RISE Charter School

Executive Director Evaluation & Annual Planning Calendars

RISE Board Policy 6100 – Executive Director Evaluation: The Board will conduct a written formal evaluation, at least annually, of the performance of the Executive Director using standards and objectives developed by the Executive Director and the Board which are consistent with the Charter School's mission and goal statements. The Board shall include progress towards the targets for student outcomes found in the Annual Strategic Plan in the evaluation by using relevant data to measure growth.

A specific time shall be designated for a formal evaluation session. The evaluation should include a discussion of strengths and weaknesses in the year immediately preceding the evaluation, as well as performance areas needing improvement.

A portion of the evaluation must include multiple objective measures of student growth in achievement as defined in Section 33-1001, Idaho Code.

Responsibilities

Full Board: jointly establishes standards and objectives with the ED; conducts and documents the formal evaluation; approves upcoming-year goals.

Board Chair: coordinates check-ins and consolidates board feedback without directing school employees.

Executive Director: manages all school employees; submits performance evidence and self-assessment; develops upcoming-year proposals and implementation plans.

Current Year: Performance Monitoring and Evaluation

Timing	Activity	Responsibility and output
September	Baseline confirmation	ED confirms goal definitions, data sources, targets and reporting schedule; board receives baseline dashboard.
October	First-quarter check-in	Board chair and ED review progress, risks, and board support; record actions and due dates.
January	Midyear review	Review goals, multiple objective measures of student achievement growth, leadership, finances and corrective steps.
March	Third-quarter check-in	Review spring academic indicators, culture, delegation, board communication and projected outcomes.
April–May	Evaluation preparation	ED submits written self-assessment and supporting evidence; board reviews agreed standards and objectives.
By June 1 (planning target)	Formal annual evaluation	Board holds designated evaluation session and completes written assessment of strengths, weaknesses, improvement areas and student-growth evidence.

Upcoming Year: Goals and Implementation Planning

Timing	Activity	Responsibility and output
June	Evaluation-to-planning transition	Board and ED review evaluation findings, decide which goals to retain, strengthen, revise or retire, and identify process improvements.
June–July	Draft upcoming-year goals	ED prepares proposed goals, baselines, targets, objective student-growth measures, reporting cadence, and resource needs.
July–August	Agree on annual performance agreement	ED and board jointly finalize goals and measures; board approves goals and reporting expectations.
September	Launch monitoring cycle	ED confirms baseline dashboard and data availability; the upcoming year becomes the current year for subsequent check-ins.