Commissioner-Recommended Student Performance Domain/Superintendent Appraisal
WORKSHEET (updated November 2005)

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 AEIS and AYP reports. **NOTE: Until the AEIS report becomes available, the District Accountability Data Table may be used to locate the requested data for this form. Instructions preceding each section will help in locating appropriate data.**

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.

Superintendent __Paula Renken__   Date __12/12/2005__   District __Brackett ISD__

Directions: The superintendent should use the current district and campus AEIS and AYP reports to complete Steps 1-4.

Step 1. Select District AEIS Accountability Rating:

☐ Exemplary   ☐ Recognized   ☒ Academically Acceptable   ☐ Academically Unacceptable   ☐ Not Rated

Step 2. District 2004-2005 AYP Status Label: _____ Stage I _____

Met AYP ☐   Missed AYP ☒

If missed AYP, give reason:

Performance ___ Reading - exceeded the 5% federal cap. ___

Participation _____

Other Measure _____

Superintendent Comments:__ An exception to the district rating was submitted to TEA on

Sept. 2, 2005. Since an appeal was not submitted for the 04-05 school year, the

only option was an exception based on reasons for exceeding the 5% cap. A

ruling on the exception is due in early December.

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Step 3. Adequate Yearly Progress (AYP) campus status. Indicate types of campuses (i.e., elementary, secondary, etc.) and indicate number of campuses within each category. Indicate number of campuses within each type which "Met AYP" or "Missed AYP" for Reading/LA and Mathematics. When needed, use "NA" to indicate not applicable.

District AYP Information		Reading/LA		Mathematics		Graduation Rate		Attendance	
Campus Type	Number	# Met AYP	# Missed AYP	# Met AYP	# Missed AYP	# Met AYP	# Missed AYP	# Met AYP	# Missed AYP
EX. HS	5	3	2	2	3	4	1	NA	NA
Elem	1	√		√		√		√	
JH	1	√		√		√		√	
HS	1	√		√		√		√	
Alt	1	√		√		√		√	

Superintendent Comments:___All campuses are performing at acceptable levels. There is room for improvement, especially in elementary Math and secondary Science.___

Step 4. Summary of current year results

A. Post district State Assessment results below. If the AEIS report is not available, the District Accountability Data Table Performance Results may be used. Requested TAKS data can be located in AEIS, "Sum of All Grades Tested;" or Data Table, "Performance Results".

Look for SDAA II results in AEIS section, "SDAA II table (Sum of All Tests Grades 3-10);" or Data Table, "SDAA II Results, All Students"). In the space provided beside results for the indicated group, use "+", "–", or "=" to indicate change from the previous year. When needed, use "NA" to indicate not applicable.

TAKS "Sum of All Grades Tested"	District*		AA*		H*		W*		NAm		A/PI		Spec. Ed		Eco. Dis.*		LEP	
EXAMPLE	88%	+	84%	+	79%	=	93%	–							78%	+		
TAKS Reading/ELA	83	–	67	–	79	+	92	–	n/a		n/a		71	=	78	+	88	+
TAKS Writing	88	–	n/a		86	=	96	=	n/a		n/a		n/a		86	–	n/a	
TAKS Social Studies	93	+	60	+	91	+	98	+	n/a		n/a		n/a		87	+	n/a	
TAKS Math	73	+	42	+	65	+	89	+	n/a		n/a		69	–	64	+	63	+
TAKS Science	65	+	n/a		50	=	88	+	n/a		n/a		n/a		43	–	n/a	

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

SDAA II	District**	
SDAA II Sum of All Tests 3-10 (all students)	87	

**State Accountability all student group for SDAA II (if group size meets minimum requirements)

Superintendent Comments:___All subgroups continue to need remediation. All campuses have started intervention programs and strategies earlier in the year than in the past.___

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B. Directions for Completion/Student Status — If the AEIS report is not available, the District Accountability Data Table Performance Results may be used. Post district's most recent and previous year results from AEIS, "Completion Rate II (w/GED;)" or Data Table, "Completion Rate Table". In the space provided, check (√) to indicate whether the recent year is an increase, decrease, or the same as the previous year. When needed, use "NA" to indicate not applicable.

Completion Rate II (w/GED)	EXAMPLE STATE	District*	AA*	H*	W*	NAm	A/PI	Spec. Ed	Eco. Dis.*	LEP
Most Recent Year	96.1	95.0	n/a	88.2	100.0	n/a	n/a	100.0	85.7	
Previous Year	95.0	98.1	n/a	96.6	100.0	n/a	n/a	90.9	94.7	
Increased	√							√		
Decreased		√		√					√	
Stayed Same					√					

*State Accountability student group for Completion Rate II (if group size meets minimum requirements)

Superintendent Comments:___There is a comparison of the classes of 2004 with 2003. Students

withdrew to "complete GED." If not completed in that school year, percentage

decreases.

C. Directions for Dropout Rate — If the AEIS report is not available, the District Accountability Data Table Performance Results may be used. Post most recent and previous year district results from AEIS, "Annual Dropout Rate;" or Data Table, "Annual Dropout Rate Table (Gr. 7-8)". In the space provided, check (√) to indicate whether the recent year is an increase, decrease, or the same as the previous year. When needed, use "NA" to indicate not applicable.

Dropped Out Rate	EXAMPLE STATE	District*	AA*	H*	W*	NAm	A/PI	Spec. Ed	Eco. Dis.*	LEP
Most Recent Year	.2%	.0	n/a	.0	.0	n/a	n/a	.0	.0	n/a
Previous Year	.2%	.0	n/a	.0	.0	n/a	n/a	.0	.0	.0
Increased										
Decreased										
Stayed Same	√	√		√	√			√	√	√

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

Superintendent Comments:___The district is fortunate to have options available

to implement when a student is at-risk of dropping out. Flexible scheduling

and enrollment at the Educational Academy are extremely helpful in this area.

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D. Indicate number of campuses receiving Gold Performance and other acknowledgments below (based on year evaluated)

Number of Campuses	Gold Performance Acknowledgments
	Advanced Course Completion (03/04)
	AP/IB Examination Results (03/04
	Attendance Rate (03/04)
███████	Commended Performance on TAKS: Spring 2005
	• Reading/English Language Arts
	• Writing
	• Mathematics
	• Science
	• Social Studies
High School	Recommended High School Program/Distinguished Achievement Program (Class of 2004)
	SAT/ACT Results (College Admission Tests) (Class of 2004)
High School	TAAS/TASP Equivalency (Class of 2004)
	Comparable Improvement: Reading/LA
	Comparable Improvement: Math
	Other Acknowledgments

Superintendent Comments:___ The district is striving to meet Gold Performance standards ____ in the core tested areas.

Step 5. Using the student performance data summarized in Steps 1-4 above, the superintendent and board should identify strengths and areas that may need to be addressed.

A. Strengths in district student performance: __ Drop out rate is 0%; all campuses met AYP; _____ overall, the district's economically and disadvantaged students are _____ making annual improvement.

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

TAKS Reading/ELA	Small group interventions after 1st 6 weeks
TAKS Writing	" "
TAKS Math	" "
TAKS Social Studies	" "
TAKS Science	More hands on Science K-6; rigorous curriculum 7-12
Attendance	
Dropout/Completion	
Graduation	
SDAA	
Other	Parenting sessions on academic success at home

Superintendent Comments:___ Staff development in the area of Science is being addressed.____ Department heads for the core academic areas are aligning curriculum and communicating expectations to staff.

Step 6. 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.

SUPERINTENDENT APPRAISAL INSTRUMENT
(Based on Commissioner's Rules, 19 TAC §150)

Superintendent: _____ School District: _____

School Board President: _____ School Year: _____

Directions: *The domain ratings should reflect the consensus of the board. Comments on each domain are encouraged, however, should a score of 'below expectations" be awarded for any domain comments must be provided that clearly specify the reasons for the score along with suggestions for improvement.*

Domain 1: Instructional Management. The superintendent promotes improvement of instruction through activities such as the following:
1 1 monitoring student achievement and attendance (complete and attach to the end of this document the Commissioner-Recommended Student Performance Domain/Superintendent Appraisal Worksheets)
1.2 diagnosing student needs.
1.3 helping teachers design learning experiences for students.
1 4 encouraging the development and piloting of innovative instructional programs.
1 5 facilitating the planning and application of emerging technologies in the classroom

_____ Exceeds Expectations   _____ Meets Expectations   _____ Below Expectations

Comments:

Domain 2. School or Organization Morale. The superintendent fosters a positive school or organization morale through activities such as the following:

2 1   assessing and planning improvement of the school, school district, or community environment.

2 2   reinforcing excellence.

2 3   promoting a positive, caring climate of learning

2 4   using effective communication skills

_____ Exceeds Expectations   _____ Meets Expectations   _____ Below Expectations

Comments:

Domain 3: School or Organization Improvement. The superintendent promotes leadership in efforts to improve the school or organization through activities such as the following:

3.1   collaborating in the development and articulation of a common vision of improvement.

3.2   encouraging appropriate risk-taking

3.3   ensuring continuous renewal of curriculum, policies, and methods.

_____ Exceeds Expectations   _____ Meets Expectations   _____ Below Expectations

Comments:

Domain 4: Personnel Management. The superintendent manages personnel effectively through activities such as the following:
4.1 delegating appropriately.
4.2 recognizing exemplary performance of teachers and staff
4.3 encouraging personal and professional growth and leadership among the staff
4.4 complying with applicable personnel policies and rules
4.5 securing the necessary personnel resources to meet objectives.
4.6 evaluating the job performance of assigned personnel.

_____ Exceeds Expectations   _____ Meets Expectations   _____ Below Expectations

Comments:

Domain 5: Management of Administrative, Fiscal, and Facilities Functions. The superintendent manages administrative, fiscal, and facilities functions responsibly through activities such as the following:

5.1 obtaining broad-based reasonable budgets and cost estimates

5.2 ensuring that facilities are maintained and upgraded as necessary.

5.3 managing a broad range of school operations (for example, attendance, accounting, payroll, transportation).

____ Exceeds Expectations   ____ Meets Expectations   ____ Below Expectations

Comments:

Domain 6: Student Management. The superintendent promotes positive student conduct through activities such as the following:

6.1   helping students develop a sense of self-worth.
6.2   developing and communicating guidelines for student conduct.
6.3   ensuring rules are observed uniformly.
6.4   disciplining students for misconduct in an effective and fair manner.
6.5   supporting collaboration by working with faculty.
6.6   encouraging the participation of students and parents

_____ Exceeds Expectations   _____ Meets Expectations   _____ Below Expectations

Comments:

Domain 7: School or Community Relations. The superintendent promotes a positive tone for school or community relations through activities such as the following:

7.1 fostering collaborative educational efforts among members of the total school community
7.2 articulating the district's mission and needs to the community.
7.3 seeking support for school programs.
7.4 involving himself or herself in community activities that foster rapport between the school district and the larger community.

_____ Exceeds Expectations   _____ Meets Expectations   _____ Below Expectations

Comments:

Domain 8: Professional Growth and Development. The superintendent provides leadership in professional growth and development through activities such as the following:

8.1   participating actively in professional associations
8.2   conducting himself or herself in an ethical and professional manner
8.3   disseminating ideas and information to other professionals.
8.4   seeking and using evaluative information for improvement of performance.

____ Exceeds Expectations   ____ Meets Expectations   ____ Below Expectations

Comments:

Domain 9: Academic Excellence Indicators and District Performance Objectives.

_____ Exceeds Expectations _____ Meets Expectations _____ Below Expectations

Comments:

Domain 10: School Board Relations. The superintendent promotes and supports a positive relationship with the school district board of trustees through activities such as the following:

10.1   meeting the board's needs for information.

10.2   interacting with board members in an ethical, sensitive, and professional manner.

10.3   demonstrating competence in written and verbal communications to the board.

10.4   recommending policies to the board to enhance teaching and learning.

____ Exceeds Expectations   ____ Meets Expectations   ____ Below Expectations

Comments:

Summary Comments:

Signatures of Superintendent and School Board Members:

Superintendent: _____ Date: _____

Board President: _____ Date: _____

Board Member: _____ Date: _____

Board Member: _____ Date: _____

Board Member: _____ Date: _____

Board Member: _____ Date: _____

Board Member: _____ Date: _____

Board Member: _____ Date: _____