

# Commissioner- Recommended Student Performance Domain

Superintendent: [Click here to enter text.](#)

District: [Click here to enter text.](#)

Date: [Click here to enter a date.](#)

## *To be included as one component of the locally developed appraisal instrument*

Texas statute requires that the board use the district performance report as a primary consideration in its appraisal of superintendent performance (TEC §39.054). This worksheet provides an analysis of district student performance based on the district Accountability Reports.

To meet the statutory requirement for primary consideration, the board should consider the information on this worksheet in discussing and evaluating each area of superintendent responsibility on the local appraisal instrument. Such areas of responsibility often include: instructional management; personnel management; student management; management of fiscal, administrative, and facilities functions; organization morale; organization improvement; school-community relations; school board relations; and professional growth and development.

The information on this worksheet should be used as only one indicator of the success of the superintendent in managing specified areas of district operations for increased student achievement. In addition, the board should use locally determined and other indicators of success in discussing and evaluating the job performance of the superintendent in specified areas of responsibility.

Goals for the superintendent should ideally be developed by board consensus in collaboration with the superintendent.

## Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

**Directions for cover sheet:** Click once on the “Click here to enter text” button to enter the Superintendent name and District. Click once on the “Click here to enter a date” button and a drop down arrow will appear. Click on the arrow and choose the completion date for this form.

**Directions for worksheet:** The superintendent should use the **2015 Final Accountability List by District**, the district and appropriate campus **2014-2015 Texas Academic Performance Reports and the 2015 Accountability Summary(ies)** to complete Steps 1-3. Click once on the appropriate box to select rating/distinction designation. If IR, choose index missed by clicking once on the “Choose index” button and click on the appropriate index in the drop down. Click once on the “Click here to enter text” to enter the Superintendent’s comments.

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### STEP 1: 2015 STATUS

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#### DISTRICT

- ☐ *Met Standard/Met Alternative Standard*
- ☐ District is identified for Distinction Designation in Post-Secondary Readiness
- ☐ *Improvement Required*
- If *Improvement Required*, select Index/Indices not meeting standard

Choose index

Choose index

Choose index

Choose index

#### CAMPUS(ES)

Campus Information	
Number of campuses with Met Standard/Met Alternative Standard rating	
Number of campuses with Improvement Required rating	
Number of campuses with <b>multi-year</b> Improvement Required rating	
Number of Focus campuses	
Number of Priority campuses	

Distinction Designations								
Number of Campuses	Read/ELA	Math	Science	Social Studies	Student Progress	Gap	Post-Secondary	Total #
Eligible for Distinction Designation								0
Identified for Distinction Designation								0

Superintendent Comments:

Click here to enter text.

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## Step 2: State System Safeguards

Complete district information. Indicate types of campuses (i.e., elementary, secondary, etc.) and number of campuses within each category. Indicate number of campuses within each type which "Met System Safeguard Indicators" for Performance Rates, Participation Rates, and Graduation Rate. When needed, use "NA" to indicate not applicable.

State System Safeguards		Performance Rates		Participation Rates		Graduation Rates	
		# Indicators Met	# Indicators Missed	# Indicators Met	# Indicators Missed	# Indicators Met	# Indicators Missed
District							
Campus Type	Number						
EX. HS	5	29	1	26	1	60	0

Superintendent Comments:

[Click here to enter text.](#)

## Step 3: Summary of Current Year Results.

- A. Post district State Assessment results below. The data can be found on page 2 and 3 of the Texas Academic Performance Report. For 2015, the column which has been used to indicate direction of rates will not be utilized. STAAR A and STAAR Alt 2 for all grades and subjects were excluded from these results. A direct comparison of 2015 to 2014 is not possible. When needed, use "NA" to indicate not applicable.

STAAR Percent at Phase-in Satisfactory or Above	District*		African American*		Hispanic*		White*		American Indian*		Asian*		Pacific Islander*		Two or More Races*		Special Ed*		Econ Disadv*		ELL*	
EXAMPLE	88%		84%		79%		93%										78%		93%			
All Subjects																						
Reading																						
Mathematics																						
Writing																						
Science																						
Social Studies																						

\*State Accountability student group for state assessment (if group size meets minimum requirements)

Superintendent Comments:

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STAAR Percent at Postsecondary Readiness Standard	District*		African American*		Hispanic*		White*		American Indian*		Asian*		Pacific Islander*		Two or More Races*		Special Ed*		Econ Disadv*		ELL*	
EXAMPLE	88%		84%		79%		93%										78%		93%			
All Subjects																						
Reading																						
Mathematics																						
Writing																						
Science																						
Social Studies																						

\*State Accountability student group for state assessment (if group size meets minimum requirements)

Superintendent Comments:

[Click here to enter text.](#)

STAAR Percent at Advanced Standard	District*		African American*		Hispanic*		White*		American Indian*		Asian*		Pacific Islander*		Two or More Races*		Special Ed*		Econ Disadv*		ELL*	
EXAMPLE	88%		84%		79%		93%										78%		93%			
All Subjects																						
Reading																						
Mathematics																						
Writing																						
Science																						
Social Studies																						

\*State Accountability student group for state assessment (if group size meets minimum requirements)

Superintendent Comments:

[Click here to enter text.](#)

STAAR Percent at Met or Exceeded Progress	District*		African American*		Hispanic*		White*		American Indian*		Asian*		Pacific Islander*		Two or More Races*		Special Ed*		Econ Disadv*		ELL*	
EXAMPLE	88%		84%		79%		93%										78%		93%			
All Subjects																						
Reading																						
Mathematics																						
Writing																						
Science																						
Social Studies																						

\*State Accountability student group for state assessment (if group size meets minimum requirements)

Superintendent Comments:

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## Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

B. Post district Graduation Rates below. The data can be found on page 9 of the **Texas Academic Performance Report**.

Graduation: 4-Year Longitudinal Rate Class of 2014	District*	African American*	Hispanic*	White*	American Indian*	Asian*	Pacific Islander*	Two or More Races*	Special Ed*	Econ Disadv*	ELL*
Graduated											
Received GED											
Continued HS											

\*State Accountability student group for Graduation (if group size meets minimum size requirements)

Graduation: 5-Year Extended Longitudinal Rate Class of 2013	District*	African American*	Hispanic*	White*	American Indian*	Asian*	Pacific Islander*	Two or More Races*	Special Ed*	Econ Disadv*	ELL*
Graduated											
Received GED											
Continued HS											

\*State Accountability student group for Graduation (if group size meets minimum size requirements)

Superintendent Comments:

[Click here to enter text.](#)

C. Post district Dropout Rates below. The data can be found on page 9 of the Texas Academic Performance Report.

Annual Dropout Rate	District*	African American*	Hispanic*	White*	American Indian*	Asian*	Pacific Islander*	Two or More Races*	Special Ed*	Econ Disadv*	ELL*
Grade 7-8											
Grade 9-12											

\*State Accountability student group for dropout rate (if group size meets minimum requirements)

Superintendent Comments:

[Click here to enter text.](#)

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### *Step 4: Strengths and Areas of Need*

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Using the student performance data summarized in Steps 1-3 above, the superintendent and board should identify strengths and areas that may need to be addressed.

A. Strengths in district student performance:

[Click here to enter text.](#)

B. Areas that may need to be addressed in district student performance. In the spaces provided, indicate approaches to improve student performance.

STAAR Reading/ELA	
STAAR Writing	
STAAR Math	
STAAR Social Studies	
STAAR Science	
Participation	
Dropout	
Graduation	
Special Education Assessments	
Other	

Superintendent Comments:

[Click here to enter text.](#)

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### *Step 5: Goal Setting*

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The board should review the information on this worksheet as part of its local procedures for setting goals with the superintendent for the next evaluation cycle. District student performance identified on the worksheet as needing to be addressed should be reflected in appropriate locally developed goals. Goals for the superintendent should ideally be developed by board consensus in collaboration with the superintendent.

**Legal Authority:** The analysis of district student performance provided on this worksheet should be used by the board in the evaluation of the superintendent. The results of the analysis should be incorporated into the local appraisal instrument. TEC §39.054; TAC §150.1022(d)

The information in this domain should be incorporated into the locally adopted appraisal instrument in a manner consistent with locally adopted procedures for evaluating the superintendent. In addition, the information should be used to set priorities for ongoing improvement with the superintendent and as additional data to appraise other aspects of the superintendent's job performance.