Garland Independent School District
Superintendent Evaluation Instrument
2019

Superintendent: Dr. Ricardo López   **Period of Evaluation:** January 1, 2019- December 31, 2019

General Information:
The Superintendent Evaluation Instrument consists of three parts:

- Measured Analysis: Goal #1 Student Results; Goal #2 Fiscal Responsibility
- Observational Analysis: Goal #3 Board Relations; Goal #4 Educational Leadership; Goal #5 District Management; Goal #6 Community Relations & Relationship Building
- Board Feedback: Open Response Section

The function of the assessment of the Superintendent's Evaluation is both to assess general management performance for the current calendar year and to assist the Board and Superintendent in identifying issues and areas they may wish to address during the following evaluation year. The superintendent rating scale is as follows:

Rating Scale:

E	**Exceptional**	Progress exceeds expectations and criteria noted in the instrument (earns 80%+ of available points)
P	**Proficient**	Progress meets the expectation and criteria noted in the instrument (earns 50-79% of available points)
N	**Needs Improvement**	Progress does not meet the expectations and criteria noted in the instrument (earns <50% of available points – *comments & documentation required and must be in for formative evaluation to be reviewed by entire board*)

Board ratings are only done through the whole numbers related to each rating scale category (i.e. Proficient is 1 pt.). Ratings inputted for the Measured Analysis Goals are only a point of reference as each board member has the autonomy to change the score. Measured Analysis Ratings will follow the state accountability factors for rounding.

Process Steps:
1. Board reviews proposed document during District Affairs Committee in executive session, if necessary (May 14, 2019)
2. Board approves Superintendent Evaluation Document (May 28, 2019)
3. Superintendent formative evaluation (July, 2019); Formative evaluation for 2020 (April, 2020/July 2020)
4. Board evaluates Goal 1 targets and makes adjustments as necessary (July 2019)
5. Superintendent presents evidence for summative evaluation to Board (December 10, 2019)

6.   Board Trustees complete evaluation form individually; form fields are shaded

7.   Board President compiles individual evaluations onto Board evaluation tabulation document

8.   Board discusses compilation and finalizes evaluation (January, 2020)

9.   Board meets with Superintendent to discuss the evaluation and provide direction and support (January, 2020)

10. Board decides on Superintendent's contract and salary for future (January, 2020)

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Measured Analysis: Goal #1- Student Results

DISTRICT/BOARD GOAL: Superintendent Goal #1 – Student Results
Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.
Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

PERFORMANCE OBJECTIVE	EXCEPTIONAL (2 pt.)	PROFICIENT (1 pt.)	NEEDS IMPROVEMENT (0 pt.)
1A. In 2019, 54% of students in grade 3 will demonstrate early literacy, as measured by Meets Grade Level performance on STAAR Reading.	Performance Range: 54% +	Performance Range: 44 – 53%	Performance Range: < 44%
1B. In 2019, 42% of students in grade 4 will demonstrate early literacy, as measured by Meets Grade Level performance on STAAR Writing.	Performance Range: 42% +	Performance Range: 39 – 41%	Performance Range: < 39%
1C. In 2019, 58% of ELs will demonstrate English language acquisition, as measured by yearly progress on the Texas English Language Proficiency Assessment System.	Performance Range: 58% +	Performance Range: 56 – 57%	Performance Range: < 56%
1D. In 2019, 47% of students in grade 8 will demonstrate scientific understanding, as measured by Meets Grade Level performance on STAAR Science.	Performance Range: 47% +	Performance Range: 45 – 46%	Performance Range: < 45%

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PERFORMANCE OBJECTIVE	EXCEPTIONAL (2 pt.)	PROFICIENT (1 pt.)	NEEDS IMPROVEMENT (0 pt.)
1E. In 2019, 65% of students will demonstrate mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra 1 EOC.	Performance Range: 65% +	Performance Range: 63 – 64%	Performance Range: < 63%
1F. a) In 2019, 52% of students will demonstrate postsecondary readiness, as measured by SAT's Evidence-based Reading & Writing college ready benchmarks.	EBRW Performance Range: 52% +	EBRW Performance Range: 50 – 51%	EBRW Performance Range: < 50%
b) In 2019, 25% of students will demonstrate postsecondary readiness, as measured by SAT's Mathematics college ready benchmarks.	MATH Performance Range: 25% +	MATH Performance Range 23 – 24%	MATH Performance Range: < 23%
1G. In 2019, 35% of administered AP exams will earn a qualifying criterion score.	Performance Range: 35% +	Performance Range: 33 – 34%	Performance Range: < 32%
1H. In 2019, 44.5% of student management consequences will result in discretionary placements (DAEP, OSS, ISS).	Performance Range: 44.5% -	Performance Range: 44.6 – 46.0%	Performance Range: > 46.0%
1I. a) In 2019, 92.3% of students (Class of 2018) will successfully complete graduation requirements.	Grad Rate Performance Range: 92.3% +	Grad Rate Performance Range: 92.0 – 92.2%	Grade Rate Performance Range: < 92.0%
b) In 2019, 49.0% of students (Class of 2018) will successfully earn one or more indicators of College, Career, and Military Readiness.	CCMR Performance Range: 49.0% +	CCMR Performance Range: 45 – 48%	CCMR Performance Range: < 45.0%

SEE ALSO COMMISSION-RECOMMENDED EVALUATION ADDENDUM TO BE COMPLETED BY SUPERINTENDENT

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N Performance Objective Measurements (max=11): _____ (y)

Total Points Possible (y) x 2: _____

Total Points Earned: _____

Bonus Points (0.5) for Target(s) Overachievement: _____

% of Points Earned: _____

Scoring: E = 80% +; P = 50-79%; N = <50%

Priority #1 Rating: _____

Feedback (+/-):

_____

_____

_____

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Measured Analysis: Goal #2- Fiscal Responsibility

DISTRICT/BOARD GOAL: Superintendent Goal #2 – Fiscal Responsibility
Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

PERFORMANCE OBJECTIVE	EXCEPTIONAL (2 pt.)	PROFICIENT (1 pt.)	NEEDS IMPROVEMENT (0 pt.)
Financial Transparency 2A. The District will earn the Financial Transparency Star through the Texas Comptroller's Office. The Texas Comptroller of Public Accounts' Transparency Star recognizes local governments for going above and beyond in their transparency efforts. Taxpayers are demanding more, be it in the form of downloadable datasets, new visual representations of information or even simple bulleted lists of key figures. Increased transparency through these means allows taxpayers to understand public services and spending decisions to a greater extent than ever before.	Earned Financial Transparency Star	n/a	Did not earn Financial Transparency Star

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PERFORMANCE OBJECTIVE	EXCEPTIONAL (2 pt.)	PROFICIENT (1 pt.)	NEEDS IMPROVEMENT (0 pt.)
Financial Integrity Rating System of Texas (School FIRST) 2B. School FIRST is a financial accountability rating system that holds school districts accountable for the quality of their financial management practices. School FIRST is a tool that creates transparency and discloses the quality of local management and decision-making processes that the school district uses concerning the financial resources the school district receives. It is designed to encourage Texas Public School Districts to manage their financial resources better in order to provide the maximum allocation possible for direct instructional purposes.	FIRST RATING: Superior Achievement (A)	FIRST RATING: Above Standard Achievement (B)	FIRST RATING: Meets Standard Achievement (C) or Substandard Achievement (F)

Priority #2 Rating: _____

Total Points Possible: _____4_____
Total Points Earned: _____
% of Points Earned: _____
Scoring: E = 80% +; P = 50-79%; N = <50%

Feedback (+/-):

_____

_____

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Observational Analysis: Goal #3- Board Relations

DISTRICT/BOARD GOAL   Superintendent Goal #3 – Board Relations
The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

PERFORMANCE OBJECTIVE	EXCEPTIONAL (2 pt.)	PROFICIENT (1 pt.)	NEEDS IMPROVEMENT (0 pt.)
3A. Superintendent keeps the board informed of significant needs and/or issues as they arise.			
3B. Superintendent responds in a timely and complete manner to board requests for information that are consistent with board policy and established procedures.			
3C. Superintendent provides recommendations and appropriate supporting materials on matters for board decision.			

Priority #3 Rating: _____

Total Points Possible: _____6_____
Total Points Earned: _____
% of Points Earned: _____
Scoring: E = 80% +; P = 50-79%; N = <50%

Feedback (+/-):

_____

_____

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Observational Analysis: Goal #4- Educational Leadership

DISTRICT/BOARD GOAL   Superintendent Goal #4 – Educational Leadership
The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

PERFORMANCE OBJECTIVE	INFORMATION EVALUATED	EXCEPTIONAL (2 pt.)	PROFICIENT (1 pt.)	NEEDS IMPROVEMENT (0 pt.)
Instructional Management 4A. The superintendent manages an assessment and improvement system for student learning in the major academic subjects that result in the ongoing improvement in student achievement.	▪ 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	▪ Implement strategic decision-making strategies designed to individualize responsive services and supports based on campus needs for school improvement ▪ Present quarterly reports to the board, which will result in overall positive year-end trend data	▪ Use multiple data sources to determine strengths and weaknesses of Curriculum & Instruction ▪ Design and implement plans based on data sources ▪ Routinely present annual plans to the board during committee meetings	▪ Plans and data are not systemically used for campus improvement

PERFORMANCE OBJECTIVE	INFORMATION EVALUATED	EXCEPTIONAL (2 pt.)	PROFICIENT (1 pt.)	NEEDS IMPROVEMENT (0 pt.)
Student Services Management 4B. The superintendent oversees a program of student services tied to defined goals and objectives.	▪ 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	▪ Present quarterly reports to the board to include data related to goals and targets ▪ Provide evidence of collaboration between departments	▪ Design district and campus improvement plans to reflect the annual Board Goal Targets and Benchmarks ▪ Provide reports each semester to monitor progress	▪ District and Campus Improvement Plans established in isolation and do not reflect a systemic district vision

PERFORMANCE OBJECTIVE	INFORMATION EVALUATED	EXCEPTIONAL (2 pt.)	PROFICIENT (1 pt.)	NEEDS IMPROVEMENT (0 pt.)
Staff Development and Professional Growth 4C. The superintendent oversees a program of staff development designed to improve district performance.	▪ 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	▪ Develop a comprehensive professional development plan that is differentiated to support individual campus needs ▪ Ensure effective professional development delivery and monitor implementation throughout the school year to confirm mastery ▪ Present semi-annual, comprehensive reports to the board and committees	▪ Administer annual district-wide professional development and ensure alignment with district goals	▪ Professional development plan is designed and delivered in isolation with no evidence of an overall strategic development process

Priority #4 Rating: _____

Total Points Possible: _____6_____
Total Points Earned: _____
% of Points Earned: _____
Scoring: E = 80% +; P = 50-79%; N = <50%

Feedback (+/-):

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Observational Analysis: Goal #5- District Management

DISTRICT/BOARD GOAL   Superintendent Goal #5 – District Management
The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

PERFORMANCE OBJECTIVE	INFORMATION EVALUATED	EXCEPTIONAL (2 pt.)	PROFICIENT (1 pt.)	NEEDS IMPROVEMENT (0 pt.)
Facilities & Operations Management 5A. The superintendent maintains a management system designed to produce ongoing efficiencies in major district operations, including transportation, food services, and building maintenance and operations.	▪ 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	▪ Present established quarterly goals, targets or benchmarks aligned to a long-range facilities and departmental plan ▪ Demonstrate evidence of goal alignment designed to support instructional targets	▪ Present annual goals and targets, which show a general trend of improvement	▪ No evidence of a system or lack of improvements related to the established targets

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PERFORMANCE OBJECTIVE	INFORMATION EVALUATED	EXCEPTIONAL (2 pt.)	PROFICIENT (1 pt.)	NEEDS IMPROVEMENT (0 pt.)
Fiscal Management 5B. The superintendent manages a budget development, implementation, and monitoring process that reflects sound business and fiscal practices and that supports district goals.	▪ 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	▪ Present monthly reports related to multi-year budget priorities and assumptions ▪ Establish budget supports aligned with district goals, professional learning, and overall goal attainment ▪ Deliver professional development aimed at fraud prevention and establish as an annual requirement ▪ Establish clear operating procedures to ensure appropriate and effective monitoring	▪ Present budget assumptions aligned with district goals and initiatives ▪ Present quarterly reports to the Board of Trustees ▪ Investigate fraud as needed	▪ Assumptions and priorities are not established with little support and direction to meet or exceed district goal

PERFORMANCE OBJECTIVE	INFORMATION EVALUATED	EXCEPTIONAL (2 pt.)	PROFICIENT (1 pt.)	NEEDS IMPROVEMENT (0 pt.)
Human Resources Management 5C. 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.	▪ An annual list of goals, targets, or benchmarks for human resource services, related to one or more of the major functions listed to the left ▪ An annual report of district success toward meeting the year's goals, targets, or benchmarks	▪ Establish HR goals, targets, and benchmarks, which reflect alignment to campus needs and instructional targets ▪ Use multiple sources of data to establish priorities. Bi-annual reports will be given	▪ The HR department improvement plan reflects an annual list of goals, targets and benchmarks. Reports are presented on an annual basis	▪ HR works in ▪ isolation with little to no cross-department collaboration. No evidence of comprehensive HR program

Priority #5 Rating: _____

Total Points Possible: _____6_____
Total Points Earned: _____
% of Points Earned: _____
Scoring: E = 80% +; P = 50-79%; N = <50%

Feedback (+/-):

_____

_____

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Observational Analysis: Goal #6- Community Relations & Relationship Building

DISTRICT/BOARD GOAL   Superintendent Goal #6 – Community Relations & Relationship Building
The superintendent maintains a positive and productive working relationship with District employees and the community.

PERFORMANCE OBJECTIVE	INFORMATION EVALUATED	EXCEPTIONAL (2 pt.)	PROFICIENT (1 pt.)	NEEDS IMPROVEMENT (0 pt.)
Community Relations 6A. The superintendent maintains a positive and productive working relationship with the community.	▪ Information detailing the district's 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	▪ Consistently engage with community and businesses in a positive manner ▪ Maintain high visibility and engages positively with businesses and community representatives	▪ The district's community relations department improvement plan reflects multiple methods and programs to encourage community and business engagement in schools	▪ There is no evidence of a comprehensive community relations model with an external communications plan
Relationship Building 6B. The superintendent maintains a positive and productive working relationship with district employees.	▪ Information detailing the district's internal communication strategies ▪ Evidence of methods or programs to promote a healthy and positive work culture among GISD employees, including positive communication between and among the superintendent and district employees	▪ Consistently engage with staff and community in a positive manner ▪ Maintain high visibility and engages positively with district employees at all levels of service	▪ Evidence of consistent efforts to create open lines of communication and visibility	▪ No evidence of internal communication strategy or programs to promote organizational health

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Priority #6 Rating: _____

Total Points Possible: _____4_____
Total Points Earned: _____
% of Points Earned: _____
Scoring: E = 80% +; P = 50-79%; N = <50%

Feedback (+/-):

_____

_____

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TABULATION

SUPERINTENDENT GOAL #1 – STUDENT RESULTS

	INDIVIDUAL TRUSTEE RATINGS							AGGREGATE		
	PLACE 1	PLACE 2	PLACE 3	PLACE 4	PLACE 5	PLACE 6	PLACE 7	AVG	%	RATING
1A										
1B										
1C										
1D										
1E										
1Fa										
1Fb										
1G										
1H										
1Ia										
1Ib										
TOTAL: (max: ___)										

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SUPERINTENDENT GOAL #2 – FISCAL RESPONSIBILITY

	INDIVIDUAL TRUSTEE RATINGS							AGGREGATE		
	PLACE 1	PLACE 2	PLACE 3	PLACE 4	PLACE 5	PLACE 6	PLACE 7	AVG	%	RATING
2A										
2B										
TOTAL: (max: 4)										

SUPERINTENDENT GOAL #3 – BOARD RELATIONS

	INDIVIDUAL TRUSTEE RATINGS							AGGREGATE		
	PLACE 1	PLACE 2	PLACE 3	PLACE 4	PLACE 5	PLACE 6	PLACE 7	AVG	%	RATING
3A										
3B										
3C										
TOTAL: (max: 6)										

SUPERINTENDENT GOAL #4 – EDUCATIONAL LEADERSHIP

	INDIVIDUAL TRUSTEE RATINGS							AGGREGATE		
	PLACE 1	PLACE 2	PLACE 3	PLACE 4	PLACE 5	PLACE 6	PLACE 7	AVG	%	RATING
4A										
4B										
4C										
TOTAL: (max: 6)										

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SUPERINTENDENT GOAL #5 – DISTRICT MANAGEMENT

	INDIVIDUAL TRUSTEE RATINGS							AGGREGATE		
	PLACE 1	PLACE 2	PLACE 3	PLACE 4	PLACE 5	PLACE 6	PLACE 7	AVG	%	RATING
5A										
5B										
5C										
TOTAL: (max: 6)										

SUPERINTENDENT GOAL #6 – COMMUNITY RELATIONS & RELATIONSHIP BUILDING

	INDIVIDUAL TRUSTEE RATINGS							AGGREGATE		
	PLACE 1	PLACE 2	PLACE 3	PLACE 4	PLACE 5	PLACE 6	PLACE 7	AVG	%	RATING
6A										
6B										
TOTAL: (max: 4)										

BOARD ACTION FOR EVALUATION FOLLOW UP

The Board provides the following direction to the Superintendent for the upcoming year, giving an indication of the priorities it holds for the District and the support it will provide to the Superintendent so that the work of the District as focused on the priorities is likely to be accomplished in a timely manner:

_____

_____

The Board has assessed the Superintendent's Performance and intends to put in place the following adjustments to the Superintendent's contract, compensation and/or working conditions as a reflection of its assessment:

_____

_____

Additional Areas to Consider:

_____

_____

PRE-EVALUATION REVIEW:
The signatures below indicate that this form has been reviewed and agreed upon by the Superintendent and the Board of Trustees prior to the formal evaluation.

_____   _____
Superintendent Signature   Date

_____   _____
Board President Signature   Date

Formative Evaluation:
Initials below indicate that interim performance data has been reviewed.
                                  F1: July _____, 2019

                    _____   _____
                     Superintendent   Board President

Summative Evaluation (January, 2020):
The signatures below indicate the completion and receipt of evaluation, not necessarily agreement.

_____   _____
Superintendent Signature   Date

_____   _____
Board President Signature   Date

COMMISSIONER-RECOMMENDED
STUDENT PERFORMANCE DOMAIN
SUPERINTENDENT APPRAISAL WORKSHEET

GISD

GARLAND INDEPENDENT SCHOOL DISTRICT

Superintendent: Dr. Ricardo López   **Period of Evaluation:** January 1, 2019- December 31, 2019

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.

STEP 1: 2019 STATUS

DISTRICT
Data Source: 2019 Accountability Reports by District (https://tea.texas.gov/2019accountability.aspx)

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

☐ A   ☐ B   ☐ C   ☐ D   ☐ F

Closing the Gaps Domain Rating

☐ A   ☐ B   ☐ C   ☐ D   ☐ F

CAMPUS(ES)
Data Source: 2019 Accountability campus-level data downloads
(https://tea.texas.gov/2019accountability.aspx)

Campus Information	
Number of campuses with Overall A rating	
Number of campuses with Overall B rating	
Number of campuses with Overall C rating	
Number of campuses with Overall D or F rating	
Number of Comprehensive Support campuses	
Number of Targeted Support campuses	
Number of Additional Targeted Support campuses	

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal Worksheet

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

Superintendent Comments:

STEP 2: CLOSING THE GAPS

OUTCOME OVERVIEW BY LEVEL

Data Source: 2019 Accountability campus-level data downloads (https://tea.texas.gov/2019accountability.aspx)

Closing the Gaps		Academic Achievement Status		Growth/Federal Graduation Status[a]		English Language Proficiency Status		School Quality/ Student Success Status[b]		All Students Participation Rate	
		# 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**										
GISD High Schools											
GISD Middle Schools											
GISD Elementary Schools											

[a]District and high school campuses evaluated with Federal Graduation Status; elementary and middle school campuses evaluated with Academic Growth Status
[b]District and high school campuses evaluated with Student Success Status; elementary and middle school campuses evaluated with School Quality Status

Superintendent Comments:

STEP 3: SUMMARY OF CURRENT YEAR RESULTS

OUTCOME OVERVIEW

A. District State Assessment Results by Performance Level

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.

Data Source: 2019 Accountability Student Achievement Domain STAAR Performance Data Tables by District (https://tea.texas.gov/2019accountability.aspx) and 2018-2019 TAPR District STAAR Performance (https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html)

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
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
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 Master 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
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. District Academic Growth Rates

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.

Data Source: 2019 Accountability Student Progress Domain Academic Growth Data Tables by District (https://tea.texas.gov/2019accountability.aspx) and 2018 Accountability Student Progress Domain Academic Growth Data Tables by District (https://tea.texas.gov/2018accountability.aspx)

	State	District
All Subjects		
Reading		
Mathematics		

Superintendent Comments:

C. District Graduation and Dropout Rates

Data Source: 2019 Accountability Student Achievement Domain Graduation Rate Data Tables by District (https://tea.texas.gov/2019accountability.aspx) and 2018-2019 TAPR District STAAR Performance (https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html)

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 2018											
5-Year Extended Graduation Rate (Gr. 9-12) Class of 2017											
6-Year Extended Graduation Rate (Gr. 9-12) Class of 2016											

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

	District*	African American*	Hispanic*	White*	American Indian*	Asian*	Pacific Islander*	Two or More Races*	Econ Disadv*	EL	Special Ed
Grade 9-12 (2017-18)											

*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:

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