



Mission Consolidated Independent School District

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Notice and Agenda

The Board of Trustees of the Mission Consolidated Independent School District will hold a **Training Session/Board of Trustees WORKSHOP** regarding "The Process of the Superintendent's Evaluation" on **Monday, January 31, 2022, at 6:30 PM** in the **Mission CISD Annex, 925 E. Business HWY. 83, Mission, Tx 78572**. At this meeting, the Board may deliberate or act on any of the subjects listed on the following agenda. The President may change the order of items listed below for the convenience of the Board.

A G E N D A

I. Call to Order and Establish Quorum

II. Executive Session

- 1. Workshop on Duties and Responsibilities of Trustees Concerning Process for Conducting Superintendent Evaluation. (Texas Government Code §551.074)** **2**

III. Adjournment

This Notice was posted by 5:00 p.m., on January 28, 2022



Dr. Carol G. Perez, Superintendent of Schools
Mission Consolidated Independent School District

Mission CISM Superintendent and Board Training

January 30, 2022

McShan Consulting Firm

The Framework for School Board Development

- Adopted by the State Board of Education in January 1996
- The Board of Trustees is the educational policy-making body for Texas public school districts.
- The School Board and Superintendent must function together as a leadership team.
- The leadership team must annually assess their development needs as a corporate body.
- The leadership team will individually and collectively gain a shared understanding of Vision, Structure, Accountability, Advocacy, and Unity, needed to provide educational programs and services that ensure equity and excellence in performance for all students.

Preserving the Public in Public Schools

- Liberty and Public Schools, Freedom, Choice, & Opportunity
- Community and Public School Connection, belonging, social order
- Equality, difference, diversity, equal opportunity
- Prosperity, economy, efficiency, competitiveness

CHANGE

- Student outcomes don't change until adult behaviors change.

Texas Constitution

“A general diffusion of knowledge being essential to the preservation of the liberties and rights of the people, it shall be the duty of the Legislature and the State to establish and make suitable provision for the support and maintenance of an efficient system of public free schools.”

Why School Boards Matter

- School Boards represent the vision and values of their community
- School Board behaviors impact student outcomes

School Boards and Inputs, Outputs, and Outcomes

- Inputs: resources and activities invested in a particular program or strategy; usually knowable at the beginning of a cycle; a measure of effort applied
- Outputs: the result of particular set of inputs; usually knowable in the midst of a cycle; a measure of the implementation of the program or strategy itself
- Outcomes: the impact of the program or strategy; usually knowable at the end of a cycle; a measure of the effect on the intended beneficiary

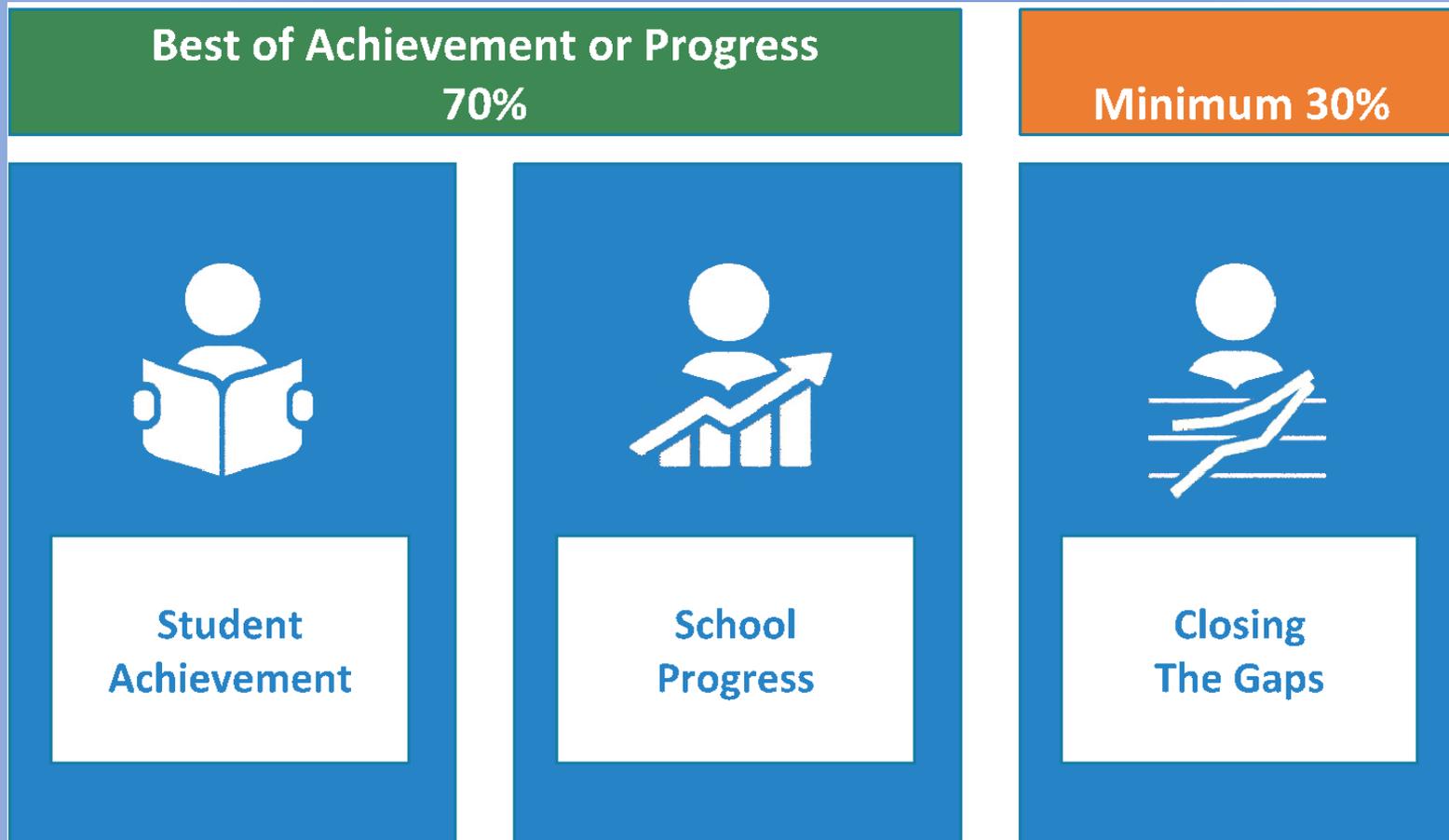
Outcomes

- Other outcomes: A measure of school system results that are not student results; outcomes that are not student outcomes. Examples: parent engagement, financial performance, staff retention.
- Student outcomes: A measure of school system results that are student results rather than adult results; outcomes that are a measure of what students know or are able to do.

SMART Goals

- A SMART (specific, measurable, attainable, results-focused, time-bound) goal that describes what students know or are able to do; a student outcome made smart.
- To be SMART, Student Outcome Goals must have:
 - Baseline – where your students are today
 - Target – where you want your students to be in the future
 - deadline – the date by when your students will reach the target
 - population – which students will be impacted
- Additionally, student Outcome Goals must **challenge the organization** and require **adult behavior change**
- Boards ideally adopt 3 Student Outcome Goals; they last 3 – 5 years

Accountability Matters: Three Domains Combine for Overall Score



Goal Setting

Part 1: District Goals

Rating Scale:

*1	Needs Improvement	Performance needs improvement
2	Meets Expectations	Performance meets expectations
3	Exceed Expectations	Performance exceeds expectations

* Should include evidence to support rating, and what outcome is expected.

Personal Goal #1

- **Fiscal Responsibility/Effective Governance.**

- The Superintendent demonstrates leadership in fiscal responsibility, effective district governance, and transparency to focus on meeting the needs of all learners and stakeholders.

Personal Goal #2

- **Service Delivery.**
 - The Superintendent leads with heart during a pandemic while exemplifying the Service Delivery Model. The Superintendent demonstrates leadership ensuring all students and staff continue teaching and learning, while prioritizing safety.

Personal Goal #3

- **Culture of Professionalism.**

- The Superintendent maintains a respectful, positive district culture centered on teaching and learning.

Personal Goal #4

- Communication.
 - The Superintendent maintains a highly effective district governance by building a trusting, productive, collaborative relationship with all stakeholders. 17

Part 2: General Job Performance Responsibilities

Rating Scale:

*1	Needs Improvement	Performance needs improvement
2	Meets Expectations	Performance meets expectations
3	Exceed Expectations	Performance exceeds expectations

* Should include evidence to support rating, and what outcome is expected.

Part A. Instructional Leadership

- Information on how district determines deficiencies or areas for improvement in instruction and curriculum.
- An annual report of instructional areas needing attention, as revealed by the system.
- Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available.
- A trend of ongoing improvement as reflected in longitudinal data on student scores.
- Other (Insert specific data or reports to be furnished by the administration.)

Part B: Student Services Management

- Oversees services, including but not limited to health and safety services and counseling services and monitors for effectiveness.
- Oversees a discipline management program and monitors for equity and effectiveness.
- Encourages, oversees, and participates in activities for recognition of student efforts and accomplishments.

Part C: Staff Development and Professional Growth

- Oversees a performance appraisal process for instructional staff that reinforces standards of excellence and assesses deficiencies; ensures that results are used in planning for improvement.
- Ensures that appropriate staff development is available and monitors staff development for effectiveness.
- Stays abreast of developments in educational leadership and administration.

District Management:

- **The Superintendent demonstrates effective planning and management of District administration, finances, operations, and personnel**

Part A: Administration Management

- Involved administrators and staff in development of plans of action, DIP, and CIP.
- Organizes the central office in a manner consistent with District priorities and resources and monitors administrative organization at all levels for effectiveness and efficiency.
- Oversees procedures to ensure effective and timely compliance with all legal obligations, reporting requirements, and policies.

Part B. Fiscal, Facilities and Operations Management

- Oversees a budget development process that results in recommendations based on District priorities and available resources.
- Oversees budget implementation in a way that ensures appropriate expenditure of budgeted funds and provides for clear and timely budget reports.
- Ensures that District investment strategies, risk management activities, and purchasing practices are sound, cost-effective, and consistent with District policy and law.
- Implements and oversees a planning process that results in goals, targets, or priorities for all major areas of District operations, including but not limited to facilities maintenance, transportation, and food services.
- Monitors effectiveness of District operations against appropriate benchmarks.

Part C: Personnel Management

- Ensures that the system for recruitment and selection results in personnel recommendations based on defined needs, goals and priorities.
- Oversees a performance appraisal process for non-instructional staff that reinforces a standard of
- Excellence and assesses deficiencies; ensures that results are used in planning for improvement.
- Administers a compensation and benefits plan for employees based on clearly defined goals and priorities.
- Encourages, oversees and participates in staff recognition activities.

Part D: Board Relations

- Keeps the board informed of significant issues as they arise, using agreed-upon criteria and procedures for information dissemination.
- Responds in a timely and complete manner to board requests for information that are consistent with board policy and established procedures.
- Provides recommendations and appropriate supporting materials to the Board of policy issues and matters for Board decision.
- Interprets and supports Board policy and decisions to staff and community.
- Maintains a positive and professional working relationship with the Board.

Part E: Community Relations

- 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 encourages participation.
- Works with other government entities and community organizations to meet the needs of students and the community in a coordinated way.

Superintendent's Evaluation for Review

Board Member	RATINGS							Total of Ratings
Part 1: Personal Goals								
1. Fiscal Responsibility/Effective Governance								0
2. Service Delivery								0
3. Culture of Professionalism								0
4. Communication								0
Part 2: General Job Performance Responsibilities								0
I. Educational Leadership								0
A. Instructional Leadership								0
B. Student Services Management								0
C. Staff Development and Professional Growth								0
II. District Management								0
A. Administration Management								0
B. Fiscal, Facilities and Operations Management								0
C. Personnel Management								0
D. Board Relations								0
E. Community Relations								0
Part 3: Commissioner-Recommended Student Performance Data Collection								0
Total	0	0	0	0	0	0	0	0

Discussion ~