

Evaluation of the Superintendent

DEVELOPMENT AND APPROVAL

The Board and Superintendent shall develop procedures and forms for the evaluation of the Superintendent in compliance with applicable statutes and regulations. All procedures and forms shall be approved by the Board. ~~The procedures shall provide for both formative and summative evaluation of the Superintendent.~~ This policy and related procedures shall be submitted to the Kentucky Department of Education for approval.

KENTUCKY SUPERINTENDENT EFFECTIVENESS STANDARDS

The Board shall evaluate the Superintendent based on the June 2026 Framework of Kentucky Superintendent Effectiveness Standards developed by the Kentucky Association of School Administrators. The framework focuses on five (5) critical areas of leadership:

1. Strategic Leadership;
2. Instructional Leadership;
3. Cultural Leadership;
4. Human Resource Leadership; and
5. Operational Leadership.

FREQUENCY OF EVALUATION

The Superintendent shall be evaluated annually by the Board. Mid-year, the Board may conduct a formative evaluation to review the Superintendent's progress toward accomplishing performance goals. The Board and Superintendent may engage in formative conversations regarding progress on standards, goals, and performance expectations as needed at other times during the year. At the end of each school year, the Board shall conduct the Superintendent's summative evaluation.

PROCESS

Any preliminary discussions relating to the evaluation of the Superintendent by the Board or between the Board and the Superintendent prior to the summative evaluation shall be conducted in closed session.

The summative evaluation of the Superintendent shall be discussed and adopted in an open meeting of the Board and shall be reflected in the minutes. The written summative evaluation shall be made available to the public on request.

REFERENCES:

[KRS 156.557](#)

[704 KAR 003:370](#)

[Framework of Kentucky Superintendent Effectiveness Standards, Kentucky Association of School Administrators \(June 2026\)](#)

RELATED POLICY:

03.18

Adopted/Amended: 6/11/2019
Order #: 2019-470

Procedures for the Summative Evaluation of the Superintendent

KENTUCKY SUPERINTENDENT EFFECTIVENESS STANDARDS

The Board shall evaluate the Superintendent based on the June 2026 Framework of Kentucky Superintendent Effectiveness Standards developed by the Kentucky Association of School Administrators (KASA). The framework focuses on five (5) critical areas of leadership:

1. Strategic Leadership;
2. Instructional Leadership;
3. Cultural Leadership;
4. Human Resource Leadership; and
5. Operational Leadership.

PROCESS FOR SUPERINTENDENT EVALUATION

- 1) At the beginning of each contract year, the Board shall review Board Policy 02.14 Evaluation of the Superintendent and this administrative procedure reviews the plan and expectations with the Superintendent prior to implementing the evaluation plan.
- 2) The Board and Superintendent shall determine collaboratively the expectations relating to Superintendent performance in relation to the leadership standards and District goals established in the District strategic plan, which shall be incorporated into the Superintendent's Professional Growth Plan. ~~collaboratively determine the evaluation process, timelines, and forms including:~~
 - a) ~~The type of performance rating system to be used for the seven (7) leadership standards adopted by the Board—numerical (4-1), descriptive (Exemplary, Accomplished, Developing, Improvement Required), or both. The Board will get more effective evaluation data through thoughtful discussions in determining a descriptive performance rating, but using and averaging numbers is an option; and~~
 - b) ~~The District's performance on Student Outcomes Focused Governance (SOFG) Goals and Interim Goals under Leadership Standard 7: Instructional Leadership.~~
- 3) Throughout the year, the Superintendent shall collect and retain artifacts that provide evidence of his/her performance relating to the leadership standards and District goals. Examples of artifacts for each standard may be accessed on the KASA website at <https://kasa.org/Web/Web/Resources/Supt-Standards.aspx>.

Using the ~~following~~ Superintendent Evaluation instrument in this Administrative Procedure and the Superintendent's Professional Growth Plan, the Superintendent shall conduct ~~conducts~~ a written Capstone self-assessment reflecting and reflects on his/her own performance in relation to each levels in terms of the leadership standards. The self-assessment shall include measurable data regarding progress toward goals set forth in the District strategic plan, a description of the strategies used to achieve those goals, and artifacts that provide evidence of the Superintendent's performance. The

- 4) ~~and the SOFG Goals and Interim Goals under Leadership Standard 7: Instructional Leadership.~~
- 3) Each Board member shall use ~~uses~~ the ~~following~~ Superintendent Evaluation instrument in this Administrative Procedure to evaluate the Superintendent's ~~reflect on Superintendent progress and performance in relation to each of the levels on~~ leadership standards. The evaluation shall

include consideration of measurable data regarding progress toward goals set forth in the District strategic plan, the effectiveness of the strategies the Superintendent used to achieve

ADMINISTRATION

02.14 AP.2
(Continued)

Procedures for the Summative Evaluation of the Superintendent

PROCESS FOR SUPERINTENDENT EVALUATION (CONTINUED)

those goals, and consideration of artifacts that provide evidence of the Superintendent's performance.

~~and SOFG goals and interim goals under Leadership Standard 7: Instructional Leadership. Board members should also consider areas of emphasis on previous evaluations.~~

- ~~3)4)~~ Each Board member ~~shall should~~ rate the Superintendent on each of the leadership all the performance standards to create a comprehensive evaluation of the Superintendent's performance job, keeping in mind that factors such as experience and organizational structure may determine the level of focus on each standard. Performance indicators are listed below every standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
- ~~4)~~ Written comments in support of your rating are recommended as they provide clarity and are helpful during the Board discussions of the evaluation.
- 5) Each Board member's responses shall forms should be returned to the Board Chair or designee to be compiled for compiling.
- 6) The entire Board and Superintendent shall meet to discuss the individual and/or compiled evaluation reflection/assessment results. This conversation shall be held in a closed session and may include identifying commonalities and differences as well as developing and agreement on the overall performance of the Superintendent expectations.
- ~~7) The Board and Superintendent determine expectations relating to performance standards and district goals. Throughout the year the Superintendent collects and retains evidence of performance for areas of emphasis as well as standards and district goals. The Superintendent shares evidence with the Board throughout the year to demonstrate efforts toward increased competencies in these areas.~~
- ~~8)7)~~ The Board shall consider the Superintendent's evidence considers and incorporates Superintendent evidences into the Superintendent annual performance evaluation and collectively determine, with one voice, determines the Superintendent performance level for each standard and goal.
- ~~9)8)~~ The ~~final summative~~ evaluation (~~summative~~) of the Superintendent shall be discussed and adopted in an open meeting of the Board and reflected in the meeting minutes.

PERFORMANCE RATING LEVELS

The following performance levels will be used to indicate the progress of a Superintendent toward the seven standards and district goals.

(4) Exemplary: Exceeds the standard

(3) Accomplished: Meets the standard

(2) Developing: Making progress toward meeting the standard

Procedures for the Summative Evaluation of the Superintendent**PERFORMANCE RATING LEVELS (CONTINUED)**

- (1) Improvement Required:** Progress toward meeting the standard/goal is unacceptable; standard/goal is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent.

Comments are recommended to support performance levels for each standard and district goal and necessary when performance is determined to be Improvement Required.

COMPLETION OF FORMS FOR THE EVALUATION OF SUPERINTENDENT

1. Attached are the forms to be completed by each Board member rating the Superintendent's performance in meeting goals agreed to by the Superintendent and the Board at the beginning of the year. Each goal statement should be inserted into a separate page for completion.
2. Each Board member should rate the performance level for each goal.
3. Written comments in support of your rating are recommended as they provide clarity and are helpful during the Board discussions of the evaluation.

Each Board member's forms should be returned to the Board Chair~~person~~ or designated Board member for compiling.

Procedures for the Summative Evaluation of the Superintendent**1. STRATEGIC LEADERSHIP STANDARD**

The Superintendent works collaboratively with the Board of Education to create the conditions necessary for articulating the district's vision, mission, and goals. Through clear communication, strategic planning, and effective leadership, the Superintendent ensures alignment with state and local priorities, establishing the foundation for continuous improvement in student achievement and district success.

Performance Indicators

The Superintendent:

- 1.1 Communicates the District's vision, mission, and goals clearly and consistently to all stakeholders, ensuring understanding and engagement across the community.
- 1.2 Ensures that the District's identity—its vision, mission, values, and goals—drives decision-making and reflects the community's culture and aspirations.
- 1.3 Facilitates the implementation and monitoring of district strategic priorities informed by data and aligned with the Kentucky Board of Education and local priorities.
- 1.4 Aligns financial resources with strategic goals to advance student learning and District improvement.
- 1.5 Advocates for local, state, and national priorities to secure funding and influence policy aligned with the District's vision and mission.

Performance Rating

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☐ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to Support the Superintendent's Performance for This Standard:

Procedures for the Summative Evaluation of the Superintendent

2. INSTRUCTIONAL LEADERSHIP STANDARD

The Superintendent develops and sustains a district culture that prioritizes student learning. By fostering high expectations, instructional equity, and coherence, the Superintendent ensures that all students receive the support they need to succeed, regardless of background. Instructional leadership engages educators, students, and families in the learning process, addresses the whole child's development, prepares them to meet the community's evolving needs, and adapts to the ever-changing landscape of technology to enhance instructional practices.

Performance Indicators

The Superintendent:

- 2.1 Fosters a district-wide commitment to continuous improvement and educational excellence while ensuring equitable systems, structures, and resources that support whole-child development.
- 2.2 Aligns curriculum vertically and horizontally to ensure consistency, equitable access, and smooth student transitions across grade levels, reinforcing the expectation that all students can learn.
- 2.3 Designs instructional programs, including effective virtual education models, that reflect the community's needs and prepare students for success in local and global contexts.
- 2.4 Promotes professional learning, cultivates principals as instructional leaders, and innovative practices, including technology integration, to engage educators, students, and families in continuous improvement.
- 2.5 Advocates for policies and funding that enhance instructional programs, particularly those addressing equity and access to advanced learning opportunities.

Performance Rating

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☐ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to Support the Superintendent's Performance for This Standard:

Procedures for the Summative Evaluation of the Superintendent**3. CULTURAL LEADERSHIP STANDARD**

The Superintendent embraces the district's culture and traditions to create conditions for exemplary performance. By aligning the work of all stakeholders with the District's mission, the Superintendent promotes equity, trust, and shared accountability, ensuring that the District culture supports the success of every student. The superintendent ensures that the community has opportunities to provide input on local measures, aligning instructional practices and district priorities with community needs.

Performance Indicators

The superintendent:

3.1 Communicates and exemplifies the District's core beliefs about teaching and learning, holding themselves to the highest standards as a visible model for stakeholders.

3.2 Establishes a purpose with all stakeholders and equips all employees with the tools, resources, and clarity needed to positively influence student outcomes.

3.3 Develops trust through collaboration and transparency, fostering a culture of shared accountability.

3.4 Recognizes and celebrates District successes while addressing areas for growth, ensuring stakeholders feel valued and engaged in continuous improvement.

~~3.4~~3.5 Develops and maintains a regular cadence of communication to ensure consistent messaging about District priorities, finances, values, and achievements across all stakeholders.

3.6 Creates opportunities for dialogue, shared decision-making, and conflict resolution with stakeholders through advisory councils, SBDM councils, forums, and community events.

Performance Rating

The Superintendent's performance for this standard:

☐ **(4) Exemplary:** Exceeds the standard

☐ **(3) Accomplished:** Meets the standard

☐ **(2) Developing:** Making progress toward meeting the standard

☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to Support the Superintendent's Performance for This Standard:

Procedures for the Summative Evaluation of the Superintendent**4. HUMAN RESOURCE LEADERSHIP STANDARD**

The Superintendent ensures the district is a professional learning community with effective systems for recruiting, developing, and retaining high-quality staff. Through distributed leadership and fair evaluation practices, the Superintendent establishes a supportive environment that prioritizes professional growth and accountability. The Superintendent also ensures compliance with all federal and state employment laws through ongoing review and monitoring of district processes.

Performance Indicators

The Superintendent:

- 4.1 Oversees and monitors processes for hiring, inducting, and mentoring staff while fostering a positive work environment that supports retention and reflects staff feedback to improve the employee experience.
- 4.2 Implements and monitors systems for fair and effective staff evaluations to improve performance.
- 4.3 Plans for leadership succession to ensure continuity and alignment with district priorities while fostering a culture where succession planning cascades to all levels, including developing teacher leaders to support classroom and school-level stability.
- 4.4 The District regularly reviews and updates its employment processes to ensure compliance with all federal and state laws related to employment practices.

Performance Rating

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☐ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to Support the Superintendent's Performance for This Standard:

Procedures for the Summative Evaluation of the Superintendent**5. OPERATIONAL LEADERSHIP STANDARD**

The Superintendent ensures the District's operations and resources are efficiently organized to support instructional priorities and student safety. By aligning systems for budgeting, facilities, and communication, the Superintendent provides the operational stability required for the District's success. The Superintendent also ensures ongoing communication with the Board about the District's financial stability and resource alignment with strategic priorities.

Performance Indicators

The superintendent:

- 5.1 Develops, implements, and monitors comprehensive safety and emergency preparedness plans.
- 5.2 Develops and oversees budgets that align resources with District goals and student needs.
- 5.3 Ensures capital planning and facilities management reflect the priorities of student learning and safety.
- 5.4 Establishes effective two-way communication systems that promote transparency, timely information sharing, and engagement with board members, employees, parents/guardians/families, and the community.
- 5.5 Advocates for operational policies and funding to enhance district infrastructure and safety.

6. Performance Rating

7. The Superintendent's performance for this standard:

8. ☐ (4) Exemplary: Exceeds the standard

9. ☐ (3) Accomplished: Meets the standard

10. ☐ (2) Developing: Making progress toward meeting the standard

11. ☐ (1) Improvement Required: Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

12. Comments & Evidence to Support the Superintendent's Performance for This Standard:

EVALUATION INSTRUMENT

STANDARD 1: STRATEGIC LEADERSHIP

The Superintendent leads the development and implementation of district vision, mission and goals while creating conditions to ensure that every student graduates high school with the knowledge and skills necessary to be successful in the 21st century.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- ~~1.1 With direction from the Board, the Superintendent facilitates a community process to develop and implement a shared vision that focuses on improving student achievement.~~
- ~~1.1 Empowers all stakeholders to reach high levels of performance and achieve the district's vision.~~
- ~~1.2 Communicates high expectations for student achievement while promoting academic rigor that focuses on learning and excellence.~~
- ~~1.3 Develops, implements, promotes, and monitors continuous improvement processes.~~
- ~~1.4 Assists the Board in developing, implementing, and monitoring district goals.~~
- ~~1.5 Understands and demonstrates that district and school improvement goals are connected to student learning goals.~~

The Superintendent's performance for this standard:

- ☐ ~~(4) Exemplary:~~ Exceeds the standard
- ☐ ~~(3) Accomplished:~~ Meets the standard
- ☐ ~~(2) Developing:~~ Making progress toward meeting the standard
- ☐ ~~(1) Improvement Required:~~ Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

~~Comments & Evidence to support the Superintendent's performance for this standard:~~

Evaluation of the Superintendent

STANDARD 2: CULTURAL LEADERSHIP

~~The Superintendent understands the history, tradition, and multicultural differences of the district. The Superintendent empowers all stakeholders to assist in shaping district culture and climate as they support efforts to improve teaching and learning for all.~~

~~PERFORMANCE INDICATORS:~~

~~(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)~~

~~2.1 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision.~~

~~2.2 Promotes understanding and celebrating of school/community cultures.~~

~~2.3 Promotes and expects a school-based climate of tolerance, acceptance, and civility.~~

~~2.4 Advocates, nurtures, and sustains school culture and instructional programming conducive to student learning.~~

~~2.5 Models and demonstrates multicultural and ethnic practices and is responsive to the needs of diverse populations.~~

~~2.6 Encourages instructional strategies that include cultural diversity and differences in learning styles.~~

~~The Superintendent's performance for this standard:~~

~~☐ (4) Exemplary: Exceeds the standard~~

~~☐ (3) Accomplished: Meets the standard~~

~~☐ (2) Developing: Making progress toward meeting the standard~~

~~☐ (1) Improvement Required: Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.~~

~~Comments & Evidence to support the Superintendent's performance for this standard:~~

Evaluation of the Superintendent

STANDARD 3: HUMAN RESOURCE LEADERSHIP

~~The Superintendent leads the district in developing professional learning communities among a highly effective and diverse staff. The Superintendent assists in the planning of professional development opportunities for all staff and develops and implements an effective staff performance evaluation system. The Superintendent provides technical advice to the Board to administer and negotiate labor contracts.~~

PERFORMANCE INDICATORS:

~~(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)~~

- ~~3.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, career growth and professional development.~~
- ~~3.2 Understands and demonstrates that professional development needs to be aligned to the analysis of test data.~~
- ~~3.3 Demonstrates understanding of continual improvement processes for teacher and principal effectiveness systems, and implements them.~~
- ~~3.4 Identifies and applies appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, support, evaluation, development and retention of a high-performing, diverse staff.~~
- ~~3.5 Mentors and coaches' administrators throughout the district.~~
- ~~3.6 Develops bargaining strategies based upon collective bargaining laws and processes.~~
- ~~3.7 Identifies contract language issues and proposes modifications.~~
- ~~3.8 Participates in the collective bargaining processes as determined by the Board, establishing productive relationships with bargaining groups while effectively managing contracts.~~

~~The Superintendent's performance for this standard:~~

~~☐ **(4) Exemplary:** Exceeds the standard~~

~~☐ **(3) Accomplished:** Meets the standard~~

~~☐ **(2) Developing:** Making progress toward meeting the standard~~

~~☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.~~

~~**Comments & Evidence to support the Superintendent's performance for this standard:**~~

Evaluation of the Superintendent

STANDARD 4: MANAGERIAL LEADERSHIP

~~The Superintendent uses data analysis in budgeting, staffing and problem solving to make recommendations to the Board as they effectively and efficiently allocate resources and establish support systems for all district stakeholders.~~

PERFORMANCE INDICATORS:

~~(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)~~

~~4.1 Demonstrates understanding and comprehends the importance of managing the district budget, including financial forecasting, planning, cash flow management, account auditing and monitoring that results in the following:~~

- ~~• A balanced operational budget for school programs and activities.~~
- ~~• Utilization of district resources to attain the highest and most efficient use to improve student learning, while maintaining compliance with legal, ethical and policy standards.~~
- ~~• Effective communication of the district's budget and resource allocation to the Board and constituents.~~
- ~~• Meeting reporting deadlines as required by statute, regulatory agency, local policy, or Board action.~~

~~4.2 Ensures sound management of the organization, operations, and resources for a safe, efficient, and effective learning environment.~~

~~4.3 Secures and uses a variety of appropriate school and community resources to support learning.~~

~~4.4 Understands and monitors the district technology plan, making informed decisions about computer hardware and software, as well as related staff development and training needs.~~

~~4.5 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues.~~

~~4.6 Establishes procedures and practices to assist all stakeholders in implementing and monitoring emergency plans for district safety and security practices for weather, threats, violence, and trauma in collaboration with local, state, and federal agencies.~~

~~The Superintendent's performance for this standard:~~

~~☐ (4) Exemplary: Exceeds the standard~~

~~☐ (3) Accomplished: Meets the standard~~

~~☐ (2) Developing: Making progress toward meeting the standard~~

~~☐ (1) Improvement Required: Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.~~

~~Comments & Evidence to support the Superintendent's performance for this standard: _____~~

Evaluation of the Superintendent

STANDARD 5: COLLABORATIVE LEADERSHIP

~~*The Superintendent maintains a positive relationship with Board members as they work together to establish community support for the district's goals through effective two-way communications with students, staff, parents, business representatives, government leaders, community members and the media.*~~

PERFORMANCE INDICATORS:

~~(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)~~

- ~~5.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles.~~
- ~~5.2 Develops effective Superintendent/Board interpersonal and working relationships.~~
- ~~5.3 Understands and interprets the role of federal, state, and regional governments, policies, and politics and their relationships to local districts and schools.~~
- ~~5.4 Effectively uses legal resources (e.g. local Board attorney) to protect the district from civil and criminal liabilities.~~
- ~~5.5 Collaboratively develops, implements, and monitors processes to improve student learning and teaching.~~
- ~~5.6 Uses formal and informal techniques to gain perceptions of district from all stakeholders, internal and external.~~
- ~~5.7 Demonstrates effective communication skills (written, verbal, and non-verbal), in formal and informal settings, large and small group and one-on-one environments.~~
- ~~5.8 Establishes effective school/community relations, school/business partnerships and a positive working relationship with the media; and promotes involvement of all stakeholders to fully participate in the process of education.~~

The Superintendent's performance for this standard:

- ☐ ~~**(4) Exemplary:** Exceeds the standard~~
- ☐ ~~**(3) Accomplished:** Meets the standard~~
- ☐ ~~**(2) Developing:** Making progress toward meeting the standard~~
- ☐ ~~**(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.~~

Comments & Evidence to support the Superintendent's performance for this standard:

Evaluation of the Superintendent

STANDARD 6: INFLUENTIAL LEADERSHIP

The Superintendent uses his/her position in the district and community to work with local, state, and federal officials to influence policies affecting the political, social, economic, legal, cultural, and ethical governance of public education.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- 6.1— Understands and interprets the role of federal, state, and regional governments; policies; and politics and their relationships to local districts and schools.
- 6.2— Provides input on critical education issues at the local, state, and federal levels.
- 6.3— Continually models a professional code of moral and ethical standards, and demonstrates personal integrity.
- 6.4— Explores and develops ways to find common ground in dealing with difficult and divisive issues.
- 6.5— Promotes the establishment of moral and ethical practices in every classroom, every school, and throughout the district.

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☐ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

Evaluation of the Superintendent

STANDARD 7: INSTRUCTIONAL LEADERSHIP

~~The Superintendent supports and builds a system to effectively use district resources and research-based best practices for curriculum, instruction, and assessment in reducing achievement gaps and continuously improving teaching, learning, and student achievement.~~

PERFORMANCE INDICATORS:

~~(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)~~

~~7.1 Communicates student achievement expectations to staff and stakeholders.~~

~~7.2 Demonstrates the need to identify and remove barriers to student learning.~~

~~7.3 Proposes appropriate recommendations for programs and curricula in anticipating adjustments of occupational trends and school-to-career needs.~~

~~7.4 Develops, implements, promotes, and monitors continuous improvement processes with faculty and stakeholders to ensure alignment of curriculum, instruction, and assessment.~~

~~7.5 Encourages the use of technology in educational programming.~~

~~7.6 Using a variety of techniques, work with principals and administrators to formulate plans to assess and analyze the effectiveness of instruction through student progress. These may include monitoring, evaluating, and reporting student achievement and performance gaps; observing teaching methods and classroom management; and research, assessments, feedback, and reflection.~~

~~7.7 Understands data analysis, including how it applies to school and district student achievement goals, how to address curricular gaps and how to use data to prioritize decisions and drive change that will improve student learning.~~

~~7.8 Ensures school and district progress in the areas of: proficiency, growth, graduation rate, closing achievement gaps, transition readiness, opportunity, and access.~~

~~The Superintendent's performance for this standard:~~

~~☐ **(4) Exemplary:** Exceeds the standard~~

~~☐ **(3) Accomplished:** Meets the standard~~

~~☐ **(2) Developing:** Making progress toward meeting the standard~~

~~☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.~~

~~Comments & Evidence to support the Superintendent's performance for this standard, including progress toward meeting annual SOFG Goals and Interim Goals described below:~~

Evaluation of the Superintendent

STANDARD 7: INSTRUCTIONAL LEADERSHIP (CONTINUED)

DISTRICT SOFG GOALS AND INTERIM GOALS

The Board has adopted the Student Outcomes Focused Governance (SOFG) Framework of the Council of the Great City Schools which includes Board approved Goals and Guardrails, and Interim Goals and Guardrails.

The primary purpose of the Superintendent's job is to guide the District toward successful completion of the long term SOFG Goals for student outcomes while observing the SOFG Guardrails with integrity. The District's performance toward meeting annual SOFG Interim Goals are key metrics for the evaluation of the Superintendent.

SOFG GOALS

An SOFG Goal is set for a six (6) year time period and is a policy statement that is:-

1. SMART (specific, measurable, attainable, results focused, time bound);
2. Student outcomes focused; and
3. Describes the Board's top priorities during the six (6) year timeline.

SOFG ANNUAL TARGETS FOR GOALS

An SOFG Annual Target sets the annual level of attainment needed to achieve the corresponding six (6) year SOFG Goal using the same metric as the goal.

SOFG INTERIM GOALS

A six (6) year SOFG Goal has between one (1) to three (3) SOFG Interim Goals.

An SOFG Interim Goal is:

1. Used as a key metric for the annual evaluation of the Superintendent;
 2. Measured Annually;
 3. Is a leading measure of progress that can be expressed as a number or a percentage and that, when improving, increases the likelihood that the six (6) year SOFG Goal will be achieved; and
 4. Is SMART (specific, measurable, attainable, results focused, time bound).
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Evaluation of the Superintendent**STANDARD 7: INSTRUCTIONAL LEADERSHIP (CONTINUED)****EVALUATION OF SUPERINTENDENT'S INSTRUCTIONAL LEADERSHIP BASED ON SOFG INTERIM GOALS**

Goal 1: Elementary School Academic Readiness			
Percentage of 5th-grade students who score “ready” on the JCPS Academic Readiness Measures will increase from % in June 2025 to % by June 2030. (Baseline to be established August 2025)			
Baseline June 2025 % To be established August 2025		Annual Target June 2026 % To be established August 2025	
		Actual June 2026 ____%	
Interim Goal 1.1: 3rd-Grade Reading Percentage of 3 rd -grade students who met or exceeded their expected achievement benchmarks in Reading according to the Spring MAP Assessment will increase from 45% in June 2024 to 47% in June 2025.			Management Comments
Baseline June 2024 45%		Interim Goal June 2025- 47%	
		Actual June 2025- ____%	
Interim Goal 1.2: 4th-Grade Math Percentage of 4 th -grade students who met or exceeded their expected achievement benchmarks in Math according to the Spring MAP Assessment will increase from 39% in June 2024 to 41% in June 2025			
Baseline June 2024 39%		Interim Goal June 2025 41%	
		Actual June 2025- ____%	
Interim Goal 1.3 4th-Grade Milestones In development			
Baseline— <u>To be established 08/2025</u>		Interim Goal June 2026 <u>To be established 08/2025</u>	
		Actual June 2026	

Note: Use of Interim Goal 1.3 4th-Grade Milestones will begin with the contract year subsequent to the adoption of that Interim Goal by the Board.

Evaluation of the Superintendent**STANDARD 7: INSTRUCTIONAL LEADERSHIP (CONTINUED)****EVALUATION OF SUPERINTENDENT'S INSTRUCTIONAL LEADERSHIP BASED ON SOFG INTERIM GOALS**

Goal 2: Middle School Academic Readiness			
Percentage of 8 th -grade students who score “ready” on the JCPS Academic Readiness Measures will increase from % in June 2025 to % by June 2030. (Baseline to be established in August 2025)			
Baseline June 2025 % To be established August 2025		Annual Target June 2026 % To be established August 2025	Actual June 2026 ____%
Interim Goal 2.1: 6th Grade Reading Percentage of 6th-grade students who met or exceeded their expected achievement benchmarks in Reading according to the Spring MAP Assessment will increase from 45% in June 2024 to 47% in June 2025.			Management Comments
Baseline June 2024 45%	Interim Goal June 2025- 47%	Actual June 2025- ____%	
Interim Goal 2.2: 7th Grade Math Percentage of 7th-grade students who met or exceeded their expected achievement benchmarks in Math according to the Spring MAP Assessment will increase from 30% in June 2024 to 32% in June 2025			
Baseline June 2024 30%	Interim Goal June 2025 32%	Actual June 2025- ____%	
Interim Goal 2.3: 7th Grade Milestones In development			
Baseline- To be established 08/2025	Interim Goal To be established 08/2025	Actual-	

Note: Use of Interim Goal 2.3 7th Grade Milestones will begin for the contract year subsequent to the adoption of that Interim Goal by the Board.

Evaluation of the Superintendent**STANDARD 7: INSTRUCTIONAL LEADERSHIP (CONTINUED)****EVALUATION OF SUPERINTENDENT'S INSTRUCTIONAL LEADERSHIP BASED ON SOFG INTERIM GOALS**

Goal 3: High School Academic Readiness			
Percentage of 12 th grade students who score “ready” on the JCPS Academic Readiness Measures will increase from % in June 2025 to % by June 2030. (Baseline to be established in August 2025)			
Baseline June 2025 % To be established August 2025		Annual Target June 2026 % To be established August 2025	Actual June 2026 ____%
Interim Goal 3.1: 9th Grade Reading Percentage of 9th grade students who met or exceeded their expected achievement benchmarks in Reading according to the Spring MAP Assessment will increase from 41% in June 2024 to 43% in June 2025.			Management Comments
Baseline June 2024 41%	Interim Goal June 2025- 43%	Actual June 2025- ____%	
Interim Goal 3.2: 10th Grade Math Percentage of 10th grade students who met or exceeded their expected achievement benchmarks in Math according to the Spring MAP Assessment will increase from 16% in June 2024 to 18% in June 2025			
Baseline June 2024 16%	Interim Goal June 2025 18%	Actual June 2025- ____%	
Interim Goal 3.3: 10th Grade Milestones In development			
Baseline- To be established 08/2025	Interim Goal To be established 08/2025	Actual-	

Note: Use of Interim Goal 3.3 10th Grade Milestones will begin for the contract year subsequent to the adoption of that Interim Goal by the Board.

Evaluation of the Superintendent**STANDARD 7: INSTRUCTIONAL LEADERSHIP (CONTINUED)****EVALUATION OF SUPERINTENDENT'S INSTRUCTIONAL LEADERSHIP BASED ON SOFG INTERIM GOALS**

Goal 4: 3rd Grade Literacy Percentage of 3rd-grade students who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Reading according to the Spring MAP assessment will increase from 66% in June 2024 to 81% in June 2030.					
Baseline June 2024 66%		Annual Target June 2025 68%		Actual June 2025 ____%	
Interim Goal 4.1: 1st Grade Reading Percentage of 1st-grade students who met or exceeded their expected achievement benchmarks in Reading according to the Spring MAP Assessment will increase from 64% in June 2024 to 66% in June 2025.			Management Comments		
Baseline June 2024 64%	Interim Goal June 2025 66%	Actual June 2025 ____%			
Interim Goal 4.2: 2nd Grade Reading Percentage of 2nd-grade students who met or exceeded their expected growth and/or achievement benchmarks in Reading according to the Spring MAP Assessment will increase from 65% in June 2024 to 67% in June 2025					
Baseline June 2024 65%	Interim Goal June 2025 67%	Actual June 2025 ____%			
Interim Goal 4.3: 3rd Grade Evidence of Learning Check In development					
Baseline To be established 08/2025	Interim Goal To be established 08/2025	Actual Data Point			

Note: Use of Interim Goal 4.3 3rd Grade Evidence of Learning Check to begin for the contract year subsequent to the adoption of that Interim Goal by the Board.

Evaluation of the Superintendent

STANDARD 7: INSTRUCTIONAL LEADERSHIP (CONTINUED)

EVALUATION OF SUPERINTENDENT’S INSTRUCTIONAL LEADERSHIP BASED ON SOFG INTERIM GOALS

Goal 5: 8th-Grade Numeracy Percentage of 8th-grade students who met or exceeded their expected growth and/or achievement benchmarks (50th-percentile) in Math according to the Spring MAP assessment will increase from 61% in June 2024 to 76% in June 2030.			
Baseline 2024 61%		Interim Goal June 2025 63%	
		Actual June 2025 ____%	
Interim Goal 5.1: Percentage of 6th-grade students who met or exceeded their expected achievement benchmarks in Math according to the Spring MAP Assessment will increase from 55% in June 2024 to 57% in June 2025.		Management Comments	
Baseline June 2024 55%	Interim Goal June 2025 57%	Actual June 2025 ____%	
Interim Goal 5.2: Percentage of 7th-grade students who met or exceeded their expected growth and/or achievement benchmarks in Math according to the Spring MAP Assessment will increase from 57% in June 2024 to 59% in June 2025			
Baseline June 2024 57%	Interim Goal June 2025 59%	Actual June 2025 ____%	
Interim Goal 5.3: 8th-Grade Evidence of Learning Check In development			
Baseline To be determined 08/2025	Interim Goal To be determined 08/2025	Actual ____%	

Note: Use of Interim Goal 5.3 8th-Grade Evidence of Learning Check to begin for the contract year subsequent to the adoption of that Interim Goal by the Board.

Review/Revised:1/28/2025