



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: January 20, 2021

Purpose: Presentation/Report Recognition Discussion/ Possible Action

Closed/Executive Session Work Session Discussion Only Consent

From: Dr. Marc Puig, Superintendent of Schools

Item Title: Superintendent Evaluation Instrument

Description: The commissioner's recommended appraisal process and criteria requires, at a minimum: (1) an annual evaluation of the superintendent; and (2) a student performance domain. The TASB instrument includes the legal requirement of student performance and additional criteria aligned to CEO/superintendent managerial domains/responsibilities. The Board of Trustees will utilize this performance evaluation instrument to measure the Superintendent's performance.

Historical Data: The last Superintendent Evaluation Instrument was approved June 19, 2019.

Recommendation: To approve the TASB recommended Superintendent Evaluation Instrument as presented.

District Goal/Strategy:

Select a Goal or Strategy

Funding Budget Code and Amount: n/a

APPROVED BY:

SIGNATURE

DATE

Chief Officer:

CFO Funding Approval:

Superintendent:

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:

Comments:

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:

Comments:

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:

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. 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:

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. 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:

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 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:

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 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:

Comments:

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:

Comments:

Commissioner-Recommended Student Performance Domain

Superintendent:

District:

Date:

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

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 Accountability Reports.

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.

2020-2021 DIRECTIONS: DUE TO COVID-19 AND THE STATE RATING OF 'NOT RATED: DECLARED STATE OF DISASTER' FOR ALL CAMPUSES AND DISTRICTS, SCHOOL BOARDS AND SUPERINTENDENTS MAY WISH TO REFERENCE THE PREVIOUS YEARS' ACCOUNTABILITY REPORTS FOR STEP 1, 2, 3A, AND 3B.

STEP 3C DATA (GRADUATION AND DROPOUT RATES) WILL BE CURRENT.

STEP 4: SCHOOL BOARDS AND SUPERINTENDENTS MAY WANT TO USE PREVIOUS YEARS STATE DATA (2018-2019), AS WELL AS ANY CURRENT LOCAL DATA (2019-2020) TO HELP DETERMINE AREAS OF STRENGTH AND AREAS OF NEED.

STEP 5: SCHOOL BOARDS AND SUPERINTENDENTS MAY USE ANY/ALL OF THE DATA HEREIN, AS WELL AS CONSIDERING CURRENT COVID-19 PANDEMIC SCENARIOS IN EDUCATION TO HELP SET GOALS FOR THE UPCOMING SCHOOL YEAR.

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

Directions for cover sheet: Click once on the “Click here to enter text” button to enter the Superintendent name and District. Click once on the “Click here to enter a date” button and a drop down arrow will appear. Click on the arrow and choose the completion date for this form.

Data Sources for worksheet: The superintendent should use the 2018 and 2019 Accountability Reports by District, the comprehensive online Texas Academic Performance Report system, 2018-2019 Texas Academic Performance Reports, and www.txschools.org to complete Steps 1-3.

STEP 1: 2019 STATUS

DISTRICT

Overall District Rating

A B C D F

District is identified for Distinction Designation in Post-Secondary Readiness

Student Achievement Domain Rating

A B C D F

School Progress Domain Rating

-Part A (Academic Growth) Rating: **A B C D F**
-Part B (Relative Performance) Rating: **A B C D F**

Closing the Gaps Domain Rating

A B C D F

Superintendent Comments:

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

| Campus Information (State Accountability) | |
|---|--|
| Number of campuses with letter grade of A (Exemplary Performance) | |
| Number of campuses with letter grade of B (Recognized Performance) | |
| Number of campuses with letter grade of C (Acceptable Performance) | |
| Number of campuses with letter grade of D (In Need of Improvement) | |
| Number of campuses with letter grade of F (Unacceptable Performance) | |
| Number of campuses with multi-year F rating | |
| Number of campuses with D/F in a Domain | |
| Campus Information (Federal Accountability) | |
| Number of campuses labeled as Additional Targeted Support | |
| Number of campuses labeled as Targeted Support | |
| Number of campuses labeled as Comprehensive Support | |

| Distinction Designations | | | | | | | | |
|--|-----------------|-------------|----------------|-----------------------|------------------------|------------|-----------------------|----------------|
| Number of Campuses | Read/ELA | Math | Science | Social Studies | Academic Growth | Gap | Post-Secondary | Total # |
| Eligible for Distinction Designation | | | | | | | | |
| Identified for Distinction Designation | | | | | | | | |

Superintendent Comments:

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

Step 2: Closing the Gaps

| Closing the Gaps | | | | | | | | | | | |
|-------------------|----------|-----------------------------|------------------------|----------------------------------|------------------------|-------------------------------------|------------------------|--|------------------------|-------------------|------------------|
| | | Academic Achievement Status | | Growth/Federal Graduation Status | | English Language Proficiency Status | | School Quality/ Student Success Status | | Participation | |
| | | # Indicators Met | # Indicators Evaluated | # Indicators Met | # Indicators Evaluated | # Indicators Met | # Indicators Evaluated | # Indicators Met | # Indicators Evaluated | % of ELA/ Reading | % of Mathematics |
| District | | | | | | | | | | | |
| Campus Type | Number | | | | | | | | | | |
| <i>EXAMPLE HS</i> | <i>5</i> | <i>29</i> | <i>31</i> | <i>26</i> | <i>31</i> | <i>4</i> | <i>5</i> | <i>63</i> | <i>70</i> | <i>98%</i> | <i>97%</i> |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

Complete district information. Indicate types of campuses (i.e., elementary, secondary, etc.) and number of campuses within each category. The data can be found on the Closing the Gaps Report. Indicate the number of campuses within each type which “Met Indicators”. For participation, enter percent of participation for All Students for ELA/Reading and Mathematics. When needed, use “NA” to indicate not applicable.

Superintendent Comments:

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

Step 3: Summary of Current Year Results.

A. Post district State Assessment results below. Possible data sources may include comprehensive online Texas Academic Performance Report system, 2018 and 2019 STAAR Performance Data Table. The column to the right of the percentage should be used to indicate direction of rates comparing 2019 to 2018. For an increase in percentage, mark a "+". For a decrease in percentage, mark a "-". For a neutral, mark a "/". When needed, use "NA" to indicate not applicable.

| STAAR Percent at Approaches Grade Level or Above All Grades | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|---|-------------------|---|-----------|---|--------|---|------------------|---|--------|---|-------------------|---|--------------------|---|--------------|---|---------------------------|---|----------------------|---|---------------------|---|-----------------------|---|---------------------------|---|--|
| | District* | | African American* | | Hispanic* | | White* | | American Indian* | | Asian* | | Pacific Islander* | | Two or More Races* | | Econ Disadv* | | EL (Current & Monitored)* | | Special Ed (Current) | | Special Ed (Former) | | Continuously Enrolled | | Non-Continuously Enrolled | | |
| | 88% | + | 84% | / | 79% | - | 93% | - | 88% | + | 84% | / | 79% | - | 93% | - | 78% | - | 93% | + | 73% | - | 73% | - | 84% | + | 82% | / | |
| EXAMPLE | 88% | + | 84% | / | 79% | - | 93% | - | 88% | + | 84% | / | 79% | - | 93% | - | 78% | - | 93% | + | 73% | - | 73% | - | 84% | + | 82% | / | |
| All Subjects | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

Superintendent Comments:

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

| STAAR Percent at Meets Grade Level or Above All Grades | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------|-----|-------------------|-----|-----------|-----|--------|-----|------------------|-----|--------|-----|-------------------|-----|--------------------|-----|--------------|-----|---------------------------|-----|----------------------|-----|---------------------|-----|-----------------------|-----|---------------------------|-----|---|--|
| | District* | | African American* | | Hispanic* | | White* | | American Indian* | | Asian* | | Pacific Islander* | | Two or More Races* | | Econ Disadv* | | EL (Current & Monitored)* | | Special Ed (Current) | | Special Ed (Former) | | Continuously Enrolled | | Non-Continuously Enrolled | | | |
| | EXAMPLE | 88% | + | 84% | / | 79% | - | 93% | - | 88% | + | 84% | / | 79% | - | 93% | - | 78% | - | 93% | + | 73% | - | 73% | - | 84% | + | 82% | / | |
| All Subjects | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

Superintendent Comments:

| STAAR Percent at Masters Grade Level All Grades | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|-----|-------------------|-----|-----------|-----|--------|-----|------------------|-----|--------|-----|-------------------|-----|--------------------|-----|--------------|-----|---------------------------|-----|----------------------|-----|---------------------|-----|-----------------------|-----|---------------------------|-----|---|--|
| | District* | | African American* | | Hispanic* | | White* | | American Indian* | | Asian* | | Pacific Islander* | | Two or More Races* | | Econ Disadv* | | EL (Current & Monitored)* | | Special Ed (Current) | | Special Ed (Former) | | Continuously Enrolled | | Non-Continuously Enrolled | | | |
| | EXAMPLE | 88% | + | 84% | / | 79% | - | 93% | - | 88% | + | 84% | / | 79% | - | 93% | - | 78% | - | 93% | + | 73% | - | 73% | - | 84% | + | 82% | / | |
| All Subjects | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

Superintendent Comments:

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

B. Post Academic Growth Rates below. Possible data sources may include 2018 and 2019 Academic Growth Data Table. For an increase in percentage, mark a "+". For a decrease in percentage, mark a "-". For a neutral, mark a "/". When needed, use "NA" to indicate not applicable.

| | District | District | District |
|--------------|----------|----------|----------|
| | 2018 | 2019 | +, -, / |
| All Subjects | | | |
| Reading | | | |
| Mathematics | | | |

Superintendent Comments:

| Graduation Rate | | | | | | | | | | | |
|--|-----------|-------------------|-----------|--------|------------------|--------|-------------------|--------------------|--------------|----|------------|
| | District* | African American* | Hispanic* | White* | American Indian* | Asian* | Pacific Islander* | Two or More Races* | Econ Disadv* | EL | Special Ed |
| 4-Year Graduation Rate (Gr. 9-12) Class of 2019 | | | | | | | | | | | |
| 5-Year Extended Graduation Rate (Gr. 9-12) Class of 2018 | | | | | | | | | | | |
| 6-Year Extended Graduation Rate (Gr. 9-12) Class of 2017 | | | | | | | | | | | |

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

| Dropout Rate | | | | | | | | | | | |
|---------------------|-----------|-------------------|-----------|--------|-----------------|--------|------------------|--------------------|--------------|----|------------|
| | District* | African American* | Hispanic* | White* | American Indian | Asian* | Pacific Islander | Two or More Races* | Econ Disadv* | EL | Special Ed |
| Grade 7-8 | | | | | | | | | | | |
| Grade 9-12 | | | | | | | | | | | |

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

Superintendent Comments:

Step 4: Strengths and Areas of Need

Using the student performance data summarized in Steps 1-3 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. In the spaces provided, indicate approaches to improve student performance.

| | |
|----------------------------|--|
| STAAR Reading/ELA | |
| STAAR Writing | |
| STAAR Math | |
| STAAR Social Studies | |
| STAAR Science | |
| Participation | |
| Dropout | |
| Graduation | |
| Special Education | |
| English Learners | |
| Economically Disadvantaged | |
| Other | |

Superintendent Comments:

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

Step 5: Goal Setting

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.

Additional Notes: