

14. Self-Evaluation and Accountability Plan

- a. Describe the self-evaluation process that will be utilized to track the school’s progress. Describe the role of each of the following in the self-evaluation process and how this process will assist the charter school in meeting its goals and objectives:**
- **board of trustees;**
 - **administrative staff;**
 - **teaching staff;**
 - **parents;**
 - **students; and**
 - **consultants**

Throughout the year, the Princeton International Academy Charter School (PIACS) board of trustees, Head of School, and Director of Education will conduct annual and ongoing evaluations in order to effectively track the school’s overall progress relative to the mission and the stated goals and objectives.

An accountability plan must be based on a shared vision and goals for what the school should be and do and fully compliant with state law in order to gain valuable information about programmatic and school-wide efficacy. Therefore, the mission of PIACS will guide the effort of self-evaluation and foster collaborative relationships among all stakeholders who should hold each other to the same standard of excellence and are open to constructive feedback. The larger community must participate in setting the basic goals and purposes and should operate in a climate of ongoing self-improvement to ensure continuous progress and success. These beliefs and actions will lead to the effective use of self evaluation outcome data to inform and improve classroom practices and the operation of PIACS.

Role of Board of Trustees

The board will assume responsibility for establishing and reviewing the overall institutional and education policies of PIACS. The Board Development Committee will design and administer instruments, approved by the board of trustees, to evaluate its own performance in areas such as trustee recruitment, nominations, orientation, training, and evaluation in accordance with the by-laws of the charter school as well as established policies and practices. Board Effectiveness Indicators will be developed and a self-evaluation rubric will be designed to define and track the status of progress. Additionally, the Board Development Committee will be responsible for coordinating the review, preparation and board approval of the school-wide satisfaction survey each year.

Role of Administrative Staff

The Head of School and Director of Education will be responsible for the submission of a report of academic progress based on the program-specific assessment measures, as well as student learning as synthesized from the use of multiple forms of evidence of achievement including the unique linguistic benchmarks reflecting the mission of PIACS. The Director of Education will conduct and oversee the program evaluation as well as assist with the annual

satisfaction survey of students, parents, and staff to measure performance as related to the school's mission and goals. The survey will include, but not be limited to, evaluation of student progress, teacher/student communication, teacher/parent communication, administrator/parent communication, facilities, curriculum, parent involvement, student life, and school culture. The Director of Education will synthesize all of the data required for this self-evaluation for an annual report outlining the results.

Role of Teaching Staff

The teachers, teaching assistants, and school counselors will participate in a school-wide satisfaction survey each year. They will provide their own self-evaluation as part of their annual employment review and conduct peer observation as part of professional development throughout the year. Teachers will keep a portfolio for review of notes from teacher supervision, anecdotal records, lesson plans, classroom observations, particularly in relationship to the unique linguistic benchmarks reflecting the mission of PIACS. Teachers will also schedule and document opportunities for formal and informal ways in which parental input is encouraged and ways in which they actively engage parents in opportunities to promote academic and non-academic goals of PIACS as part of the program evaluation process.

Role of Parents

Parents and guardians will participate in completing a school-wide satisfaction survey each year. They will also have the opportunity to participate as active members of the PIACS Family Association and express and implement their thoughts, ideas, and concerns throughout the year through standing committee involvements and leadership on the Family Association board. Parents and guardians will also have opportunities for more formal input as part of the program evaluation process. Different forms of engagement and involvement will be considered as indicators of success in meeting non-academic goals.

Role of Students

Students will participate in a school-wide satisfaction survey each year. Additionally, opportunities will be provided for students to reflect on their own learning in ways that are developmentally and culturally appropriate. The students' reflections on learning will focus particularly on their creation of approaches to demonstrate what they have learned and what they know and are able to do relative to the unique linguistic benchmarks reflecting the mission of PIACS. These indicators of progress will include activities and experiences within the school and in the community, that show progress toward meeting non-academic and academic goals of PIACS.

Role of Consultants

PIACS will make use of professional educational consultants, particularly those who bring talents, knowledge, skills and resources related to the unique linguistic benchmarks reflecting the mission of PIACS. Of particular importance are those individuals who are knowledgeable about immersion education, International Baccalaureate (IB) and inquiry-based education, and objective tools and processes to measure program progress in the stated goals and objectives and in adherence to the mission of PIACS. Feedback from these consultations will

result in reports or notes from retreats or special meetings with the Head of School, Director of Education, board of trustees, and others who will engage in improving performance in the areas identified in a consultants scope of work and/or contract for services with PIACS.

b. Describe how the charter school will evaluate

- **Lead person/administrators**
- **Teachers**
- **Support staff; and**
- **Programs**

The reason for evaluation is to determine the effectiveness of a program, service, or those whose roles and functions are critically tied to program implementation and effectiveness. In the case of PIACS the mission includes a focus on academic development building upon a set of unique linguistic goals and objectives fostering dual language immersion. Effectiveness and progress toward the achievement of the specific goals and benchmarks represent one aspect of the school.

Other key elements concern the social/cultural development of children and families and a commitment to global citizenship, civic engagement, service learning, multicultural competencies, and readiness for life-long learning. Planning and implementing the PIACS mission and aforementioned commitments require planning and leadership. The following overview provides the essential elements of how the key drivers of the PIACS mission and commitments will be evaluated.

Evaluation tools and methods will included but are not limited to: 1) written evaluations based on classroom observations; 2) student performance based on multiple forms of evidence of achievement; 3) Benchmark assessments developed to ensure that student progress is monitored in both English and Chinese 4) feedback from parents and guardians; 5) feedback from peers and external consultants. The structure will be used to design ongoing continuous improvement data and progress reports throughout the year that include such things as coaching, professional development resources and training where needed.

Lead Person/Administrators

The board of trustees will conduct a review and evaluation of the Head of School to assess the extent to which the goals set forth in the contract of employment have been achieved and concrete evidence that the key elements of the mission of PIACS have been realized.

The Head of School, hired by the board of trustees, is responsible for hiring and conducting evaluations for the Director of Education and Operations Manager, who will evaluate their direct reports.

Teachers/Assistant Teachers

The Director of Education will complete at least three formal teaching observations throughout the academic year and one annual performance evaluation for each member of the teaching staff that include feedback from peers, parents, and others with whom the teacher

interacts. A critical part of the teacher’s evaluation will be based on the use of multiple forms of evidence of child development and learning, particularly as it relates to the achievement of unique linguistic goals and objectives fostering dual language immersion and successful completion of IB units of inquiry.

Multiple forms of evidence may include teacher evaluations of student achievement, portfolios as evidence of student work, final projects presented to a panel of community members, etc. Scores from several standardized tests do not constitute multiple forms of evidence. A “Curriculum Implementation Checklist” will also be used to assess the extent to which the teacher has mastered the essential elements of the approaches to the curriculum and learning goals.

Results from observations and annual performance evaluation will direct the selection of professional development workshops and help shape the professional development plans for the following academic year.

Support Staff

The Director of Education and Operations Manager will each complete annual performance evaluations based on the job descriptions and anticipated outcomes for the support staff reporting to them. The evaluations will measure actual performance relative to the standards and/or goals established at the beginning of the school year of point of hire.

Programs

Elements of the evaluation including academic and non-academic programming will be conducted as a collaborative effort of the board, administration, and staff and overseen by the Head of School and the Director of Education. Specific criteria for the areas of program evaluation will be based on the stated mission, goals, objectives and the unique linguistic goals and objectives fostering dual language immersion and IB units of inquiry.

These criteria will include but will not be limited to broad categories of: disaggregated student achievement data both academic and linguistic (using multiple forms of evidence including formative assessment data); parent/guardian/student/staff satisfaction as demonstrated on survey results; attendance and student performance and demonstrations of learning; staff and student retention; documented evidence of school/community engagement, social/cultural development of children and families, the explicit evidence of a commitment to global citizenship, civic engagement, service learning, multicultural competencies, and readiness for life-long learning.

Evaluation tools will document and measure progress toward meeting PIACS’ stated mission and goals in terms of curriculum content, implementation, and buy-in from all aspects of program operations. Benchmark assessments will be used to ensure that student progress is monitored in both English and Chinese. Input from teachers, parents/guardians, and to the extent possible, students, will be an essential aspect of the program evaluation process.

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Below are some sample *formative questions* (those that can be asked throughout the year) and *summative questions* (those that can be answered at the end of the year based on the formative question) that will be used to evaluate the success of the programs.

Sample Formative Evaluation Questions for Program Evaluation Component:

- Are the schools being operated as proposed/authorized?
- Were the appropriate persons selected and included in the planned activities?
- Are the schools' management plans being followed or adjusted for defensible reasons?
- Are students moving toward the anticipated/planned goals?
- Which elements/factors of the schools are aiding the students to move toward these goals?
- Are the resources being appropriately directed to fulfill the goals of the schools?
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Sample Summative Evaluation Questions for Program Evaluation Component

- Did the schools meet their goals and the goals of the initiative?
- Have the needs of the students and community been met?
- Can the schools and the initiative be continued/perpetuated under existing conditions?
- Were there unintended or unanticipated outcomes as a result of these schools? What are their value and merit?