

Audits

EXTERNAL FINANCIAL AUDITS

By November 1, the Board shall oversee an annual audit of the financial dealings of the District and the reporting of key financial performance data in order to ensure fair and accurate reporting to the Board.¹

The Board's financial statements shall be audited by a firm of independent certified public accountants annually. The Superintendent shall recommend for Board approval a CPA firm to conduct annual audits of all accounts under the jurisdiction of the Board. Before any audit is initiated, the Superintendent shall secure the necessary approval from the appropriate state agencies.

The audit report, along with the audited financial statements, shall be presented to the Board. The Superintendent shall be responsible for the distribution of copies of each audit report and financial statements to members of the Board and, appropriate state agencies by the statutory deadline. The Board shall see that actions are taken to respond to significant deficiencies and material weaknesses identified in the audit report.

All audits shall be conducted in compliance with requirements for local school districts established by the State Committee for School District Audits.

~~Internal audits of all school system accounts and business procedures, both centralized and decentralized, shall be conducted as required by the state and as needed to provide an accurate assessment of the status of all funds, records, and reports controlled by employees of the District.~~

EXTERNAL AUDITS OF INVESTMENTS

In connection with the audit of Board funds conducted by an independent certified public accountant, the auditor shall incorporate, as part of his/her audit procedures, a review of the Board's investment program, including internal controls and procedures, and, to the extent that any material weaknesses are noted, these weaknesses and any recommended changes shall be reported to the Board in accordance with standard auditing procedures.

ADVICE OF THE AUDIT COMMITTEE REGARDING EXTERNAL AUDITS

In accordance with its Board-approved charter, the Audit Committee's primary areas of responsibility include advising the Board on the qualifications, independence, and performance of the independent external auditors.

1. Advise on the reports of the independent external auditors.
2. Advise on the procurement process and selection of the independent external auditors.
3. Evaluate the efforts of the independent external auditor, including the auditor's actual independence and professional qualifications.
4. Advise on the appropriateness of the independent external auditor's engagement plan.

Audits

ADVICE OF THE AUDIT COMMITTEE REGARDING EXTERNAL AUDITS (CONTINUED)

5. Meet privately with the independent external auditor to discuss any matters that – when permitted by the Kentucky Open Meetings Law – may be afforded private consultation.

INTERNAL AUDIT

The mission of Internal Audit is to enhance and protect organizational value by providing risk-based and objective assurance, advice, and insight. The internal audit department assists the District in accomplishing its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of governance, risk management, and internal control.

The Board and Superintendent shall ensure that the internal audit function is executed by qualified individuals led by an Internal Audit Division Leader, in accordance with the mandatory elements of The Institute of Internal Auditors' International Professional Practices Framework. Internal audit is an independent, objective assurance and consulting activity that is guided by a philosophy of adding value to improve the operations of the District.

The activities of Internal Audit shall be governed by Board policy and an Internal Audit Charter approved by the Board.

Internal audits of school system accounts and business procedures, both centralized and decentralized, shall be conducted as required by the state and as needed to provide an accurate assessment of the status of all funds, records, and reports controlled by employees of the District.

INTERNAL AUDIT PLAN

At least annually, the Internal Audit Division Leader shall submit to senior management and the Board the internal audit plan for review and approval. The internal audit plan shall consist of a work schedule as well as budget and resource requirements for the next fiscal year. The Internal Audit Division Leader shall communicate the impact of resource limitations and significant interim changes to senior management and the Board.

The internal audit plan shall be developed based on prioritization of the audit universe using a risk-based methodology, including input of senior management and the Board, and shall take into consideration advice provided to the Internal Audit Division Leader by the Audit Committee. The Internal Audit Division Leader shall review and adjust the plan, as necessary, in response to changes in the organization's business, risks, operations, programs, systems, and controls. Any significant deviation from the approved internal audit plan shall be communicated to the Superintendent, senior management, and the Board through periodic activity reports.

INTERNAL AUDIT REQUESTS

The Internal Audit Division Leader may conduct any audit he/she deems necessary and shall conduct any audit as directed by the Superintendent or the Board.

1. An audit sought by a member of the Superintendent's Cabinet shall be approved and officially requested by the Superintendent.
2. An audit sought by a Board member shall be approved upon an affirmative vote of at least four (4) Board members in an open meeting.

Audits

INTERNAL AUDIT REQUESTS (CONTINUED)

Prior to submission of a formal audit request by the Superintendent or by the Board by affirmative vote, the Cabinet member or a Board member seeking the audit shall initiate the audit request directly with the Internal Audit Division Leader. The requestor shall communicate relevant concerns, objectives, and intended outcomes. In accordance with the Board-approved Audit Committee Charter, the Internal Audit Division Leader, a requesting Board member, or Superintendent may confer with the Audit Committee regarding an audit request.

The Internal Audit Division Leader shall assess the information provided to ensure the Internal Audit Department can complete the audit in a reasonable timeframe based on consideration of:

1. Appropriate independence;
2. Knowledge, skill, and ability; and
3. Available resources and capacity.

If the Internal Audit Division Leader determines that the Internal Audit Department does not have the aforementioned necessary components, the Internal Audit Division Leader shall communicate to the requestor:

1. The additional resources that would be necessary to complete the project;
2. The impact to planned audits or other projects; and
3. If warranted, a description of an alternative to a formal audit in the form of information collection and analysis that could be conducted that is responsive to the Board's interest or concern. Such information collection and analysis shall not be the responsibility of the Internal Audit Department, but shall be conducted by the appropriate division in the District, as with any other information request.

If the Internal Audit Division Leader determines the audit can be completed based on his/her assessment, the Internal Audit Division Leader shall provide a preliminary scope and objective for the audit to serve as the basis for the Board vote or the Superintendent's approval:

MANAGEMENT RESPONSES TO INTERNAL AUDITS

The Director of Internal Audit shall provide a draft of an internal audit report and conduct an exit conference with Division Chief(s) responsible for the audited process and the persons responsible for the audited process to discuss the findings and recommendations.

The Division Chief(s) responsible for the audited process shall prepare a formal, written management response to the audit. A management response shall:

1. Respond to all audit recommendations;
2. Indicate whether management agrees or disagrees with each recommendation and provide information to support their position in the event that management disagrees;
3. Outline the specific corrective actions to be taken to address the findings;
4. Provide expected dates for the completion of each corrective action; and
5. Identify the individual or department responsible for implementing each action.

Audits

MANAGEMENT RESPONSE TO INTERNAL AUDITS (CONTINUED)

The Division Chief(s) responsible for the audited process shall submit the written management response to a draft internal audit report within fifteen (15) days of the exit conference and no later than thirty (30) days of receipt of the draft report. A management response to an investigation conducted by the Internal Audit Department shall be submitted within fifteen (15) days of the investigative deliverable.

If circumstances preclude adherence to the timeline for a management response, the Division Chief(s) responsible for the audited process shall confer with the Director of Internal Audit to determine a mutually agreed-upon extension.

INTERNAL AUDIT REPORT DISTRIBUTION

As soon as they are both final, an internal audit report and attendant management response shall be distributed to:

1. The Superintendent;
2. Chief of Staff;
3. General Counsel;
4. Chief Financial Officer;
5. Division Chief(s) responsible for the audited process;
6. Person(s) responsible for the audited process;
7. Board members; and
8. Audit Committee members.

Audit reports including proprietary, confidential, or sensitive information will be issued in summary and /or redacted. The audit report including the management response shall be placed on the agenda of an open Board meeting, and the Board shall vote to receive the report and response within ninety (90) days of issuance.

ROLES AND RESPONSIBILITIES

After the final audit report is issued, the recommended roles and responsibilities of the Superintendent, the Board, and the Internal Audit Division Leader are as follows:

Superintendent's Role

The Superintendent acts as the primary executive responsible for responding to and addressing audit findings. Specific responsibilities include:

1. Oversight and Leadership:
 - Ensures that the audit report and management responses are reviewed and addressed by relevant departments.
 - Provides direction to division chiefs and department heads to implement corrective actions.

2. Resource Allocation:

- Ensures adequate resources are allocated to resolve audit findings and implement recommendations.

3. Coordination and Communication:

- Serves as the key liaison between the Internal Audit Department and the Board regarding audit progress and resolution.

4. Accountability:

- Holds division chiefs and department heads accountable for the timely implementation of corrective actions and any ongoing monitoring requirements.
- Reports back to the Board, as needed, on the status of corrective actions, ensuring transparency and progress tracking.

Board's Role

The Board serves as the governance body responsible for ensuring the audit process leads to meaningful improvements in the District's operations. Specific responsibilities include:

1. Review and Formal Receipt:

- Receives and reviews the final audit report and associated management responses.
- Votes to formally acknowledge receipt of the audit report and management responses during an open meeting. The Board does not "approve" the audit report or management responses.

2. Oversight and Monitoring:

- Monitors the implementation of audit recommendations through periodic updates from the Superintendent and Internal Audit Division Leader.
- Ensures corrective actions align with the district's strategic goals.

3. Policy Direction:

- Uses audit findings to inform policy decisions and address systemic issues highlighted in the report.
- Engages with the Audit Committee to evaluate the adequacy of responses and ongoing risk management.

4. Accountability:

- Holds the Superintendent accountable for the resolution of audit findings and compliance with deadlines.
- Ensures that the audit function remains independent and effective, supporting it through policy or resource adjustments as needed.

Internal Audit Division Leader's Role

While not the final report recipient in the same way, the Internal Audit Division Leader has post-report responsibilities, including:

- Providing clarification or additional details regarding findings or recommendations as requested by the Board or Superintendent.

- Monitoring the progress of corrective actions and reporting updates to the Superintendent and the Board.
- Conducting follow-up audits to verify the implementation of corrective actions.

REFERENCES:

[¹KRS 160.370](#)

[702 KAR 003:130; 702 KAR 003:150](#)

[KRS 156.255; KRS 156.265](#)

[KRS 156.275; KRS 156.285](#)

[KRS 160.290](#)

[OAG 61-407](#)

Governmental Accounting Standards Board, Statement on Auditing Standards (SAS) No. 112

Adopted/Amended: 7/19/2022

Order #: 2022-128

Inventories

A perpetual inventory system shall be maintained for supplies and materials stored in District warehouses. Also, a record of the location and value of all furniture and equipment belonging to the District shall be maintained. The accuracy of the perpetual inventory shall be verified by performing periodic cycle counts and/or year end counts.

EQUIPMENT AND ASSETS

The District shall adhere to the property inventory procedures developed by the Kentucky Department of Education. Principals and other supervisors designated by the Superintendent are accountable for inventory, control and maintenance of all assets and equipment in their area of responsibility.

Each school year, results of inventories shall be reconciled, coordinated, and reported to the Superintendent and the Board as required by the Chief Financial Officer.

A complete, up-to-date inventory of the following shall be maintained:

1. Fixed assets (real property) with an acquisition value of \$1000 or more that has a useful life of more than one (1) year; and
- ~~2. ALL computer workstations, laptops and digital tablets, regardless of value; and~~
- ~~3.2.~~ Any additional items designated by the Superintendent/designee.

The Superintendent shall develop procedures and forms for the annual inventory and shall be responsible for maintaining the inventory.

CAPITAL ASSETS

The District shall refer to the KDE Capital Asset Guide for guidance in establishing capitalization threshold amounts.

TRANSFER AND DISPOSAL

Fixed assets no longer needed or useable shall be returned to a designated central location and transferred or disposed of in compliance with Board policy, District inventory procedures and applicable legal requirements.

REFERENCES:

[780 KAR 007:060](#)

[KRS 160.290](#)

Kentucky Education Technology System

Accounting Procedures for Kentucky School Activity Funds

KDE Capital Asset Guide

RELATED POLICIES:

04.8, 05.21

Adopted/Amended: 12/13/2022

Order #: 2022-211

Charter School Application Process

APPLICATION PROCESS¹

Eligibility: An application to establish a charter school may be submitted to the Board by teachers, parents, school administrators, community residents, public organizations, nonprofit organizations, or a combination thereof. The Office of School Choice shall accept and document the date and time of receipt of all charter school applications.

A charter school approved by the Board shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. A charter school approved by the Board:

1. ~~Shall~~ shall not discriminate against any student, prospective student, employee, or any other person on the basis of race, color, national origin, age, religion, marital or parental status, political affiliations or beliefs, sex (including sexual orientation or gender identity), gender expression, veteran status, genetic information, disability, or limitations related to pregnancy, childbirth, or related medical conditions; race, ethnicity, religion, national origin, sex, disability, special needs, athletic ability, academic ability, age, marital or parental status, political affiliations or beliefs, sex, sexual orientation, gender identity, gender expression, veteran status or disability. A charter school approved by the Board
2. Shall accept students without regard to income level, proficiency in the English language, or academic or athletic ability; and
- ~~1.3.~~ May ~~may~~ serve any grade or combination of grades from kindergarten through grade 12.

Application: For a charter school application to be considered complete, the application shall be in compliance with [KRS 160.1590](#) to [KRS 160.1599](#), [KRS 161.141](#) and 701 KAR Chapter 8 and shall satisfy the requirements of the Jefferson County Public Schools Request for Charter School Applications (RFCSA), which shall be issued by the Board annually. An applicant shall simultaneously submit written notification of the application to the Kentucky Board of Education as a as a record of the filing. Incomplete applications shall not be considered by the Board. An applicant shall be provided a detailed analysis of the application which shall include any identified deficiencies. The applicant shall be permitted ten (10) calendar days after receipt of such analysis to address any identified deficiencies, during which time an applicant may request a sixty (60) day extension to seek technical assistance in curing deficiencies from the state board. If supplemental information is not provided to remedy the deficiency, or the supplemental information provided is not sufficient, the application shall not be considered for approval by the Board.

Request for Charter School Applications: The Board shall issue an RFCSA annually. The RFCSA shall contain all information that will enable an applicant to submit a complete application to the Board, including but not limited to the Kentucky Charter School Application, a Scoring Rubric, and any additional information required by the Board. The RFCSA shall reflect the priorities, high expectations, mission, and vision of the Board as an authorizer as set forth in the Board Policy on Authorization of Charter Schools.

An applicant shall complete and file the application by the deadline established in the RFCSA.

Capacity: In order for an application to be approved, the applicant must demonstrate the capacity to operate a high-quality charter school as set forth in the Charter School Performance Framework. If an applicant intends to contract with an education management organization to operate all or parts of the proposed charter school, the applicant must demonstrate the ability of the applicant's board of directors to operate at arms' length from the education management organization as required in the Kentucky Charter School Application and Addendum.

Charter School Application Process

APPLICATION PROCESS (CONTINUED)

Recommendation to Approve or Deny: The application shall be reviewed by application reviewers, composed of members selected by the Superintendent. The application reviewers shall review the application for compliance with the requirements of [KRS 160.1590](#) to [KRS 160.1599](#), [KRS 161.141](#) and 701 KAR Chapter 8, and assist in the application review process including the scoring of the application using the Scoring Rubric provided in the RFCSA, conducting an in-person interview with the applicant group, and reviewing public feedback received during the community forum. The application reviewers shall narrow the applicants to finalists, each of which shall then make a presentation before the Board. The findings of the application reviewers shall be provided to the Board for its consideration, together with the Superintendent's recommendation to approve or deny the application. An applicant may withdraw an application at any time during the application process.

Charter Authorization: The Board shall approve only a charter school application that has been properly and timely submitted and that demonstrates a strong capacity to establish and sustainably operate a charter school that will provide high quality learning opportunities for all of its students and meet the high expectations established in the Charter School Performance Framework. The recommendation shall include summaries of evidences collected during the application review process. The Board shall review the Superintendent's recommendation and related materials and shall by majority vote approve or deny an application within sixty (60) days after the applicant's timely submission. The Board shall not approve a charter application unless the application meets all legal requirements and the Board deems the application to be in the public interest. The Board shall only approve initial charter contracts with a term of five (5) years in length.

Appeal: Following any decision to deny an application, the applicant may submit a notice of appeal to the Board and the State Board for Elementary and Secondary Education. The notice of appeal shall be filed within thirty (30) days after the Board's decision to deny the application. The notice of appeal must comply with the requirements of [KRS 160.1595](#) and [701 KAR 008:030](#). The requirements for the notice of appeal shall be posted on the District website.²

Conversion Charter Schools: The Board may by a majority vote designate an existing school within the District not scheduled for closure to be converted to a charter school. The processes for submission of a conversion application, community input, the Board's review and vote, the transfer of management and operations of a conversion charter school, and the transition of employees shall adhere to the requirements of [KRS 160.1590](#) to [KRS 160.1599](#), [KRS 161.141](#) and 701 KAR Chapter 8. The requirements for petitioners advocating for conversion of an existing school within the District shall be posted on the District website.³

Prior to circulation of a conversion petition, the petitioner shall file a notice of intent with the Board. The Superintendent, assisted by the Office of School Choice, shall establish the procedure regarding timelines and standards covering the submission, processing and action on notices of intent, petitions, and applications relating to the conversion of a public school to a public charter school which shall be consistent with [KRS 160.1599](#) and [701 KAR 008:040](#).

No conversion public charter school shall begin operation after the beginning of a school year.

Charter School Application Process

RELATED POLICIES:

01.91, 01.9111

REFERENCES:

¹[KRS 160.1592](#); [KRS 160.1593](#); [KRS 160.1594](#); [701 KAR 008:020](#)

²[KRS 160.1595](#); [701 KAR 008:030](#)

³[KRS 160.1599](#); [701 KAR 008:040](#)

Adopted/Amended: 7/19/2022

Order #: 2022-128

No substantive change. This policy is being brought to the Board in order to add information regarding the date this policy was reviewed by the District Wellness Leadership Group to support an upcoming KDE audit of JCPS wellness programming. KDE recommends an annual review with documentation. Substantive revisions of this policy will be brought forward in Spring 2025.

STUDENTS

09.2

Student Welfare and Wellness

The health and safety of pupils shall be a priority consideration in all Board decisions.

The Board is committed to providing school environments that promote and protect student health, well-being, and ability to learn by supporting healthy eating and physical activity. To this end, the Board supports school efforts to implement the following:

- To the maximum extent practicable, schools will participate in available federal school meal programs.
- Schools will provide and promote nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and will establish linkages between health education, school meal programs, and related community services.
- All schools containing grades K-5 or any combination thereof, shall develop and implement an individual wellness policy per [KRS 160.345](#) and Board Policy 02.4241.

WELLNESS LEADERSHIP

The Superintendent/designee will direct District officials (“wellness leadership group”) to monitor compliance with this and related policies. At the school level, the Principal/designee will monitor compliance with those policies in his/her school and will report on the school's compliance as directed by the Superintendent/designee.

The wellness leadership group shall work to encourage and support all students to be physically active on a regular basis as provided by school/council policy. Each school shall review and consider evidence-based strategies to set measurable goals in providing nutrition education and engaging in nutrition promotion to positively influence lifelong eating behaviors.

Suggested language may include goals related to activities and opportunities:

- offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- offered as part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- that include enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- that promote fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- that emphasize caloric balance between food intake and energy expenditure (physical activity/exercise);
- that link with school meal programs, other school foods, and nutrition-related community services;
- that teach media literacy with an emphasis on food marketing; and
- that include training for teachers and other staff.

Student Welfare and Wellness

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

- Each school council of a school containing grades K-5 or any combination thereof, or if there is no school council, the Principal, shall develop and implement a wellness policy that includes moderate to vigorous physical activity each day and encourages healthy choices among students consistent with [KRS 160.345](#) and Board Policy 02.4241.
- The policy may permit physical activity to be considered part of the instructional day, (not to exceed thirty (30) minutes/day or 150 minutes/week) and also in compliance with the school calendar regulation, [702 KAR 007:140](#) and Board Policy 08.1346.

DISTRICT WELLNESS PLAN/PUBLIC AND STAFF INPUT

The District shall actively seek to engage students, parents, physical and/or health education teachers, school food service professionals, school health professionals, school board members, school administrators, and other interested community members in developing, implementing, monitoring, and reviewing this Policy and in providing input on the District Wellness Plan.

The District shall permit community participation in the student wellness process by:

- Making a nutrition and physical activity report to be prepared by the Executive Administrator School and Community Nutrition Services available to the public on the District website no later than sixty (60) days prior to the public forum covered in [KRS 158.856](#). ([702 KAR 006:090](#))
- Discussing the findings of the nutrition report and physical activity report and seeking public comments during a publicly advertised special Board meeting or at the next regularly scheduled Board meeting following the release of the nutrition and physical activity reports.
- Holding an advertised public forum by January 31 of each year, to present a plan to improve the school nutrition and physical activities in the District in accordance with [KRS 158.856](#).

The Superintendent shall submit the wellness plan that includes a summary of the findings and recommendations of the nutrition and physical activity report as required by May 1 of each year to the Kentucky Department of Education (KDE).

The Wellness Plan submitted to KDE shall include within the findings and recommendations the following:

1. Extent to which the District is in compliance with this Policy;
2. A comparison of how the District measures up to model wellness policies provided by recognized state and national authorities; and
3. A description of the measurable progress made towards reaching goals of the District wellness policy and addressing any gaps identified in the wellness report for the previous year.

Student Welfare and Wellness

RECORDKEEPING

The District and each school in the District shall maintain the following records:

- A copy of the written wellness policy or plan;
- Documentation on how the policy and assessments are made available to the public;
- The most recent assessment of implementation of the policy;
- Documentation of efforts to review and update the policy, including who was involved in the process and how stakeholders were made aware of their ability to participate; and
- Documentation demonstrating compliance with annual public notification requirements and annual reporting to the KDE.

STANDARDS AND NUTRITION GUIDELINES FOR ALL FOODS AND BEVERAGES

Foods and beverages sold during the school day shall be done in accordance with state and federal regulations and Board Policies 07.111 and 07.12.

STANDARDS FOR ALL FOODS AND BEVERAGES SOLD TO STUDENTS

Foods and beverages sold or served at school shall be consistent with the state and federal regulations for school meal nutrition standards. Nutrition guidelines for all foods and beverages served or sold on campus shall be maintained by the Superintendent/designee and made available upon request. The Superintendent shall designate an individual or individuals to monitor compliance of beverages and food sold ala carte with state and federal nutrition requirements.

Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

STANDARDS FOR ALL FOODS AND BEVERAGES PROVIDED BUT NOT SOLD TO STUDENTS

- When possible, rewards given to students shall be other than food/beverage items. When food/beverage items are used as rewards, such items shall comply with nutritional guidelines set out in 7 C.F.R 210.11 and [702 KAR 6:090. KAR 006:090. Foods and beverages.](#)
- Foods and beverages provided in school, but not made available for sale, shall meet standards outlined in the schools' individual wellness plan (if applicable) and will not conflict with District Policy.

FOOD AND BEVERAGE MARKETING

All marketing on the school campus during the school day shall be of only those foods and beverages that meet the nutrition standards of the Smart Snack in School Nutrition Standards (7 C.F.R 210.11 and [702 KAR 006:090. KAR 006:090. References](#)).

POLICY REVIEW

This policy was reviewed by the District Wellness Leadership Group on April 25, 2024 and no changes or revisions were made.

Student Welfare and Wellness

REFERENCES:

[KRS 158.850](#); [KRS 158.854](#)

[KRS 160.290](#); [KRS 160.345](#)

[702 KAR 006:090](#)

P. L. 111-296

7 C.F.R. Part 210

7 C.F.R. Part 220

U. S. Dept. of Agriculture's Dietary Guidelines for Americans

RELATED POLICIES:

02.4241; 07.1; 07.111; 07.12; 08.1346

Adopted/Amended: 11/12/2019

Order #: 2019-196

Evaluation of the Superintendent

PROCESS

1. At the beginning of each contract year, the Board reviews the plan and expectations with the Superintendent prior to implementing the evaluation plan.
2. The Board and Superintendent 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
 - a.b. The District's performance on Student Outcomes Focused Governance (SOFG) Goals and Interim Goals under Leadership Standard 7: Instructional Leadership.
- 2.3. Using the following Superintendent Evaluation instrument, the Superintendent conducts a self-assessment and reflects on his/her own performance levels in terms of the leadership standards and the SOFG Goals and Interim Goals under Leadership Standard 7: Instructional Leadership, indicators, and local district goals.
- 3.4. Each Board member uses the following Superintendent Evaluation instrument to reflect on Superintendent progress and performance levels on leadership standards indicators and district SOFG goals and interim goals under Leadership Standard 7: Instructional Leadership. Board members should also consider areas of emphasis on previous evaluations.
- 4.5. Each Board member should rate all the performance standards to create a comprehensive evaluation of the 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.
- 5.6. Written comments in support of your rating are recommended as they provide clarity and are helpful during the Board discussions of the evaluation.
- 6.7. Each Board member's forms should be returned to the Board Chair or designee for compiling.
- 7.8. The entire Board and Superintendent meet to discuss individual and/or compiled 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 performance expectations.
- 8.9. 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 S/he shares evidence with the Board throughout the year to demonstrate efforts toward increased competencies in these areas.
- 9.10. The Board considers and incorporates Superintendent evidences into the Superintendent annual performance evaluation and collectively, with one voice, determines the Superintendent performance level for each standard and goal.

Evaluation of the Superintendent

PROCESS (CONTINUED)

~~10.11.~~ The final 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

(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 Chairperson or designated Board member for compiling.

Evaluation of the Superintendent**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.
- 1.2 Empowers all stakeholders to reach high levels of performance and achieve the district's vision.
- 1.3 Communicates high expectations for student achievement while promoting academic rigor that focuses on learning and excellence.
- 1.4 Develops, implements, promotes, and monitors continuous improvement processes.
- 1.5 Assists the Board in developing, implementing, and monitoring district goals.
- 1.6 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: 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.)~~

~~2.1 Communicates student achievement expectations to staff and stakeholders.~~

~~2.2 Demonstrates the need to identify and remove barriers to student learning.~~

~~2.3 Proposes appropriate recommendations for programs and curricula in anticipating adjustments of occupational trends and school-to-career needs.~~

~~2.4 Develops, implements, promotes and monitors continuous improvement processes with faculty and stakeholders to ensure alignment of curriculum, instruction and assessment.~~

~~2.5 Encourages the use of technology in educational programming.~~

~~2.6 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.~~

~~2.7 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.~~

~~2.8 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:**~~

DRAFTER'S NOTE: THIS STANDARD IS MOVED TO THE END OF THE PROCEDURE, TO ACCOMMODATE THE EXTENSIVE CHANGES REQUIRED TO INCORPORATE SOFG GOALS AND INTERIM GOALS.

Evaluation of the Superintendent**STANDARD 23: CULTURAL LEADERSHIP**

The Superintendent understands the history, tradition, and multicultural differences of the district. The Superintendent S/He 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.)

- 23.1 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision.
- 23.2 Promotes understanding and celebrating of school/community cultures.
- 23.3 Promotes and expects a school-based climate of tolerance, acceptance, and civility.
- 23.4 Advocates, nurtures, and sustains school culture and instructional programming conducive to student learning.
- 23.5 Models and demonstrates multicultural and ethnic practices and is responsive to the needs of diverse populations.
- 23.6 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 34: HUMAN RESOURCE LEADERSHIP**

The Superintendent leads the district in developing professional learning communities among a highly effective and diverse staff. The Superintendent S/He assists in the planning of professional development opportunities for all staff and develops and implements an effective staff performance evaluation system. The If applicable, 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.)

- 34.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, career growth and professional development.
 - 34.2 Understands and demonstrates that professional development needs to be aligned to the analysis of test data.
 - 34.3 Demonstrates understanding of continual improvement processes for teacher and principal effectiveness systems, and implements them.
 - 34.4 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.
 - 34.5 Mentors and coaches' administrators throughout the district.
- If applicable:*
- 34.6 Develops bargaining strategies based upon collective bargaining laws and processes.
 - 34.7 Identifies contract language issues and proposes modifications.
 - 34.8 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 45: 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.)

45.1 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.

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

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

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

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

45.6 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 56: 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.)

- 56.1** Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles.
- 56.2** Develops effective Superintendent/Board interpersonal and working relationships.
- 56.3** Understands and interprets the role of federal, state, and regional governments, policies, and politics and their relationships to local districts and schools.
- 56.4** Effectively uses legal resources (e.g. local Board attorney) to protect the district from civil and criminal liabilities.
- 56.5** Collaboratively develops, implements, and monitors processes to improve student learning and teaching.
- 56.6** Uses formal and informal techniques to gain perceptions of district from all stakeholders, internal and external.
- 56.7** Demonstrates effective communication skills (written, verbal, and non-verbal), in formal and informal settings, large and small group and one-on-one environments.
- 56.8** 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 67: 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.)

- 67.1 Understands and interprets the role of federal, state, and regional governments; policies; and politics and their relationships to local districts and schools.
- 67.2 Provides input on critical education issues at the local, state, and federal levels.
- 67.3 Continually models a professional code of moral and ethical standards, and demonstrates personal integrity.
- 67.4 Explores and develops ways to find common ground in dealing with difficult and divisive issues.
- 67.5 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 72: 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.)

72.1 Communicates student achievement expectations to staff and stakeholders.

72.2 Demonstrates the need to identify and remove barriers to student learning.

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

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

72.5 Encourages the use of technology in educational programming.

72.6 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.

72.7 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.

72.8 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 Part of the Superintendent's job is to guide the District district toward successful completion of the long-term SOFG Goals for student outcomes district goals 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. collaboratively developed by the Board and Superintendent and to report progress toward goals on a regular, prescribed basis. Goals may also be developed as part of the Superintendent's performance expectations.

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).

Evaluation of the Superintendent

STANDARD 7: INSTRUCTIONAL LEADERSHIP (CONTINUED)

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

<p><u>Goal 1: Elementary School Academic Readiness</u></p> <p><u>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)</u></p>				
<p><u>Baseline June 2025</u> % To be established August 2025</p>		<p><u>Annual Target June 2026</u> % To be established August 2025</p>		<p><u>Actual June 2026</u> ____%</p>
<p><u>Interim Goal 1.1: 3rd Grade Reading</u> <u>Percentage of 3rd 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.</u></p>			<p><u>Management Comments</u></p>	
<p><u>Baseline June 2024</u> 45%</p>	<p><u>Interim Goal June 2025</u> 47%</p>	<p><u>Actual June 2025</u> ____%</p>		
<p><u>Interim Goal 1.2: 4th Grade Math</u> <u>Percentage of 4th 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</u></p>				
<p><u>Baseline June 2024</u> 39%</p>	<p><u>Interim Goal June 2025</u> 41%</p>	<p><u>Actual June 2025</u> ____%</p>		
<p><u>Interim Goal 1.3 4th Grade Milestones</u> <u>In development</u></p>				
<p><u>Baseline</u> To be established 08/2025</p>	<p><u>Interim Goal June 2026</u> To be established 08/2025</p>	<p><u>Actual June 2026</u></p>		

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

<u>Goal 2: Middle School Academic Readiness</u>		
<u>Percentage of 8th 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)</u>		
<u>Baseline June 2025</u> % To be established August 2025	<u>Annual Target June 2026</u> % To be established August 2025	<u>Actual June 2026</u> _____%
<u>Interim Goal 2.1: 6th Grade Reading</u> <u>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.</u>		<u>Management Comments</u>
<u>Baseline June 2024</u> 45%	<u>Interim Goal June 2025</u> 47%	
<u>Interim Goal 2.2: 7th Grade Math</u> <u>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</u>		
<u>Baseline June 2024</u> 30%	<u>Interim Goal June 2025</u> 32%	
<u>Interim Goal 2.3: 7th Grade Milestones</u> In development		
<u>Baseline</u> To be established 08/2025	<u>Interim Goal</u> To be established 08/2025	
		<u>Actual</u>

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

<p><u>Goal 3: High School Academic Readiness</u></p> <p><u>Percentage of 12th 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)</u></p>			
<p><u>Baseline June 2025</u> % To be established August 2025</p>	<p><u>Annual Target June 2026</u> % To be established August 2025</p>	<p><u>Actual June 2026</u> ____%</p>	
<p><u>Interim Goal 3.1: 9th Grade Reading</u> 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.</p>		<p><u>Management Comments</u></p>	
<p><u>Baseline June 2024</u> 41%</p>	<p><u>Interim Goal June 2025</u> 43%</p>	<p><u>Actual June 2025</u> ____%</p>	
<p><u>Interim Goal 3.2: 10th Grade Math</u> 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</p>			
<p><u>Baseline June 2024</u> 16%</p>	<p><u>Interim Goal June 2025</u> 18%</p>		<p><u>Actual June 2025</u> ____%</p>
<p><u>Interim Goal 3.3: 10th Grade Milestones</u> In development</p>			
<p><u>Baseline</u> To be established 08/2025</p>	<p><u>Interim Goal</u> To be established 08/2025</p>		<p><u>Actual</u></p>

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

<p><u>Goal 4: 3rd Grade Literacy</u></p> <p><u>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.</u></p>			
<p><u>Baseline June 2024</u> 66%</p>	<p><u>Annual Target June 2025</u> 68%</p>	<p><u>Actual June 2025</u> ____%</p>	
<p><u>Interim Goal 4.1: 1st Grade Reading</u> <u>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.</u></p>		<p><u>Management Comments</u></p>	
<p><u>Baseline June 2024</u> 64%</p>	<p><u>Interim Goal June 2025</u> 66%</p>		<p><u>Actual June 2025</u> ____%</p>
<p><u>Interim Goal 4.2: 2nd Grade Reading</u> <u>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</u></p>			
<p><u>Baseline June 2024</u> 65%</p>	<p><u>Interim Goal June 2025</u> 67%</p>		<p><u>Actual June 2025</u> ____%</p>
<p><u>Interim Goal 4.3: 3rd Grade Evidence of Learning Check</u> <u>In development</u></p>			
<p><u>Baseline</u> To be established 08/2025</p>	<p><u>Interim Goal</u> To be established 08/2025</p>	<p><u>Actual</u> Data Point</p>	

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

<p><u>Goal 5: 8th Grade Numeracy</u> <u>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.</u></p>			
<u>Baseline 2024</u> 61%	<u>Interim Goal June 2025</u> 63%	<u>Actual June 2025</u> _____%	
<p><u>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.</u></p>			<p><u>Management Comments</u></p>
<u>Baseline June 2024</u> 55%	<u>Interim Goal June 2025</u> 57%	<u>Actual June 2025</u> _____%	
<p><u>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</u></p>			
<u>Baseline June 2024</u> 57%	<u>Interim Goal June 2025</u> 59%	<u>Actual June 2025</u> _____%	
<p><u>Interim Goal 5.3: 8th Grade Evidence of Learning Check</u> In development</p>			
<u>Baseline</u> To be determined 08/2025	<u>Interim Goal</u> To be determined 08/2025	<u>Actual</u> _____%	

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.