

ANNUAL SUPERINTENDENT EVALUATION
South San Antonio Independent School District
for School Year 2018-19

Dr. Alejandro Flores, Superintendent
August 2019

Rating Scale:	Exceptional	Progress exceeds expectations
	Proficient	Progress adequate
	Needs Improvement	Progress less than adequate

This evaluation is based upon the performance goals approved by the Board of Trustees as a part of its Lone Star Governance activities, and upon the factors listed in the Commissioner of Education’s Recommended appraisal Process previously set forth set forth at 19 Tex. Admin Code §§ 150.1021 & 150.1022. Part I, (performance domain), is adopted from Tex. Educ. Code § 39.054. Part II (progress on specific goals) pertain to Lone Star Governance performance goals adopted by the Board of Trustees. Part III (other performance descriptors) is adopted from the previous language of 19 Tex. Admin Code §§ 150.1021(a). Although the rule has been modified, to accommodate a new TEA-Adopted Superintendent Appraisal, to date no such instrument has been adopted. In lieu of such adoption, this instrument will incorporate the Part III which has been successfully utilized in the past.

Part I-Student Performance:

Attach student performance domain for district and campuses, compiled in accordance with Tex. Educ. Code § 39.054.

(Attach all available performance data for 2018-19 school year plus most recent Academic Performance Report from TEA

Part II-Progress Toward Annual Student Outcome Goals and Evaluation of Superintendent Constraints:

Lone Star Governance

**Student Outcome Goals and Goals Progress Measures¹
and
Superintendent Constraints²**

Student Outcome Goal 1

The percentage of graduating students who meet at least one College, Career, Military-Readiness (CCM-R) indicator will increase from 35% to 45% by August 2023.

2018 performance was 35% (Based on 2016-2017 School Year)

2019 Goal is 37% - Actual Performance is _____%

Goal Progress Measures

GPM 1.1

The percent of students who meet the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for College Prep performance will increase from 13% to 20% by August 2023.

2018-2019 Goal is 14% - Actual performance is _____%

GPM 1.2

The percent of students obtaining a state-approved industry-based certification will increase from 4% to 24% by August 2023.

2018-19 Goal is 8% - Actual performance is _____%

GPM 1.3

¹ From SSAISD LSG Website

² The SSAISD Board has adopted Superintendent Constraints and Constraint progress measures. In accordance with the LSG handbook they are to be included in the Superintendent's evaluation. However, on their face, the Constraints will not become effective until the 2019-20 academic year. Because they are not yet effective, they are being omitted from this evaluation form. They will be included in any future Superintendent evaluation covering the 2019-20 academic year and beyond.

The percent of students successfully completing at least one dual credit course in any subject will increase from 10% to 30% by August 2023.

2018-19 Goal is 14% - Actual performance is _____%

Comments:

Student Outcome Goal 2

The percentage of students who attain “Meets” level performance on 3rd grade Math STAAR will increase from 26% to 41% by August 2023.

2018 performance was 25% (Based on 2017-2018 School Year)

2019 Goal is 29% - Actual Performance is _____%

Goal Progress Measures

GPM 2.1:

The percent of 3rd-grade students performing on or above grade level in mathematics, utilizing a universal screener and progress monitoring tool, will increase from x to x% by August 2023.

2018-2019: Baseline will be established May 2019

Baseline to be established prior to or at evaluation.

GPM 2.2:

The percent of K-2 students performing on or above grade level in mathematics will increase from x to 68% by August 2023.

2018-2019: Baseline will be established May 2019

Baseline to be established prior to or at evaluation.

GPM 2.3:

The percent of 3rd-grade students performing on or above grade level in mathematics on the March benchmark will increase from 19% to 35% by March 2023.

2018-19 benchmark was 19% - Actual performance is ____%

Comments:

Student Outcome Goal 3³

The percentage of students who attain “Meets” level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023.

GPM 3.1

The percent of 3rd-grade students reading on or above grade level, utilizing a universal screener and progress monitoring tool, will increase from x% to 68% by August 2023.

2018-19 baseline will be established May 2019

Baseline to be established prior to or at evaluation if this GPM is retained

GPM 3.2

The percent of K-2 students reading on or above grade level will increase from 48% to 68% by August 2023.

2017-18 baseline is 48%

2018-19 goal is 52% - Actual 2018-19 performance is ____%.

³ From SSAISD LSG Website

GPM 3.3

The percent of 3rd grades students performing on or above grade level in Reading on the March benchmark will increase from 21% to 35% by March 2023.

2018-19 goal is 21% - Actual 2018-19 performance is ____%.

Comments:

Student Outcome Goal 4⁴

Goal 4

The percent of students who perform at the Masters Grade Level Standard for all grades in the State reading exam will increase from 9% to 20% by 2022

Goal Progress Measures

GPM 4.1

The percent of 3rd Grade students who perform at Masters Grade level standard for reading will increase yearly by 2 percentage points from 12% to meet the goal of 20% by 2022.

2018-G3 STARR Reading was 12.23%

2019 Goal 14%

GPM 4.2

The percent of 5th Grade students who perform at the Masters Grade Level in State reading exams will increase yearly by 1.5 percentage points each year from 14% to meet the goal of 20% by 2022.

2018-G3 STARR reading was 14.23%

2019 Goal 15.5%

⁴ Presented as GPM Measures for Goal 3 at April 17, 2019 Board Meeting denominated as Goal 3

Comments:

Student Outcome Goals Scorecard

Student Outcome Goal #1 (target/actual):			
Target: 37% / Actual: ___%			
GPM #1.1: (target/actual)	GPM #1.2: (target/actual)	GPM #1.3 (target/actual)	% of GPMs That Met Target (target/actual)
14% / ___% 14%	8% / ___%	14% / ___%	___ %
Student Outcome Goal #2 (target/actual):			
Target: 29% / Actual: ___ %			
GPM #2.1: (target/actual)	GPM #2.2: (target/actual)	GPM #2.3: (target/actual)	% of GPMs That Met Target
___/ ___ %	___/ ___%	19% / ___%	___ %
Student Outcome Goal #3 (target/actual):			
Target: 32% / Actual: ___ %			
GPM #3.1: (target/actual)	GPM #3.2: (target/actual)	GPM #3.3: (target/actual)	% of GPMs That Met Target
___/ ___ %	52% / ___ %	21% / ___ %	
Student Outcome Goal #4 (target/actual):			
GPM #4.1:	GPM #4.2:		% of GPMs That Met Target

(target/actual)	(target/actual)		
Target: 14% Actual:	Target: 15.5% Actual:		

Overall Performance	
% of All GPMs That Met Target	Target 67% / Actual _____ %

Part III- Other Performance Descriptors

(1) Instructional Management. Does the Superintendent promote improvement of instruction through activities such as the following: monitoring student achievement and attendance; diagnosing student needs; helping teachers design learning experiences for students; encouraging the development and piloting of innovative instructional programs; and facilitating the planning and application of emerging technologies in the classroom?

Performance Standard – Instructional Management:

Exceptional _____ Proficient _____ Needs Improvement _____

Comments:

(2) School or Organization Morale. Does the Superintendent foster positive organization morale through activities such as the following: assessing and planning improvement of the school, school district, or community environment; reinforcing excellence; promoting a positive, caring climate of learning; and using effective communication skills?

Comments:

Performance Standard – School or Organizational Morale:

Exceptional _____ Proficient _____ Needs Improvement _____

Comments:

(3) School Organization Improvement. Does the Superintendent promote leadership in efforts to improve the organization through activities such as the following: collaborating in the development and articulation of a common vision of improvement; encouraging appropriate risk-taking; and ensuring continuous renewal of curriculum, policies, and methods?

Performance Standard – School Organization Improvement:

Exceptional _____ Proficient _____ Needs Improvement _____

Comments:

(4) Personnel Management. Does the Superintendent manage personnel effectively through activities such as the following: delegating appropriately; recognizing exemplary performance of teachers and staff; encouraging personal and professional growth and leadership among the staff; complying with applicable personnel policies and rules; securing the necessary personnel resources to meet objectives; and evaluating the job performance of assigned personnel?

Performance Standard – Personnel Management:

Exceptional _____ **Proficient** _____ **Needs Improvement** _____

Comments:

(5) Management of Administrative, Fiscal, and Facilities Functions. Does the Superintendent manage administrative, fiscal, and facilities functions responsibly through activities such as the following: obtaining broad-based input for fiscal or financial analysis; compiling reasonable budgets and cost estimates; ensuring that facilities are maintained and upgraded as necessary; and managing a broad range of school operations (for example, attendance, accounting, payroll, transportation).

Performance Standard – Management of Administrative, Fiscal, and Facilities Functions:

Exceptional _____ **Proficient** _____ **Needs Improvement** _____

Comments:

(6) Student Management. Does the Superintendent promote positive student conduct through activities such as the following: helping students develop a sense of self-worth; developing and communicating guidelines for student conduct; ensuring rules are observed uniformly; disciplining students for misconduct in an effective and fair manner; supporting collaboration by working with faculty; and encouraging the participation of students and parents?

Performance Standard – Student Management:

Exceptional _____ Proficient _____ Needs Improvement _____

Comments:

(7) School or Community Relations. Does the Superintendent promote a positive tone for school or community relations through activities such as the following: fostering collaborative educational efforts among members of the total school community; articulating the school mission and needs to the community; seeking support for school programs; and involving himself or herself in community activities that foster rapport between the school district and the larger community?

Performance Standard School or Community Relations:

Exceptional _____ Proficient _____ Needs Improvement _____

Comments:

(8) Professional Growth and Development. Does the Superintendent provide leadership in professional growth and development through activities such as the following: participating actively in professional associations; conducting himself or herself in an ethical and professional manner; disseminating ideas and information to other professionals; and seeking and using evaluative information for improvement of performance?

Performance Standard – Professional Growth and Development:

Exceptional _____ Proficient _____ Needs Improvement _____

Comments:

(9) Academic Excellence Indicators and Campus Performance Objectives. Has District under the Superintendent’s leadership made suitable progress towards advancing student performance, as indicated in Parts I and II of this Evaluation, and achieving District-wide and campus performance objectives?

Performance Standard – Academic Excellence Indicators and Campus Performance Objectives:

Exceptional _____ Proficient _____ Needs Improvement _____

Comments:

(10) School Board Relations. Does the Superintendent promoted and support a positive relationship with the District’s Board of Trustees through activities such as the following: meeting the board's needs for information; interacting with board members in an ethical, sensitive, and professional manner; demonstrating competence in written and verbal communications to the board; and recommending policies to the board to enhance teaching and learning?

Performance Standard – School Board Relations:

Exceptional _____ Proficient _____ Needs Improvement _____

Comments:

Signature

Date of Evaluation