

ESC Executive Directors undergo annual evaluations based on priorities established by the Commissioner. This document outlines those priorities, which are organized into four categories: four-year regional achievement metrics, annual program metrics, annual turnaround metrics, and annual leadership competencies.

Four-Year Regional Achievement Metrics

- Increase the region's performance in:
 - Student achievement: All students percentage.
 - Student achievement: EcoDis students percentage.
 - Relative performance score.
 - School progress: annual growth RLA and Math percentage.
 - Accelerated learning RLA and Math percentage.
 - CCMR component score: All students.
 - CCMR component score: EcoDis students.

Annual Program Metrics

- Strong Foundation Planning and Implementation Support
- Texas Instructional Leadership Support
- Teacher Incentive Allotment Support

Annual Turnaround Metrics

- Increase percentage of D and F campuses that improve to C+ in two years.
- Increase percentage of D and F campuses that improve to C+ in one year.

Annual Leadership Competencies

ESC Executive Directors are also expected to demonstrate proficiency in the Commissioner-determined leadership competencies.

- **Lead Outcomes:** ESC Executive Directors intentionally design and implement a compelling organizational strategy that aligns people, resources, and structures to drive high-impact action. They build systems that enable the achievement of ambitious goals, operationalize planning and performance management (PPM), and position their ESC as a destination of choice for top talent.
- **Lead Others:** ESC Executive Directors rally their teams, school system leaders, and external partners around a bold, compelling vision for their region. They pave the path for change by cultivating the mindsets and building the structures needed to systematically mobilize school system leaders to embrace new ways of working that deliver on the vision, even in the face of complexity or resistance.
- **Lead Ourselves:** ESC Executive Directors model the knowledge, judgment, and self-awareness necessary to lead in complex systems. They bring humility and discipline to their learning, and they operate with a steady hand under pressure, guided by purpose and integrity.