PROGENY ACADEMY

POLICY # 405: School Leader Evaluation Process

I. Purpose:
One of the roles of the Board of Progeny Academy is to evaluate the performance of the school's Executive Director on an on-going basis. The purpose of this document is to outline a process for appraising the Executive Director's performance and describe the objective criteria used in the Executive Director Performance Evaluation.

It is the desire of the Board to utilize a process that provides meaningful information not only to the Board, but also to the Executive Director for his or her development and performance. Since many on the Board do not work directly with the Executive Director on a daily basis, a variety of feedback and other sources of information must be considered regarding the Executive Director's performance, including his or her self-evaluation. Transparency is critical to all parties, and as such, the following sections are intended to help provide objectivity in the review process.

II. Components: The Performance Evaluation includes the following THREE components. All components are documented on the Executive Director Performance Evaluation Form (the Form), which contains further details. The three components include:

1. **Performance Ratings on Qualifications for Persons Holding Administrative Roles**: The charter school board of directors must use the established qualifications, as listed in statute, as the basis for the performance evaluation of the charter school director or chief administrator. The qualifications must include a requirement that a person hold a minimum of a four-year degree from an accredited institution or equivalent experience. Other qualifications for these positions shall include, as appropriate for the specific position: instruction and assessment, curriculum design, human resource and personnel management, professional ethics, child development, financial management, legal and compliance management, special education oversight, contract management, effective communication, cultural competency, board and authorizer relationships, parent relationships, and community partnerships. Each Board member completes the evaluation form. The Board will use Direct Reports survey results and the Executive

Director's self-evaluation to help them complete their individual and/or compiled ratings. The Form explains this process.

2. **Accomplishment of School's Goals**: The board evaluates the Executive Director's successful completion of and/or progress towards school contractual goals.

3. **Executive Director's Professional Development Plans**: After compiling the results, the board will share the feedback with the Executive Director. The Executive Director will use the feedback to develop a professional development plan for board approval.

References: Minn Stat. 124E.12 Subd. 2 (Employment)

ADOPTED: May 10, 2025