

## Waelder ISD 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 you 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                     |
| A Above Average     | Progress is above average concerning 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**

Increase reading and math scores across all grades, especially in tested subjects.

**Key performance indicators**

Passing rates in grades 3, 5, 7, 8 and EOC at State averages or higher.

**Rating:** \_\_\_\_\_

**Comments:** \_\_\_\_\_  
\_\_\_\_\_

**District goal**

Increase campus safety through capital improvement projects and safety protocol initiatives.

**Key performance indicators**

Safety features installed or planned; drills scheduled and carried out.

**Rating:** \_\_\_\_\_

**Comments:** \_\_\_\_\_  
\_\_\_\_\_

### 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.

Rating: \_\_\_\_\_

Comments: \_\_\_\_\_

- B. **Student services management:** The superintendent oversees a program of students services tied to defined goals and objectives.

Rating: \_\_\_\_\_

Comments: \_\_\_\_\_

- C. **Staff development and professional growth:** The superintendent oversees a program of staff development designed to improve district performance.

Rating: \_\_\_\_\_

Comments: \_\_\_\_\_

#### District Management

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.

Rating: \_\_\_\_\_

Comments: \_\_\_\_\_

- 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.

**Rating:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

- 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.

**Rating:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

#### Board and Community Relations

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 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:** \_\_\_\_\_

**Comments:** \_\_\_\_\_