

This policy aligns with certified and principal evaluation policies removing the percentage required for student achievement. However, the district chose to keep the 33% in all three policies to provide some consistency from year to year.

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 (District 33%) 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 same standards and criteria used to evaluate principals to the extent possible to ensure that the superintendent is fairly and consistently evaluated.



LEGAL REFERENCE:

Idaho Code Sections

33-320 – Continuous Improvement Plans and Training

33-513 – Professional Personnel

IDAPA 08.02.02.121 – Local District Evaluation Policy – School Principal

ADOPTED: October 22, 2014

AMENDED: November 16, 2016, February 21, 2018

**Language in text set forth in italics is optional.*