

# **Donna I.S.D. BOARD POLICY MANUAL**

## **HOW TO USE THIS POLICY MANUAL**

This is the official Board Policy Manual for Donna ISD. The manual is divided into three main sections — Vision & Values, Accountability & Structure, and Advocacy & Unity — followed by an appendix.

The Vision & Values policies focus on the direction the Board wants to lead the school system and the protections it puts in place regarding unacceptable circumstances. The Vision & Values section includes the vision, mission, student outcome goals, Superintendent constraints, and theory of action.

The Accountability & Structure policies focus on the Board's roles, Board Member roles, and how both relate to the Superintendent's role. The Accountability & Structure section includes descriptions of the Board's role, the Superintendent's role, Board's self-constraints, Superintendent evaluation, Board self-evaluation, and monitoring calendar.

The Advocacy & Unity policies focus on the Board's outward engagement with community and stakeholders and how Board Members conduct themselves. The Advocacy & Unity section includes meeting procedures, communication procedures, and community engagement procedures.

## **VISION & VALUES POLICIES**

### **Vision**

"All Donna ISD students are empowered with academic and life skills to boldly lead and achieve personal success in a global society."

### **Mission**

The mission of Donna I.S.D. is to provide a rigorous and supportive learning environment with meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking that ensures educational excellence for all students.

### **Motto:**

Aspire to Be, Aspire to Lead, Aspire to Succeed

### **Board's Student Outcome Goals for the Superintendent**

The Board's student outcome goals, as aligned with the school system vision, are:

1. Percentage of 3<sup>rd</sup> grade students that meet or exceed grade level proficiency on STAAR Math will increase from 35% to 45% by 2025.
2. Percentage of 3<sup>rd</sup> grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 32% to 41% by 2025.
3. Percentage of graduates demonstrating college/career/military readiness will increase from 62.6% to 77% by 2025. (43% was percentage at beginning of 2018-2019 school year)

The Superintendent shall interpret and implement the Board's student outcome goals and, in consultation with the Board, select goal progress measures (GPMs) for each student outcome goal. For any school year during which the Board's student outcome goals are not met, the Superintendent shall make reasonable progress toward meeting the student outcome goals. The Board's student outcome goals shall be the Superintendent's first priority for resource allocation.

### **Board's Constraints for the Superintendent**

In attaining the Board's student outcome goals, **the Superintendent shall not:**

- C1. allow an increase in the gap between English Language Learners and Non- English Language Learners for STAAR 3- EOC in both reading and mathematics.
- C2. allow a campus to be classified as a D or F in the Texas Accountability System for no more than two consecutive years, unless it is within the first year of a superintendency.
- C3. allow the percentage of students who earn college credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject to decline.

The Superintendent shall interpret and implement the Board's Superintendent constraints and, in consultation with the Board, select constraint progress measures (CPMs) for each constraint.

## **Theory of Action**

The school system will pursue a System of Great Schools theory of action where central administration devolves autonomy to schools, empowers parents to make choices, creates performance contracts with campuses, annually evaluates performance of and demand for schools, and makes strategic decisions regarding growing access to high performing schools and addressing low performers. Campus performance contracts will require the campus to accomplish the Board's student outcome goals while operating within the Board's other constraints. The Superintendent shall interpret the Superintendent constraints and, in consultation with the Board, select constraint progress measures (CPMs) for each constraint.

## **ACCOUNTABILITY & STRUCTURE POLICIES**

### **Board's Role**

The Board will:

1. **Ensure creation of a shared vision that promotes improved student outcomes.**
  - The Board shall accomplish this by incorporating the community's vision and values into Student outcome goals, Superintendent constraints, and Board constraints.
2. **Measure and communicate how well the vision is being accomplished.**
  - The Board shall accomplish this by collectively ensuring accountability through monthly monitoring of school system performance to ensure progress toward the vision, values and by regular communications with the community.
3. **Provide guidance and direction for accomplishing the vision.**
  - The Board shall accomplish this by creating structure for the school system through distinct Board and Superintendent roles and responsibilities, which includes selecting the Superintendent, delegating to the Superintendent the authority and responsibility to implement the Board's goals within law and the Superintendent constraints, and considering and voting on the Superintendent's recommendations.
4. **Promote the vision.**
  - The Board shall accomplish this by providing advocacy for students, families, staff, and stakeholders.
5. **Work with the superintendent to lead the school system toward the vision.**
  - The Board shall accomplish this by behaving in a manner that demonstrates the unity of the Board and the school system.

In carrying out the above activities, the Board shall rely on the support of a Lone Star Governance coach and shall at all times comply with the Education Code and other laws, as applicable.

### **Superintendent's Role**

The Superintendent, as the Board's sole delegate (excluding the internal auditor) for managing school system operations, shall be responsible for accomplishing any reasonable interpretation of the Board's student outcome goals within the boundaries provided by the Board and Superintendent constraints and state and federal law.

State and federal law require board adoption of policies on a variety of topics. The Board's adopted policies in the school system's local policy manual constitute compliance with these legal requirements. In accordance with state law, the Superintendent shall be responsible for preparing recommendations for policies to be adopted by the Board, overseeing implementation of adopted policies, and developing appropriate administrative regulations. In recommending policy for Board adoption, the Superintendent shall identify when the Board is required to adopt policy or has statutory decision-making authority that cannot be delegated to the Superintendent. Required board

Board Approved: September 8, 2020

policy addressing administrative issues shall be handled by consent agenda, with the Superintendent informing the Board of substantive changes.

Any operational issues not required to be Board adopted shall be addressed in administrative policy / regulations and the Board shall take necessary steps to remove such issues from its policies.

### **Board's Self-Constraints for the Board**

The Board shall operate within the Board's role, as defined above, and the Board's operating procedures. The Board, either collectively or through the actions of individual Board Members, shall not:

- BSC 1. The board will not modify the AE local policy not more than once in a 24-month period unless there is a legislature change.
- BSC 2. During regularly scheduled board meetings, the board will not spend less than 50% on items invested in progress monitoring the Board's student outcome goals or setting student outcome goals and Goal Progress Measures.
- BSC 3. The Board will not be below 74 points on the Lone Star Governance Board Quarterly Progress Tracker.

### **Board Self Evaluation**

The Board shall conduct formative self-evaluations at least quarterly (in months of August, November, February, May) and, within 45 days prior to conducting the annual Superintendent evaluation, an annual summative evaluation. The Board shall self-evaluate using the most current version of the Board's Quarterly Progress Tracker found in the Lone Star Governance manual.

### **Superintendent Evaluation**

The Board shall annually evaluate the Superintendent in the months of Sept. or October based on the school system's achievement of the Board's student outcome goals and compliance with the Superintendent constraints. The superintendent evaluation consists of two sections: 1) Student Outcome Goals and 2) Assessment of Ongoing Responsibilities. Accomplishment of at least 80 percent of either the student outcome goals' or adopted progress measures' (GPMs and CPMs) annual targets shall be an automatic indicator of success; below that threshold, the Board's judgment shall be the indicator of success. \*\*See Appendix 5 for superintendent evaluation instrument.

### **Board President Roles & Responsibilities**

#### **Public Meeting on Budget and Proposed Tax Rate**

1. Call a meeting of the Board, giving public notice not earlier than the 30th day or later than the tenth day before the meeting, to discuss and adopt the budget and the proposed tax rate. Education Code 44.004 [See CE and CCG]

#### **Financial Statements**

2. Ensure that the annual financial statements are published as required by law. Local Gov't Code 140.006 [See CFA]

#### **Mineral Rights**

3. Execute an oil and/or gas lease or sell, exchange, and convey the minerals in land belonging to the District, approved by resolution of the Board. Education Code 11.153

## **Deeds**

4. Execute the deed for the sale of property, other than minerals, held in trust for free school purposes.  
Education Code 11.154(b)

## **In addition to the duties required by law, the President of the Board shall:**

1. Preside at all Board meetings unless unable to attend.
5. Have the right to discuss, make motions and resolutions, and vote on all matters coming before the Board.

## **ADVOCACY & UNITY**

### **Meeting Operating Procedures:**

#### **Meeting Place and Time**

The notice for a Board meeting shall reflect the date, time, and location of the meeting.

#### **Regular Meetings**

Regular meetings of the Board shall normally be held on the second Tuesday of each month at 6:00 p.m. When determined necessary and for the convenience of Board members, the Board President may change the date, time, or location of a regular meeting with proper notice.

#### **Special or Emergency Meetings**

Special meetings, if required, shall be held on a day and time determined by the Board President and Superintendent.

The Board President shall call special meetings at the Board President's discretion or on request by two members of the Board.

The Board President shall call an emergency meeting when it is determined by the Board President or two members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.

## **Agenda**

### **Deadline**

In order to ensure greatest efficiency and effectiveness in Board members being prepared for work during regular board meetings, Board members will receive the final agenda along with any additional documents at least 7 calendar days before the regular board meeting. Therefore, the deadline for submitting items for inclusion on the agenda is 10 calendar days before regular meetings and the 3 calendar day before special meetings.

### **Method of Communication**

Board members will use an online platform to access and read board agendas and supporting documents. Board packets will be **uploaded** 7 days before the regular meeting so that agenda items and supporting documents are reviewed before the final agenda is posted. Board members are able to get questions answered by the superintendent in advance of the board meeting.

## **Preparation**

In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any Board member may request that a subject be included on the agenda for a meeting, and the Superintendent shall include on the preliminary agenda of the meeting all topics that have been timely submitted by a Board member.

Any other person may request in writing to the Superintendent that an item be placed on the agenda. Such requests shall describe the subject matter to be considered and shall outline any requested Board action.

Before the official agenda is finalized for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the Board President's approval. In reviewing the preliminary agenda, the Board President shall ensure that any topics the Board or individual Board members have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Board President shall not have authority to remove from the agenda a subject requested by a Board member without that Board member's specific authorization.

## **Notice to Members**

Members of the Board shall be given notice of regular and special meetings at least 72 hours prior to the scheduled time of the meeting and at least one hour prior to the time of an emergency meeting.

## **Closed Meeting**

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, in accordance with law.

The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC].

## **Order of Business**

The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Board members.

## **Rules of Order**

The Board shall observe the parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.

## **Voting**

Voting shall be by voice vote or show of hands, as directed by the Board President. Any member may abstain from voting, and a member's vote or failure to vote shall be recorded upon that member's request.

## **Consent Agenda**

When the agenda is prepared, the Board President shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature grouped

together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

### **Minutes**

Board action shall be carefully recorded by the Board Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board President and the Board Secretary.

The official minutes of the Board shall be retained on file in the office of the Superintendent and shall be available for examination during regular office hours.

### **Discussions and Limitation**

Discussions shall be addressed to the Board President and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President shall halt discussion that does not apply to the business before the Board.

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. Aside from these limitations, the Board President shall not interfere with debate so long as members wish to address themselves to an item under consideration.

### **Communications Operating Procedures**

#### **Monitoring Reports**

For each Student Outcome Goal, Goal Progress Measure, Constraint, and Constraint Progress measure the superintendent will provide a monitoring report in open session during the regularly scheduled board meeting in accordance to the Monitoring Calendar approved by the board [See Appendix 3]. The monitoring report must contain the following:

- A. the goal/constraint being monitored,
- B. the measures showing three previous reporting periods (with previous years comparison), the current reporting period, and the annual and deadline targets,
- C. the Superintendent evaluation of performance, and
- D. supporting documentation that evidences the evaluation and describes any needed next steps.

#### **Superintendent's Plan**

The board will receive a copy—but did not vote to approve/disapprove unless required by law—the Superintendent's plan(s) for implementing the Board's student outcome goals and ensured that the plan included both an implementation timeline and measurements.

#### **Staff Time Tracker Report**

The Board receives an annual report to track the average cost of time spent on governance. This includes the time of any staff members spent preparing for, attending, and debriefing after meetings. This includes all Board-authorized public meetings as well as all closed sessions and hearings.

## **Board Meeting Materials**

Board members receive the final version of the materials to be voted on at least seven days in advance of the Board-authorized public meeting during which the materials would be considered.

No edits are made to the Board's regularly scheduled meeting agenda during the meeting or during the three business days prior to the meeting (unless a state of emergency was declared).

## **Board Communication Expectations**

The Board has set the expectation that information provided by the Superintendent to one Board Member is provided to all Board Members.

All Board Members and the Superintendent agree that none of the Board Members are to provide operational advice or instructions to the Superintendent.

The Superintendent will text all Trustees any urgent information that cannot wait until the weekly update.

## **Community Engagement Operating Procedures**

The Board will establish a two-way communication system where Board Members, at least once a year, listen for and discuss the vision of their students. In addition, Board Members will listen for and discuss the vision and values of their families, staff, and community members. (see appendix X – insert example from 2019-2020 school year)

Board Members shall host community meetings to discuss progress toward student outcome goals at each feeder pattern with low performing campuses on an annual basis.

Board Members shall host and led at least one training on Lone Star Governance for its community and students on a bi-annual basis.

All newly selected Board Members receive an orientation on Lone Star Governance from fellow Board Members on their Board or from a certified Lone Star Governance Coach either prior to being seated or within 30 days of being seated.

Board Members shall contact the Superintendent's office prior to any school or department visit, except when attending a scheduled school function or activity to which parents or members of the public are invited.

The Board, either collectively or through the actions of individual Board Members, shall not perform or appear to perform any of the responsibilities delegated to the Superintendent.

While a Board Member has no authority over staff members, it is often difficult for staff members to view the Board Member as a parent rather than as a Board Member. Board Members are encouraged to do the following:

- A. When acting as parents, make it clear that they are acting as parents.
- B. Neither request nor accept extraordinary consideration for their children.
- C. Board Members/Parents must follow all security procedures when visiting a campus.



## **APPENDIX 1: Student Outcome Goals & Goal Progress Measures- Will revise when complete**

**G1.** Percentage of 3rd grade students that meet or exceed grade level proficiency on **STAAR Math** will increase from 35% to 45% by 2025.

- **Goal 1 Annual Targets:** SY20/21=35%, SY21/22=37%, SY22/23=40%, SY23/24=43%, SY24/25=45%
- **GPM 1.1:** Percentage of 2nd grade students that Meets grade level quantile score based on computer adaptive program will increase from 12% to 50% by 2025.
  - GPM 1.1 Annual Targets: SY20/21=12%, SY21/22=22%, SY22/23=32%, SY23/24=42%, SY24/25=50%
- **GPM 1.2:** Percentage of 1st grade students that Meets grade level quantile score based on computer adaptive program will increase from 11% to 55% by 2025.
  - GPM 1.2 Annual Targets: SY20/21=11%, SY21/22=22%, SY22/23=33%, SY23/24=44%, SY24/25=55%
- **GPM 1.3:** Percentage of Kindergarten students that Meets grade level quantile score based on computer adaptive program will increase from 10% to 60% by 2025.
  - GPM 1.3 Annual Targets: SY20/21=10%, SY21/22=23%, SY22/23=36%, SY23/24=49%, SY24/25=60%

**G2.** Percentage of 3rd grade students that meet or exceed grade level proficiency on **STAAR Reading** will increase from 32% to 41% by 2025.

- **Goal 2 Annual Targets:** SY20/21=32%, SY21/22=34%, SY22/23=36%, SY23/24=39%, SY24/25=41%
- **GPM 2.1:** Percentage of 2nd grade students reading at or above grade level based on computer adaptive program will increase from 40% to 70% by 2025.
  - GPM 2.1 Annual Targets: SY20/21=40%, SY21/22=48%, SY22/23=56%, SY23/24=64%, SY24/25=70%
- **GPM 2.2:** Percentage of 1st grade students reading at or above grade level based on computer adaptive program will increase from 31% to 70% by 2025.
  - GPM 2.2 Annual Targets: SY20/21=31%, SY21/22=41%, SY22/23=51%, SY23/24=61%, SY24/25=70%
- **GPM 2.3:** Percentage of Kindergarten students reading at or above grade level based on computer adaptive program will increase from 69% to 80% by 2025.
  - GPM 2.3 Annual Targets: SY20/21=69%, SY21/22=72%, SY22/23=74%, SY23/24=77%, SY24/25=80%

**G3.** Percentage of graduates demonstrating **college/career/military readiness (CCMR)** will increase from 62.6% to 77% by 2025. (43% was percentage at beginning of 2018-2019 school year)

- **Goal 3 Annual Targets:** Annual Targets: SY20/21=63%, SY21/22=66%, SY22/23=70%, SY23/24=73%, SY24/25=77%
  - **GPM 3.1:** The percentage of students in state STAAR assessed content areas achieving meets grade level standards will increase from 37% to 49% by 2025.
    - GPM 3.1 Annual Targets: SY20/21=37%, SY21/22=40%, SY22/23=43%, SY23/24=46%, SY24/25=49%
  - **GPM 3.2:** The percentage of graduates demonstrating college readiness will increase from 36% to 47% by 2025.
    - GPM 3.2 Annual Targets: SY20/21=36%, SY21/22=39%, SY22/23=41%, SY23/24=44%, SY24/25=47%
  - **GPM 3.3:** The percentage of graduates demonstrating career or military readiness will increase from 45% to 60% by 2025.
    - GPM 3.3 Annual Targets: SY20/21=45%, SY21/22=49%, SY22/23=54%, SY23/24=57%, SY24/25=60%

## **APPENDIX 2: Constraints & Constraint Progress Measures- will revise when complete to include Board Self-constraints**

**C1.** The Superintendent shall not allow an increase in the gap between English Language Learners and Non-English Language Learners for STAAR 3- EOC in both reading and mathematics.

- **CPM 1.1:** The gap between current English Language Learners and all students for STAAR 3- EOC in both reading and mathematics shall not exceed 15% as measured by the TEA Accountability report.
  - **CPM 1.1 Annual Targets:** SY20/21=15%, SY21/22=15%, SY22/23=15%, SY23/24=15%, SY24/25=15%

**C2.** The Superintendent shall not allow a campus to be classified as a D or F in the Texas Accountability System for no more than two consecutive years, unless it is within the first year of a superintendency.

- **CPM 2.1:** No campus shall be classified as a D or F in the Texas Accountability System for no more than two consecutive years.
  - **CPM 2.1 Annual Targets:** SY20/21=0, SY21/22=0, SY22/23=0, SY23/24=0, SY24/25=0

**C3.** The Superintendent shall not allow the percentage of students who earn college credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject to decline.

- **CPM 3.1:** The percentage of students who earn college credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject to fall below 27%.
  - **CPM 3.1 Annual Targets:** SY20/21=27%, SY21/22=27%, SY22/23=27%, SY23/24=27%, SY24/25=27%

# APPENDIX 3: Three-Year Monitoring Calendar

Updated: 10/12/2020

## Donna ISD Board Goal Reporting Calendar

	Q1	Q2	Q3	Q4
<b>GOAL &amp; CONSTRAINTS 1</b>	<b>December</b>	<b>March</b>	<b>June</b>	<b>September</b>
Board Goal 1: K-3 Math Proficiency GPM 1.1-1.3	Computer Adaptive Data Presentation BOY	Computer Adaptive Data Presentation MOY 1	Computer Adaptive Data Presentation MOY 2	Computer Adaptive Data Presentation EOY/STAAR
Board Self-Constraint 1: Changes to Local Policy BSCPM 1.1	N/A	N/A	N/A	Local Policy Changes Data Report
Superintendent Constraint 1: STAAR EOC Reading and Math Gap between EL and NonEL CPM 1.1	N/A	N/A	N/A	STAAR EOC Gap Report
Board Evaluation of Superintendent	N/A	N/A	N/A	Superintendent Evaluation
<b>GOAL &amp; CONSTRAINTS 2</b>	<b>October</b>	<b>February</b>	<b>April</b>	<b>August</b>
Board Goal 2: K-3 Reading Proficiency GPM 2.1-2.3	Computer Adaptive Data Presentation BOY	Computer Adaptive Data Presentation MOY 1	Computer Adaptive Data Presentation MOY 2	Computer Adaptive Data Presentation EOY/STAAR
Board Constraint 2: Time spent on monitoring student outcomes BSCPM: 2.1	N/A	Report on time spent in board meetings on progress monitoring	N/A	N/A
Superintendent Constraint 1: D & F Campuses CPM2.1	Final Report of D & F campuses	N/A	N/A	N/A
Board Quarterly Self-Evaluation	N/A	Board Self Evaluation	N/A	Board Self Evaluation
<b>GOAL &amp; CONSTRAINTS 3</b>	<b>November</b>	<b>January</b>	<b>May</b>	<b>July</b>
Board Goal 3: CCMR Reporting: GPM: 3.1-3.3	Report on CCMR Focus Inventory	Report on CCMR Focus Inventory	Report on CCMR Focus Inventory	Indicators Final 18-19 Report
Board Constraint 3: Lone Star Governance Progress Tracker RSCPM: 3.1	N/A	N/A	Report on Cost of Governance	N/A
Superintendent Constraints: College Credit Hours CPM: 3.1	Report on College Credit hours	Report on College Credit hours	Report on College Credit hours	Report on College Credit hours
Board Quarterly Self-Evaluation	Board Self Evaluation	N/A	Board Self Evaluation	N/A

## **APPENDIX 4: Legal Notice Regarding Board Policy**

This document is the official board policy manual for Donna ISD. All other policies and procedures in use by Donna ISD are subordinate to and must not conflict with this board policy manual. All other policies and procedures in use by Donna ISD that are not required by TEC §11.1511 to be retained by the board of trustees are fully delegated by the board to the superintendent. As required by TEC §11.1511, the following policies in the TASB-maintained policy manual related to the duties and powers of the board of trustees may not be modified or deleted without the board's prior approval. The superintendent is responsible, however, for notifying the board if any of these non-delegated policies are recommended for modification or removal.

A series

B series

CCA

CCG

CD series

CE series

CFC

CH series

DF series

EL

GF

# **APPENDIX 5: Superintendent Evaluation Instrument**

## **Donna ISD Superintendent Evaluation Instrument**

### **General Information**

This Formative Evaluation Instrument consists of two parts: Performance on Student Outcome Goals and the duties and responsibilities listed in policy that outline 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 and other concrete data based on evidence of what has been accomplished. Student Outcome Goals form the primary focus of the evaluation. This formative evaluation will be followed by the summative evaluation at a time when all data for the school year has been reported back to the district from the state.

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 jointly. The board should provide feedback to the superintendent as one collective body to ensure the superintendent is not getting different messages on expectations from different board members. The assessment of ongoing responsibilities is a secondary aspect of the evaluation and is qualitative.

### **I. Purpose of the Evaluation:**

The purpose of the Donna I.S.D. superintendent evaluation is to:

- Focus on the student outcome goals of the district as the board and superintendent support, monitor, and evaluate progress towards those goals.
- Model the culture of feedback, collaboration and continuous growth that we are fostering throughout the district.
- Promote high levels of leader effectiveness and professional growth through an objective evaluation system that captures the key responsibilities (BJA Legal) required for the superintendent role.
- Serve as a guide for the superintendent as he/she reflects upon and improves his/her effectiveness as a leader.

### **Rating Scale:**

**Exceeds Expectations** – During the past year, the superintendent’s performance exceeded what might reasonably be expected as a superintendent.

**Meets Expectations** - During the past year, the superintendent performed in a consistent and effective manner.

**Needs Improvement** - During the past year, the superintendent performed with difficulty or in an inconsistent manner. The skills are emerging, but do not meet expectations.

**Unsatisfactory** - During the past year, the superintendent did not meet expectations and significant improvement is needed.

Comments may be made on any item. Any rating of “Needs Improvement” or “Unsatisfactory” 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.

**Student Outcome Goals**

Because Superintendent performance is considered indistinguishable from District performance, the Superintendent’s annual evaluation is simply the amalgam of all monthly monitoring reports. A student outcome goal or constraint is considered met if a) the goal actual results meet or exceed the targets or b) at least 2/3rds of the respective goal progress measure (GPM) or constraint progress measure (CPM) actual results meet or exceed the targets. Overall Superintendent performance is met if at least 4/5ths of the goals and constraints are met. *(From the Lone Star Governance Participant Manual pg. 29)*

Student Outcome Goal Scorecard

<b>Student Outcome Goal #1 (target/actual)</b>			
<b>GPM #1.1: (target/actual)</b>	<b>GPM #1.2: (target/actual)</b>	<b>GPM #1.3: (target/actual)</b>	<b>% of GPMs That Met Target</b>

<b>Student Outcome Goal #2 (target/actual)</b>			
<b>GPM #2.1: (target/actual)</b>	<b>GPM #2.2: (target/actual)</b>	<b>GPM #2.3: (target/actual)</b>	<b>% of GPMs That Met Target</b>

<b>Student Outcome Goal #3 (target/actual)</b>			
<b>GPM #3.1: (target/actual)</b>	<b>GPM #3.2: (target/actual)</b>	<b>GPM #3.3: (target/actual)</b>	<b>% of GPMs That Met Target</b>

**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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>N/A</b>
Establishes effective mechanisms for communication to and from staff in instructional evaluation, planning, and decision making.					
Oversees annual planning for instructional improvement and monitor for effectiveness					
Ensures that goals and objectives form the basis of curricular decision making and instruction and communicate expectations for high achievement.					

<p>Ensures that appropriate data are used in developing recommendations and making decisions regarding the instructional program and resources.</p>					
<p>Oversees a system for regular evaluation of instructional programs, including identifying areas for improvement, to attain desired student achievement</p>					

**Comments:**

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

- Annual goals, targets, or benchmarks and 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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>N/A</b>
Oversees student services, including health and safety services, counseling services, and extracurricular pro-grams, and monitor for effectiveness					
Oversees a discipline management program and monitor for equity and effectiveness					
Encourages, oversees, and participates in activities for recognition of student efforts and accomplishments					

**Comments:**

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

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>N/A</b>
Oversees a program of staff development and monitor staff development for effectiveness in improving District performance.					
Stays abreast of developments in educational leadership and administration					

**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:

- 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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>N/A</b>
Implements and oversees a planning process that results in goals, targets, or priorities for all major areas of District operations, including facilities maintenance and operations, transportation, and food services					
Monitors effectiveness of District operations against appropriate benchmarks.					

<p>Oversees procedures to ensure effective and timely compliance with all legal obligations, reporting requirements, and policies</p>					
<p>Ensures that key planning activities within the District are coordinated and are consistent with Board policy and applicable law and that goals and results are communicated to staff, students, and the public as appropriate.</p>					

**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:

- 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 district 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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>N/A</b>
Oversees a budget development process that results in recommendations based on District priorities, available resources, and anticipated changes to District finances					
Oversees budget implementation to ensure appropriate expenditure of budgeted funds, to provide for clear and timely budget reports, and to monitor for effectiveness of the process.					

<p>Ensures that District investment strategies, risk management activities, and purchasing practices are sound, cost-effective, and consistent with District policy and law</p>					
<p>Maintains a system of internal controls to deter and monitor for fraud or financial impropriety in the District</p>					

**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:

- 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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>N/A</b>
Ensures that the system for recruiting and selection results in personnel recommendations based on defined needs, goals, and priorities					
Organizes District staff in a manner consistent with District priorities and resources and monitor administrative organization at all levels for effectiveness and efficiency					

<p>Oversees a performance appraisal process for all staff that reinforces a standard of excellence and assesses deficiencies; ensure that results are used in planning for improvement</p>					
<p>Administers a compensation and benefits plan for employees based on clearly defined goals and priorities</p>					
<p>Encourages, oversees, and participates in staff recognition and support activities</p>					
<p>Oversees a program for staff retention and monitor for effectiveness</p>					

**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.)*

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>N/A</b>
Keeps the Board informed of significant issues as they arise, using agreed upon criteria and procedures for in-formation dissemination.					

<p>Responds in a timely and complete manner to Board requests for information that are consistent with Board policy and established procedures</p>					
<p>Provides recommendations and appropriate supporting materials to the Board on matters for Board decision.</p>					
<p>Articulates and supports Board policy and decisions to staff and community</p>					

**Comments:**

**B. Community Relations:** The superintendent maintains a positive and productive working relationship with the community. The board shall 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.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>N/A</b>
Directs a proactive program of internal and external communication at all levels designed to improve staff and community understanding and support of the District.					
Establishes mechanisms for community and business involvement in the schools and encourage participation.					

Works with other governmental entities and community organizations to meet the needs of students and the community in a coordinated way					

**Comments:**