

Keller Independent School District Administrative Appraisal System

Keller ISD Mission Statement

The Keller Independent School District, with an unwavering commitment to excellence and in partnership with our community, will achieve the highest standards of performance by providing exceptional educational opportunities for all students.

KISD Administrative Appraisal System Overview

“Leadership,” according to Robert Marzano, “can be considered the single most important aspect of effective schools.” Keller ISD realizes that the strength and effectiveness of the District is contingent on the strengths and effectiveness of its leadership. Therefore, it is critical to set high expectations for school leaders and allow opportunities for self-evaluation and growth. Past evaluation systems for school administrators were traditionally designed as a checklist of desired objectives with a rating scale to indicate a degree of accomplishment. Current research has identified such evaluation systems as limited and obsolete. The appraisal process should foster a more creative, aligned, and visionary review of the leadership role.

The vision created by Dr. James Veitenheimer in 2004 emphasized the interactive relationship between:

- The District Improvement Plan
- Campus and Department Improvement Plans
- The Administrator Appraisal System
- KISD District Expectations and
- Individual Professional Improvement Plans

A task committee was empowered to redesign the previous appraisal system in order to align it with the instruments listed above and also with the roles, responsibilities, and performance of administrators. The committee’s primary charge was to develop a new process and instrument that would identify proficiencies and timelines to accommodate the vision.

Appraisal Objectives

- To structure an ongoing collaboration process of appraisal to achieve mutual goals.
- To provide a framework that is diagnostic, prescriptive and flexible to meet individual strengths and area(s) for improvement.
- To provide a framework that promotes professional growth as an intricate part of the leadership role.
- To provide all district administrators with an understanding of the appraisal system.

Summative Conference

The supervisor and the administrator will meet to discuss and review the administrator's progress and student performance profile (if applicable) to determine the extent to which the administrator has met the proficiencies. Priority goals will be reviewed with attention given to the administrator's role in affecting student performance. It will be the responsibility of the administrator to provide documentation of achievement of goals and proficiencies. It will be the supervisor's role to document goals and/or proficiencies that were not met. A Corrective Action Plan is required when achievement of goals and proficiencies are not met. Both parties will retain a copy of the completed proficiencies.

Mid-Year Formative Review

The supervisor and the administrator will meet to discuss and review the administrator's progress towards the ten identified domains. The administrator and supervisor will identify any areas for improvement. The supervisor will advise the administrator of the contract recommendation. Both parties will retain a copy of the completed contract recommendation.

The Appraisal Summary – Part A

The Appraisal Summary outlines the goals established by the administrator and supervisor, and contains the supervisors and administrators comments. The seven Administrator Proficiency forms and the Appraisal Summary constitute the official Appraisal Document. When completed, they are placed in the administrator's personnel file in the Human Resources Office.

Appraisal Activities Action Steps

Effective schools require effective leadership and the appraisal of administrators represents a high priority conducive to this belief. A continuous working relationship between administrator and supervisor in the spirit of professional development and improvement will provide support for exemplary leadership and exemplary student performance. The following timetable is a guide to the process that will be ongoing throughout the school year.

May-August

- 1) Agreed goals are developed on the Professional Improvement Plan form (goal sheet).
- 2) The administrator forwards the completed Professional Improvement Plan to the supervisor.

August-January

- 1) Administrator begins compiling documentation for the professional portfolio.
- 2) The supervisor provides ongoing, informal performance feedback to the administrator: This feedback is related to the administrator's performance proficiencies and goals.
- 3) This process is formative and focuses on the administrator's performance and the administrator's role in enhancing student performance.

January-February

- 1) The supervisor schedules the mid-year formative review.
- 2) The administrator will complete the Student Performance Domain and turn it in to the supervisor before the mid-year conference (principals only).
- 3) At the mid-year formative review, the supervisor and administrator discuss the ten criteria identified on the mid-year review documentation.
- 4) The contract recommendation is shared with the administrator during the conference.

March-May

- 5) The supervisor schedules the summative conference with the administrator.
- 6) The administrator records comments on the seven Administrative Proficiency forms, indicating ways the administrator has worked to improve performance during formative the process as well as efforts that need to be addressed. The administrator brings two copies of the document to the summative conference.
- 7) At the summative conference, the supervisor and administrator discuss and review the professional portfolio and the Administrative Appraisal Instrument, goals for the upcoming year and possible professional development activities.
- 8) Relevant data on the administrator's performance should be reflected on the Appraisal Summary. At the conclusion of the summative process, both parties will have signed the form with the supervisor forwarding the original Administrative Proficiency Forms and Appraisal Summary to the Human Resources Office. This step represents the end of the appraisal cycle for the year.

The Goal Setting Document - Part B

As a result of the reflective appraisal of strengths and areas for improvement in each proficiency area, each administrator will identify potential goals for the following year. During the Summative Conference, the administrator and supervisor will discuss and collaboratively agree to the administrator's goals for the next year and Professional Improvement Plan. Once the goals are agreed on, the administrator will develop those goals as per the directions on the Professional Improvement Plan document (Part C).

The Professional Improvement Plan - Part C

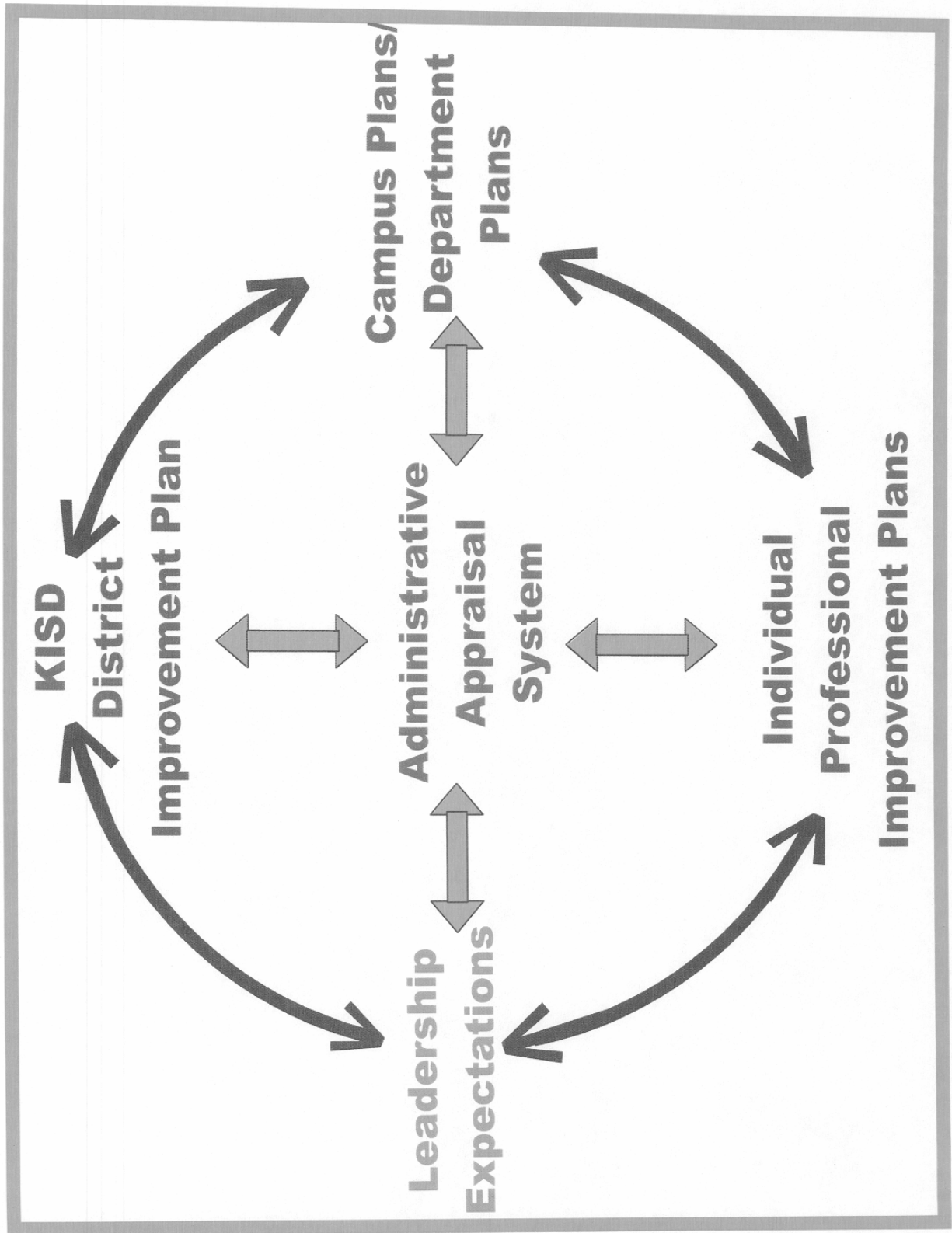
After collaboratively agreeing to professional goal areas, the administrator will complete a Professional Improvement Plan document for each established goal.

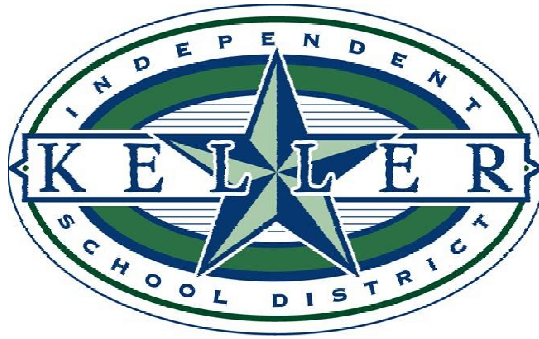
The Corrective Action Plan - Part D

In the event that one or more Administrator Proficiencies have not been adequately met or that an activity has occurred that needs to be addressed/corrected, the Supervisor will schedule a conference with the administrator to complete a Corrective Action Plan (Part D). The required steps to be taken in the Corrective Action Plan will be directed by the Supervisor. The Corrective Plan will become a permanent part of the yearly appraisal cycle for the administrator.

The Student Performance Domain - Part E

Using the most recent Campus Academic Excellence Indicator System (AEIS) Report and the Adequate Yearly Progress (AYP) Report, the principal completes the Commissioner-Recommended Student Performance Domain Worksheet. This allows the principal to record student achievement and growth from one year to the next. In addition, it allows the principal to report Gold Performance Acknowledgement, attendance rates, dropout rates (secondary only), and completion rates (secondary only).





MID-YEAR ADMINISTRATOR APPRAISAL AND CONTRACT RECOMMENDATION

NAME: _____

SCHOOL YEAR: _____

A. Appraisal of performance at mid-year

DOMAIN

RATING

1. **INSTRUCTIONAL MANAGEMENT**

- ☐ Meets/Exceeds Expectations
☐ Below Expectations
☐ Not Applicable

Promotes improvement of instruction through activities such as: monitoring student achievement and attendance; diagnosing student needs; helping teachers design learning experiences for students; encouraging the development and piloting of innovative instructional programs; facilitating the planning and application of emerging technologies; applying a thorough understanding of human development, learning theories, and appropriate instructional strategies designed to promote optimal learning for all students; understanding and supporting district curriculum design, alignment and curriculum writing/renewal process; systematically assessing curriculum and instruction to ensure that both are continually updated and adjusted to achieve optimal student learning; observing and monitoring classroom instruction in order to support teachers as they implement the district curriculum; and engaging all members of the community in sharing knowledge about the curriculum and learners to ensure continuity as student's progress through the school system.

2. **SCHOOL/ORGANIZATIONAL MORALE**

- ☐ Meets/Exceeds Expectations
☐ Below Expectations

Fosters a positive school or organization morale through activities such as: assessing and planning improvement of the school, district or community environment; reinforcing excellence; promoting a positive, caring climate of learning; using effective communication skills; promoting the organization effectively in a variety of contexts, (i.e., meetings with staff, communication with parents, public relations techniques); clearly articulates the beliefs, mission, and goals of the school district through the beliefs, missions, and goals of the individual campuses; develops systems for ensuring effective ongoing communication within the school community, including input from all stakeholders; using technology to promote effective communication; modeling and encouraging honest open and interactive communication establishing and modeling atmosphere of clear communication, openness, trust, and mutual respect for the entire Keller ISD learning community; promoting active leadership by promoting site-based decision making to achieve the campus/district beliefs and goals; fostering team building among staff to encourage the dynamic exchange of ideas and sharing of resources; celebrating innovations and accomplishments of all the learning community; and acting appropriately to maintain the safety and welfare of the learning community members.

3. **SCHOOL/ORGANIZATIONAL IMPROVEMENT**

- ☐ Meets/Exceeds Expectations
☐ Below Expectations

Promotes leadership in efforts to improve the school or organization through activities such as: collaborating in the development and articulation of a common vision of improvement; encouraging appropriate risk-taking; ensuring continuous renewal of curriculum, policies, and methods; guiding learning community in development of district's beliefs and goals in a manner that reflects each students' needs for academic achievement and success in life; taking positive action to make the district's beliefs and goals tangible; modeling collaborative planning, implementation, assessment, and ongoing modification of strategies to achieve mission; creatively and effectively allocates resources (money, time, facilities, technology, volunteers, etc.); provides leadership to solve problems creatively and support responsible risk taking; and encouraging self-management and facilitates the development of leadership among all members of the learning community.

4. **PERSONNEL MANAGEMENT**

- ☐ Meets/Exceeds Expectations
☐ Below Expectations

Manages personnel effectively through activities such as: 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.

5. **MANAGEMENT OF ADMINISTRATIVE, FISCAL AND FACILITIES FUNCTIONS**

- ☐ Meets/Exceeds Expectations
☐ Below Expectations

Manages administrative, fiscal, and facilities functions responsibly through activities such as: obtaining broad-based input for fiscal or financial analysis; compiling reasonable budgets and cost estimates; ensuring that facilities are maintained and upgraded as necessary; managing a broad range of school operations (e.g., attendance, accounting, payroll, transportation); preparing or supervising the preparation of reports, records, tests, and all other required or appropriate paperwork; complying with all policies, operating procedures, and legal requirements expected in the position; complying with the Professional Code of Ethics and Standard Priorities for Texas Educators; supporting decisions of the organization and accepting responsibility for implementation at their applicable level; directing activities and functions of the campus or department in a way that is consistent with the district's beliefs, goals and expectations; complying with verbal and written directives; and modeling behaviors outlined in the KISD District Expectations.

6. **STUDENT MANAGEMENT**

- ☐ Meets/Exceeds Expectations
☐ Below Expectations
☐ Not Applicable

Promotes positive student conduct through activities such as: 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.

7. **SCHOOL OR COMMUNITY RELATIONS**

- ☐ Meets/Exceeds Expectations
☐ Below Expectations

Promotes a positive tone for school or community relations through activities such as: 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 district and the larger community; committing to work together in a diverse learning community; ensuring that all members of the learning community have an equitable opportunity to achieve; respecting all learners, is sensitive to their needs, and encourages them to use all their skills and talents; emphasizing how similarities foster unity among all people, actively seeking to eliminate forms of discrimination in the learning community; ensuring that cross-cultural experiences are an integral part of the learner-centered community, and that the cultures of school families are affirmed; and using effective communication and collaboration toward a common purpose.

8. **PROFESSIONAL GROWTH AND DEVELOPMENT**

☐ Meets/Exceeds Expectations

☐ Below Expectations

Provides leadership in professional growth and development through activities such as: 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; actively promoting the growth and wellness of the learning community; creating a comprehensive plan for professional development of self and staff; facilitates participation in priority activities articulated in an improvement plan; scheduling time for staff members to reflect, to work together, and plan for their own professional growth; using ongoing assessment to ensure that professional development activities are based on the changing needs of the learning community and that they are effective in promoting student learning; using self-assessment to identify areas for personal professional growth, pursuing professional development activities at the application or mastery level; developing an identity as a professional, interacts with other professionals, and developing a personal commitment to growth which is aligned with district goals and initiatives; documenting actions that support implementation of personal/professional growth plans; and acting as a resource to other institutions and organizations.

9. **ACADEMIC EXCELLENCE INDICATORS AND
CAMPUS PERFORMANCE OBJECTIVES
(FOR PRINCIPALS ONLY)**

☐ Meets/Exceeds Expectations

☐ Below Expectations

Based on state definition determined by Texas Education Agency.

10. **PROGRESS ON ADMINISTRATOR-IDENTIFIED GOALS**

☐ Meets/Exceeds Expectations

☐ Below Expectations

B. Area(s) for improvement, if any:

C. Contract recommendation:

_____ Extension

_____ Nonextension/No Action

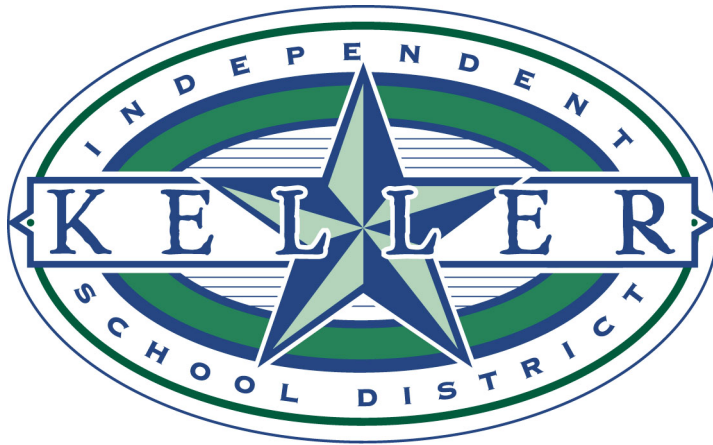
_____ Nonrenewal

Appraiser's
Signature: _____

Administrator's
Signature: _____

Date: _____

Date: _____



Keller Independent School District

Learner-Centered Proficiencies and Appraisal Summary

Administrator: _____

Supervisor: _____

School Year: _____

KISD ADMINISTRATIVE PROFICIENCY - # 1
LEARNER-CENTERED LEADERSHIP

Learner-centered leadership implies that learning for all is maximized and that progressive, proactive efforts to lead learning are evident.

Indicators:

- A. Guides learning community in development of district's beliefs and goals in a manner that reflects each students' needs for academic achievement and success in life.
- B. Takes positive action to make the district's beliefs and goals tangible.
- C. Models collaborative planning, implementation, assessment, and ongoing modification of strategies to achieve mission.
- D. Creatively and effectively allocates resources (money, time, facilities, technology, volunteers...)
- E. Provides leadership to solve problems creatively and support responsible risk taking.
- F. Encourages self-management and facilitates the development of leadership among all members of the learning community.
- G. Builds relationships both within the campus or department and the community as a whole that are supportive of the district's mission and promote the successful attainment of that mission.
- H. Applies effective and appropriate strategies for staff supervision.
- I. Follows the Code of Ethics and Standard Practices for Texas Educators and bases daily decisions on ethical principles.
- J. Prepares or supervises the preparation of reports, records, tests, and all other required or appropriate paperwork.

Summative Conference Notes

The administrator and the supervisor write comments about the administrator's performance within this area by highlighting the degree of success achieved during the formative process as well as areas needing further development.

Statement or evidence:

Administrator's Comments:

Supervisor's Comments: ☐ Meets/Exceeds Expectations ☐ Below Expectations

KISD ADMINISTRATIVE PROFICIENCY - #2 LEARNER-CENTERED CLIMATE

Learner-centered climate is a climate of mutual trust and respect which enables all members of the learning community to seek and attain excellence.

Indicators:

- A. Establishes and models atmosphere of clear communication, openness, trust, and mutual respect for the entire Keller ISD learning community.
- B. Promotes active leadership by promoting site-based decision making to achieve the campus/district beliefs and goals.
- C. Fosters team building among staff to encourage the dynamic exchange of ideas and sharing of resources.
- D. Celebrates innovations and accomplishments of all the learning community.
- E. Acts appropriately to maintain the safety and welfare of the learning community members.

Summative Conference Notes

The administrator and the supervisor write comments about the administrator's performance within this area by highlighting the degree of success achieved during the formative process as well as areas needing further development.

Statement or Evidence:

Administrator's Comments:

Supervisor's Comments: ☐ Meets/Exceeds Expectations ☐ Below Expectations

KISD ADMINISTRATIVE PROFICIENCY - #3
LEARNER-CENTERED CURRICULUM AND INSTRUCTION

The administrator facilitates the implementation of a sound curriculum and appropriate instructional strategies designed to promote optimal learning for all students.

Indicators:

- A. Applies a thorough understanding of human development, learning theories, and appropriate instructional strategies designed to promote optimal learning for all students.
- B. Understands and supports district curriculum design, alignment and curriculum writing/renewal process.
- C. Employs collaborative planning processes to facilitate curricular improvement aligned with campus and district goals.
- D. Encourages all members of the learning community to use critical thinking, creativity, and problem solving as tools to build a greater understanding of the world.
- E. Systematically assesses curriculum and instruction to ensure that both are continually updated and adjusted to achieve optimal student learning.
- F. Support the learning community by encouraging a variety of learning experiences and facilitating effective uses of time and resources.
- G. Observes and monitors classroom instruction in order to support teachers as they implement the district curriculum.
- H. Encourages teachers to integrate assessment and teaching to ensure that relevant learning opportunities are provided for all learners.
- I. Engages all members of the community in sharing knowledge about the curriculum and learners to ensure continuity as student's progress through the school system.

Summative Conference Notes

The administrator and the supervisor write comments about the administrator's performance within this area by highlighting the degree of success achieved during the formative process as well as areas needing further development.

Statement or Evidence:

Administrator's Comments:

Supervisor's Comments: ☐ Meets/Exceeds Expectations ☐ Below Expectations

KISD ADMINISTRATIVE PROFICIENCY - #4
LEARNER-CENTERED PROFESSIONAL DEVELOPMENT

The administrator demonstrates a commitment to student learning through a personal growth plan and fosters the professional development of all staff in the learning community.

Indicators:

- A. Actively promotes the growth and wellness of the learning community.
- B. Creates a comprehensive plan for professional development of self and staff.
- C. Facilitates participation in priority activities articulated in an improvement plan.
- D. Schedules time for staff members to reflect, to work together, and plan for their own professional growth.
- E. Uses ongoing assessment to ensure that professional development activities are based on the changing needs of the learning community and that they are effective in promoting student learning.
- F. Uses self-assessment to identify areas for personal professional growth.
- G. Pursues professional development activities at the application or mastery level.
- H. Develops an identity as a professional, interacts with other professionals, and develops a personal commitment to growth which is aligned with district goals and initiatives.
- I. Documents actions that support implementation of personal/professional growth plans.
- J. Acts as a resource to other institutions and organizations.

Summative Conference Notes

The administrator and the supervisor write comments about the administrator's performance within this area by highlighting the degree of success achieved during the formative process as well as areas needing further development.

Statement or Evidence:

Administrator's Comments:

Supervisor's Comments: ☐ Meets/Exceeds Expectations ☐ Below Expectations

KISD ADMINISTRATIVE PROFICIENCY - #5 LEARNER-CENTERED COMMUNICATION

Learner-centered communication implies effective internal and external communication, fostering collaborative educational efforts among members of the total school community, including staff, parents, students, community members, and the media.

Indicators:

- A. Promotes the organization effectively in a variety of contexts, (i.e., meetings with staff, communication with parents, public relations techniques).
- B. Clearly articulates the beliefs, mission, and goals of the school district through the beliefs, missions, and goals of the individual campuses.
- C. Develops systems for ensuring effective ongoing communication within the school community, including input from all stakeholders.
- D. Uses technology to promote effective communication.
- E. Models and encourages honest open and interactive communication.

Summative Conference Notes

The administrator and the supervisor write comments about the administrator's performance within this area by highlighting the degree of success achieved during the formative process as well as areas needing further development.

Statement or evidence:

Administrator's Comments:

Supervisor's Comments: ☐ Meets/Exceeds Expectations ☐ Below Expectations

KISD ADMINISTRATIVE PROFICIENCY - #6
LEARNER CENTERED PROFESSIONAL BEHAVIOR & ETHICAL CONDUCT

Learner-centered professional behavior and ethical conduct implies a commitment to the highest professional and ethical behavior within the organization and with our public.

- A. Complies with all policies, operating procedures, and legal requirements expected in the position.
- B. Complies with the Professional Code of Ethics and Standard Priorities for Texas Educators.
- C. Supports decisions of the organization and accepts responsibility for implementation at their applicable level.
- D. Directs activities and functions of their campus or department in a way that is consistent with the district's beliefs, goals and expectations.
- E. Complies with verbal and written directives.
- F. Models behaviors outlined in the KISD District Expectations.

Summative Conference Notes

The administrator and the supervisor write comments about the administrator's performance within this area by highlighting the degree of success achieved during the formative process as well as areas needing further development.

Statement or Evidence:

Administrator's Comments:

Supervisor's Comments: ☐ Meets/Exceeds Expectations ☐ Below Expectations

**KISD ADMINISTRATIVE PROFICIENCY - #7
EQUITY AND EXCELLENCE FOR ALL LEARNERS**

Equity and excellence for all is promoted by acknowledging, respecting, and responding to diversity among students and staff while building on the shared values and other similarities that bond all people.

Indicators:

- A. Commits to work together in a diverse learning community.
- B. Ensures that all members of the learning community have an equitable opportunity to achieve.
- C. Respects all learners, is sensitive to their needs, and encourages them to use all their skills and talents.
- D. Emphasizes how similarities foster unity among all people.
- E. Actively seeks to eliminate forms of discrimination in the learning community.
- F. Ensures that cross-cultural experiences are an integral part of the learner-centered community, and that the cultures of school families are affirmed.
- G. Uses effective communication and collaboration toward a common purpose.

Summative Conference Notes

The administrator and the supervisor write comments about the administrator's performance within this area by highlighting the degree of success achieved during the formative process as well as areas needing further development.

Statement or Evidence:

Administrator's Comments:

Supervisor's Comments: ☐ Meets/Exceeds Expectations ☐ Below Expectations

**KELLER INDEPENDENT SCHOOL DISTRICT
ADMINISTRATOR APPRAISAL SYSTEM SUMMATIVE CONFERENCE
PART A: APPRAISAL SUMMARY**

Name: _____

Date of Conference: _____

Campus/Dept.: _____

The seven Administrative Proficiency forms and this summary document are the official administrator appraisal record. The supervisor's summary will be completed and given to the administrator after the summative conference. The administrator will then add comments/response, sign the form and return it to the supervisor. The supervisor will then sign the completed form and forward one copy to the administrator and send the original to Human Resources Department.

The summary shall include the administrator's performance in the learner-centered proficiencies, district expectations, the administrator's professional improvement plan, and the performance of the administrator's students (where appropriate).

Supervisor's summary:

Administrator's comments/response:

Administrator's Signature: _____

Date: _____

Supervisor's Signature: _____

Date: _____

Signatures indicate that both parties have reviewed and received a copy of this form. Signature does not necessarily reflect agreement.

**KELLER INDEPENDENT SCHOOL DISTRICT
ADMINISTRATOR APPRAISAL SYSTEM SUMMATIVE CONFERENCE
PART B: GOAL SETTING DOCUMENT**

Name: _____

Date of Conference: _____

Campus/Dept.: _____

At the summative conference, the administrator and supervisor will collaboratively plan the administrator's goals for next year's Professional Improvement Plan. The supervisor will copy the form and give it to the administrator.

Professional Improvement Plan Goals

Describe collaborative goals agreed upon by the administrator and supervisor for the next year's Professional Improvement Plan:

Standard Goal – A goal or expectation evident within the administrator's position; a routine process or initiative targeted for improvement.

Beyond Standard Goal – A goal that enhances or extends the work of the administrator; something not required within the position, but a priority.

Personal Professional Growth – A goal that targets a particular area of personal professional growth.

Administrator's Signature: _____

Date: _____

Supervisor's Signature: _____

Date: _____

Check one:

- ☐ Goal addressing a routine standard for the position.
- ☐ Goal addressing any standard in addition to routine standards for the position.
- ☐ Goal addressing personal professional growth, including the reading of at least 1 book on leadership.

**Keller ISD 2006-2007
Professional Improvement Plan
Part C**

Name: _____

Position/Campus: _____

District Goal Area:

- ☐ 1. All students will achieve educational excellence.
- ☐ 2. All systems in the Keller Independent School District will be effective, efficient, and accountable in support of the district's mission.
- ☐ 3. The Keller Independent School District will recruit, develop, and retain a diverse highly qualified staff.
- ☐ 4. The Keller Independent School District will develop and promote positive community relations through effective communication, the involvement of stakeholders, and the establishment of business and community partnerships.
- ☐ 5. Keller Independent School District facilities and services will be operated in a safe manner so that all students and employees may thrive in a secure and nurturing environment.

Goal: _____

District Expectation(s): _____

Administrative Proficiency(ies): _____

1. My performance will be judged satisfactory when I have: _____
2. This goal helps accomplish the District's mission and fulfills KISD's purpose by: _____
3. Resources I need to accomplish what I have selected to do include: _____

Help I need from my supervisor as I work on this goal include: _____

4. **Specific action steps and completion dates I will take to accomplish this goal include:
(minimum of 6)**

Activities

Completion Dates

**KELLER INDEPENDENT SCHOOL DISTRICT
ADMINISTRATOR APPRAISAL SYSTEM SUMMATIVE CONFERENCE
PART D: CORRECTIVE ACTION PLAN**

Name: _____

Position: _____

Campus/Dept.: _____

Date: _____

Supervisor: _____

Activity to be Corrected: _____

Proficiency to be Addressed: _____

Specific Steps to be Taken: _____

Formative Evaluation of Progress

Review Date: _____

Progress Report: _____

Summative Evaluation of Progress

Review Date: _____

Progress Report: _____

**Commissioner-Recommended Student Performance Domain
WORKSHEET (to be completed by the Principal)
PART E The Student Performance Domain**

Principal _____ Date _____ Campus _____ Grades _____
(if applicable) Paired Campus _____ Grades _____
or check here if Paired with District _____

Directions: Use the 2005-2006 Campus Academic Excellence Indicator System (AEIS) Report and the Adequate Yearly Progress (AYP) Report to complete this form. Give the completed worksheet and analysis of indicators and goals to the appraiser by _____.

I. Select the Campus Accountability Rating: (Refer to the AEIS)

☐ Exemplary ☐ Recognized ☐ Acceptable ☐ Academically Unacceptable
☐ Not Rated Alternative Education ☐ Not Rated: ☐ Other

**II. Campus 2005-2006 AYP Status Label
(Refer to the AYP Report)**

Title I Campus: Yes ☐ No ☐

Met AYP ☐ Missed AYP ☐

If missed AYP, give reason:

Performance _____

Participation _____

Other Measure _____

Principal comments: _____

II. Student Performance

A. Campus State Assessment Results

Post campus State Assessment results below. Refer to AEIS report: "Sum of All Grades Tested" (Accountability Indicator) for TAKS scores. 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"	Campus		AA*		H*		W*		NAm		A/PI		Spec. Ed		Eco. Dis.*		LEP	
EXAMPLE	88%	+	84%	+	79%	=	93%	-							78%	+		
TAKS Reading/ELA																		
TAKS Writing																		
TAKS Math																		
TAKS Social Studies																		
TAKS Science																		

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

SDAA	District**	
SDAA Sum of All Tests 3-8 (all students)		

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

Enter district (not campus) accountability indicator.

Important note from page 29 of the TEA-produced AEIS Glossary: "For purposes of comparison, prior year (2003) performance on TAKS has been recomputed to 1 SEM below Panel Recommendation for grades 3-10 and 2 SEM below Panel Recommendation for grade 11."

Principal comments regarding State Assessment Results: _____

B. Check (✓) to indicate acknowledgment(s) such as:

Acknowledged	Gold Performance Acknowledgments
	Advanced Course Completion (02/03)
	AP/IB Examination Results (02/03)
	Attendance Rate (02/03)
	Commended Performance on TAKS: Spring 2004
	*Reading/English Language Arts
	*Writing
	*Mathematics
	*Science
	*Social Studies
	Recommended High School Program/Distinguished Achievement Program (Class of 2003)
	SAT/ACT Results (College Admission Tests) (Class of 2003)
	TAAS/TASP Equivalency (Class of 2003)
	Other Acknowledgments

Principal comments regarding campus performance as compared to last year: _____

Sections A, B, and C need to be completed as appropriate.**IV. Dropout/Completion Rates/Attendance****A. Annual Dropout Rate.**

Use the AEIS "Annual Dropout Rate" (Gr 7-8) (Accountability Indicator) to post campus's most recent and previous year results. 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.

Annual Dropout Rate (Gr 7-8)	EXAMPLE STATE	Campus*	AA*	H*	W*	Nam	A/PI	Spec. Ed	Eco.	Dis.*	LEP
Most Recent Year	.2%										
Previous Year	.2%										
Increased											
Decreased											
Stayed Same	✓										

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

Principal comments regarding annual dropout rate (Gr 7-8):

B. Completion Rate. (Refer to AEIS class of 2003)

Use the AEIS "Completion/Student Status" to post campus's most recent and previous year "Completion Rate II (w/GED)" results (Accountability Indicator). 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	Campus*	AA*	H*	W*	NAm	A/PI	Spec. Ed	Eco. Dis.*	LEP
Most Recent Year	95.5									
Previous Year	95.0									
Increased	✓									
Decreased										
Stayed Same										

*State Accountability student group for Completion Rate II [w/GED] (if group size meets minimum requirements)

Principal comments regarding completion rate: _____

C. Attendance

1. Place “+” in each student group that is > or = 90%.
2. Place “-” in each student group that is < or = 89%.
3. Beside Improvement, use “+”, “-”, or “=” to indicate change from previous year.
4. Place “not applicable” (NA) if not scored.

Attendance	Campus	AA	H	W	NAm	A/PI	Spec. Ed	Eco. Dis.	LEP
>, <, or = to 90%									
Improvement									

Principal comments regarding attendance:_____