



AUSTIN

Independent School District

Campus Administrator Performance Review

SUPPORT GUIDE



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Background

Background

The Campus Administrator Performance Review (CAPR) was developed in response to the state's development of a new appraisal instrument for principals. The Texas Education Agency developed a new appraisal and through the process, created new standards to be used in appraisal. AISD convened a working group of principals, assistant principals, a teacher, and central administrators to develop a system that reflected the values of the district while maintaining the requirements of the state system.

Guiding Principles For Campus Administrator Appraisal And Development

The creation of a new Austin ISD administrator appraisal system will:

- Promote continuous growth
- Be equitable for all campus administrators
- Keep the appraisal student centered and student focused
- Monitor and refine the tool
- Provide a comprehensive system with multiple sources of data and inclusive of all roles and leadership styles
- Not be overly complex and will be clearly defined
- Reflect district goals/priorities/values
- Align to the teacher appraisal
- Be the result of a collaborative process

Goals

The ultimate goal of the new administrator appraisal system is to promote professional growth for all administrators, encourage more frequent conferences and to incorporate multiple indicators of success. The new appraisal system will:

- Be a clear, collaborative, and comprehensive pathway for campus administrator growth;
- Foster open and collaborative campus cultures that focus on instructional growth and the development of individual and school wide practices that effectively improves student learning;
- Incorporate multiple measures of effectiveness;
- Offer professional development that links to evaluation results.

Development and Implementation

The working group met during the 2014-2015 school year to develop a draft for feedback. Principals and assistant principals provided feedback and then the draft was submitted to senior leadership. Based on their feedback, adjustments were made. Additional feedback was solicited on the new draft in the Fall of 2015. The final system was sent to the Board of Trustees for approval in April 2016 for full implementation in the 2016-2017 school year.

Working Group

Cathryn Mitchell - Principal

Lisa Bush - Principal

Rick Garner - Principal

Sheila Henry - Principal

Brandi Hosack - Principal

Welozette Duffin - Assistant Principal

Scott Kvapil - Assistant Principal

Alonzo Blakenship - Teacher

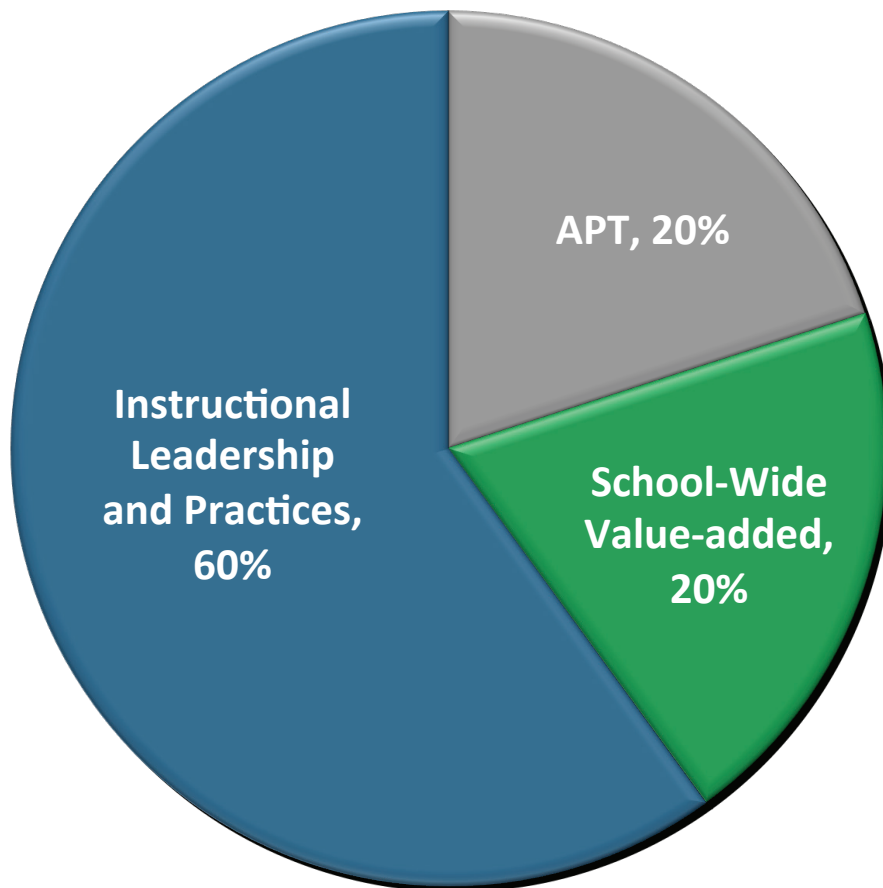
Thyrun Hurst - Teaching and Learning Office

Debra Ready - Accountability

Dru Robinett - Educator Quality

Joann Taylor - Educator Quality

Overview of the System



Instructional Leadership and Practices

- Rubric that covers 5 strands of leadership behaviors

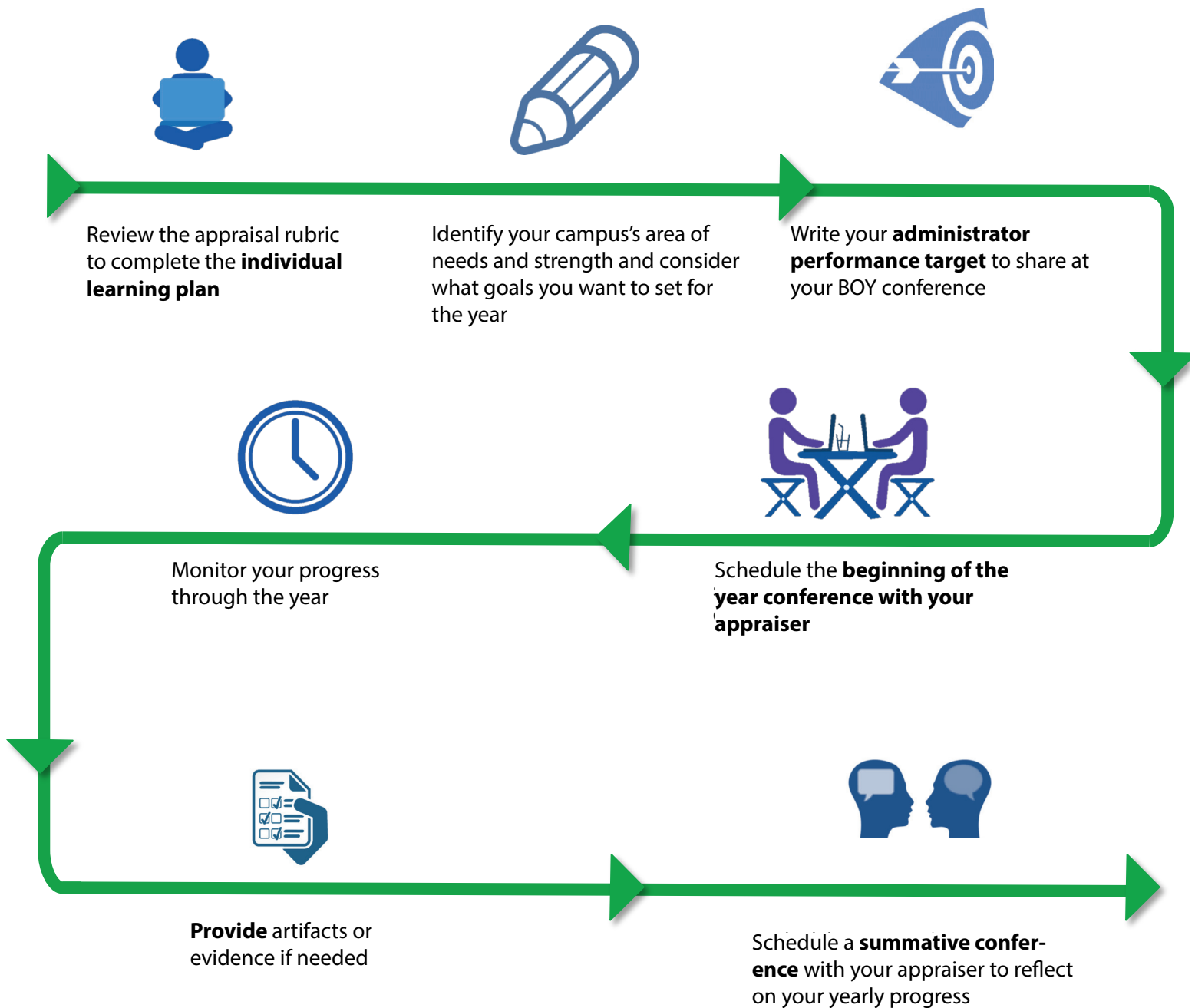
Student Growth

- School-wide Value-added for Reading and Math

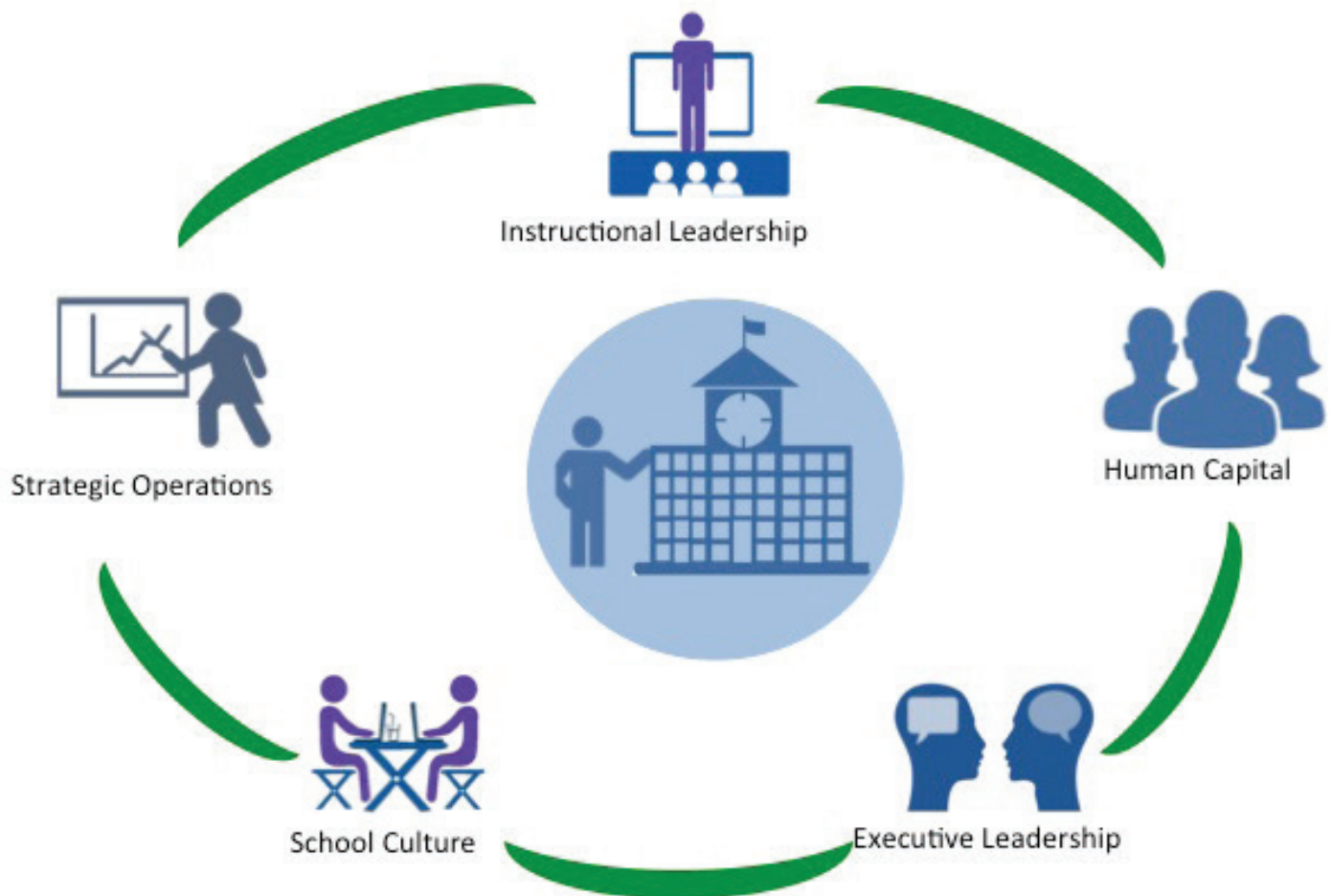
Administrator Performance Target (APT)

- Administrator selects area of need and sets a goal

Overview of the Process



Instructional Leadership and Practices



Instructional Leadership and Practices

What is it?

One specific area CAPR aims to focus on is Instructional Leadership and Practices.

The process begins with administrators identifying an individual learning plan, based on one area of growth from the Instructional Leadership and Practices Rubric. The individual learning plan will be a source of information for the beginning of the year conference that administrators will have with their appraiser.

The Instructional Leadership and Practices rubric covers 5 standards of leadership. Each standard covers multiple indicators that reflects the work of administrators.

The 5 Standards

- Instructional Leadership
- Human Capital
- Executive Leadership
- School Culture
- Strategic Operations

How will I be scored?

Administrators will be scored using the Instructional Leadership and Practices Rubric. Each indicator will be scored holistically, and each indicator in the standard will be averaged for a standard score. Administrators will receive a score from 1-4 reflecting the average from the five standards. The average rubric score will be multiplied by 60 (as it is worth 60%) as part of the total score.

- **All Instructional Leadership and Practices scores must be shared with appraisees by April 30, 2018.**

Resources

For additional support resources, see the “files” tab in the BLEND CAPR course yearly update. For additional information, contact Rob Musfeldt.



What does it look like?

The Instructional Leadership and Practices Rubric has 5 strands of leadership behaviors where administrators can earn a score of 1-4, with a score of 3 being the expected standard. On the following pages, we will take a look at each of these strands in depth focusing on the expected standard (score of 3) and above expected standard (score of 4) areas of the rubric. Examples of what this might look like are also included. Please note that these are only examples and that there are numerous other ways that these scores can be achieved.



Instructional Leadership and Practices

Instructional Leadership

The campus administrator is responsible for ensuring every student receives high-quality instruction.

- Indicator A: The campus administrator ensures and facilitates implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.
- Indicator B: The campus administrator monitors and ensures high-quality, culturally responsive instructional practices among teachers and staff that improve student performance.
- Indicator C: The campus administrator analyzes and utilizes multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.
- Indicator D: The campus administrator ensures effective instruction which maximizes growth of individual students and student groups, supports equity, and seeks to eliminate the achievement gap.

Instructional Leadership 7	3	Evidence	4	Evidence
	The campus administrator utilizes a clearly articulated campus plan for implementing the district curriculum and assessments that positively impacts student learning. Teachers and staff are provided on-going opportunities to evaluate the implementation of curriculum and analyze data to determine the impact on student achievement.	<ul style="list-style-type: none"> • Campus Improvement Plan • Leadership teams • Teacher achievement conferences • Student Progress Monitoring • Faculty meeting and PD agendas 	The campus administrator utilizes and monitors a clearly articulated campus plan that results in positive student learning. Teachers and staff are provided on-going opportunities that maximize learning for all students. Campus administrator collaborates with greater campus community including district leadership to strengthen curriculum and assessments.	<ul style="list-style-type: none"> • Student achievement and testing data • Formative and summative assessments • Teacher support and feedback • Agenda
	The campus administrator utilizes an effective, culturally responsive system for instructional planning, delivery, and practices that positively impact student performance. The campus administrator provides and actively participates with teachers in meaningful professional development that results in effective instructional practices.	<ul style="list-style-type: none"> • Education plans for identified special populations • Use of research-based school and classroom practices • PD sign-in sheets and agendas 	The campus administrator utilizes an effective, culturally proficient system for instructional planning, delivery, and practices that positively impact all students. The campus administrator develops and executes a specific and targeted plan that leverages professional development and research-based strategies to master the use of effective instructional practices.	<ul style="list-style-type: none"> • Education Plans for identified special populations • Leadership teams • Use of research-based school and classroom practices • Reflective evidence • PPFT Rubric
	The campus administrator provides systems to analyze multiple data sources with teachers and staff to create programs and interventions that improve student learning and achievement.	<ul style="list-style-type: none"> • Campus master schedule • Student achievement and testing data • Child Study Team Documentation 	The campus administrator develops and refines systems that empower, challenge, and support teachers and staff to create and execute programs and practices derived from multiple data sources to ensure the learning, achievement, and complete educational development of all students.	<ul style="list-style-type: none"> • Campus master schedule • Stakeholder surveys • Campus Improvement Plan • RtI documentation • 6 / 9 week grades • Tier I, III, III systems
	The campus administrator monitors and refines campus instructional programs and systems that ensure equity, make progress toward eliminating the achievement gap, and maximize student growth in collaboration with teachers and staff.	<ul style="list-style-type: none"> • Campus master schedule • Use of research-based school and classroom practices • Student progress monitoring 	The campus administrator utilizes a collaborative approach with the greater school community to develop, monitor, and refine campus instructional programs and systems to ensure equity, make progress toward eliminating the achievement gap, and maximize student growth.	<ul style="list-style-type: none"> • Campus master schedule • Stakeholder surveys • Campus Advisory Council minutes and agendas • Grades/Dashboard

Instructional Leadership and Practices

Human Capital

The campus administrator is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

- Indicator A: The campus administrator selects, places, and retains diverse and highly effective teachers and staff.
- Indicator B: The campus administrator coaches and develops teachers and staff by providing personalized, actionable feedback and aligned professional growth.
- Indicator C: The campus administrator provides leadership opportunities for the development of teachers and staff.

8	Human Capital	3	Evidence	4	Evidence
		The campus administrator has a concise plan and implements processes for recruiting, hiring, supporting, and retaining staff who implement school improvement priorities and support student achievement goals. Uses approved district processes to screen, interview and hire a diverse staff that is representative of the vision of the school and meets students' needs and implements and manages district personnel policies in a fair and equitable manner. Utilizes organizational resources to effectively manage human capital.	<ul style="list-style-type: none"> • Hiring practices/ processes • Campus Improvement Plan • Stakeholder surveys • Campus diversity data report 	The campus administrator utilizes leadership teams to analyze appropriate data sources and strategically develop processes for recruiting, hiring, supporting, and retaining staff to strengthen the school's vision and mission. Capitalizes on the tangible and intangible assets of staff members to optimize student academic growth and development to establish a culture of high performance that supports teacher retention/promotion.	<ul style="list-style-type: none"> • Mobility/ retention rate with rationale • Evidence of development of teacher leaders • TELL staff survey • Schedule reflects teacher strength with student need
		The campus administrator routinely works collaboratively with teachers and staff to assess the impact of research based programs and interventions on student learning and achievement. Teachers and staff are regularly provided with individual performance feedback and targeted professional development opportunities.	<ul style="list-style-type: none"> • TELL Survey/campus surveys • Teacher Appraisals • Improvement/ Intervention Plans for staff • National Board Certified Teachers 	The campus administrator uses performance and goal setting data to encourage and challenge staff to reflect and define the knowledge, skills, and concepts that are essential to student development. Ensures that expected performance improvement outcomes are met/ addressed. Systematic feedback among teachers and staff is supported and encouraged. Leadership teams are utilized to accurately analyze student performance data to adapt professional development based on the changing needs of the school.	<ul style="list-style-type: none"> • Team Leader agendas/ department agendas • Teacher achievement conferences • Teacher support and feedback • RtI and family interventions
		The campus administrator has defined opportunities for supporting and modeling leadership development and decision-making activities for teachers and staff members. The campus administrator facilitates ongoing support for teachers and staff who are taking on new or additional leadership and decision-making roles.	<ul style="list-style-type: none"> • Team Leader agendas • PD for Teacher Leaders 	The campus administrator supports and encourages teachers and staff to accept leadership responsibilities outside of the school building that foster their career development.	<ul style="list-style-type: none"> • Site professional development plan • Evidence of development of teacher leaders • National Board Certified Teachers

Instructional Leadership and Practices

Executive Leadership

The campus administrator models personal responsibility and a sustained focus on improving student outcomes.

- Indicator A: The campus administrator is solutions-oriented, treats challenges as opportunities, and supports the school community through continuous improvement.
- Indicator B: The campus administrator pro-actively seeks feedback, reflects on personal growth areas, pursues development opportunities, and changes practice in ways that improve student outcomes.
- Indicator C: The campus administrator employs two-way communication with the school community to develop meaningful and productive relationships.
- Indicator D: The campus administrator adheres to the Code of Ethics and Standard Practices for Texas Educators that demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.

Executive Leadership	3	Evidence	4	Evidence
	The campus administrator empowers the school staff to take ownership of the continuous improvement process. Teachers are included in the development of a strategic goal setting process. Teachers and staff are encouraged to accomplish school goals. The campus administrator adapts their leadership style to the needs of individual teachers and staff who are struggling with change.	<ul style="list-style-type: none"> Campus Improvement Plan Faculty meeting agendas Teacher achievement conferences 	The campus administrator analyzes relevant school productivity and student achievement data to consider new and innovative ways to lead improvement initiatives. Collaborative processes to collect, analyze, and act on relevant data about the school's progress toward accomplishing goals are implemented, evaluated and refined. A transition team is created and utilized during times of change to assist individuals with new ways of doing things. A culture in which teachers and staff encourage and support each other during challenging times is established and maintained.	<ul style="list-style-type: none"> Campus Leadership Teams Student progress monitoring Agendas Surveys
	The campus administrator utilizes performance feedback and synthesizes relevant data to adapt professional practice and leadership behaviors that ensure students receive high-quality instruction. The campus administrator seeks out individual growth and professional development opportunities.	<ul style="list-style-type: none"> Action plans and data PD/PLC agendas and minutes 	The campus administrator develops and refines structures to gather feedback and data from the school community and takes action as appropriate. The campus administrator serves as a model for professional growth and improvement.	<ul style="list-style-type: none"> Surveys Actions plans and data Systems documents Facilitating PD based on campus needs
	The campus administrator implements and utilizes a variety of strategies to encourage effective two-way communication between and among students, teachers, staff, and the larger school community. A system of open communication so that members of diverse interest groups feel welcomed and/or heard within the school community is designed and utilized consistently. Productive relationships are developed by providing opportunities for the appropriate participation of stakeholder groups in the decision making process of the school.	<ul style="list-style-type: none"> Task forces including varied stakeholders CAC minutes 	The campus administrator monitors the effectiveness of systems and protocols to enable internal and external stakeholder groups to effectively communicate with each other and with the campus administrator and makes adjustments to optimize two-way communication. The campus administrator monitors to improve systems designed to encourage and build community relationships, in a manner that fosters respect, outreach, and community engagement. The campus administrator leverages communication among and between the school community to increase the adoption of new and innovative change initiatives within the school or district.	<ul style="list-style-type: none"> Community campus events Stakeholder surveys Community meetings - agendas and minutes
	The campus administrator develops and implements staff trainings on policies and procedures related to ethical behavior. The campus administrator ensures compliance of all federal, state and local mandates by all faculty and staff. The staff is educated on their responsibility to be culturally aware of student differences. School personnel is educated on their ethical responsibility to respond to all students' academic, social-emotional, and physical needs.	<ul style="list-style-type: none"> Community meetings - agendas and minutes Staff professional development plan 	The campus administrator models ethical behavior by educating the larger community in the relationship between cultural awareness and student performance. A systematic approach on the selection of staff members to lead initiatives designed to mitigate differences among student groups in order to eliminate achievement gaps is developed. The campus administrator analyzes achievement data and collaborates with leadership teams on the development and implementation of strategies that ensure student opportunity and access to the full span of the curriculum.	<ul style="list-style-type: none"> Visioning Documents PD/PLC agendas and minutes Campus leadership teams

Instructional Leadership and Practices

School Culture

The campus administrator is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

- Indicator A: The campus administrator develops, implements, and sustains a shared vision of high expectations for all students and staff.
- Indicator B: The campus administrator establishes, reinforces and monitors clear expectations for staff and student conduct, including social and emotional supports.
- Indicator C: The campus administrator purposefully engages families (parents/guardians) and community members in meaningful student learning experiences.
- Indicator D: The campus administrator creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.
- Indicator E: The campus administrator implements student support systems to meet the behavioral needs of individual students.

School Culture	3	Evidence	4	Evidence
	The campus administrator demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement. The campus administrator leads the development of clear, concise, and agreed-upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement. Improvement plans are regularly used and applied to inform and lead campus decisions.	<ul style="list-style-type: none"> Campus Improvement Plan Visioning Documents Student Progress Monitoring PLC agendas and minutes 	The campus administrator uses a collaborative process to promote a unified purpose and shared vision for the school to ensure equity of high expectations for all learners. The campus administrator is the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement. A culture of continuous improvement in the school which guides the interventions, enrichment, and outcomes for every student and staff member is developed and maintained.	<ul style="list-style-type: none"> Campus Improvement Plan Stakeholder surveys Stakeholder engagement activities
	The campus administrator implements and monitors clear structures, rules, procedures, routines, social and emotional supports, and interventions for student and staff behavior that maximize opportunities for all students to learn.	<ul style="list-style-type: none"> Student discipline data Social Emotional Learning/PBIS programs/ Restorative Justice 	The campus administrator collaborates with campus leadership and stakeholders to systematically monitor compliance and regularly assess the capacity and need for changes in expectations, clear structures, social and emotional supports, rules, procedures, routines, and interventions for student and adult behavior that maximize opportunities for all students to learn.	<ul style="list-style-type: none"> Stakeholder surveys Student discipline data Teacher achievement conferences
	The campus administrator creates systems and processes that engage families (parents/guardians) and all community stakeholders in a shared responsibility for student and school success. The campus administrator identifies and acts upon culturally responsive needs to drive higher levels of student learning experiences.	<ul style="list-style-type: none"> School and community events After school activities Stakeholder engagement activities 	The campus administrator implements processes that empower families (parents/guardians) and all community stakeholders to contribute to decisions that positively influence student learning experiences and support the school's improvement plans. The campus administrator leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student learning experiences.	<ul style="list-style-type: none"> Community partnerships Family nights CAC PTA
	The campus administrator implements and monitors district policies and procedures regarding school safety and the social, emotional, and physical well-being of staff and students based on school data to ensure an environment conducive to learning.	<ul style="list-style-type: none"> School safety plan Student discipline data 	The campus administrator develops teams from the school community to participate in and advocate for the school's safe environment as well as staff and student social, emotional, and physical well-being.	<ul style="list-style-type: none"> SEL/PBIS programs Student leaders - input and voice
	The campus administrator consistently implements discipline procedures to ensure an optimal learning environment for all students. School discipline data is analyzed and utilized to protect instructional time from interruptions in the classroom and across the campus. School discipline data is analyzed and utilized to ensure disciplinary decisions are administered equitably.	<ul style="list-style-type: none"> Student discipline data Master schedule 	The campus administrator implements with fidelity campus and district student support systems including families (parents/guardians) to sustain and strengthen the confidence in the school's ability to best serve the behavioral and academic needs of all students equitably. The campus administrator designs and implements alternative approaches to pro-actively address student discipline.	<ul style="list-style-type: none"> Leadership committee Community partnerships Surveys

Instructional Leadership and Practices

Strategic Operations

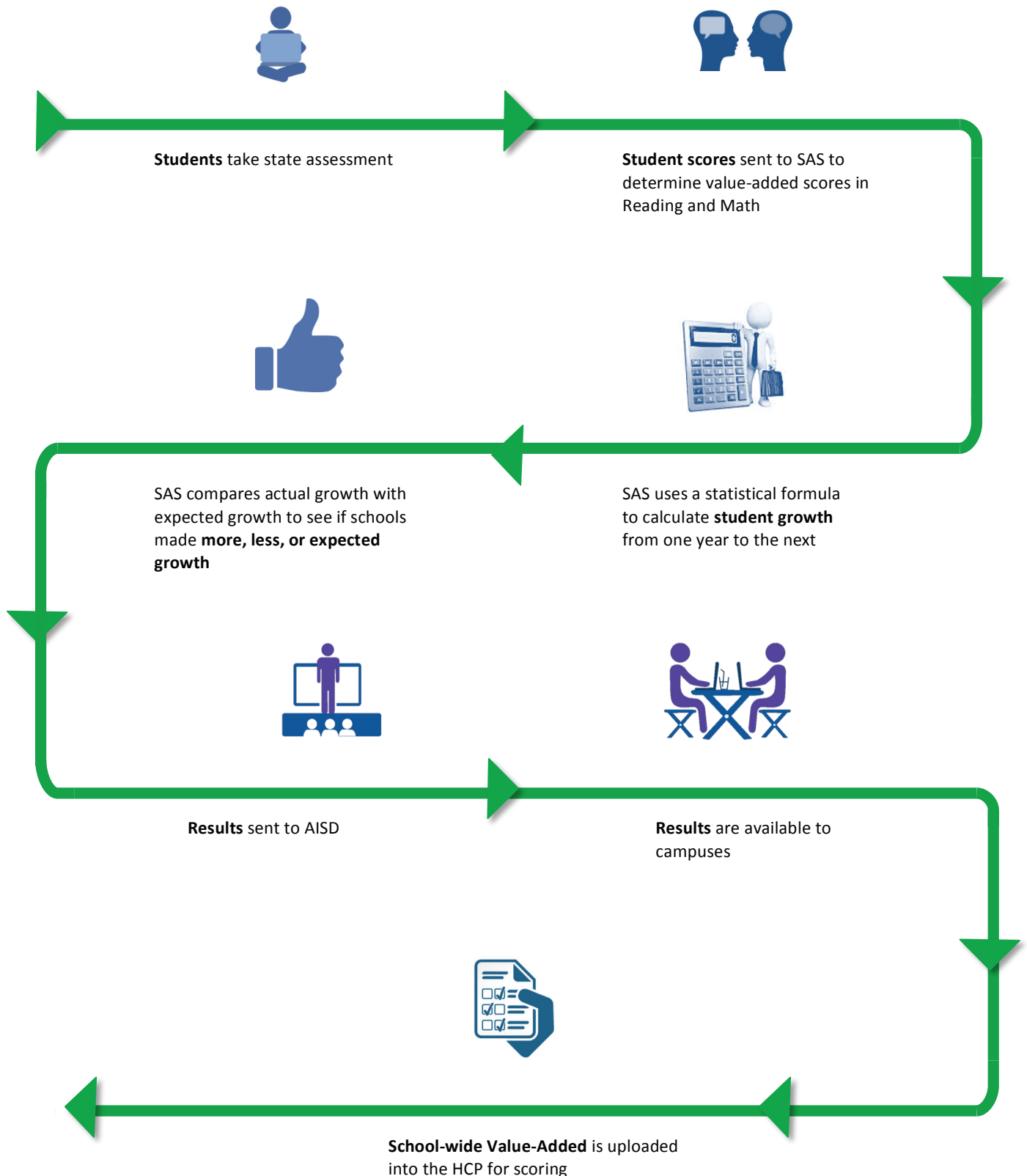
The campus administrator is responsible for implementing systems that align with the district and school's vision and mission to improve the quality of instruction.

- Indicator A: Strategic Planning – The campus administrator outlines goals, targets, and strategies aligned to the school vision.
- Indicator B: Maximized Learning Time – The campus administrator strategically implements systems and structures that maximize instructional time and provides opportunities for teacher collaboration and growth.
- Indicator C: Tactical Resource Management – The campus administrator aligns resources and programs with the needs of the school community and effectively monitors the impact on school goals.
- Indicator D: Policy Implementation and Advocacy – The campus administrator in partnership with district staff implements policies and advocates for the needs of all students and staff.
- Indicator E: Budget – The campus administrator responsibly allocates and monitors financial resources.

Strategic Operations	3	Evidence	4	Evidence
	The campus administrator implements change initiatives that align with the schools goals, targets, and improvement strategies. Maintains a consistent focus on school and classroom influences that effect student learning. The campus administrator systematically communicates successes, shortcomings, and progress toward achieving goals and targets within the school.	<ul style="list-style-type: none"> • Campus Improvement Plan • Implementing intervention programs 	The campus administrator systematically monitors, evaluates, and refines goals, targets and strategies through data analysis in order to sustain a high performing school culture that creates demand for innovation and improvement. The campus administrator systematically and clearly communicates the successes, shortcomings, and progress toward achieving goals and targets to all members of the school community.	<ul style="list-style-type: none"> • Data day documentation • PLC agendas and minutes • Campus newsletters • SMART goals
	The campus administrator establishes school schedules and systems that maximizes instructional time and supports for students. The campus administrator strategically plans opportunities for teacher collaboration and growth that aligns to school and classroom instructional needs.	<ul style="list-style-type: none"> • Master schedule • Campus handbook 	The campus administrator systematically monitors the effect of school schedules on teacher planning and student achievement in order to ensure ongoing student engagement. Through a critical analysis of school and classroom data, policies, practices, and procedures are implemented that maximize the use of instructional time. Schedules and plans are adjusted pro-actively to respond to changes in instructional needs.	<ul style="list-style-type: none"> • Master schedule • Campus handbook • PLC agendas and minutes
	The campus administrator analyzes relevant data and incorporates feedback in the decisions to allocate resources for professional development of faculty and staff. The campus administrator seeks human, fiscal and technological resources necessary to perform duties and maximize outcomes for all students.	<ul style="list-style-type: none"> • Staff development plan • Campus Improvement Plan 	The campus administrator implements processes and procedures that promote long-term viability of effective programs and practices that ensure equitable outcomes for all students. The campus administrator analyzes school performance data to strategically plan for the allocation of human, fiscal and technological resources to maximize outcomes for all students. Structures and processes are designed to promote shared responsibility of leadership teams that result in the recommendations and decisions for the allocation of resources.	<ul style="list-style-type: none"> • Leadership team minutes and agendas • CAC • Surveys
	The campus administrator implements district goals, initiatives, and policy directed at improving student achievement. The campus administrator collaborates with administrative colleagues to share practices related to district goals, initiatives, and policies. The campus administrator seeks internal and external opportunities to secure resources in support of the school's academic program.	<ul style="list-style-type: none"> • Student progress monitoring • Campus handbook • CAC 	The campus administrator plays an active role in the development of goals, initiatives, and policy directed at improving student achievement beyond the campus. The campus administrator analyzes relevant school data in order to actively collaborate with school leadership teams to plan and execute strategies that are aligned with the district initiatives for improving student achievement.	<ul style="list-style-type: none"> • Data day documentation • Leadership team minutes and agendas
	The campus administrator seeks fiscal resources necessary to perform their duties and maximize outcomes for all students. The campus administrator ensures staff is aware of policies/practices regarding the use of financial resources.	<ul style="list-style-type: none"> • School financial information • Campus Improvement Plan 	The campus administrator analyzes student performance data to strategically plan for the allocation of fiscal resources to maximize outcomes for all students. Structures and processes are designed that enable shared responsibility of leadership teams that result in the recommendations and decisions for the allocation of resources.	<ul style="list-style-type: none"> • School financial information • Implementing intervention programs • Student progress monitoring

Student Growth

School-wide Value-Added



Student Growth

School-wide Value-Added

What is it?

Value-added focuses on student growth, not achievement, by examining multiple years of student achievement data to produce the most fair, accurate and reliable measure of student progress. Measuring student progress is important because it helps schools understand how much growth students are making and the effect campuses have on academic performance.

Administrators will receive the school-wide value-added score from the previous year to inform the appraisal score. First year administrators will have this percentage replaced by a portion of the Instructional Leadership and Practices score.

Using a school-wide measure reinforces the desire to create a collaborative campus culture.

Value-added measures how much progress a school made relative to the expectation of progress. The expectation of progress is defined by the individual students within the school and how other students just like them performed across the state on average.

In other words, we follow each student over time and that student serves as his or her own control. The student's expectation of growth is defined by how similar students performed across the state.

The value-added model then compares each measure of growth to the expectation of growth and uses statistical precision to see if there is evidence that group made more than, less than, or about the same progress as expected.

Resources

Please consult the BLEND CAPR course for additional information.

For the CAPR appraisal, both the reading and math scores will be used for the school-wide score. School-wide value-added accounts for 20% of the final score. Value-added will be calculated by SAS, and the reading and math scores will be compared to the scale below and averaged into a 1-4 score. This score will be multiplied by 20 to add into the final score.

4 = Above Expectations

3 = Met Expectations

2 = 1 Standard Deviation Below Expectations

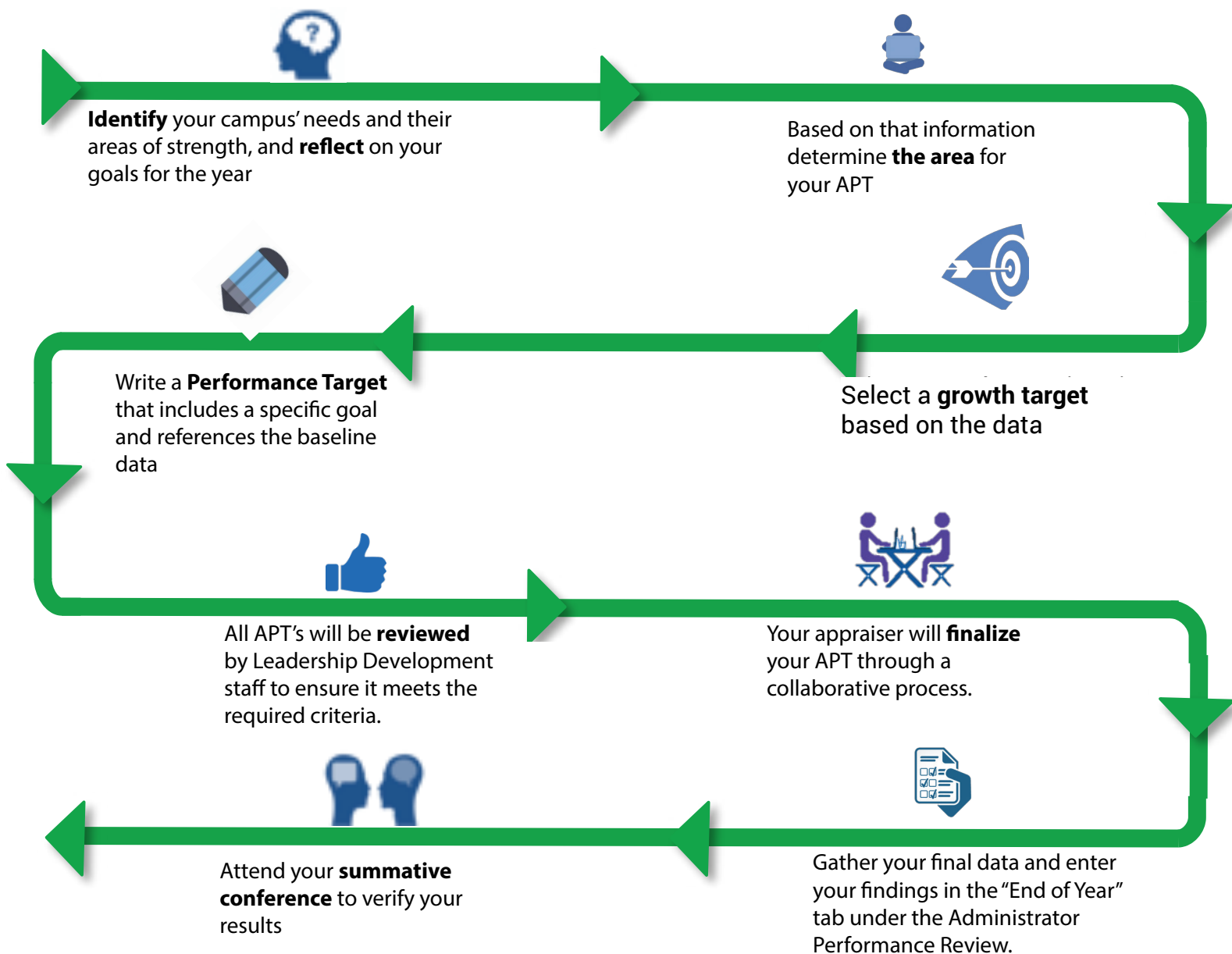
1 = 2 Standard Deviation Below Expectations

Where can I find the score?

The value-added score from the previous year will be added to your appraisal under the **My Appraisals** tab in the [HCP](#) by the end of the fall semester.



Administrator Performance Target



Administrator Performance Target

What is it?

The Administrator Performance Target (APT) is a goal setting process to show improvement. The APT allows administrators to set targets at the beginning of the year in an area of need for the campus. The APT is set and finalized after collaboration and consultation with the appraiser.

How will I be scored?

The Administrator Performance Target (APT) is 20% of the final appraisal score and will be scored on a four-point scale.

4- Met or exceeded target.

3- Stayed the same or improved above previous year baseline data, but did not meet the target.

2- Slightly decreased from the baseline data.

1- Significantly decreased from the baseline data.

0- Did not complete APT, or APT submitted did not meet criteria.

This number will be multiplied by 20 to add into the final score.

The APT process includes:

1. Completing a needs assessment.
2. Setting a goal.
3. The goal will measure improvement. The goal will include a specific numerical target that will be reached and will reference the baseline data from the previous school year.
4. All APT's will be reviewed by Leadership Development Staff to ensure it meets the required criteria.
5. Administrator's goals will be finalized with the administrator's appraiser. Administrators will each write individual goals.
6. ALL data used to measure the APT must be reported and/or available by the date of the Summative conference.



Administrator Performance Target

Examples

When choosing a data source for your goal, please make sure that measuresable data will be available by the date of your summative conference.

*Please state your area of need, your data source and your action plan for the year. Be specific.	According to the student TELL survey, AA students feel significantly disengaged (more than 10% points different) and that teacher expectations of them are lower than how Hispanic and White students feel on campus. The teacher leadership team and I will participate in a Cultural Proficiency training with Angela Ward. As part of the training, the group will do a book study on Cultural-ly Responsive Teaching and the Brain. The group will also review curriculum and resources currently used in the classroom and how it relates to student identity. This group then will conduct the activities with their departments. Each semester I will work with student leadership groups (student council and PALS) to identify specific areas where students believe things can change.
*What is your target for the year? Please ensure that it is a measurable goal that can be reported by the date of your summative conference.	For the 2016-2017 school year TELL survey, the results for AA students in all areas will be within a 9% points from White and Hispanic students.

- 4- Results for AA students in all areas within 9% points from White and Hispanic students.
- 3- Results for AA students in all areas 9%-10% points from White and Hispanic students.
- 2- Results for AA students in all areas slightly decreased from baseline data (To be determined in summative conference).
- 1- Results for AA students in all areas significantly decreased from the baseline data (To be determined at summative conference).

*Please state your area of need, your data source and your action plan for the year. Be specific.	During the 2015-2016 school year, there were over 320 suspensions of students in the Middle School broken down as follows: 77 Sixth graders, 110 Seventh graders and 133 eight graders according to the AISD Student Discipline Report.
*What is your target for the year? Please ensure that it is a measurable goal that can be reported by May.	In the 2016 / 17 school year, suspensions of all Middle School Student will be decreased by an average of 20%

- 4- Suspensions of all middle school students will be decreased by 20+ percentage points.
- 3- Suspensions of all middle school students decreased from 1-19 percentage points.
- 2- Suspensions of all middle school students increased slightly (To be determined at summative conference).
- 1- Suspensions of all middle school students increase significantly (To be determined at summative conference).

Administrator Performance Target

Examples

*Please state your area of need, your data source and your action plan for the year. Be specific.	The area of need is the number of 7th grade students with a RITS score greater than 15. According to an Early Warning report in eCST, 12% of the 7th grade student population as of September 26, 2016 has a RITS score, 15 points or higher. Action Plan: Identify 7th grade students with RITS score greater than 15. Assign a grade level teacher/mentor to closely monitor and document student performance related to attendance, grades, and discipline. Specific measurable strategies will be created, documented, and shared with all stakeholders.
*What is your target for the year? Please ensure that it is a measurable goal that can be reported by May.	Reduce the total number of students with RITS scores greater than 15. Currently, 12% of the 7th grade student population has a RITS score greater than 15. The goal is to reduce the 12% to 10%, by the last school day in April.

4- Reduce the number of 7th grade students with an RITS score greater than 15 to 10% or less.

3- Reduce the number of 7th grade students with an RITS score greater than 15 to 10%-12%.

2- Number of 7th grade students with an RITS score greater than 15 increased slightly (To be determined at summative conference).

1- Number of 7th grade students with an RITS score greater than 15 increased significantly (To be determined at summative conference).

System Scoring

Instructional Leadership and Practices Scoring

Administrators will be scored using the Instructional Leadership and Practices Rubric. Each indicator will be scored holistically, and all the indicators for the standard will be averaged together. All the standards will be averaged for 1-4 score. The average rubric score will be multiplied by 60 (as it is worth 60%) as part of the total score.

Student Growth

Student Growth accounts for 20% of the appraisal final score.

Value-added will be calculated by SAS, and the reading and math scores will be compared to the scale below and averaged into a 1-4 score. This score will be multiplied by 20 to add into the final score.

4 = Above Expectations

3 = Met Expectations

2 = 1 Standard Deviation Below Expectations

1 = 2 Standard Deviation Below Expectations

Administrator Performance

Target

The Administrator Performance Target (APT) is 20% of that final score and will be scored on a four-point scale.

4- Met or exceeded target.

3- Stayed the same or improved above previous year baseline data, but did not meet the target.

2- Slightly decreased from the baseline data.

1- Significantly decreased from the baseline data.

0- Did not complete APT, or APT submitted did not meet criteria.

This number will be multiplied by 20 to add into the final score.

Final Score

The CAPR system uses a scoring spectrum of 5 levels: Highly Effective, Effective, Developing, Minimally Effective and Ineffective. All components will be multiplied by the percentage numbers and added together for a final score that will fall along the spectrum shown below. Each administrator will receive a final rating based on the total score.

Ineffective	Minimally Effective	Developing	Effective	Highly Effective
80-195	196-222	223-299	300-350	351-400

System Scoring

Instructional Leadership and Practices

Standard 1- Instructional Leadership	Score	Average
Indicator A: Curriculum Implementation	3	3
Indicator B: Monitor Teacher Practices	3	
Indicator C: Data Use	4	
Indicator D: Ensure and Facilitate Instruction	2	
Standard 2 – Human Capital		2.67
Indicator A: Recruit and Retain	2	
Indicator B: Coach and Develop Teachers	3	
Indicator C: Provide Leadership Opportunities	3	
Standard 3 – Executive Leadership		3.25
Indicator A: Problem Solver	3	
Indicator B: Professional Growth	4	
Indicator C: Communication	3	
Indicator D: Compliance	3	
Standard 4 – School Culture		2.4
Indicator A: Vision	2	
Indicator B: Clear Expectations	2	
Indicator C: Family Engagement	3	
Indicator D: Environment	3	
Indicator E: Student Support	2	
Standard 5 – Strategic Operations		3
Indicator A: Strategic Planning	3	
Indicator B: Maximized Learning Time	3	
Indicator C: Tactical Resource Management	2	
Indicator D: Policy Implementation and Advocacy	3	
Indicator E: Budget	4	
Instructional Leadership and Practices Score		2.86

Student Growth

Example
<p><i>Schoolwide Value-Added</i></p> <p>Based from value-added score received from SAS for reading and math</p> <p>4 = Above Expectations 3 = Met Expectations 2 = 1 SD Below Expectations 1 = 2 SD Below Expectations</p> <p>Student Growth Score</p>
<p>Math = 2 Reading = 4 Average = 3</p> <p>3</p>

Administrator Performance Target

Example
<p><i>Administrator Performance Target</i></p> <p>Based from goal set by administrator and appraiser</p> <p>4 = Exceeded Goal 3 = Met Goal 2 = Stayed the same 1 = Declined from the baseline 0 = Did not complete</p> <p>APT Score</p>
<p>Met Goal = 3</p> <p>3</p>

Administrator Performance Target

Component	Score (1-4)	Pie Chart Percentage	Weighted Score
<i>Administrator Performance Target</i>	2.86	X 60	171.6
<i>Schoolwide Value-Added</i>	3	X20	60
<i>Administrator Performance Target</i>	3	X20	60
Total Score			291.6

Ineffective	Minimally Effective	Developing	Effective	Highly Effective
80-195	196-222	223-299	300-350	351-400

Operational Procedures

Components

- Every campus administrator will have a full appraisal every year. Campus administrators include principals, assistant principals, magnet directors, associate principals, and academy directors.
- Principals will be appraised by their Associate Superintendent or Executive Director or designee determined by the Associate Superintendent.
- Campus administrators other than principals will be appraised by their campus principal.
- First year campus administrators and those new to AISD will not have a value-added score, so they will use 80% for Instructional Leadership and Practices and 20% for Administrator Performance Target to determine appraisal score..
- Campus administrators who are split between campuses will be appraised through a collaborative scoring process between the two principals. The home campus principal will complete the appraisal components in HCP.
- Campus administrators newly hired to the district or new to campus administration with less than 90 school days remaining in the school year will not be appraised for that school year and will be considered a first year campus administrator for the appraisal in the following school year.
- Their AP's may be appraised by the former principal (or intern) if they remain in the district and have worked with the AP more than 50% of the year.
- Campus administrators who move from one campus to another
 - After January 1, he/she will have 80% for Instructional Leadership and Practices and 20% Student Growth.
 - Before January 1, he/she will revise the APT and get approval from appraiser for the new campus.
- Appraisers of principals must document one campus visit during the school year.
- All Instructional Leadership and practices must be scored and shared by April 30, 2018.

Appeal Process

- Administrators can submit a written rebuttal in the HCP for any portion of the appraisal within 10 working days from the sharing of the appraisal feedback.
- Administrators can follow the district grievance procedure outlined on the Human Capital [website](#).

Leave

- If a campus administrator is on leave for more than 50% of the school year, then he/she will not receive an appraisal for the year.

Professional Improvement Plan

A campus administrator who meets one of the following circumstances will be placed on an improvement plan:

- Ineffective overall rating
- 1 in any standard on the Instructional Leadership and Practices rubric

* Other factors may trigger an improvement plan at any point during the school year.

The improvement plan will be a collaborative process between the administrator and the appraiser.

Professional learning resources will be suggested and provided for the campus administrator who is placed on an improvement plan.

Training

- Appraisers will be required to attend one face to face training prior to performing appraisals.
- All returning appraisers and appraisees will complete an annual online update over the entire CAPR process.
- All appraisers and appraisees will complete an online course detailing the APT process.

Timeline

CAPR Appraisal Requirements	Important Dates
<p><u>Beginning of the Year</u></p> <ul style="list-style-type: none"> Individual Learning Plan APT Submitted BOY Conference 	<ul style="list-style-type: none"> September 29, 2017- All APT's submitted in HCP by appraiser. October 2-6, 2017- Leadership Development staff reviews APT's to ensure they meet required criteria. October 9-17, 2017- APT's approved by appraiser. October 18-20, 2017- LD staff final review of APT's. October 23-27, 2017- Revised APT's must be approved by appraiser. <ul style="list-style-type: none"> If APT still does not meet the established criteria by October 27, 2017. Both appraiser and appraisee will be notified informing them that the APT will be scored as a "zero" at the summative conference.
<p><u>During the Year</u></p> <ul style="list-style-type: none"> One documented campus visit (appraisers of principals) Gather evidence for Instructional Leadership and Practices 	Ongoing
<p><u>End of the Year</u></p> <ul style="list-style-type: none"> APT final data submitted before summative APT Scored by summative conference Instructional Leadership and Practices rubric scored and provided to appraisee 10 working days prior to summative conference 	<p>APT Submitted prior to summative conference</p> <p>APT Scored by summative conference</p> <p>ILP Rubric Scored and shared by April 30, 2018</p>
<p><u>Summative</u></p> <ul style="list-style-type: none"> Conference completed by the last work day of appraisee. 	<p>Elementary AP - June 5, 2018</p> <p>MS/HS AP - June 12, 2018</p> <p>MS Magnet Director - June 30, 2018</p> <p>MS/HS Comprehensive Director - June 19, 2018</p> <p>Principals - June 30, 2018</p>

Appendix A

Individual Learning Plan

Please select one area of growth for this year based on the Instructional Leadership and Practices Rubric.
(Choose one indicator from one standard.)

Standard:

Indicator:

What activities are part of your plan to address this standard? Please include professional development.

*Administrators may complete more than one area for growth but only one is required.

Appendix B

Rubrics

Standard 1- Instructional Leadership: The campus administrator is responsible for ensuring every student receives high-quality instruction.				
Indicator A: The campus administrator ensures and facilitates implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.				
4	3	2	1	
The campus administrator utilizes and monitors a clearly articulated campus plan that results in positive student learning. Teachers and staff are provided on-going opportunities that maximize learning for all students. Campus administrator collaborates with greater campus community including district leadership to strengthen curriculum and assessments.	The campus administrator utilizes a clearly articulated campus plan for implementing the district curriculum and assessments that positively impacts student learning. Teachers and staff are provided on-going opportunities to evaluate the implementation of curriculum and analyze data to determine the impact on student achievement.	The campus administrator articulates and demonstrates a campus plan for implementing the district curriculum, assessments, and their effects on student learning. Teachers and staff are provided opportunities to evaluate the implementation of curriculum and analyze data to determine impact on student achievement.	The campus administrator understands the district approved curriculum and assessments, their alignment to the state standards, and their effects on student learning. Teachers and staff are provided limited opportunities to evaluate the implementation of curriculum and to analyze data to determine the impact on student achievement.	
Standard 1- Instructional Leadership: The campus administrator is responsible for ensuring every student receives high-quality instruction.				
Indicator B: The campus administrator monitors and ensures high-quality, culturally responsive instructional practices among teachers and staff that improve student performance.				
4	3	2	1	
The campus administrator utilizes an effective, culturally proficient system for instructional planning, delivery, and practices that positively impact all students. The campus administrator develops and executes a specific and targeted plan that leverages professional development and research-based strategies to master the use of effective instructional practices.	The campus administrator utilizes an effective, culturally responsive system for instructional planning, delivery, and practices that positively impact student performance. The campus administrator provides and actively participates with teachers in meaningful professional development that results in effective instructional practices.	The campus administrator articulates and demonstrates an effective system for instructional planning, delivery, and practices that impact student performance. However, implementation is inconsistent. Teachers are encouraged to participate in professional development opportunities on effective instructional practices including culturally relevant pedagogy.	The campus administrator understands effective models of instructional planning, delivery, and practices that impact student performance.	

Appendix B

Rubrics

Standard 1- Instructional Leadership: The campus administrator is responsible for ensuring every student receives high-quality instruction.				
Indicator C: The campus administrator analyzes and utilizes multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.				
4	3	2	1	
The campus administrator develops and refines systems that empower, challenge, and support teachers and staff to create and execute programs and practices derived from multiple data sources to ensure the learning, achievement, and complete educational development of all students.	The campus administrator utilizes systems to analyze multiple data sources with teachers and staff to create programs and interventions that improve student learning and achievement.	The campus administrator articulates and demonstrates the impact of instructional practices that improves student learning and achievement. Campus administrator utilizes multiple data sources to create programs and interventions.	The campus administrator understands the impact of school level practices on student learning and achievement and uses limited data sources to inform programs that improve the achievement of all students.	
Standard 1- Instructional Leadership: The campus administrator is responsible for ensuring every student receives high-quality instruction.				
Indicator D: The campus administrator ensures effective instruction which maximizes growth of individual students and student groups, supports equity, and seeks to eliminate the achievement gap.				
4	3	2	1	
The campus administrator utilizes a collaborative approach with the greater school community to develop, monitor, and refine campus instructional programs and systems to ensure equity, make progress toward achievement gap, and maximize student growth.	The campus administrator develops, monitors, and refines campus instructional programs and systems that ensure equity, make progress toward eliminating the achievement gap, and maximize student growth in collaboration with teachers and staff.	The campus administrator articulates and supports instructional practices to ensure equity, high expectations, and making progress toward eliminating the achievement gap.	The campus administrator understands the need for instructional practices that ensure equity, high expectations, and the need to eliminate the achievement gap.	
STANDARD 1: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE: • Campus master schedule • Student achievement and testing data • Formative and summative assessments • Leadership teams • Education plans for identified sub-populations • Use of research-based school and classroom practices • Stakeholder surveys				

Appendix B

Rubrics

Standard 2 – Human Capital: The campus administrator is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.				
Indicator A: The campus administrator selects, places, and retains diverse and highly effective teachers and staff.				
4	3	2	1	
The campus administrator utilizes leadership teams to analyze appropriate data sources and strategically develop processes for recruiting, hiring, supporting, and retaining staff to strengthen the school's vision and mission. Capitalizes on the tangible and intangible assets of staff members to optimize student academic growth and development to establish a culture of high performance that supports teacher retention/promotion.	The campus administrator has a concise plan and implements processes for recruiting, hiring, supporting, and retaining staff who implement school improvement priorities and support student achievement goals. He/she uses approved district processes to screen, interview and hire a diverse staff that is representative of the vision of the school and meets students' needs and implements and manages district personnel policies in a fair and equitable manner. He/she utilizes organizational resources to effectively manage human capital.	The campus administrator articulates and demonstrates the importance of effective recruiting, hiring, supporting, and retaining teachers and staff members through the importance of clear expectations, structures, and procedures for managing resources are understood and articulated. The campus administrator is aware of organizational resources and understands the necessity of managing human capital.	The campus administrator understands the importance of effective recruiting, hiring, supporting, and retaining teachers and staff members. The importance of clear expectations, structures, and procedures for managing human resources are not apparent.	

Appendix B

Rubrics

Standard 2 – Human Capital: The campus administrator is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.				
Indicator B: The campus administrator coaches and develops teachers and staff by providing personalized, actionable feedback and aligned professional growth.				
4	3	2	1	
The campus administrator uses performance and goal setting data to encourage and challenge staff to reflect and define the knowledge, skills, and concepts that are essential to student development. He/she ensures that expected performance improvement outcomes are met/addressed. Systematic feedback among teachers and staff is supported and encouraged. Leadership teams are utilized to accurately analyze student performance data to adapt professional development based on the changing needs of the school.	The campus administrator routinely works collaboratively with teachers and staff to assess the impact of research based programs and interventions on student learning and achievement. Teachers and staff are regularly provided with individual performance feedback and targeted professional development opportunities.	The campus administrator articulates and demonstrates the professional development needs of teachers and staff as those needs relate to a diverse student population. Campus committees and/or leadership teams are involved in identifying needs for campus professional development.	The campus administrator understands the professional development needs of teachers and staff as those needs relate to educating a diverse student population. Campus committees and/or leadership teams have minimal involvement in identifying needs for campus professional development.	

Appendix B

Rubrics

Standard 2 – Human Capital: The campus administrator is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.				
Indicator C: The campus administrator provides leadership opportunities for the development of teachers and staff.				
4	3	2	1	
The campus administrator collaboratively works with teachers and staff to encourage and support leadership responsibilities outside of the school building that foster their career development.	The campus administrator utilizes district resources to provide leadership opportunities and decision-making activities for teachers and staff members. The campus administrator facilitates ongoing support for teachers and staff who are taking on new or additional leadership and decision-making roles.	The campus administrator articulates and demonstrates the importance of providing opportunities for teachers to assume leadership and decision making roles with the school.	The campus administrator understands the importance of providing opportunities for teachers to assume leadership and decision making roles within the school.	
Standard 2: Examples of Artifacts and/or Evidence				
* Campus Improvement Plan	* Student achievement and testing	* Teacher retention data	* Teacher professional growth plans	
* Site professional development plan	* National Board Certified Teachers	* Stakeholder surveys	* Emails, memos, meetings	
* PD Presentations				

Appendix B

Rubrics

Standard 3 – Executive Leadership: The campus administrator models personal responsibility and a sustained focus on improving student outcomes.				
Indicator A: The campus administrator is solutions-oriented, treats challenges as opportunities, and supports the school community through continuous improvement.				
4	3	2	1	
The campus administrator empowers the school staff to take ownership of the continuous improvement process. Collaborative processes to collect, analyze, and act on relevant data about the school's progress toward accomplishing shared vision of high expectations are implemented, evaluated and refined. A culture in which teachers and staff encourage and support each other during challenging times is established and maintained. A culture of continuous improvement in the school which guides the interventions, enrichment, and outcomes for every student and staff member is developed and maintained.	The campus administrator analyzes relevant school productivity and student achievement data to consider new and innovative ways to lead improvement initiatives. Teachers are included in the development of a strategic goal setting process. Teachers and staff are encouraged to accomplish school goals. The campus administrator adapts their leadership style to the needs of individual teachers and staff who are struggling with change.	The campus administrator articulates and demonstrates the necessity for establishing and maintaining a culture of continuous improvement. A personal vision for improving the school's ability to serve the needs of all students and the necessity for strategic goal setting is articulated to stakeholders. The campus administrator understands and articulates how change initiatives can be perceived differently by different stakeholders.	The campus administrator understands the necessity for establishing and maintaining a culture of continuous improvement. A personal vision for improving the school's ability to serve the needs of all students and the necessity for strategic goal setting is not evident. The campus administrator does not demonstrate an understanding of how change initiatives can be perceived differently by different stakeholders.	
Standard 3 – Executive Leadership: The campus administrator models personal responsibility and a sustained focus on improving student outcomes.				
Indicator B: The campus administrator proactively seeks feedback, reflects on personal growth areas, pursues development opportunities, and changes practice in ways that improve student outcomes.				
4	3	2	1	
The campus administrator strengthens structures to gather feedback and data from the school community and takes action as appropriate. The campus administrator serves as a model for professional growth and improvement. He/she uses feedback and reflection to change practices in ways that improve student outcomes.	The campus administrator utilizes performance feedback and synthesizes relevant data to adapt professional practice and leadership behaviors that ensure students receive high-quality instruction. The campus administrator seeks out individual growth and professional development opportunities.	The campus administrator understands the importance of performance feedback from supervisors in the context of personal and school improvement. The campus administrator attends district-mandated professional development.	The campus administrator disregards performance feedback from supervisors. The campus administrator attends some professional development but it is not aligned to needs or goals.	

Appendix B

Rubrics

Standard 3 – Executive Leadership: The campus administrator models personal responsibility and a sustained focus on improving student outcomes.				
Indicator C: The campus administrator employs two-way communication with the school community to develop meaningful and productive relationships.				
4	3	2	1	
<p>The campus administrator leverages communication among and between the school community to increase the adoption of new and innovative change initiatives within the school or district. The campus administrator monitors and continuously adapts the effectiveness of systems and protocols to enable internal and external stakeholder groups to effectively communicate with each other and with the campus administrator and makes adjustments to optimize two-way communication. The campus administrator monitors and improves systems designed to encourage and build community relationships, in a manner that fosters respect, outreach, and community engagement.</p>	<p>The campus administrator implements and utilizes a variety of strategies to encourage effective two-way communication between and among students, teachers, staff, and the larger school community. A system of open communication so that members of diverse interest groups feel welcomed and/or heard within the school community is designed and utilized consistently. Productive relationships are developed by providing opportunities for the appropriate participation of stakeholder groups in the decision making process of the school.</p>	<p>The campus administrator articulates and demonstrates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities. Positive relationships with the school and community stakeholder groups are cultivated. The campus administrator is accessible to all stakeholder groups.</p>	<p>The campus administrator understands the importance of open and honest communication with stakeholder groups about school priorities, initiatives and improvement activities. The campus administrator has limited positive relationships with school and community stakeholders. The campus administrator is not accessible to all stakeholder groups.</p>	

Appendix B

Rubrics

Standard 3 – Executive Leadership: The campus administrator models personal responsibility and a sustained focus on improving student outcomes.				
Indicator D: The campus administrator adheres to the Code of Ethics and Standard Practices for Texas Educators that demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.				
4	3	2	1	
The campus administrator models ethical behavior by educating the larger community in the relationship between cultural awareness and student performance. A systematic approach on the selection of staff members to lead initiatives designed to mitigate differences among student groups in order to eliminate achievement gaps is developed. The campus administrator analyzes achievement data and collaborates with leadership teams on the development and implementation of strategies that ensure student opportunity and access to the full span of the curriculum.	The campus administrator develops and implements staff trainings on policies and procedures related to ethical behavior. The campus administrator ensures compliance of all federal, state and local mandates by all faculty and staff. The staff is educated on their responsibility to be culturally aware of student differences. School personnel is educated on their ethical responsibility to respond to all students' academic, social-emotional, and physical needs.	The campus administrator articulates and demonstrates ethical behavior and complies with federal, state, and district mandates. The campus administrator understands how cultural awareness and student differences (e.g. race, gender, language, SES) influence student achievement. The campus administrator understands the educator's ethical responsibility for responding to student needs: Academic, Social Emotional, Cultural Values & Beliefs, and Physical.	The campus administrator does not demonstrate ethical behavior. Federal, State and district mandates are not followed. The campus administrator does not demonstrate an understanding of how cultural awareness and student differences (e.g. race, gender, language, SES) influence student achievement.	
STANDARD 3: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE: • Campus Improvement Plan • Visioning documents • Campus leadership teams • Staff professional development plan • Stakeholder surveys • Teacher retention data - community meetings - agendas - curriculum plans				

Appendix B

Rubrics

Standard 4 – School Culture: The campus administrator is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.				
Indicator A: The campus administrator develops, implements, and sustains a shared vision of high expectations for all students and staff.				
4	3	2	1	
The campus administrator uses a collaborative process to promote a unified purpose and shared vision for the school to ensure equity of high expectations for all learners. The campus administrator is the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement.	The campus administrator demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement. The campus administrator leads the development of clear, concise, and agreed-upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement. Improvement plans are regularly used and applied to inform and lead campus decisions.	The campus administrator articulates and demonstrates teamwork and commitment to teaching and learning are interrelated and support the work of the school. A shared mission and vision for the school are maintained.	The campus administrator understands the importance of teamwork and the commitment to teaching and learning are interrelated and support the work of the school. A shared mission and vision for the school are not maintained.	

Standard 4 – School Culture: The campus administrator is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.				
Indicator B: The campus administrator establishes, reinforces and monitors clear expectations for staff and student conduct, including social and emotional supports.				
4	3	2	1	
The campus administrator collaborates with campus leadership and stakeholders to regularly assess the capacity and need for changes in expectations, clear structures, social and emotional supports, rules, procedures, routines, and interventions for student and adult behavior that maximize opportunities for all students to learn. The campus administrator collaborates with campus leadership and stakeholders to systematically monitor compliance.	The campus administrator utilizes clear structures, rules, procedures, routines, social and emotional supports, and interventions for student and staff behavior that maximize opportunities for all students to learn.	The campus administrator articulates and demonstrates the importance of clear expectations, structures, rules, social and emotional support and procedures for students and staff to follow.	The campus administrator understands the importance of clear expectations, structures, rules, social and emotional supports, and procedures for students and staff to follow.	

Appendix B

Rubrics

Standard 4 – School Culture: The campus administrator is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.				
Indicator C: The campus administrator purposefully engages families (parents/guardians) and community members in meaningful student learning experiences.				
4	3	2	1	
The campus administrator empowers families (parents/guardians) and all community stakeholders to contribute to decisions that positively influence student learning experiences and support the school's improvement plans. The campus administrator leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student learning experiences that exemplify cultural proficiency.	The campus administrator creates systems and processes that engage families (parents/guardians) and all community stakeholders in a shared responsibility for student and school success. The campus administrator identifies and acts upon culturally responsive needs to drive higher levels of student learning experiences.	The campus administrator articulates and demonstrates that families (parents/guardians) and community members have a critical role in developing community engagement, support, and ownership of the school. The campus administrator demonstrates and articulates the importance of cultural perspective in the school and community.	The campus administrator understands that parents/guardians (families) and community members have a critical role in developing community engagement, support, and ownership of the school. The campus administrator understands the importance of cultural perspective in the school and community.	

Standard 4 – School Culture: The campus administrator is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.				
Indicator D: The campus administrator creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.				
4	3	2	1	
The campus administrator empowers the school community to participate in and advocate for the school's safe environment as well as staff and student social, emotional, and physical well-being.	The campus administrator creates systems and processes regarding school safety and the social, emotional, and physical well-being of staff and students based on school data to ensure an environment conducive to learning.	The campus administrator articulates and demonstrates district policies and procedures regarding school safety and the social, emotional, and physical well-being of staff and students.	The campus administrator understands district policies and procedures regarding school safety and the social, emotional, and physical well-being of staff and students..	

Appendix B

Rubrics

Standard 4 – School Culture: The campus administrator is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.				
Indicator E: The campus administrator implements student support systems to meet the behavioral needs of individual students.				
4	3	2	1	
The campus administrator collaboratively develops a campus support system that includes families (parents/guardians) to sustain and strengthen the confidence in the school's ability to best serve the behavioral and academic needs of all students equitably. The campus administrator designs and implements alternative approaches to proactively address student discipline.	The campus administrator consistently implements discipline procedures to ensure an optimal learning environment for all students. School discipline data is analyzed and utilized to protect instructional time from interruptions in the classroom and across the campus and to ensure disciplinary decisions are administered equitably.	The campus administrator articulates and demonstrates district policies and procedures regarding student discipline. There are minimal support systems to meet the behavioral needs of individual students.	The campus administrator understands district policies and procedures regarding student discipline. There are ineffective support systems to meet the behavioral needs of individual students.	
Standard 4: Examples of Artifacts and/or Evidence				
* Campus Improvement Plan	* Student Discipline Data	* Teacher turnover data	* School safety plan	
* Stakeholder surveys	* Community partnerships	* Stakeholder engagement activities		

Appendix B

Rubrics

Standard 5 – Strategic Operations: The campus administrator is responsible for implementing systems that align with the district and school's vision and mission to improve the quality of instruction.				
Indicator A: Strategic Planning - The campus administrator outlines goals, targets, and strategies aligned to the school vision.				
4	3	2	1	
The campus administrator systematically monitors, evaluates, and refines goals, targets and strategies through data analysis in order to sustain a high performing school culture that creates demand for innovation and improvement. The campus administrator systematically and clearly communicates the successes, shortcomings, and progress toward achieving goals and targets to all members of the school community.	The campus administrator implements change initiatives that align with the schools goals, targets, and improvement strategies. He/she Maintains a consistent focus on school and classroom influences that effect student learning. The campus administrator systematically communicates successes, shortcomings, and progress toward achieving goals and targets within the school.	The campus administrator articulates and demonstrates the usage of a variety of classroom and school data to identify necessary change initiatives.	The campus administrator understands how to use classroom and school data to identify necessary change initiatives.	

Standard 5 – Strategic Operations: The campus administrator is responsible for implementing systems that align with the district and school's vision and mission to improve the quality of instruction.				
Indicator B: Maximized Learning Time - The campus administrator strategically implements systems and structures that maximize instructional time and provides opportunities for teacher collaboration and growth.				
4	3	2	1	
The campus administrator systematically monitors and refines the effect of school schedules on teacher planning and student achievement in order to ensure ongoing student engagement. Through a critical analysis of school and classroom data, policies, practices, and procedures are implemented and refined that maximize the use of instructional time. Schedules and plans are adjusted proactively to respond to changes in instructional needs.	The campus administrator establishes school schedules and systems that maximizes instructional time and supports for students. The campus administrator strategically plans opportunities for teacher collaboration and growth that aligns to school and classroom instructional needs.	The campus administrator articulates and designs effective school schedules and calendars that address the learning needs of diverse student populations. The campus administrator ensures adherence to all legal and policy requirements for teacher planning and professional development.	The campus administrator understands the value of effective school schedules and calendars that address the learning needs of diverse student populations. The campus administrator does not ensure adherence to all legal and policy requirements for teacher planning and professional development.	

Appendix B

Rubrics

Standard 5 – Strategic Operations: The campus administrator is responsible for implementing systems that align with the district and school's vision and mission to improve the quality of instruction.				
Indicator C: Tactical Resource Management - The campus administrator aligns resources and programs with the needs of the school community and effectively monitors the impact on school goals.				
4	3	2	1	
<p>The campus administrator implements systems, processes and procedures that promote long-term viability of effective programs and practices that ensure equitable outcomes for all students.</p> <p>The campus administrator analyzes school performance data to strategically plan for the allocation of human, fiscal and technological resources to maximize outcomes for all students.</p> <p>Systems and processes promote shared responsibility of leadership teams that result in the recommendations and decisions for the allocation of resources.</p>	<p>The campus administrator utilizes relevant data and incorporates feedback in the decisions to allocate resources for the needs of the school community. The campus administrator seeks human, fiscal and technological resources necessary to perform duties and maximize outcomes for all students.</p>	<p>The campus administrator articulates and demonstrates the importance of assessing and allocating school resources to support the needs of the school community.</p>	<p>The campus administrator understands the importance of assessing and allocating school resources to support the needs of the school community.</p>	

Appendix B

Rubrics

Standard 5 – Strategic Operations: The campus administrator is responsible for implementing systems that align with the district and school's vision and mission to improve the quality of instruction.				
Indicator D: Policy Implementation and Advocacy - The campus administrator in partnership with district staff implements policies and advocates for the needs of all students and staff.				
4	3	2	1	
The campus administrator plays an active role in the development of goals, initiatives, and policy directed at improving student achievement beyond the campus. The campus administrator analyzes relevant school data in order to actively collaborate with school leadership teams to plan and execute strategies that are aligned with the district initiatives for improving student achievement.	The campus administrator implements district goals, initiatives, and policy directed at improving student achievement. The campus administrator collaborates with administrative colleagues to share practices related to district goals, initiatives, and policies. The campus administrator seeks internal and external opportunities to secure resources in support of the school's academic program.	The campus administrator articulates and demonstrates district goals, initiatives, and policy directed at improving student achievement. The campus administrator openly communicates between and within school and district administration. The campus administrator is a strong advocate for the school and the school academic program with school district, parents/guardians, and the school community.	The campus administrator understands district goals, initiatives, and policy directed at improving student achievement. The campus administrator does not effectively communicate between and within school and district administration. The campus administrator is not a strong advocate for the school and the school academic program with school district, parents/guardians, and the school community.	
Standard 5 – Strategic Operations: The campus administrator is responsible for implementing systems that align with the district and school's vision and mission to improve the quality of instruction.				
Indicator E: Budget - The campus administrator responsibly allocates and monitors financial resources.				
4	3	2	1	
The campus administrator analyzes student performance data to strategically plan for the allocation of fiscal resources to maximize outcomes for all students. Structures and processes are designed that enable shared responsibility of leadership teams that result in the recommendations and decisions for the allocation of resources.	The campus administrator utilizes and monitors fiscal resources necessary to maximize outcomes for all students. The campus administrator ensures staff is aware of policies/practices regarding the use of financial resources.	The campus administrator articulates and demonstrates management of school budget and accounting procedures and follows ethical standards for the procurement and use of resources	The campus administrator understands the school budget and accounting procedures.	
STANDARD 5: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE: • Master school schedule with instructional times • Visioning documents • Campus Improvement Plan • Staff professional development plan • School financial information				

Appendix C

Frequently Asked Questions

1. Why is the appraisal system changing?

The state is changing the requirements for administrator appraisal. The new appraisal must include student growth, and it is an opportunity to provide a system that promotes professional growth.

2. How does the CAPR Appraisal measure student growth?

20% of the CAPR Appraisal will be reflected in a student growth that includes a school-wide value-added score based on student growth as measured by state assessments in reading and math.

3. What is an Administrator Performance Target (APT)?

APTs are goals for improvement that are set at the beginning of a year. Each APT is targeted in an area of high need based on a thorough review of available data, and must meet standards for rigor and verifiability.

4. What is value-added?

Value-added focuses on student progress, not achievement, and is an additional way to help schools look at data. When used with other data and information such as STAAR and SLOs, Value-added examines student growth year to year and provides a more complete picture of a school's effectiveness on student learning.

5. Is there compensation tied to the new system?

No compensation is tied to the new system.

6. Will there be waivers under this system?

No. There are no waivers in the new appraisal system.

Glossary

Administrator: Employed with an administrator job code at a campus location

Appraisals: A system designed to assess the performance and effectiveness of administrators by trained appraisers. Every administrator will receive an appraisal every year. There will not be any waivers.

Artifacts: These are forms of evidence that support an administrator's appraisal. Artifacts may take forms other than documents, such as videos of practice, portfolios, or other forms of evidence.

Assessment/Evidence Source: Evidence sources include common district assessments, existing standardized assessments, work samples or portfolios, and other sources approved by the appraiser.

Collaboration: Ongoing communication among professionals using a variety of formats (i.e. conferences, meetings, email, online community, conference calls) to discuss, plan and implement content- course work, experiences, knowledge and skills- of the administrator and/or students.

Human Capital Platform (HCP): Human Capital Platform is the district's Professional Development Management System that allows employees to register for AISD professional development and

training opportunities. The Human Capital Platform also includes an appraisal module that allows appraisers and staff to complete the appraisal process electronically.

Professional Development: An on-going process that provides opportunities for an administrator to increase skill and knowledge, meet the needs of students, and stay current on best practices in education. The ultimate goal of this process is to increase student learning and achievement. Professional Development must align with personal, building, district and state goals.

Reflection: Retrospective consideration of one's practice. Reflection requires the administrator to make an analysis of their work and consider what to do next or differently as a result of this information.

Reflective Practice/Self-reflection: An active and conscious process that involves a deliberate pause to examine beliefs, goals or practices to gain new or deeper understanding that leads to improved effectiveness and student learning.

Rubric: A set of guidelines for scoring which states the strands and indicators being assessed.

SAS EVAAS: This is a comprehensive reporting system of school-wide value-added.

School-wide Value-added: This is a district-rated measure of the extent to which a school's average growth meets, exceeds, or falls short of average growth. School-wide Value-added provides a picture of student growth regardless of students' achievement levels and examines progress over time for schools

Student Growth: This component of the CAPR Appraisal provides a system that acknowledges a administrators' contribution to student academic progress assessed through school-wide value-added.

Summative: A process designed to collect and evaluate evidence of performance and effectiveness using standard, pre-determined criteria.

Summative Conference: The Summative Conference is required at the end of the school year. This conference is a professional conversation that occurs between administrator and appraiser to review and discuss the various components that lead to a final appraisal score. The summative should also provide guidance regarding their progress over the year, areas that indicate growth and a blueprint for continued professional development.