

**KENTUCKY SCHOOL BOARDS  
ASSOCIATION  
SUPERINTENDENT  
EVALUATION**







## KSBA Superintendent Evaluation

Evaluating the Superintendent is one of the school Board's most important jobs. A high-quality Superintendent evaluation process helps develop good Board/Superintendent relationships, provides clarity of roles, creates common understanding of the leadership being provided and provides a mechanism for public accountability.

Performance evaluations are most effective when they are designed and used for communicating future expectations, not simply for reviewing past performance. If a Superintendent doesn't know what the Board expects, it is difficult, if not impossible, to meet expectations. On the other hand, if the Board fails to monitor progress toward its goals, it will not know when they have been successfully completed. Holding the Superintendent accountable for results is a critical practice of effective Boards and is often considered a Board's most important accountability tool.

Kentucky law requires school Boards to annually evaluate and document their Superintendent's performance. A 2010 state law, KRS 156.557, requires Kentucky school Boards to perform and document a summative (final) evaluation of the district Superintendent annually. The statute goes on to say that any preliminary (formative) discussions relating to the evaluation of the Superintendent by the Board or between the Board and Superintendent shall be conducted in a closed session. The final, or summative, evaluation must be in writing, discussed and adopted in an open meeting of the Board, reflected in Board meeting minutes and made available to the public upon request. Superintendents shall be evaluated according to a policy (KSBA Policy 02.14) and procedures adopted by the local Board of education and approved by KDE.

The **KSBA Superintendent Evaluation** process is a modified version of the Superintendent Professional Growth and Effectiveness System and is focused on evidence and performance expectations using research-based effectiveness standards and district goals agreed upon by the Board members and the Superintendent. It looks at past performance, sets expectations for the future, and provides the information a Board needs to make decisions about how the Superintendent is fulfilling the Board's expectations. This model increases communication and feedback between the Board and Superintendent and will lead to district improvements through reflection, assessment, advisement and goal-setting by the Board/Superintendent leadership team.



## ***Sample KSBA Superintendent Evaluation Timeline***

***March-May*** –Formative conversations between Board and Superintendent to review evidence.

- Superintendent self-assessment.
- Board member assessment of Superintendent.

***May/June*** – Formative conversations by the Board to discuss their individual evaluations of the Superintendent and develop the Board’s voice to share with the Superintendent.

- Board meets with Superintendent on evidence of performance.
- Changes to the evaluation may be made as a result of the discussions.
- Board and Superintendent collaboratively develop Performance Expectations.
- Preliminary evaluation discussions shall be held in executive session.

***June*** - Summative conversation.

- Final evaluation report approved in open session.
- A copy of the final written evaluation form is placed in the Superintendent’s personnel folder.
- The results of the evaluation and progress on district goals are shared with the community.
- Superintendent and Board begin discussions and set goals for the next school year.

***July-August*** – Board reviews the plan and expectations with the Superintendent prior to implementing the evaluation plan.

***July-December*** – Superintendent makes regular ongoing reports in formative conversations with the Board about progress on standards, goals and performance expectations.

***December/January*** – Midyear (formative) conversations

- Discussion of progress toward standards, goals, and performance expectations.
- Board and Superintendent begin conversations to clarify district vision and mission and update plans for the district.
- Board and Superintendent review superintendent job description as well as the evaluation process, forms and timeline.

***January-March*** – Superintendent makes regular ongoing reports in formative conversations with the Board about progress on standards, goals and performance expectations.

For questions, additional information, support or to schedule a training session, please contact:

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## **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 the type of performance rating system to be used – 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.
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 standards, indicators, and local district goals.
4. Each Board member uses the following Superintendent Evaluation instrument to reflect on Superintendent progress and performance levels on standards, indicators and district goals. Board members should also consider areas of emphasis on previous evaluations.
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.
6. Written comments in support of your rating are recommended as they provide clarity and are helpful during the Board discussions of the evaluation.
7. Each Board member's forms should be returned to the Board Chair or designee for compiling.
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.
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. S/he shares evidence with the Board throughout the year to demonstrate efforts toward increased competencies in these areas.
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.
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.

**Evaluation of the Superintendent****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.

**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:**



**Evaluation of the Superintendent****STANDARD 3: CULTURAL LEADERSHIP**

*The Superintendent understands the history, tradition and multicultural differences of the district. 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.)

- 3.1 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision.
- 3.2 Promotes understanding and celebrating of school/community cultures.
- 3.3 Promotes and expects a school-based climate of tolerance, acceptance and civility.
- 3.4 Advocates, nurtures and sustains school culture and instructional programming conducive to student learning.
- 3.5 Models and demonstrates multicultural and ethnic practices and is responsive to the needs of diverse populations.
- 3.6 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 4: HUMAN RESOURCE LEADERSHIP**

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

- 4.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, career growth and professional development.
- 4.2 Understands and demonstrates that professional development needs to be aligned to the analysis of test data.
- 4.3 Demonstrates understanding of continual improvement processes for teacher and principal effectiveness systems, and implements them.
- 4.4 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.
- 4.5 Mentors and coaches' administrators throughout the district.

*If applicable:*

- 4.6 Develops bargaining strategies based upon collective bargaining laws and processes.
- 4.7 Identifies contract language issues and proposes modifications.
- 4.8 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 5: 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.)

- 5.1 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.
- 5.2 Ensures sound management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- 5.3 Secures and uses a variety of appropriate school and community resources to support learning.
- 5.4 Understands and monitors the district technology plan, making informed decisions about computer hardware and software, as well as related staff development and training needs.
- 5.5 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues.
- 5.6 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 6: 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.)

- 6.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles.
- 6.2 Develops effective Superintendent/Board interpersonal and working relationships.
- 6.3 Understands and interprets the role of federal, state and regional governments, policies, and politics and their relationships to local districts and schools.
- 6.4 Effectively uses legal resources (e.g. local Board attorney) to protect the district from civil and criminal liabilities.
- 6.5 Collaboratively develops, implements and monitors processes to improve student learning and teaching.
- 6.6 Uses formal and informal techniques to gain perceptions of district from all stakeholders, internal and external.
- 6.7 Demonstrates effective communication skills (written, verbal and non-verbal), in formal and informal settings, large and small group and one-on-one environments.
- 6.8 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 7: 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.)

- 7.1 Understands and interprets the role of federal, state and regional governments; policies; and politics and their relationships to local districts and schools.
- 7.2 Provides input on critical education issues at the local, state and federal levels.
- 7.3 Continually models a professional code of moral and ethical standards, and demonstrates personal integrity.
- 7.4 Explores and develops ways to find common ground in dealing with difficult and divisive issues.
- 7.5 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****DISTRICT GOALS**

Part of the Superintendent's job is to guide the district toward successful completion of district goals 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.

1. Attached are the forms to be completed by each Board member rating the Superintendent's performance in meeting the 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.
4. Each Board member's forms should be returned to the Board Chairperson or designated Board member for compiling.

**Evaluation of the Superintendent**

**GOAL 1:**

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 goal is unacceptable; goal 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 goal:**

**Evaluation of the Superintendent**

**GOAL 2:**

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 goal is unacceptable; goal 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 goal:**



**Evaluation of the Superintendent**

**GOAL 3:**

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 goal is unacceptable; goal 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 goal:**

# Final Evaluation of the Superintendent (Summative)

**Performance Levels:** The following designations will be used to indicate the progress of a Superintendent toward the seven standards and district goals. 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.

(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; area required to be addressed with Performance Expectations agreed upon by the Board and Superintendent.

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

## ***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.

Rating:  (4) Exemplary  (3) Accomplished  (2) Developing  (1) Improvement Required  
Evidence:

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

## ***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.

Rating:  (4) Exemplary  (3) Accomplished  (2) Developing  (1) Improvement Required  
Evidence:

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

## ***Standard 3: Cultural Leadership***

The Superintendent understands the history, tradition and multicultural differences of the district. S/he empowers all stakeholders to help shape district culture and climate as they support efforts to improve teaching and learning for all.

Rating:  (4) Exemplary  (3) Accomplished  (2) Developing  (1) Improvement Required  
Evidence:

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

**Standard 4: Human Resource Leadership**

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

Rating:  (4) Exemplary  (3) Accomplished  (2) Developing  (1) Improvement Required  
Evidence:

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

**Standard 5: Managerial Leadership**

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

Rating:  (4) Exemplary  (3) Accomplished  (2) Developing  (1) Improvement Required  
Evidence:

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

**Standard 6: 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.

Rating:  (4) Exemplary  (3) Accomplished  (2) Developing  (1) Improvement Required  
Evidence:

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

**Standard 7: Influential Leadership**

The Superintendent uses her/his 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.

Rating:  (4) Exemplary  (3) Accomplished  (2) Developing  (1) Improvement Required  
Evidence:

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



**District Goal 1:**

The Superintendent ....

Rating:  (4) Exemplary     (3) Accomplished     (2) Developing     (1) Improvement Required  
Evidence:

Comments to support the Superintendent’s performance for this goal:

**District Goal 2:**

The Superintendent ....

Rating:  (4) Exemplary     (3) Accomplished     (2) Developing     (1) Improvement Required  
Evidence:

Comments to support the Superintendent’s performance for this goal:

**District Goal 3:**

The Superintendent ....

Rating:  (4) Exemplary     (3) Accomplished     (2) Developing     (1) Improvement Required  
Evidence:

Comments to support the Superintendent’s performance for this goal:

\_\_\_\_\_  
Board Chairperson

\_\_\_\_\_  
Superintendent

Date: \_\_\_\_\_

Date: \_\_\_\_\_



**SAMPLE**  
**Evaluation of the Superintendent**  
**Summary Report**  
**ABC Schools Board of Education**  
**June 15, 2019**

The board of education of the **ABC** school district has completed the annual evaluation of Superintendent **Jones** for the **2020-2021** school year. The past year has been **a positive one/challenging one** for education in our school district. All five school board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on seven standards of performance as well as goals for the district agreed on by the board and superintendent.

Superintendent **Jones** received a rating of **exemplary** in the areas of **strategic, instructional, and cultural leadership**. In the standards of **human resource and managerial leadership** the board rated **his/her** performance as **accomplished**. **Collaborative** and **influential leadership** received a rating of **developing**.

The board also determined that Superintendent **Jones** has done an **exemplary** job of attaining the goal set by the board and superintendent in **August** of last year to **update and align the district reading curriculum**. **His/Her** success at achieving the goal of **improving staff morale and retaining professional staff** was rated **accomplished**. **In the third goal, to raise high school math competency and performance on tests, he/she received a rating of developing**.

The board will be working with Superintendent **Jones** over the next several weeks to develop goals for our district for the **2021-22** year. We look forward to working together to make our school district successful.

**ABC** Schools Board of Education

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Chairperson

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Date







