	Students at the school for less than 2 years growth at least 1.25 grade levels OR maintain grade-level proficiency	Students at the school for less than 2 years growth at least 1.5 grade levels OR maintain grade-level proficiency	Students at the school for less than 2 years growth at least 1.75 grade levels OR maintain grade-level proficiency	Students at the school for less than 2 years growth at least 2 grade levels OR maintain grade-level proficiency

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Driving a Culture of Achievement

	Below Expectations	Approaching Expectations	Meets Expectations	Above Expectations	Master
Attendance	Overall attendance is less than 95%	Overall attendance is 95%, but 3 rd grade and older is greater than 96%	Overall attendance is 96%, but 3 rd grade and older is greater than 96%	Overall attendance is 97%, but 3 rd grade and older is 98%	Overall attendance is above 98%
Collegiate Work	CW completion rates are less than 70%, and represent low quality, sloppy, or careless student work, CW is not universally differentiated and may be too easy or too difficult for more than 50% of students.	CW completion rates are 80% or greater, and represent high quality student work, CW is not universally differentiated and may be too easy or too difficult for more than 25% of students.	CW completion rates are 85% or greater, and represent high quality student work, CW is somewhat differentiated, but may not be universally based on student independent work level.	CW completion rates are 90% or greater, and represent high quality student work, CW is appropriately differentiated based on student independent work level most of the time.	CW completion rates are 95% or greater, and represent high quality student work, CW is appropriately differentiated based on student independent work level.
Community and College	Less than 85% of students able to discuss the mission of the school. Community highlights college, achievement, and character less than 80% of the time.	85% of students able to discuss the mission of the school and reflect college-going culture. Community highlights college, achievement, and character more than 60% of the time.	90% of students able to discuss the mission of the school and reflect college-going culture. Community highlights college, achievement, and character more than 70% of the time.	95% of students able to discuss the mission of the school and reflect college-going culture. Community highlights college, achievement, and character more than 80% of the time.	100% of students able to discuss the mission of the school and reflect college-going culture. Community highlights college, achievement, and character more than 90% of the time.
Office Referrals	Officer referrals, on average, represent more than 15% of overall students after 3 rd grade, or for students enrolled for more than 2 years. Kinder and 1 st grade referrals do not decline steadily throughout the year and represent more than 15% of students by T3. Less than 80% referrals are T2 and T3 referrals.	Officer referrals, on average, represent fewer than 15% of overall students after 3 rd grade, or for students enrolled for more than 2 years. Kinder and 1 st grade referrals decline throughout the year to represent fewer than 15% of students by T3. 80% referrals are T2 and T3 referrals for high-priority PRIDE violations.	Officer referrals, on average, represent fewer than 10% of overall students after 3 rd grade, or for students enrolled for more than 2 years. Kinder and 1 st grade referrals decline steadily throughout the year to represent fewer than 10% of students by T3. 90% referrals are T2 and T3 referrals for high-priority PRIDE violations.	Officer referrals, on average, represent fewer than 8% of overall students after 3 rd grade, or for students enrolled for more than 2 years. Kinder and 1 st grade referrals decline steadily throughout the year to represent fewer than 10% of students by T3. 95% referrals are T2 and T3 referrals for high-priority PRIDE violations.	Officer referrals, on average, represent fewer than 5% of overall students after 3 rd grade, or for students enrolled for more than 2 years. Kinder and 1 st grade referrals decline steadily throughout the year to represent fewer than 5% of students by T3. 100% referrals are T2 and T3 referrals for high-priority PRIDE violations.
Send-Homes or Parent Calls	Less than 70% of students being sent home early have a conversation with an administrator. Admin follows-up on progress and proactive solutions to prevent send-homes occur less than 80% of the time after 3 send-homes and reduce frequency of send-homes by less than 10%	70% of students sent home early have a conversation with an administrator on preventive future methods. Admin follows-up on progress and proactive solutions to prevent send-homes occur 85% of the time after 3 send-homes and reduce frequency of send-homes by 20%.	80% of students sent home early have a conversation with an administrator on preventive future methods. Admin follows-up on progress and proactive solutions to prevent send-homes occur 90% of the time after 3 send-homes and reduce frequency of send-homes by 30%.	90% of students sent home early have a conversation with an administrator on preventive future methods. Admin follows-up on progress and proactive solutions to prevent send-homes occur 95% of the time after 3 send-homes and reduce frequency of send-homes by 40%.	100% of students sent home early have a conversation with an admin on preventive future methods. Admin follows-up on progress and proactive solutions to prevent send-homes occur 100% of the time after 3 send-homes and reduce frequency of send-homes by 50%+..

Suspensions	More than 5% of students are suspended and multiple students are suspended more than 3 times per year, many of which were preventable with stronger supports and interventions. Less than 70% of suspensions are centered on students who have been at the school for two years or less.	Fewer than 5% of students are suspended and no student is suspended more than 5 times per year, with many of these suspensions being preventable with stronger interventions. 70% of suspensions are centered on students who have been at the school for two years or less. Disproportionate suspensions for SPED and AA students.	Fewer than 4% of students are suspended and no student is suspended more than 4 times per year due to effective interventions and successful collaboration with families and use of restorative justice and alternative strategies. 80% of suspensions centered on students who have been at school for two years or less. Two subgroups may be slightly over-represented.	Fewer than 3% of students are suspended and no student is suspended more than 3 times per year due to effective interventions and successful collaboration with families and use of restorative justice and alternative strategies. 90% of suspensions centered on students who have been at school for two years or less. Two subgroups may be slightly over-represented.	Fewer than 2% of students are suspended and no student is suspended more than 2 times per year due to effective interventions and successful collaboration with families and use of restorative justice and alternative strategies. 98% of suspensions are centered on students who have been at the school for two years or less. No subgroup is over-represented.
School Culture Audits	School measures 4 or higher on fewer than 60% of the indicators, with more than ten rows falling below 3. Less than 70% of growth targets are met and leader has selected several key areas, though these areas may not be key levers for school progress and growth.	School measures 4 or higher on 60% or more of the indicators, with no more than ten rows falling below 3. 70% of growth targets are met and leader has selected several key areas, though these areas may not be key levers for school progress and growth.	School measures 4 or higher on 70% or more of the indicators, with no more than five rows falling below 3. 80% of growth targets are met and leader accurately identifies key levers for focus areas, and a general way to measure change. Plan may require additional supports.	School measures 4 or higher on 80% or more of the indicators, with no score falling below 3. 90% of growth targets are met and leader accurately identifies key levers for focus areas, with a strong plan to measure change.	School measures 4 or higher on 90% or more of the indicators, with no score falling below 3. 100% of growth targets are met and leader accurately identifies key levers for focus areas, as well as accurate, valid, and appropriate measures and change implementation.

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Achievement and Performance Orientation

	Below Expectations	Approaching Expectations	Meets Expectations	Above Expectations	Master
Special Education	Less than 100% compliance; IEPs are not written to maximize supports and funding; no processes are used for referring students that are aligned to academic achievement and mission; achievement gap with SPED students compared to the cohort is more than 10%	100% compliance; IEPs are written to maximize supports and funding; achievement gap with SPED students compared to the cohort is less than 10%	100% compliance; IEPs are written to maximize supports OR funding; achievement gap with SPED students compared to the cohort is less than 7%	100% compliance; IEPs are written to maximize supports and funding; achievement gap with SPED students compared to the cohort is less than 5%	100% compliance; IEPs are written to maximize supports and funding; clear processes are used for referring students that are aligned to academic achievement and mission; achievement gap with SPED students compared to the cohort is less than 2%
Relationship with SCUSD	Less than 80% communications are positively framed, while the rest are neutral, with some negative. SCUSD holds neutral or negative impression of CCA. Superintendent and Board receive required updates. Multiple deliverables are late.	80% communications are positively framed, while the rest are neutral. SCUSD holds favorable impression of CCA. Superintendent and Board receive bi-annual updates. All deliverables turned in on time, with no more than two exceptions.	90% communications are positively framed, while the rest are neutral. SCUSD holds favorable impression of CCA. Superintendent and Board receive quarterly updates. All deliverables turned in on time, with no more than one exception.	100% communications are positively framed. SCUSD holds highly favorable impression of CCA. Superintendent and Board, as well as key staff receive quarterly updates. All deliverables turned in on time.	100% communications are positively framed. SCUSD holds highly favorable impression of CCA. Superintendent and Board receive quarterly updates, and key staff receive monthly positive emails. All deliverables turned in on time.
Managing Resources	Resources are mis-managed. Is unable to accurately account how resources have been or will be used to help accomplish school goals.	Uses available resources responsibly but may not be able to quickly and easily assess current resources and resource needs.	Manages resources (people, funding, materials, equipment etc.) effectively to support the school's long and short term goals.	Establishes and maintains tracking systems (e.g. inventory controls for books, donor databases for fundraising) to optimize resources and align them with school strategy.	Establishes and maintains tracking systems (e.g. inventory controls for books) to optimize resources and align them with school strategy. Finds ways to improve existing strategy.

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