**Chief Executive Job Description and Evaluation Instrument**

The Chief Executive for X Charter School works with the Board to assess the school’s adherence to its mission and to set short- and long- term goals. The Chief Executive manages the work of school staff, and bears ultimate responsibility for staff contributions to academic performance, mission-aligned school culture, and organizational viability. The Chief Executive is hired, supervised, evaluated and, if necessary, dismissed by the Board of Trustees. In searching for a Chief Executive, the Board of Trustees will look for a leader with the following attributes:

**Qualifications**

* Bachelor’s degree and at least four years of results driven urban education experience
* Unyielding belief in the school’s mission, purpose, and performance
* Values and educational philosophy in line with the school’s culture and pedagogy
* Ability to effectively communicate and build bridges with a broad range of stakeholders,  both within the school’s local community and more broadly (with board members,  government officials, donors, other high-performing charter schools, etc.)
* Competence at attracting, screening, building, and motivating a high performing team of  teachers and administrators
* Competence at the wide range of complex, administrative responsibilities associated with  operating a charter school effectively and stewarding public funds responsibly
* An ability to develop a data-driven, results oriented culture for the school
* Depth of expertise around design and management of successful charter schools
* High energy, tenacity, and commitment to working hard over sustained periods of time
* High level of personal and professional integrity
* Openness to feedback, willingness to take personal responsibility, and desire to learn from  mistakes
* Courage to take a strong stand and not back down in the face of pressure, combined with  the good judgment to know when to question or rethink a policy or position

**Responsibilities**

* Assume overall responsibility for achieving the school’s mission
* Ensure compliance with the school’s charter and with all relevant law
* Ensure compliance with accountability requirements
* Oversee the school’s finances; manage the budget, financial relationships and relationships  with vendors
* Work with the Board of Trustees to create and implement the fundraising plan and identify  and cultivate potential donors
* Maintain relationships with the community
* Assume overall responsibility for achieving the school’s mission
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**CHARTER SCHOOL CEO/EXECUTIVE DIRECTOR EVALUATION RUBRIC**

By Charter School Tools

*These measures may be adapted to you own charter school organization’s goals, charter application, strategic plan, or other criteria agreed by the charter school board. Some organizations may also have growth goals (e.g., new campuses or students served).*

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| **Five Criteria and Recommended Weighting** | **Best in Class** | **Exceeds Expectations** | **Meets Expectations** | **Below Expectations** | **Unsatisfactory** |
| **Academic Performance (40 points)** | #1 or 2 school in market serving similar populations | Meets 100% of charter application or contract goals\* | Meets 90% of charter application or contract goals\* | Meets 50% of charter application or contract goals\* | Fails to meet at least 50% of charter application or contract goals\* |
| **Financial Management (25 points)** | Exceeds paid enrollment target by at least 3%; revenue above budget and expenses below budget; year 3 equity >10% of annual revenue (or 3%/year) | Meets paid enrollment target; revenue on or above budget and expenses on or below budget; year 3 equity >10% of annual revenue (or 3%/year) | Meets enrollment and attendance targets; net operating surplus; year 3 equity >5% of annual revenue (or 2%/year) | Short of enrollment and attendance targets; net operating deficit; reserves <2% of annual revenue; at least one instance of non-compliance identified by authorizer | Short of enrollment and attendance targets; net operating deficit; reserves <2% of annual revenue; material control weakness identified by independent auditor |
| **Academic Program Fidelity\*\* (20 points)** | Academic program is recognized as exemplary by authorizer, state charter association, and donors/investors | Academic program implementation has gone well beyond the original charter application; special program elements are infused throughout the curriculum | Academic program meets the description in original charter application or in strategic plan adopted by the board; all stakeholders can articulate and identify key elements of the program | Academic program implementation meets some of the elements described in original charter application or strategic plan adopted by the board | Academic program does not meet most of the elements described in original charter application or updated strategic plan; few stakeholders can articulate key elements of the program |

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| **Five Criteria and Recommended Weighting** | **Best in Class** | **Exceeds Expectations** | **Meets Expectations** | **Below Expectations** | **Unsatisfactory** |
| **Parent/Teacher/ Student Satisfaction (10 points)** | 90% of parents, students and teachers grade the school A or B on all surveyed measures; 90% attendance at parent conferences; 90% teacher retention and student re-enrollment | 80% of parents, students and teachers grade the school A or B on all surveyed measures; 70% attendance at parent conferences; 80% teacher retention and student re-enrollment | 75% of parents, students and teachers grade the school A or B on all surveyed measures; 50% attendance at parent conferences; 75% teacher retention and student re-enrollment | 50% of parents, students and teachers grade the school A or B on all surveyed measures; 33% attendance at parent conferences; 65% teacher retention and student re-enrollment | Less than 50% of parents, students and teachers grade the school A or B on all surveyed measures (or no surveys conducted); below 33% attendance at parent conferences; less than 65% teacher retention and student re-enrollment |
| **Fundraising/ Community Relations (5 points)** | Organization has exceeded fundraising goals and increased number of donors and total raised every year; at least 15 positive new stories per year and at least 15 school tours or visits hosted per year | Organization has met fundraising goals and increased number of donors and total raised most years; at least 10 positive new stories per year and at least 10 school tours or visits hosted per year. | Organization has received significant cash and in-kind donations and has a documented fundraising plan with annual goals; school has many more positive news stories than negative and has hosted at least 5 school tours or visits | Organization has received insignificant cash and in-kind donations, does not have a documented fundraising plan with annual goals; school has few or generally neutral news stories; organization web site is not updated regularly | Organization has received no cash and in-kind donations, does not have a documented fundraising plan with annual goals; school has significant number of negative new stories |

\* Charter application or contract goals include, for example, proficiency (AYP), decreasing in lowest performance band, increase in highest performance band, graduation rate, attendance, teacher retention, grade promotion.

\*\* Academic program elements include curriculum (e.g., STEM), instructional approach (e.g., direct instruction, blended learning), assessment system, and extra-curricular or wrap-around services.

Charter School Tools www.charterschooltools.org