

## Cedar Hill ISD Superintendent Evaluation Instrument

### General Information

The Evaluation Instrument consists of two parts: Priority Performance Goals for the superintendent and items that assess performance on ongoing management responsibilities of the superintendent. In assessing performance on both the goals and the ongoing responsibilities, the board will consult data provided by the superintendent on the Commissioner's Recommended Student Performance Domain Worksheet, data referred to in the specific items, and other data the board as a whole deems relevant to the assessment.

Priority Performance Goals for the superintendent form the primary focus of the evaluation. They should be developed in relation to established district goals or other priorities established by the board for the superintendent. For assistance in setting Priority Performance Goals, the board may wish to consult the TASB publication, *Developing Superintendent Performance Goals*.

The function of the assessment of ongoing responsibilities is both to assess general management performance and to assist the board and superintendent in identifying issues and areas they may wish to address with a Priority Performance Goal during the following evaluation year. This is a secondary aspect of the evaluation and should be used primarily to assess ongoing improvements in the district and plan for superintendent priorities in coming years.

Most items in the ongoing responsibility section include:

- A measure of effectiveness that the administration uses to drive decision-making in the particular function addressed by the item.
- Indicators that the measure is being monitored.
- Indicators that the district is continually improving.
- Provision of data the board can review to feel comfortable that the above is happening. The board should use this data assessing superintendent performance.

### Rating Scale:

|   |                   |  |
|---|-------------------|--|
| E | Exceptional       | Progress exceeds expectations and criteria noted in the instrument           |
| P | Proficient        | Progress meets the expectations and criteria noted in the instrument         |
| N | Needs Improvement | Progress does not meet the expectations and criteria noted in the instrument |

Comments may be made 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.

## Priority Performance Goals

The board, in discussion with the superintendent, established the following priority performance goals:

- 1. Become a TEA Recognized district for the 2009-2010 school year on our journey to becoming world-class by 2012.**

### Superintendent Priority Performance Goal:

- 1.1. Become a TEA Recognized district for 2009-2010 school year.
- 1.2. Complete Cambridge Strategic Planning process.

*NOTE: TEA accountability rating is determined by absolute passing rate or three "gate up" scenarios - 1) gate up using Required Improvement; 2) gate up using TPM; or 3) gate up using Exceptions. So, will we use the TEA rating (which includes the gate ups or only the absolute passing rate)?*

TEA 2009 Accountability Manual, Chapter 3 - The Basics: Additional Features  
<http://ritter.tea.state.tx.us/perfreport/account/2009/manual/ch03.pdf>

TEA 2009 Accountability Manual; Chapter 4 – The Basics: Determining a Rating  
<http://ritter.tea.state.tx.us/perfreport/account/2009/manual/ch04.pdf>

### Rating:

### Comments:

- 2. Implement and enhance a rigorous instructional delivery system that is data driven and fosters student engagement.**

*NOTE: TEA Gold Performance Acknowledgments (GPA) have rigorous standards. Should the highlighted goals be changed to achieving the GPA instead?*

TEA 2009 Accountability Manual; Chapter 5 – Gold Performance Acknowledgements  
<http://ritter.tea.state.tx.us/perfreport/account/2009/manual/ch05.pdf>

### Superintendent Priority Performance Goal:

- 2.1. Meet the "All Student" DIP percent improvement for each TAKS subject [1) absolute passing rate, 2) gate up using Required Improvement; 3) gate up using TPM; or 4) gate up using Exceptions]
- 2.2. Meet the "All Student" DIP percent improvement in commended students for each TAKS subject [1) absolute passing rate, 2) gate up using Required Improvement; 3) gate up using TPM; or 4) gate up using Exceptions]
- 2.3. Meet the overall DIP percent improvement for ITBS for each grade level
- 2.4. Increase number of students taking AP exams to the 2008-2009 state average of those enrolled in AP courses
- 2.5. Improve AP passing rate (scoring 3 or better) to 35% or better

*Receive GPA Acknowledgment for AP/IB Results – 15% of 11-12 grade students taking at least one AP exam AND 50% of 11-12 grade examinees scoring 3 or higher]*

- 2.6. Increase the number of students taking college entrance exams (combination of SAT and ACT) by 5% (five basis points)
- 2.7. Increase by 5% (five basis points) the percent of students scoring at or above the 2008-2009 national average on college entrance exams (combination of SAT and ACT)

**Receive GPA Acknowledgment for SAT/ACT Results – at least 70% of graduates taking either the SAT or ACT AND 40% or more of examinees scoring 1100 or higher on SAT or 24 or higher on ACT Composite**

- 2.8. Increase the number of students taking PSAT by 5% (not five basis points)
- 2.9. Increase by 5% (not five basis points) the percent of students scoring at or above the 2008-2009 national average on PSAT
- 2.10. Increase the number of students recognized as Commended Students, Semifinalists, or Finalists in the National Merit Scholarship program <http://www.nationalmerit.org/nmsp.php>
- 2.11. **Increase the number of dual college credits earned by 5% (five basis points) [Receive GPA Acknowledgment for Advanced Course/Dual Enrollment Completion – 30% of 9-12 grade students completing and receiving credit in at least one advanced/dual enrollment course]**
- 2.12. Increase the number of unique students (single student with one or more college courses) enrolled in dual college courses by 5% (not five basis points)
- 2.13. Increase the overall number of students enrolled in dual college courses by 5% (not five basis points)

**Rating:**

**Comments:**

**3. Recruit, develop and retain highly qualified employee in an environment that embraces diversity**

**Superintendent Priority Performance Goal:**

- 3.1. Achieve certified employee turnover rate to 15% (not including TRS definition of retirement)
- 3.2. Define metrics for success of the LINC program
- 3.3. Maintain certification vacancy rate less than 2%
- 3.4. Achieve average annual teacher attendance rate of 95%
- 3.5. Recruit and hire highly qualified teachers who are able to relate to a diverse student population.

**Rating:**

**Comments:**

**4. Maintain the fund balance to be 25% or greater of the General Fund budget**

**Superintendent Priority Performance Goal:** *same as Board priority*

**Rating:**

**Comments:**

**5. Align the budget process to achieve district goals**

**Superintendent Priority Performance Goal:** *same as Board priority*

**Rating:**

**Comments:**

**6. Expect, promote and support a safe and orderly learning environment**

**Superintendent Priority Performance Goal:**

- 6.1. Institute school environment/customer service survey for employees, parents and students (include appropriate comparisons to 06-07 benchmark)
- 6.2. Evaluate character/discipline management program and demonstrate program effectiveness.
- 6.3. Design and implement a system that integrates the CHISD "Statement of Values" into the professional expectations for all employees.

**Rating:**

**Comments:**

## 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 shall see:

- See Priority Goal #2

**Rating:**

**Comments:**

**B. Student Services Management:** The superintendent oversees a program of student services, tied to defined goals and objectives. The board shall see:

- Design and implement an effective, comprehensive counseling program that prepares and supports students for post-secondary opportunities.
- Implement improvements to CTE program which enables students to earn marketable certifications or be prepared for additional coursework for certification/degree.

**Rating:**

**Comments:**

**C. Staff Development and Professional Growth:** The superintendent oversees a program of staff development designed to improve district performance. The board shall see:

- Evaluate the effectiveness of the staff development program and make recommendations for improvement.
- Superintendent shall model CHISD Statement of Values.

**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 shall see:

- Evaluate the 5-year Facilities Plan, incorporating Cambridge Strategic Planning results.
- Proactively maintain district assets to ensure efficient optimal performance and availability.

**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 shall see:

- Devise a strategy to secure alternative sources of funding.
- Determine the need/timing for bond or rollback elections

**Rating:**

**Comments:**

**C. Human Resources Management:** The superintendent oversees a comprehensive human resources program (recruitment, retention, staffing organization, compensation and benefits, staff recognition and support), tied to defined goals and targets developed by administration for board review. The board shall see:

- Evaluate comprehensive HR Management program to determine that it ensures compliance with federal and state employment regulations and supports district recruitment/retention goals.

**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 shall 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.

*(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 shall see:

- Design and implement a comprehensive public relations plan that positively re-shapes the community's perception of the district

**Rating:**

**Comments:**