

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 80% of the summative evaluation results must be based on objective measures of growth in measurable student achievement as defined in Idaho Code §33-1001. Growth in student achievement as measured by Idaho's statewide assessment for federal accountability purposes must be included. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of 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:** February 23, 2016

**AMENDED:** December 19, 2017, December 17, 2019, October 20, 2020

**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

### Student Growth Component of Teacher Evaluation

The district's objective in implementing the required Student Growth Component of Teacher Evaluation is to utilize objective measures of growth in student achievement that effectively benefit teachers as they prepare for engaging instruction that ensures adequate academic growth. This portion of the teacher evaluation process comprises 20% of the total overall performance evaluation rating.

#### Grades K-3

##### Reading Components

**Includes all students who have been enrolled and attended 80% of instruction**

Grade Level Teacher Target:	4 Distinguished	3 Proficient	2 Basic	1 Area of Concern
Kindergarten students will maintain or grow 14 pts Sept. to March on their Overall ISIP score	100-75% of class meet grade level target	74%-51% of class meet grade level target	50%-25% of class meet grade level target	24%-0% of class meet grade level target
First Grade students will maintain or grow 9 pts Sept. to March on their Overall ISIP score. Including the Music, ELL, & Title teachers.	100-75% of class meet grade level target	74%-51% of class meet grade level target	50%-25% of class meet grade level target	24%-0% of class meet grade level target
Second Grade students will maintain or increase their words per minute from Sept. to March	100-75% of class meet grade level target	74%-51% of class meet grade level target	50%-25% of class meet grade level target	24%-0% of class meet grade level target
Third Grade students will maintain or grow 7 pts Sept. to March on their Overall ISIP score	100-75% of class meet grade level target	74%-51% of class meet grade level target	50%-25% of class meet grade level target	24%-0% of class meet grade level target

#### Grade 4

##### STAR Math

**Includes all students who have been enrolled and attended 80% of instruction**

Grade Level Teacher Target:	4 Distinguished	3 Proficient	2 Basic	1 Area of Concern
Fourth grade students will meet proficiency (613 SS) <u>or</u> increase their STAR math scale score by 35 points from Sept to March.	100-75% of class meet grade level target	74%-51% of class meet grade level target	50%-25% of class meet grade level target	24%-0% of class meet grade level target

**Elementary Special Education - Preschool through 4th Grade**

**Includes all students who have been enrolled and attended 80% of instruction**

	4 Distinguished	3 Proficient	2 Basic	1 Area of Concern
SPED Teachers	100% - 75% of students are on track to meet at least 1 of their yearly learning goals identified on the IEP	74% - 51% of students are on track to meet at least 1 of their yearly learning goals identified on the IEP	50% - 25% of students are on track to meet at least 1 of their yearly learning goals identified on the IEP	Less than 24% of students are on track to meet at least 1 of their yearly learning goals identified on the IEP

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

**Grades K-3  
Measure 1**

**IRI**

	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 >48.00	Average growth from fall to spring 36.00-48.00	Average growth from fall to spring 29.00-35.99	Average growth from fall to spring <28.99
Third Grade-students scores on CBM from fall to spring	Average growth from fall to spring = or < 48.01	Average growth from fall to spring 36.00-48.00	Average growth from fall to spring 29.00-35.99	Average growth from fall to spring <29.00

**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:

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

**Grades 5- 8  
Measure 2**

**ISAT ELA and Math**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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:

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

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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)