

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.

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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:

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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								

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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.

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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:

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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)

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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	

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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: