7 Indicators of Excellence Evaluation Tool
Administrator Evaluation: Postings and Assurances
Non-State Approved Evaluation Tool—District Approved
Evaluation Tool

CS Partners' 7 Indicators Evaluation Tool for school leaders is a blend of prominent research in education and successful charter school management. CS Partners believes that the major indicators of how successful a leader, and therefore a school, will be cannot ignore the management skills that influence the quality of employees, the longevity and productivity of those employees, and consumer desire, needs and satisfaction alongside the major indicator of school success—student achievement as measured by college and career readiness.

CS Partners' 7 Indicators Evaluation Tool encompasses all of this research and theory by identifying seven areas of evaluation that reflect outcomes using value-added measures and by evaluating the efforts or inputs of the school leader to positively influence the outcomes.

At the heart of the tool are the *Correlates of Effective Schools[1]* Lawrence Lezotte and Ronald Brown's landmark research that boiled down to seven correlates the common qualities of schools that had unusual success. That is, when considering the demographic qualities of schools, many performed significantly better than their comparative schools or districts. Lezotte and Brown's research quickly identified, named, and described the practices in place in these schools that result in above-average achievement. CS Partners uses these seven correlates to train, advise, and evaluate leaders on each of these qualities.

Robert Marzano's synthesis of research on *School Leadership that Works[2]* is equally important to the evaluation tool, and reflected in each of the Indicators, most notably in the expectation that leaders will develop and inspect instruction in their school to guarantee that it reflects rigor and high expectations through the use of "high yield" strategies in classrooms.

The 7 Indicators Evaluation Tool relies on data to indicate that leaders are annually improving. Student achievement; enrollment, retention and attendance; compliance; and managing the budget are unique for charter school leaders. Because charter school leaders have control over their budgets and the people responsible for maintaining 100% compliance with their authorizers and the MDE, as well as the performance of the school staff it is critical that they act as CEO's of their organization. The Walton Foundations guide to constructing performance measures[3], informs the structure and format of the evaluation process as school leaders set goals within each of the 7 Indicators.

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[1] Lezotte, L., McKee-Snyder, K. (2011) *What effective schools do: Re-envisioning the correlates.*Bloomington, IN: Solution Tree Press.

[2] Marzano, R.J., Waters, T., & McNulty, B. (2005*). School leadership that works: From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development.

[3] Holley, M.J., Carr, M.J., King, M.H. (n.d.) *How to construct performance measures 2.0: A brief guidefor education reform grant applicants to the Walton Family Foundation.* Available at: http://www.waltonfamilyfoundation.org/~/media/documents/how-to-construct-performance-measures--education.pdf?la=en

Looking beyond just best practices in schools, and the fact that charter school leaders have a remarkably different role to play than a traditional public school leader, the 7 Indicators of Excellence Evaluation Tool looks to successful business, organizational, and leadership strategies that empower its leaders, and by extension their staff, to build positive, collaborative and dynamic school communities. The category of Innovation in the 7 Indicators Evaluation Tool is an opportunity for leaders to document their progress toward becoming a successful, unique choice in their local community. Training for leaders in how to achieve this is provided through the study, analysis and evaluation of Mark Murphy's work on hiring, evaluation, compensation and work culture[4], study of motivation from Dan Pink[5], and the importance of effective strategic planning from Simon Sinek.[6]

Embedded in all of the aspects of the 7 Indicators Evaluation Tool is current research on school reform from TNTP (formerly The New Teacher Project)[7], the Walton Foundation's research on school success and leadership,[8] and the Gates Foundation Measures of Effective Teaching[9] multi-year research project that identifies the qualities of effective teaching as well as the organizational structures necessary in schools to promote teacher retention and student success. Research funded by the Education Trust[10] also informed the 7 Indicators Evaluation Tool by providing clear distinctions between the beliefs and practices of the most successful leaders, particularly in high poverty schools, and less successful leaders across the country. Finally, research from New Leaders[11] on how great leaders develop teachers, manage talent and provide a great place to work rounds out the research that has informed each aspect of the 7 Indicators Evaluation Tool.

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[4] Murphy, M. (2012) *Hiring for attitude.* New York, NY: McGraw Hill.

[5] Pink, D. (2009) *Drive: The surprising truth about what motivates us.* New York, NY: Riverhead Books.

[6] Sinek, S. (2009) *Start with why: How great leaders inspire everyone to take action.* New York, NY: Penguin Books.

[7] TNTP Publications: *The Irreplaceables (2012); Greenhouse Schools (2012); The Mirage (2015); The Widget Effect (2009).* Available at: http://tntp.org/publications

[8] Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student learning. New York, NY: Wallace Foundation. Available at: http://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf

[9] Archer, J., Cantrell, S., Holtzman, S., Joe., J., Tocci., C., Wood, J. (2016) *Better feedback for better teaching: A practical guide to improving classroom observations.* San Francisco, CA: Jossey Bass

[10] Chenoweth, K., Theokas, C. (2011) *Getting it done: Leading academic success in unexpected schools.* Cambridge, MA: Harvard Education Press.

[11] Ikimoto, G., Taliaferro, L., Adams, E. (November 2012). *Playmakers: How great principals build and lead great teams of teachers.* Retrieved from: http://www.newleaders.org/newsreports/publications/playmakers/

The 7 Indicators Evaluation Tool is the result of numerous educators more than two decades of experience in the field as teachers, leaders, researchers, professional development leaders and school designers.

<u>Lead Developers</u>

Chuck Stockwell is the founder of Charyl Stockwell Academy, a high performing, "School of Excellence" Michigan Public School Academy. With the help of former staff from the school, Chuck Stockwell also founded CS Partners and continues to serve as the company's senior advisor. CS Partners is an educational consulting and management company that works with over 30 public charter schools in Michigan. Mr. Stockwell began working in Michigan Public Charter Schools in 1995, and was a 2003 winner of the Michigan Association of Public School Academies Leadership award. In addition to his work in charter schools, Chuck has twenty-five years' experience in traditional public education as a teacher, ISD program developer and consultant, central office administrator, community college trustee, and elementary school principal. He also has experience in facilities development and construction, as well as school strategic planning including marketing and mission/vision development. He is an expert in early childhood development, elementary education, and special education.

Jim Perry earned his Bachelor of Arts in Psychology and Master of Arts in Education from the University of Michigan. He has over 18 years of experience in education with 12 years as a school leader. Jim has particular interest incorporating experiential education into the small high school model. Most recently he led a development team in researching, planning and ultimately successfully opening two innovative high schools that offer highly engaging project based learning, online course work and flexible scheduling to offer non-traditional high school students a unique and personalized high school education. Jim specializes in strategic planning in a mission-driven organization, hiring, developing and rewarding successful professionals, and realizing the goals of school reform.

Laura Moellering earned her bachelor's degree in Secondary Education in English and Psychology, and her master's degree in Curriculum and Instruction, both from Eastern Michigan University. In addition to having been a high school classroom teacher and school leader, Ms. Moellering works with school boards to determine how to best implement their vision and how to keep core values at the center of school practice and decision-making. She co-designs and leads an annual Leaders Academy for school leadership teams across CS Partners where current research is studied and leaders have an opportunity to work with colleagues from different schools to share ideas and expertise. Laura has written curriculum and education programs, and has trained leaders and teachers in how to make those a reality in their school.

Fred Borowski earned an associate degree at San Diego City College after serving as a Sergeant in the United States Marine Corps; earned a baccalaureate degree in education from Wayne

State University, and received his master of education degree from Wayne State University, Detroit, Michigan. Fred has more than 34 years' experience in education in Michigan, serving as a teacher, private school principal, designer and leader of a lab school at Wayne State University and leader of several new charter schools. Fred has deep knowledge of leadership, and building effective leadership teams and has presented at several national conferences.

Comerlynn C. Trout has over 30 years of experience in education. Earning a Bachelor of Science in Education from Bowling Green State University in Ohio and later earning a Master of Arts in Education Administration and Supervision from University of Phoenix. Comerlynn has worked as a teacher and School Leader in K-12 urban schools with diverse populations. Her experiences cover every aspect of both traditional and charter schools including leading a technical high school. Comerlynn is the Founding Principal of both a middle and secondary charter school; has trained and coached teachers and school leaders; worked with teams to develop curriculum; collaborated with business, community leaders and parents in support of school improvement; led school improvement teams to improve teaching and learning for all students and trained to lead schools in project based teaching and learning.

Pilot Leaders

The school leaders who are evaluated with this tool are contributors to its development and will be involved in its evolution as we continue to learn from one another and partner in solving the complexities and challenges in developing high performing schools for all students.

Evidence

Reliability

The reliability of the 7 Indicators Evaluation Tool is grounded in the use of research from Robert Marzano and Lawrence Lezotte. Multiple observations, trainings, and the evaluation of pre-defined evidence and goals for that evidence lead to a reliable tool that is accurate in evaluating the effectiveness of school leaders in different settings and at different levels of experience.

Validity

Because the 7 Indicators Evaluation Tool is clear in its definitions of what a successful school will look like in whatever stage of development it is in, the tool is designed to measure the effectiveness of a charter school leader accurately. Additionally, the format of the tools implementation, with embedded training, mentoring and conferencing defines success for the charter school leader in Michigan.

Efficacy

The developers of the tool, as well as the school leaders who have been evaluated under it for the past few years indicate, anecdotally, that it effectively guides the evaluator and school leader in identifying weaknesses in their leadership or administration as well as defining areas where school leaders are particularly successful.

Framework

CS Partners' 7 Indicators of Excellence School Leader Evaluation

Correlates of Effective Schools

Over the course of more than a decade of research, Lawrence Lezotte and Ron Edmonds identified seven correlates that were present in all high performing schools. The seven factors that were found to be essential are:

1. Making all decisions based on a clear and focused mission
2. Maintaining high expectations for all
3. Providing instructional leadership
4. Maximizing the opportunity to learn and time on task
5. Creating a safe and orderly environment
6. Building strong home-school relationships
7. Monitoring student progress (data driven decision making)

Each school leader is responsible for monitoring each of these components and for collecting evidence related to each is a part of the continuous school improvement process.

SEVEN INDICATORS OF EXCELLENCE

Highly Effective	Effective	Minimally Effective	Ineffective
The highly effective leader monitors each indicator through a variety of data sources. This leader makes decisions based on research of what works best in schools instead of the way things have always been done. He or she speaks in a manner that maintains a consistent focus on the mission of the school and the belief that all children can succeed at high levels. The highly effective leader is	The effective leader knows that the school is responsible for the success of its students and steers teacher discussions about school practices to seeking school-based solutions to issues. Similarly, this leader pays attention to the results of stakeholder surveys and takes personal ownership of them. This leader develops teacher leaders and ensures that teachers have collaborative time that is not only	The minimally effective leader is succumbing to staff complaints about students, families or co-workers by accepting their frustrations as excuses for poor performance. This leader mistakenly believes that keeping problems away from staff will lighten their work load and fails to give teachers enough information, control, and autonomy over their work with regard to analyzing their data, setting goals associated	The ineffective leader is focused on developing the basic skills students need and therefore students in this school never encounter high quality content or engaging instruction. An ineffective leader is one who makes excuses for poor data based on the school culture, community, or climate without owning that those aspects are controllable at the leadership level. The ineffective leader changes

innovative in the application of resources that maximize student learning and time on task and has a supportive community of parents and families. The highly effective leader is engaged in "second-order" change that is moving staff from compliant behaviors to a genuine and deep understanding of the schools' mission and teaching and learning in general.	productive, but also positive and results oriented. This leader either is the instructional leader or has one that is highly engaged in the construction of instructional units that align with learning goals.	with data, and reflecting on their progress toward those goals. The minimally effective leader makes decisions to mollify stakeholders rather than in alignment with the schools' mission.	plans at the school frequently, causing student and staff disruption and a loss of confidence in the leaders' decision making or understanding of the school's mission.

Evidences

Stakeholder surveys. Student achievement, enrollment and retention data, staff retention data.

Notes

Marzano's Instructional Strategies

SEVEN INDICATORS OF EXCELLENCE

Robert Marzano's research has identified 41 strategies that when implemented in the classroom have documented evidence for improving student achievement. The Marzano Research Laboratory has compiled these strategies into both a manual and a guide for the supervision of teachers that CS Partners' school leaders are expected to use.

School leaders will use a teacher evaluation tool that incorporates the use of these strategies and will provide teachers with feedback, coaching, guidance and leadership in the implementation of these instructional tools. School leaders will expect teachers to be skilled in organizing these practices under the following instructional design questions:

1. How does the teacher establish and communicate learning goals, track student progress and celebrate success?
2. How does the teacher help students effectively interact with new knowledge?
3. How does the teacher help students practice and deepen understanding of new knowledge?
4. How does the teacher help students generate and test hypotheses about new knowledge?
5. How does the teacher engage students?
6. How does the teacher maintain classroom rules and procedures?
7. How does the teacher establish and maintain effective relationships with students?
8. How does the teacher recognize and acknowledge adherence and lack of adherence to classroom procedures?
9. How are high expectations communicated to all students?
10. How does the teacher develop effective lessons organized into a cohesive unit of study?

Highly Effective	**Effective**	**Minimally Effective**	**Ineffective**
The highly effective leader communicates to teachers the expectations of the school with regard to teaching and learning from the hiring process on through the evaluation. He or she makes sure that time is allotted for teachers to develop and share best practices and feedback about instruction is specific and actionable. This leader has teachers set professional goals around their instructional practices and develops a virtuous cycle of improvement where teachers have a deep, intellectual understanding of the circumstances under which students learn best and continuously revise their practices and raise their expectations of student learning. In this school, teachers, students and parents all speak about the approach to instruction in the same way and understand why the school teaches in this fashion.	The effective leader has a well-established system in place to share and discuss the instructional expectations throughout the school. Teachers in this school understand that the key to student learning is in pedagogy and the leader supports them by providing professional development, resources, and frequent consultation. This leader uses teacher leaders or an instructional leader to stay involved in unit development where assessments and instruction are tightly aligned with learning goals and lets teachers know that student engagement is not only the teacher's responsibility but also a dynamic goal that requires constant attention and careful planning.	The minimally effective leader completes teacher observations and provides feedback but does not have a system in place for teachers to monitor their progress in becoming a better teacher. Teachers in a minimally effective leaders' school do not have adequate time to collaborate with peers and staff meetings are focused on procedural or calendar items instead of teaching and learning. This leader may request teachers to submit weekly lesson plans but never does anything with those submissions, creating teacher resentment and mistrust about the leader's capabilities.	The ineffective leader fails to complete required teacher evaluations or provide feedback to teachers. This leader does not have a system in place to support new teachers and does not make sure that new teachers are mentored appropriately. Teachers in this school work in isolation and do not share a common understanding of what instruction should look like.

Evidences

Student achievement. Teacher evaluation and observation logs. Teacher professional goal setting directly

related to student achievement. REP completed on time. High teacher satisfaction in surveys, and high teacher retention.

<u>Notes</u>

Student Achievement

Academic achievement of all students is the main success measure of a school. Part of the vision of an academy is how all stakeholders believe the teaching and learning process should proceed. The tests that measure academic achievement and the expected scores on those tests are all determined by that vision.

Each school is expected to meet or make demonstrable progress towards the following academic goals:

1. The academy will be in the 50th percentile or above on the state's top to bottom list or will have a consistent upward trend.
2. Students will take either the Scantron Performance Series (PS) or Northwest Evaluation Association (NWEA) test each year and will meet the College and Career Readiness benchmarks or show measurable progress toward meeting the benchmarks.
3. Students taking the required state assessments will outperform students in the composite resident district.

SEVEN INDICATORS OF EXCELLENCE

Highly Effective	Effective	Minimally Effective	Ineffective
The highly effective leader has a school where student growth and achievement are continuously improving. In addition to the work of the effective leader, this leader is particularly focused on sub-groups and makes sure that all students, including special education, gifted and talented, and economically disadvantaged students are all growing in equal measure. The highly effective leader engages staff in analyzing student data and in seeking solutions for weaknesses through the use of study groups, and monitoring the effects of efforts on student achievement.	The effective leader has created a culture around student achievement that includes regular analysis of student data that goes beyond standardized assessments to include reflection on student success in unit plans. This leader has all staff involved in discussions of student learning and achievement and collectively owning the success of the school. In this school, teachers work with one another to share their successes and are provided with opportunities to lead upon showing success. The leader has a system in place to identify students at-risk of learning failure including an attendance monitoring plan that encourages consistent school attendance.	The minimally effective leader cannot sustain student growth over time and is reluctant to make significant decisions with regard to teacher effectiveness. This leader does not communicate a sense of urgency with regard to maximizing student learning and does not advise teachers on how to improve student learning. Data is used inconsistently in this school and teachers do not feel that they have control over student results or how they will be evaluated with regard to achievement.	The ineffective leader does not use data consistently with teachers and is poorly equipped to understand and use data to inform discussion. The ineffective leader does not make explicit connections between student achievement and attendance, the use of resources, classroom culture, or instructional methodology to provide teachers with the support needed to improve. Initiatives that are begun are quickly forgotten and teachers look at new efforts as just another new thing that will be discarded in a short time.

Evidences

State assessment data. Authorizer assessment data. Teacher progress on Student Learning Objectives. Stakeholder surveys. Attendance data.

Notes

Student Enrollment & Retention 4

Retention of students year over year is dependent on parent and student satisfaction related to all aspects of the school but particularly student achievement and student connectedness to school and their classroom. Consistent retention of students allows the academy to have the necessary time to positively impact student achievement, personal success and continue to build a positive school climate and culture. A high percentage of student retention is essential to the success of the academy.

Given the importance of retention, a school should have an 80% retention rate. If a school is not yet at 80%, the expectation is that retention will increase every year.

School leaders will maintain a record of all students who leave the academy and the reason for doing so and will create and meet a 5 year enrollment plan.

Academies will create a procedure that proactively addresses student attrition that will include a plan to:

- Engage and partner with parents
- Cultivate relationships
- Pay attention to warning signs that a family may be leaving

SEVEN INDICATORS OF EXCELLENCE

Highly Effective	Effective	Minimally Effective	Ineffective
The highly effective leader has built a culture around student retention that recognizes that families that feel they are heard and valued and whose children are well cared for and learning will not leave their school unless their life circumstances change. The highly effective leader employs tools and processes that help all school staff understand their role in creating an environment where not only do students and families stay, but that there is a high community desire to attend their school.	The effective leader has a procedure in place that has capable and responsible people managing re-enrollment that results in clear enrollment numbers by early spring. The effective leader runs enrollment early and keeps new families engaged up until the start of school. The effective leader does not try to be all things to all people, but instead communicates the vision and mission of the school so that students and families appreciate and understand the school.	The minimally effective leader accepts convenient excuses from families instead of being reflective about the reasons families are leaving. The minimally effective leader designs procedures for re-enrollment and enrollment that do not respect families or communicate low-expectations to families and staff about how and why decisions are made about what school to attend.	The ineffective leader retains less than 60% of students and does not accept responsibility for student mobility. An ineffective leader accepts anecdotal reasons without trying to establish the actual reasons.

Evidences

Enrollment retention data. Student mobility and graduation rates. Use of student attrition tracking tools.

Notes

Balanced Budget

Academies will operate within a balanced budget each year. School leaders will be conservative in their estimate of enrollment and will make those decisions based on anticipated expenses, historical enrollment and retention information and projections for funding.

With the exception of emergencies or unanticipated reduced funding, an academy will not use the fund balance and will maintain it at 10-15% of annual revenue. If an academy is not yet at a 10% fund balance, 1% will be contributed each year until this standard is reached.

SEVEN INDICATORS OF EXCELLENCE

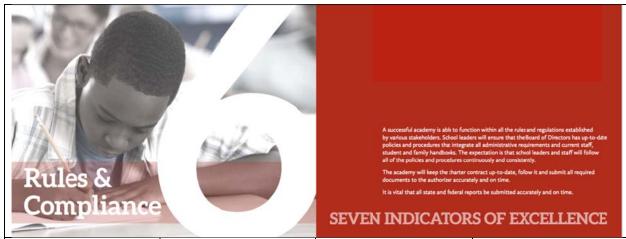| Highly Effective	Effective	Minimally Effective	Ineffective
The highly effective leader works with the Board of Directors and CS Partners to identify areas of need and dedicate funds to those areas. This leader seeks to solve problems through analysis and in doing what is best for students. He or she doesn't "throw people at problems" and operates as leanly as possible while compensating individuals competitively and commensurate with the value they bring to the school. This leader brings stakeholders into budget conversations in a way that helps everyone understand budget limitations as well as opportunities.	The effective leader plans the budget in conjunction with the board, and the Budget Manager, HR Specialist and Director of School Leadership at CS Partners and maintains spending within categories throughout the year. To be effective, this leader would work with the board and CS Partners to identify the strategic use of funds to improve student learning in innovative and creative ways.	The minimally effective leader is reactive and does not make decisions based on student needs. He or she does not give programs time or support to work and makes expensive changes quickly. This leader struggles making the right decisions when budget revisions are required. The minimally effective leader spends into fund balance and does not have a sustainable plan in place to prevent that from occurring again.	The ineffective leader does not adequately consult with the DSL or their Budget Manager when committing to purchases or increases in salaries or staffing resulting in budget issues. The ineffective leader does not have adequate oversight over the approval of and use of PO's in the ReqLogic system.

Evidences

In addition to a balanced budget, consistent use of Leader Report. Salaried and hourly staff paid at a competitive wage. Effective and appropriate use of all grant funds, annually.

Notes

Rules & Compliance

A successful academy is able to function within all the rules and regulations established by various stakeholders. School leaders will ensure that the Board of Directors has up-to-date policies and procedures that integrate all administrative requirements and current staff, student and family handbooks. The expectation is that school leaders and staff will follow all of the policies and procedures continuously and consistently.

The academy will keep the charter contract up-to-date, follow it and submit all required documents to the authorizer accurately and on time.

It is vital that all state and federal reports be submitted accurately and on time.

SEVEN INDICATORS OF EXCELLENCE

Highly Effective	Effective	Minimally Effective	Ineffective
The highly effective leader avails his or herself of the resources available at CS Partners or within their school to complete all compliance requirements in a timely fashion. This leader uses compliance activities to continuously reflect on and improve academy operations. The highly effective leader does not have a top-heavy administrative staff to complete compliance items.	The effective leader monitors the compliance calendar and employs staff to complete tasks in a timely fashion. This leader delegates but at times is unsure of what the result is. The effective leader responds quickly to requests for information or documentation and knows how to prioritize compliance activities as they relate to the whole of academy operations and needs.	The minimally effective leader misses deadlines or is unresponsive to offers of help and assistance from CS Partners. This leader promises to have work completed but frequently misses the deadlines. The minimally effective leader fails to put the right amount of resources into compliance matters— either having too many people working on a single project or too few.	The ineffective leader misses important submission deadlines and is not responsive to reminders or requests. This leader struggles to find balance in getting academy compliance work done in conjunction with everyday events and is often pulled off task.

Evidences

Authorizer compliance percentage report. 100% success on OFS, MiTap or special education audits.

Notes

Charter schools provide an opportunity to enact educational reform in a way that is innovative and creative to best meet the needs of students.

CS Partners believes that the key to innovation in educational reform is attending to the whole child. Innovation occurs when a school honors the whole child by creating practices that respect the fact that all children will learn when the environment accounts for the intellectual, social, emotional, developmental, and physical needs of each student.

Innovation can take many forms and be realized in any function the school provides:

- The Educational Program
- Student Support Services
- School Calendar and School Day
- Teacher Recruitment, Development and Mentoring
- Student Recruitment and Community Outreach
- Staffing
- Operations
- Facilities

The school leader will identify innovation in their school as it relates to the whole child, describe how it is implemented, and verify its success.

SEVEN INDICATORS OF EXCELLENCE

Highly Effective	Effective	Minimally Effective	Ineffective
The highly effective leader understands the schools' mission deeply and the purpose of having a charter school in their community. He or she makes decisions based on serving the needs of the students who attend the school and helps staff understand the mission and why their school is not just a different choice in their community, but a better one. The highly effective leader can easily distinguish between practices and procedures that are designed for students and those that are designed for adult convenience. This leader is imaginative in constructing a school unlike the local school while still working within the rules.	The effective leader understands the "why" of the school and communicates this to all stakeholders. He or she shapes what they do and how they do it around that "why." This leader is regularly engaged in analyzing school practices for their contribution to the overall goal of student learning and does research on potential changes and other innovative schools when it appears it is a good fit for their school community. The effective, innovative leader does not view rules and compliance as roadblocks and seeks help from CS Partners or others if they have a great idea that will advance learning.	The minimally effective leader is not reflective about the "why" of the school. He or she does not evaluate the practices of the school as supporting the mission of the school or as being necessary. The minimally effective leader fails to see how school can be done differently and hides behind the belief that regulations require all schools to behave and look similar to one another.	The ineffective leader fails to understand the mission of their school or the purpose of charter schools in general. He or she does not recognize when others subscribe to actions or practices that are intended to punish or blame children for failures.

Evidences

Stakeholder surveys. Comparative data with local, traditional district or other charter schools.

Notes

Process

Annually, leaders establish goals within each of the 7 Indicators in conjunction with an assigned mentor. Goals consider ouputs and outcomes based on changes desired in the school. Appropriate measures are identified and measured throughout the year. School leaders have a minimum of monthly consultations with their mentor/evaluator including a formal mid-year review which may include course correction, improvement plans, or adjustment to outputs if they do not align with the stated metrics in the 7 Indicators Evaluation Tool.

Training

Leaders are provided not less than four full-day sessions of training annually, in conjunction with one-on-one sessions with their mentor/evaluator monthly.