

Board of Director's Policy Governance 200 Series

Policy # 200.8

Executive Director Evaluation and Goal Setting Policy

PURPOSE AND OBJECTIVE

The Executive Director is responsible for ensuring that students achieve at the highest levels. Recruiting and retaining exceptional school leaders is a means by which our School ensures exceptional achievement. It is the Executive Director's responsibility to champion its leaders, build and nurture trust, encourage and reward candor, and address challenges proactively and in partnership with the staff. The evaluation process allows the Board to engage formally with its Executive Director about performance strengths and challenges and to discuss professional development opportunities.

OBJECTIVES FOR A SCHOOL LEADER EVALUATION

- Foster explicit communications at regular intervals between the Board and the Executive Director regarding personal performance, progress against goals, and accountability,
- Develop clear performance measures and goals so the Executive Director's work is aligned with and supports the school's strategic direction,
- Discuss the Executive Director's performance throughout the school year, allowing for opportunities to revise performance expectations, goals, and professional development plans,
- Create opportunities to discuss long-term leadership needs of the school throughout the year,
- Provide opportunities for professional development, where needed,
- Provide an opportunity via self-assessment for the Executive Director's to reflect on their performance,
- Evaluate the Executive Director's ability to perform the core competencies of the position and to complete pre-defined goals, recognizing successful completion of goals and addressing performance issues associated with incomplete goals,
 - o Reward performance according to results achieved and behaviors demonstrated.
 - o Address performance concerns and develop targeted professional development plans to improve performance.

TIMELINE

EXECUTIVE DIRECTOR EVALUATION TIMELINE	
Month	Tasks
June	✓ During the strategic session of the board retreat, the board and Executive Director collectively establish Executive Director's Goals* and professional development/improvement plan (if required)
July/August	✓ Goal and professional development plan (if required) are finalized at the Board Meeting
January	✓ 6-month progress check in ✓ If necessary, jointly adjust goals
May	✓ Executive Director completes self-assessment ✓ Board conducts evaluation in accordance with Board procedure ✓ Executive Director and Board summarize assessment results

* Goals will be determined in accordance with the Board procedure and the Strategic Plan and be revisited on a biannual basis. The Board will follow the procedures to ensure ample feedback opportunities for evaluation metrics.

It is the understanding of the Board and the Executive Director that the Board evaluates the Executive Director's performance based on progress being made toward the achievement of these expectations along with overall performance relative to the usual responsibilities of the Executive Director.

Results of the evaluation directly inform salary adjustments and other compensation.

EXECUTIVE DIRECTOR RATING SCALE & EVALUATION TEMPLATE

Rating Scale								
Rating		Definition	Details					
4	Distinguished	Performance has continually exceeded the criteria	Noteworthy evidence and data demonstrates the Executive Director's performance has had an exceedingly positive impact on students, staff, community relations and/or program outcomes. The board should cite specific data or evidence that supports this rating.					
3	Proficient	Performance consistently meets the criteria	Noteworthy evidence and data demonstrates the Executive Director's performance maintains effective results and good relations with students, staff, community members and satisfactory program outcomes. The board should cite specific data or evidence that supports this rating.					
2	Basic	Performance is inconsistent and partially meets the criteria	Noteworthy evidence and data demonstrates the Executive Director partially met the criteria and desired results. Performance has made some gains toward relations with students, staff, and community members and has moderately impacted program results.					
1	Unsatisfactory	Performance does not meet the criteria and requires significant improvement	Noteworthy evidence and data demonstrates the Executive Director's performance has not met the criteria or desired results. Performance has not made any gains in program results or toward relations with students, staff, and community members. The board should cite specific data or evidence that supports this rating.					
N/A	No Rating	Insufficient Information to Provide Rating	Choosing "No Rating" does not impact Performance Rating score.					

The overall rating for each category will be based on the average of all responses received.

Goals								
#	Goal	Goal deliverables should include, but not limited to:	Source of Measurement	Distinguished Continually exceeds the criteria	Proficient Consistently meets the criteria	Basic Partially meets the criteria	Unsatisfactory Does not meet the criteria	No Rating Insufficient Information to provide rating
1				0	0	0	0	0
2				0	0	0	0	0
3				0	0	0	0	0
4				0	0	0	0	0
5				0	0	0	0	0
6				0	0	0	0	0
Score				0	0	0	0	0

Standards		
#	Standard	Description
1	Living a Mission and Vision Focused on Results	The Executive Director works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results
2	Leading and Managing Systems Change	The Executive Director creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities
3	Improving Teaching and Learning	The Executive Director works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students
4	Building and Maintaining Collaborative Relationships	The Executive Director creates a collaborative school community where the school staff, families, and community interact regularly and share ownership for the success of the school
5	Leading with Integrity and Professionalism	The Executive Director works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others
6	Creating and Sustaining a Culture of High Expectations	The Executive Director works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning

A summary overview of standards will be delivered to ISBE upon completion as required by 105 ILCS 5/24A-20.

In addition to annual goals and competencies, the Executive Director is responsible for satisfactory execution of the responsibilities outlined within *Section D. Powers and Duties of the Executive Director Employment Contract*.

Adoption Dates:

Revised and Adopted: May 26, 2026

Revised and Adopted: September 22, 2026