

DEFINITIONS

The Minidoka County School District Board will conduct a written formal evaluation, at least annually, to be completed no later than June 1 of the performance of the Superintendent using standards and objectives developed by the Superintendent the Board which are consistent with the District's mission and goal statements. The Board shall include progress towards the targets for student outcomes found in the ~~Strategic Plan~~District Continuous Improvement Plan in the evaluation by using relevant data to measure growth.

A specific time shall be designated for a formal evaluation session. The evaluation should include a discussion of strengths and weaknesses in the year immediately preceding the evaluation, as well as performance areas needing improvement.

A portion of the evaluation must include multiple objective measures of student growth in achievement as defined in Section 33-1001, of Idaho Code.

~~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:~~

1. Idaho standards achievement test;
2. Student learning objectives;
3. Formative assessments;
4. Teacher-constructed assessments of student growth;
5. Pre- and post-tests;
6. Performance-based assessments;
7. Idaho reading indicator;
8. College entrance exams or preliminary college entrance exams such as PSAT, SAT and ACT;
9. District-adopted assessment;
10. End-of-course exams;
11. Advanced placement exams; and
12. 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.~~

The Superintendent is also evaluated based on the Idaho Professional Leadership Standards for Superintendents and Administrators. As outlined in ~~According to~~ Idaho State Board of Education Rule, IDAPA 08.02.02.121, ~~(items 1-6 listed below)~~, administrator certificates require candidates to meet the following competencies: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership.

The Idaho Professional Leadership Standards for Superintendents and Administrators correlate directly with the 2008 Revised Interstate School Leader Licensure Consortium (ISLLC) standards. Those standards indicate that a school administrator is an educational leader who promotes the success of all students by:

1. ~~F~~Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. ~~A~~Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth.
3. ~~E~~Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. ~~C~~ollaborating with families and community members, and mobilizing community resources.
5. ~~A~~acting with integrity, fairness, and in an ethical manner.
6. ~~U~~nderstanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The Superintendent Evaluation Process shall be based on the following phases:

1. ~~J~~ob Description
2. ~~L~~eadership Standards
3. ~~P~~rogress toward Goals: District, Superintendent and Standards
4. ~~S~~ignificant Achievements and Future Plans

The Superintendent job description is posted on the District website. Each board member ~~would~~ will evaluate the Superintendent on their performance on ~~P~~phase 2 and Phase 3, and then the numbers would be averaged in the summary portion of the evaluation. ~~These~~is phases can include

staff and parent input especially in relation to Standards 1, 2, 4, and 6. A variety of methods to garner this input can be used. 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 Idaho Professional Leadership Standards ~~accepted standards and~~ criteria below other input as indicated above.

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: October 21, 2019

AMENDED:

