Section 3. Principal Evaluation System Section

#5 - What measures does your district use to define student growth, to evaluate the performance of principals? (check all that apply)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>District does not use student growth as a measure for principal effectiveness</td>
<td>315</td>
</tr>
<tr>
<td>Student score on state assessment (ISAT/PSAE)</td>
<td>162</td>
</tr>
<tr>
<td>Student score on pre-test and end-of-year test</td>
<td>36</td>
</tr>
<tr>
<td>Benchmark assessments</td>
<td>84</td>
</tr>
<tr>
<td>Formative assessments</td>
<td>51</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>24</td>
</tr>
</tbody>
</table>

**Other (please specify)**

- The evaluation is done by the school board due to the position being a superintendent/principal split.
- MAP NWEA
- Not formally.
- Measure of Academic Performance (growth model assessment)
- none of the above...we do not have a principal
- Progress toward school improvement goals
- We use a variety of assessments such as AIMS Web, Discovery Education, Study Island, Reading Assessments, and ISAT

- This is based on the goals in the individual principal's contract. At this time, the data is not a quantitative measure.
- Terra Nova, MAP, Scantron test results
- Other factors may be included in this as we try attendance rates, truancy and the like.
- MAP Testing
- First year to add NWEA growth - Principal set target goals.
- AYP - NCLB
- Religious IFG assessments
- NWEA (MAP)
- District metrics

- The Superintendent performance evaluation requires the reporting of the data, but not student growth per se.
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SiP Data
We are discussing, but is not used formally for incentive or consequence.

Although Student Growth is imperative

The District uses goals aligned to district and building initiatives that are designed to improve and enhance student growth.

EPAS DATA (Explore-Plan-ACT)

1) Explore Plan/ACT scores, 2) High School graduation rates, 3) Percent of students enrolled in Level III, AP classes and/or PreAP classes, 4) Percent of average daily attendance by subgroup, 5) Annual drop out rates, 6) Percent of seniors meeting NCLB recommended graduation requirements, 7) Developmental Reading Assessments (DRA)

ITBS Spring to Spring Scores