Annual Administrator Evaluation Plan for CoYOTe AtTeNTiON

This evaluation plan is designed to prioritize accountability, transparency, and adherence to the school’s mission, while also balancing resource constraints by allowing self-assessment as a temporary measure until sustainable funding permits greater involvement of independent entities like an external auditor or an independent governing board. The framework focuses on the administrator’s performance in three critical areas: alignment with the school’s mission, health and safety of students, and academic progress.

# Evaluation Framework

## Evaluation Process

### Phase 1: Self-Reflection and Self-Assessment (Current Stage)

Until the school can support external oversight, the administrator will engage in structured self-assessment based on measurable standards, with results reviewed by an advisory group composed of staff and/or trusted stakeholders (e.g., parents, community leaders). This process will include:

Written Reflection: The administrator completes a written report detailing progress in key areas (outlined below) and provides supporting evidence.

Staff and Stakeholder Input: Surveys or focus group feedback from staff, students, and parents to verify claims made in the self-assessment.

### Phase 2: Third-Party Accountability (Future Stage)

As financial resources grow, the school will transition to a system of independent oversight. Evaluation responsibility will shift to a governing board or an independent auditor that reviews operational, academic, and safety metrics. The process will involve:

Independent Metrics Review: Analysis of key performance indicators (KPIs) by an external party to ensure accuracy and objectivity.

Virtual Assessment and Interviews: Periodic virtual meetings to observe operations, interview staff and students, and confirm adherence to safety, mission, and academic goals.

## Key Areas of Evaluation

### 1. Adherence to the Mission of the School

The administrator will be assessed on their success in aligning the school’s programs and operations with its mission to "help students transition from learners to high earners by achieving competency-based mastery of essential knowledge."

#### Metrics to Evaluate:

* Implementation of **competency-based grading** with evidence of consistent standards.
* Integration of career-focused skills and knowledge into the curriculum.
* Initiatives that bridge academic learning with practical, real-world applications.

#### Input Sources:

* Survey feedback from students, staff, and parents on the school’s alignment with its mission.
* Examples of student success stories (e.g., skill achievement, advanced placement, career readiness).

2. Health and Safety of Students

The administrator is responsible for providing a safe and supportive learning environment. This includes physical health and safety measures, as well as emotional and mental well-being initiatives.

#### Metrics to Evaluate:

 - Compliance with state and local health and safety regulations.

 - Incident reporting and resolution (e.g., bullying, injury, emergency responses).

 - Implementation of well-being programs (e.g., counseling, anti-bullying policies, nutritional support).

 - \*\*Input Sources:\*\*

 - Verification through incident reports and feedback from families and staff.

 - Results from safety audits (internal or external, as applicable).

### 3. Demonstrable Academic Progress

The administrator is accountable for ensuring students achieve measurable academic growth, particularly in competency-based mastery.

#### Metrics to Evaluate:

* Demonstrated improvement in standardized testing scores (if applicable).
* Evidence of mastery in competency-based grading with at least 90% of the students in each course achieving at least 80% of the course competencies.
* Retention and graduation rates, and evidence of student progression to higher education or career opportunities.

####  Input Sources:

* Academic performance data.
* Parent and student feedback on academic satisfaction and outcomes.
* Teacher reports on curriculum implementation and student outcomes.

## Evaluation Timeline

### 1. Self-Assessment Submission (April 15)

 The administrator submits a self-assessment report detailing their performance across key areas, supported by documented evidence and reflecting on challenges and strategies for improvement.

## 2. Advisory Feedback and Review Panel (May 1)

 Until a governing board is in place, feedback from staff, parents, or an external advisor will validate and critique the administrator’s self-assessment. Recommendations for improvement will be recorded.

## 3. Formal Evaluation (May 31)

 A final evaluation report will be compiled. During the developmental phase (with self-reflection as the focus), this will primarily consist of self-reported observations enhanced by stakeholder input. Once an independent entity is available, the report will include findings from external reviews.

### 4. Performance Goals for the Next Year (June 30)

 Specific, measurable objectives for improvement are set at the end of each cycle, aligned with the school’s evolving needs.

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## Transition to Independent Oversight

**Revenue Milestone for External Auditor:** When the school achieves sufficient revenue to support external auditing (projected after achieving $50,000 per year in annual profit), a certified educational auditor or consultant will be engaged annually.

**Governing Board Recruitment:** The board composition must adhere to statutory requirements for the multiple states CoYOTe AtTeNTiON operates in. As such, several board positions must be taken on a strictly voluntary basis such as by parents, students, or interested community members. The board must also have representatives of CoYOTe AtTeNTiON’s staff. Board meetings are to be held monthly over a video conferencing platform at a mutually agreed time and shall be open to public observation unless there is a compelling reason to hold a closed meeting.

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## Conclusion

This evaluation plan holds the administrator accountable for driving the school’s mission, maintaining the health and safety of students, and producing measurable academic success. Initially relying on self-reflection mechanisms, the plan transitions into third-party accountability as financial stability strengthens. By focusing on consistent metrics, stakeholder involvement, and phased improvement, this approach ensures both immediate and long-term accountability for leadership excellence.