

**Commissioner-Recommended Student Performance Domain/Superintendent Appraisal  
WORKSHEET (updated November 2008)**

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 \_\_\_\_\_ Date \_\_\_\_\_ District \_\_\_\_\_

**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 2007-2008 AYP Status Label: \_\_\_\_\_

Met AYP                       Missed AYP

If missed AYP, give reason:

Performance \_\_\_\_\_

Participation \_\_\_\_\_

Other Measure \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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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

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

**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” (Standard Accountability Indicator); or Data Table, “Performance Results”.

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
	%	Change	%	Change	%	Change	%	Change				%	Change	
EXAMPLE	88%	+	84%	+	79%	=	93%	-				78%	+	
TAKS Reading/ELA														
TAKS Math														
TAKS Writing														
TAKS Science														
TAKS Social Studies														

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

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

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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 I (w/o GED:)” (Standard Accountability Indicator) 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.

<b>Completion Rate I (w/o GED)</b>	<b>EXAMPLE STATE</b>	District*	AA*	H*	W*	NAm	A/PI	Spec. Ed	Eco. Dis.*	LEP
Most Recent Year	96.1									
Previous Year	95.0									
Increased	√									
Decreased										
Stayed Same										

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

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

- 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 district results from AEIS, “Annual Dropout Rate;” or Data Table, “Annual Dropout Rate Gr. 7-8” (Standard Accountability Indicator). When needed, use “NA” to indicate not applicable.

<b>Dropped Out Rate</b>	<b>EXAMPLE STATE</b>	District*	AA*	H*	W*	NAm	A/PI	Spec. Ed	Eco. Dis.*	LEP
Most Recent Year	.2%									

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

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

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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 (06/07)
	AP/IB Examination Results (06/07)
	Attendance Rate (06/07)
	Commended Performance on TAKS: Spring 2008
	• Reading/English Language Arts
	• Writing
	• Mathematics
	• Science
	• Social Studies
	Recommended High School Program/Distinguished Achievement Program (Class of 2007)
	SAT/ACT Results (College Admission Tests) (Class of 2007)
	Texas Success Initiative for ELA
	Texas Success Initiative for Math
	Comparable Improvement: Reading/LA
	Comparable Improvement: Math
	Other Acknowledgments
	• College-Ready Graduates ELA
	• College-Ready Graduates Math
	• College-Ready Graduates Both

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

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

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

TAKS Reading/ELA	
TAKS Writing	
TAKS Math	
TAKS Social Studies	
TAKS Science	
Attendance	
Dropout/Completion	
Graduation	
Special Education Assessments	
Other	

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

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**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.