

DEFINITIONS

For the purposes of this policy, the following definitions apply:

“Measurable student achievement” means the measurement of student academic achievement or growth within a given interval of instruction for those students who have been enrolled in and attended eighty percent (80%) of the interval of instruction. Measures and targets shall be chosen at the district level or school level in collaboration with the staff member impacted by the measures and applicable district staff. Assessment tools that may be used for measuring student achievement and growth include:

- (a) Idaho standards achievement test;
- (b) Student learning objectives;
- (c) Formative assessments;
- (d) Teacher-constructed assessments of student growth;
- (e) Pre- and post-tests;
- (f) Performance-based assessments;
- (g) Idaho reading indicator;
- (h) College entrance exams or preliminary college entrance exams such as PSAT, SAT and ACT;
- (i) District-adopted assessment;
- (j) End-of-course exams;
- (k) Advanced placement exams; and
- (l) Career technical exams.

The board will conduct an annual, written formal evaluation of the work of the superintendent of the district, to be completed no later than June 1. The evaluation will indicate the strengths and weaknesses of the superintendent’s job performance in the year immediately preceding the evaluation and areas where improvement in the superintendent’s job performance, in view of the board of trustees, is called for.

At least part of the evaluation results must be based on multiple objective measures of growth in student achievement (“measurable student achievement”) as defined in this policy [Section 33-1001, Idaho Code, Subsection 12]. This portion of the evaluation may be calculated using current and/or the immediate past year’s data and may use one (1) or both years’ data.

Progress toward the goals outlined in the district’s continuous improvement plan will be included in the superintendent’s evaluation.

In addition to the criteria specified above, the board will utilize the following accepted standards and criteria to ensure that the superintendent is fairly and consistently evaluated:

80% of Evaluation Results

Eighty percent (80%) of the evaluation results will be based on the accepted standards and criteria below.

20% of Evaluation Results

Twenty percent (20%) of the evaluation results in the evaluation for all administrators will consist of evaluation results based on multiple objective measures of growth in student achievement, as determined by the board of trustees and based upon research.



LEGAL REFERENCE:

**Idaho Code 33-320 – Continuous Improvement Plans and Training
33-513 – Professional Personnel
IDAPA 08.02.02.121 – Local District Evaluation Policy
School Principal**

ADOPTED:

AMENDED:

**Wendell School District No. 232
Wendell, Idaho**

SUPERINTENDENT EVALUATION

Superintendent's Name: _____ Date: _____

Board Members

Chairman: _____

Vice-Chairman: _____

Member: _____

Member: _____

Member: _____

The following is indicative of the expectations the board has of the superintendent.

	Outstanding	Satisfactory	Unsatisfactory
1. Takes the initiative in bringing appropriate matters to the board.			
Comments:			

	Outstanding	Satisfactory	Unsatisfactory
2. Is properly prepared when presenting reports to the board about the status of the school system.			
Comments:			

	Outstanding	Satisfactory	Unsatisfactory
3. Selects with care the most qualified people available prior to recommendation for hire.			
Comments:			

	Outstanding	Satisfactory	Unsatisfactory
4. Administers the school system in a harmonious, democratic fashion in which staff and students will maintain with a reasonably high morale.			
Comments:			

	Outstanding	Satisfactory	Unsatisfactory
5. Supports administrative staff and faculty when improperly criticized or under pressure.			
Comments:			

	Outstanding	Satisfactory	Unsatisfactory
6. Is informed about educational developments and exercises leadership to improve the system.			
Comments:			

	Outstanding	Satisfactory	Unsatisfactory
7. Assesses the efficiency and quality of instruction and administration with appropriate methods.			
Comments:			

	Outstanding	Satisfactory	Unsatisfactory
8. Keeps the board informed of developments in the field of education, especially those areas necessary for proper policy development.			
Comments:			

	Outstanding	Satisfactory	Unsatisfactory
9. Conducts the business of the district honestly and efficiently.			
Comments:			

	Outstanding	Satisfactory	Unsatisfactory
10. Keeps the school facilities repaired and maintained in a satisfactory condition.			
Comments:			

	Outstanding	Satisfactory	Unsatisfactory
11. Uses enrollment trends, facility conditions, and education developments to advise future building and equipment replacement and additions.			
Comments: .			

	Outstanding	Satisfactory	Unsatisfactory
12. Develops a public relations program that keeps the community informed about the school system.			
Comments:			

	Outstanding	Satisfactory	Unsatisfactory
13. Manages the budget in such a manner that maintains the district on a sound financial basis.			
Comments:			

Goals:

- 1.
- 2.
- 3.
- 4.

Superintendent Signature: _____

Date: _____

Board Chairman Signature: _____

Date: _____

Student Growth Component of Principal Evaluation

This portion of teacher evaluation process comprises 20% of the total overall performance evaluation rating.

IRI	Grades K-3 Measure 1			
	4 Distinguished	3 Proficient	2 Basic	1 Area of Concern
Kindergarten-students scores on LSF from fall to spring	Average growth from fall to spring >29.73	Average growth from fall to spring 21.54 - 29.73	Average growth from fall to spring 17.43 - 21.53	Average growth from fall to spring <17.43
First Grade-students scores on CBM from fall to spring	Average growth from fall to spring >45.66	Average growth from fall to spring 33.07 - 45.66	Average growth from fall to spring 26.76 - 33.06	Average growth from fall to spring < 26.76
Second Grade-students scores on CBM from fall to spring	Average growth from fall to spring >60.30	Average growth from fall to spring 43.67 - 60.30	Average growth from fall to spring 35.34 - 43.66	Average growth from fall to spring <35.34
Third Grade-students scores on CBM from fall to spring	Average growth from fall to spring >51.24	Average growth from fall to spring 37.11 - 51.24	Average growth from fall to spring 30.03 - 37.10	Average growth from fall to spring <30.03

Grade 4

During the month of September of each school year, grade level teams will analyze the previous spring ISAT results for their students. Teachers from specific grade levels will receive scores based upon the following rubric:

ISAT ELA and Math

4	3	2	1
Eight-twelve subgroups show growth (The whole subgroup's growth from spring to spring)	Six-seven subgroups show growth (The whole subgroup's growth from spring to spring)	Three- five subgroups show growth (The whole subgroup's growth from spring to spring)	Zero-two subgroups show growth (The whole subgroup's growth from spring to spring)

Subgroups for Wendell School District include Hispanic, LEP, Students with Disabilities, white, girl gender, and boy gender. (Twelve sub groups total with ELA and Math)

Grades 5-8

Measure 1

Pre and Post assessments indicate extensive growth as determined by the following rubric:

4	3	2	1
70% Growth from Pre Assessment to Post Assessment for at least 70% of students	50% Growth from Pre Assessment to Post Assessment for at least 70% of students	25% Growth from Pre Assessment to Post Assessment for at least 70% of students	10% Growth from Pre Assessment to Post Assessment for at least 70% of students

**Grades 5- 8
Measure 2**

ISAT ELA and Math

4	3	2	1
Eight-twelve subgroups show growth (The whole subgroup’s growth from spring to spring)	Six-seven subgroups show growth (The whole subgroup’s growth from spring to spring)	Three- five subgroups show growth (The whole subgroup’s growth from spring to spring)	Zero-two subgroups show growth (The whole subgroup’s growth from spring to spring)

Subgroups for Wendell School District include Hispanic, LEP, Students with Disabilities, white, girl gender, and boy gender. (Twelve sub groups total with ELA and Math)

**Grades 9, 10, and 11
Measure 1**

Pre and Post assessments indicate extensive growth as determined by the following rubric:

4	3	2	1
70% Growth from Pre Assessment to Post Assessment for at least 70% of students	50% Growth from Pre Assessment to Post Assessment for at least 70% of students	25% Growth from Pre Assessment to Post Assessment for at least 70% of students	10% Growth from Pre Assessment to Post Assessment for at least 70% of students

4	3	2	1
Eight-twelve subgroups show growth (The whole subgroup’s growth from spring to spring)	Six-seven subgroups show growth (The whole subgroup’s growth from spring to spring)	Three- five subgroups show growth (The whole subgroup’s growth from spring to spring)	Zero-two subgroups show growth (The whole subgroup’s growth from spring to spring)

Subgroups for Wendell School District include Hispanic, LEP, Students with Disabilities, white, girl gender, and boy gender. (Twelve sub groups total with ELA and Math)