

**(ACADEMY NAME)**

**Provider**

**Evaluation Process**

Peter Drucker says that “the test of an organization is not genius. It is its capacity to make common people achieve uncommon performance.” In your board role, you have a responsibility to ensure the academy’s uncommon performance throughout the educational environment. To effectuate that role, the board must be certain that it is focusing on service performance dimensions that have the highest probability of impacting uncommon performance. From there, it is prudent for the board to adopt evaluation processes that require a critical review of all identified performance dimensions.

*Why Do We Evaluate*?

Just as any employer would evaluate its employee, so, too, is it critical for a board to evaluate its contractors. While a charter school board can delegate its operational authority to a expert organization, it still is responsible for ensuring that all academic, fiscal and operational goals are met and/or exceeded. In this regard, then, a charter school board evaluates its contractors for the following reason:

1. To determine overall performance against agreed-upon contract/agreement;
2. To demonstrate the board’s commitment to accountability;
3. To encourage meaningful dialogue between and among the board and its contractors; and
4. To ensure that any gaps in service performance are reconciled.

*Who Evaluates*?

Every board member is expected to participate in an evaluation process and, if determined by board, some contractors may also agree to self-evaluate.

*How is the Evaluation Conducted?*

The board will be expected to develop and complete an appropriate evaluation tool within a specified time frame. All evaluation results will be compiled and shared with the entire board and contractor in an agreed-upon timeframe.

*What are the Elements of the Evaluation*?

The criteria of the evaluation should reflect the services to be performed, which are outlined in the respective service agreement and/or contract. Criteria to be considered may include:

*For an Educational Service Provider:*

1. Dimension 1: Educational Environment
2. Dimension 2: Finances
3. Dimension 3: Climate/Culture
4. Dimension 4: Operations

*For an HR Provider:*

 1. Dimension 1: Performance of Staff Leased to Academy

 2. Dimension 2: Salary Fair and Commensurate

 3. Dimension 3: Attrition/Turnover Results

 4. Dimension 4: Transparency with Board on Staff Challenges and Evaluations

*For a Food Service Provider:*

 1. Dimension 1: Food Services Aligns with Board Policy

 2. Dimension 2: Meals Provided Meet National School Healthy Lunch/Food Programs Standards

 3. Dimension 3: Local Foods are Considered First

 4. Dimension 4: Foods Served Enhancing or Deterring Learning

*For a Provider of Special Education Services:*

 1. Dimension 1: Legally provided

 2. Dimension 2: Educational improvements

 3. Dimension 3: Effective communication (between special ed provider and staff/families)

 4. Dimension 4: Aligning with board policy

*For a Provider of Curriculum Services:*

 1. Dimension 1: Curriculum services meeting needs of all learners

 2. Dimension 2: Services adaptable between a “live” and “virtual” environment

 3. Dimension 3: Ensuring alignment between curriculum elements and state requirements

 4. Dimension 4: Curriculum services aligned with mission

*What are the Process Steps*?

Evaluations shall occur at a time and frequency agreed upon between board and provider. The timing and actions of the process may be developed through an established action plan (as appropriate) that the board and contractor will follow through completion. An action play may include the following process steps:

1. Review evaluation content and make any necessary adjustments
2. Complete evaluation questionnaire, electronically and individually
3. Compile evaluation results
4. Schedule meeting to share and discuss results
5. During meeting, discuss evaluation outcomes and draft an action plan for performance focus for upcoming year