Judson Independent School District Superintendent Evaluation Instrument

General Information

The TASB Recommended Instrument consists of three parts: 1) Report on student performance and additional information required in the Annual Performance Report, 2) Key performance indicators, and 3) Other management responsibilities of the superintendent. In completing the evaluation, the board will consult data provided by the superintendent and other legally appropriate data the board deems relevant.

At the start of the evaluation cycle, the board and superintendent shall agree upon the process for evaluation and weight given to each part. Please note that the commissioner's recommended appraisal process and criteria in 19 Tex. Admin. Code § 150.1031 requires that a student performance domain, "at a minimum," be considered in the evaluation. Other procedures and criteria are determined by the board. In addition, the information in a district's annual performance report as set forth in Tex. Educ. Code § 39.306 must be a primary consideration of the board for the superintendent's evaluation. Tex. Educ. Code § 39.307(3)(C).

Part One: Report on student performance features a worksheet prepared by the superintendent using the most recent student performance data from the Texas Academic Performance Reports (TAPR). The Texas commissioner of education, through Region 13 ESC, annually provides the [Commissioner-Recommended Student Performance Domain](#) worksheet. The completed worksheet should be distributed to the board at the same time that all parts of the instrument are given to trustees for individual completion. (Please refer to your local board practice concerning your evaluation cycle.)

Additional information required to be reported in the district's annual report under Tex. Educ. Code § 39.306 must be considered for the superintendent's evaluation, including the following: campus performance objectives; the district's accreditation status; special education compliance status; statement on violent or criminal incidents; information on school violence and intervention policies and procedures; evaluative findings under the Safe and Drug-Free School and Communities Act; information on student performance in post-secondary institutions; the number of school counselors providing counseling services; and the financial section of the TAPR.

Part Two: Key performance indicators are developed in alignment with your district goals. The superintendent develops superintendent performance targets, which are reviewed by the

board. The job targets should be SMART—Specific, Measurable, Attainable, Results-Oriented, and Time-Bound.

Part Three: Other management responsibilities is designed to function as an evaluation of general management performance and to assist the board and superintendent in identifying priorities for the coming year. These responsibilities include the superintendent's individual and collaborative duties identified in Board Policy BJA(Legal) and BJA(Local).

Reflecting the philosophy that the Superintendent Evaluation Instrument is a planning document, at the same meeting when the board and superintendent review the Instrument for the coming year, agreement is reached on which areas of Part Three items will be included. Not all may be relevant in a particular evaluation cycle. In this manner, an individual board may customize Part Three of the instrument.

Rating Scale:

E Exceptional	Progress exceeds expectation and criteria noted in the instrument
P Proficient	Progress meets the expectation and criteria noted in the instrument
N Needs Improvement	Progress does not meet the expectations and criteria noted in the instrument

Comments may be added on any item. Any rating of "Needs Improvement" must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

Part One: Report on student performance

The board reviews and uses the completed [Commissioner-Recommended Student Performance Domain Worksheet](#) for the portion of the superintendent appraisal on student performance.

The board reviews and uses the additional information required to be reported in the district's annual performance report as set forth in Tex. Educ. Code § 39.306.

Part Two: Key performance indicators

The board, in discussion with the superintendent, established the following Superintendent performance targets for the year.

District Goal – Student performance

Click or tap here to enter text.

Key performance indicators

Click or tap here to enter text.

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

District goal (replicate for each goal adopted by the Board of Trustees for the evaluation cycle)

Click or tap here to enter text.

Key performance indicators

Click or tap here to enter text.

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

Part Three: Assessment of ongoing responsibilities

Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

A. **Instructional management:** The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board may want to see:
   - Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.
   - An annual report of instructional areas needing attention, as revealed by the system.
   - Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available.
   - A trend of ongoing improvement as reflected in longitudinal data on student scores.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments: Click or tap here to enter text.

B. **Student services management:** The superintendent oversees a program of students services tied to defined goals and objectives. The board may want to see:
   - Annual goals, targets, or benchmarks, and the rationale behind them for counseling services, health and safety programs, extracurricular programs, and students discipline.
   - Semi-annual monitoring reports for student services programs, related to goals and targets.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments: Click or tap here to enter text.

C. **Staff development and professional growth:** The superintendent oversees a program of staff development designed to improve district performance. The board may want to see:
   - An annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success.
   - An annual report on the success of the staff development program as demonstrated by administration-defined measures.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments Click or tap here to enter text.

<u>District Management</u>

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

A. Facilities and operations management: The superintendent maintains a management system designed to produce ongoing efficiencies in major district operations, including transportation, food services, and building maintenance and operations. The board may want to see:
- Annual goals, targets, or benchmarks and the monitoring process, to be used by administration to assess efficiency in the targeted areas.
- An annual report on success in terms of the goals, including longitudinal data.
- A general trend toward improvement in each area, as defined by the goals, targets, and benchmarks used.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

B. Fiscal management: The superintendent manages a budget development, implementation, and monitoring process that reflects sound business and fiscal practices and that supports district goals. The board may want to see:
- Budget assumptions and priorities, prior to development of the budget.
- Contingency plans for addressing any anticipated changes in district circumstances that could affect district finances in future years.
- Recommended budget in line with established assumptions and strict priorities. Quarterly financial reports showing implementation compared to adopted budget.
- End of year results that are generally consistent with adopted budget.
- Administrative procedures instituted to reduce the risk of fraud.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

C. Human resources management: The superintendent oversees a comprehensive human resources program (recruitment, retention, staff organization, compensation and benefits, staff recognition, and support), tied to defined goals and targets developed by administration for board review. The board may want to see:
- An annual list of goals, targets, or benchmarks for human resource services, related to one or more of the major functions listed above.
- An annual report of district success toward meeting the year's goals, targets, or benchmarks.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

<u>Board and Community Relations</u>

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

A. **Board relations:** The superintendent maintains a positive and productive working relationship with the board of trustees. The board may want to see:
   - Evidence that during the prior evaluation year the board was kept informed of significant issues as they arose.
   - Evidence that during the prior evaluation year the superintendent responded in a timely and complete manner to board requests for information that were consistent with board policy and established procedures.
   - Recommendations and appropriate supporting materials on matters for board decision.
   - Evidence that the superintendent's actions appropriately supported board policy and decisions with the staff and community.
   - Other (Insert specific data or reports to be furnished by the administration.)

   (The board acknowledges that individual members' judgment on the indicators above may vary from member to member and from incident to incident. Differences among members of the board about superintendent performance in this area should be discussed among the board so that consistent direction and expectations can be provided to the superintendent.

   *Board members should assess this item based on whether or not the members feel the superintendent exercised sound judgment on a **generally** consistent basis in meeting the **corporate body's** expectations in the above areas. The board's rating on this item should reflect the assessment of a majority of the board.)*

   Rating: Click or tap here to enter text.

   Comments: Click or tap here to enter text.

B. **Community Relations:** The superintendent maintains a positive and productive working relationship with the community. The board may want to see:
   - Information detailing the district's internal and external communication strategies.
   - Evidence of methods for community and business involvement in schools. Evidence of methods or programs to encourage community and business participation in and with the school district.
   - Other (Insert specific data or reports to be furnished by the administration.)

   Rating: Click or tap here to enter text.

   Comments: Click or tap here to enter text.