

Hays CISD

Superintendent Evaluation Instrument

2024-2025

Student Achievement – Through attention to individual students’ needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement, including intervention and enrichment. The district will evaluate and address the individual needs of each student. Student performance will be evaluated in academics; college, career, and military readiness; and character and power skills education.

Focus Area(s)	Goal(s)
<p>Student Achievement: In January, a public hearing on TAPR will be held to summarize student academic performance/achievement, accessibility gaps, including the district’s college, career, and military readiness counts. In June 2025, the superintendent will present the student growth goals addressing the Hays CISD approaches/meets/masters % vs. the state performance.</p>	Goals broken down by program area on data tables.
	We will attain a raw score of 75 or higher in Domain IIA (Academic Growth) by the end of the 2024-2025 school year.
	By the end of the 2024-2025 school year, we will increase the percent of students on grade level for universal screeners (CIRCLE, mCLASS, MAP Growth) by 3%.
<p>College & Career Readiness: The district is committed to ensuring our students are fully prepared for college and career success by implementing the following strategies: In response to recent changes in the accountability system, we will prioritize students completing a robust career pathway in the 2024-25 school year, requiring them to earn three credits, including at least two Level II or higher courses, to ensure their certifications qualify toward CCMR. Additionally, we will leverage PSAT and student achievement data to increase participation in advanced coursework, enhancing college readiness through success in advanced placement exams, dual credit, and dual enrollment courses. To further support college readiness, seniors who have not met CCMR requirements will be enrolled in the Texas College Bridge program as a college prep course, equipping them with the skills and knowledge necessary for post-secondary success. The district will monitor progress and will provide an update on college readiness to the Board by January 2025 for the final 2023 CCMR results.</p>	The district will use data from PSAT8 and PSAT to track student progress toward college readiness. SAT and TSIA2 will be utilized to assess college readiness as will attainment of college credit through college-aligned coursework (Advanced Placement, ACC Dual Credit, OnRamps Dual Enrollment.) Career readiness will be assessed through the attainment of industry-based certification in CTE courses. The district will monitor progress throughout the 2024-2025 school year and will provide an update on college and career readiness to the Board by January 2024 for the final 2023 (Class of 2022) CCMR results. 75% of the class of 2023 will meet college and career readiness as demonstrated on the TAPR in November 2024.
	By the end of the 2024-2025 school year, we will increase percentage of student who are both College and Career from 31% to 34% (estimated for 2023 graduates).
	By the end of the 2024-2025 school year, we will increase Special Education graduates with an advanced degree plan from 6%-9%. (Estimated for 2023 graduates).
<p>Leadership Development: The district will implement a comprehensive onboarding process for new principals, ensuring they are well-equipped to lead their campuses effectively. Key departments, including Human Resources, Finance, Curriculum and Instruction, Maintenance and Operations, Student Information Systems, and Safety and Security, will provide essential presentations and support to familiarize new principals with critical operational and administrative functions. These meetings are vital for establishing a strong foundation, as they ensure that new principals understand district policies, resources, and procedures, allowing them to focus on instructional leadership and fostering a positive school environment. Through this collaborative onboarding process, we aim to empower new principals with the knowledge and tools necessary for success in their roles.</p>	By December 2024, 100% of new campus principals will have completed a comprehensive development program, which includes specialized orientation from various departments, participation in monthly Instructional Leadership Team (ILT) meetings, weekly check-ins with Deputy Academic Officers, a book study, assignment of a mentor, and differentiated one-on-one professional development. This program is designed to enhance leadership skills, deepen understanding of school-specific processes, and equip principals with essential resources.
<p>Communication: The district will enhance communication channels to streamline processes and ensure clarity and transparency at all levels. By improving these avenues, we will make accurate and timely information easily accessible to staff, families, and community members. This includes developing a centralized platform where families and staff can quickly find information on school policies, events, and resources. By increasing access to information and strengthening the parent-school partnership, we aim to foster stronger community connections and encourage greater family involvement in the decision-making process.</p>	PK registration: By January 2025, we will begin the registration process for both community based and qualified Pre-K to ensure seamless enrollment.
	District Website: During the 2024-2025 school year, the district will continue to update the A-to-Z links to increase swift access as we prepare to transition/update the website. By the end of June 2025, district administration will explore a website AI assistant to guide parents and community members to district information swiftly.
	District Wide (Internal): The C&I Department communicates with campus staff via Friday Facts and Teacher Update. By December 2024, the C&I team will establish a Campus Administration resource site to support our principals with a one-stop resource site.

<p>Professional Development: The district will implement a comprehensive and differentiated professional development (PD) plan aimed at increasing the frequency, quality, and choice of learning opportunities for teachers and staff. This plan will enhance our PD offerings by providing tailored, high-quality sessions that address the diverse needs of our educators, ensuring they have the tools and knowledge to excel in their roles. By differentiating PD, we can better support individual growth, promote best practices, and ultimately improve student outcomes. The focus on increased choice empowers educators to select PD that aligns with their professional goals, fostering a culture of continuous improvement and innovation across the district.</p>	<p>By June 2025, the district will utilize \$50,000 of Title II grants to establish a continuous professional development program that allows teachers to individualize their learning. This program will include the development of campus-specific and department-specific PD plans utilizing built-in Staff Development days, as well as an increase in the frequency of Just In Time sessions differentiated by audience and campus level. Additionally, the district will increase participation in its summer professional development series—HaysCon, Biliteracy Institute, and Parapalooza—by 10% compared to the previous year.</p>
<p>Student Advising and Mental Health: The district will implement a structured advising sequence, guiding students through career inventories and assessments from middle to high school. Key assessments from SchoolLinks "Find Your Path," "Learning Style," and "Would You Rather" will help students identify career clusters, learning preferences, and strengths, leading to the development of a 5-Year Plan of Study starting in seventh grade and updated each year. We will continue hosting events, such as COW Day, CREW Day, and Navigate Your Future, and share career interest data with parents to involve them in academic planning. By June 2025, the district will provide a comprehensive report on advising activities by campus and grade level.</p>	<p>By May 2025, the district will ensure that 90% of students in grades 5-12 receive comprehensive academic advising, which includes guidance on course selection, career pathways, and post-secondary planning. Progress will be tracked quarterly, with targeted efforts to reach all students, particularly those who have not yet participated in advising sessions to meet this goal.</p>
	<p>By June 2025, 90% of 7th grade students will develop a 5-year graduation plan informed by their student achievement data and career interest inventories. This plan will be reviewed and revised annually, with progress monitored through a comprehensive district report that provides evidence of academic advising captured by campus and grade level. The goal is to ensure that each student has a clear and personalized pathway to graduation that aligns with their academic strengths and career aspirations.</p>
	<p>By the end of the 24-25 school year, at least two advising sessions will be held with 90% of students in grades 7 through 12. These sessions will focus on discussing available academic programs, pathways, and individual educational plans to ensure students are informed and supported in making decisions about their academic futures. Progress will be tracked through student advising logs and feedback surveys.</p>
<p>Mathematics: We will implement a 4-stage strategic mathematics professional learning plan designed to empower teachers to engage students and foster deep conceptual understanding. The plan begins by engineering an ecosystem that promotes continuous professional development and collaboration among educators. Next, we will establish a clear, measurable vision and actionable strategy for mathematics instruction across the district. A key focus will be on building teachers' capacity to strengthen students' conceptual understanding of mathematics. Finally, we will optimize our professional development structure and resources to ensure teachers have access to the necessary support. This strategic approach aims to create a cohesive mathematics teaching model and drive measurable improvements in student learning outcomes.</p>	<p>By the end of the 24-25 school year, the Diversity Advisory Council (DAC), in collaboration with each campus, will host a mental health event between November and January to increase awareness and provide support to students.</p>
	<p>By the end of the 2024-2025 school year, K-2 MAP (math) scores will increase by 3%.</p> <p>By the end of the 2024-2025 school year, the district will develop and implement a clear, measurable vision and action plan for K-12 mathematics, ensuring alignment across all grade levels district-wide.</p>

Month	Topic / Evidence of Attainment	Possible Presenter(s)	Data Sources
August	Review and create 24-25 Student Achievement Goals with Superintendent and Board of Trustees.	Sedillo, Malandrucolo	Goals Document created in August
September	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> 24-25 Goals CTE Presentation <p>Board Blog:</p> <ul style="list-style-type: none"> A summary of staff professional development efforts throughout the summer and plan for 24-25 SY and its corresponding look-fors in the district walkthrough template. SHAC Report (<i>required each September</i>) 	Sedillo, Bough, McDaniel, Garza, Herrin, Malandrucolo, Benthall	Goals Documents Industry Based Certificates PLC Implementation/Smart Goals Lead and Learn/HaysCon
October	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> Bilingual/ESL Evaluation <p>Board Blog:</p> <ul style="list-style-type: none"> MAP/mCLASS BOY 	Sedillo, Melgar-Cook, Brown, Malandrucolo	Bilingual/ESL Evaluation mCLASS, MAP
November	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> TIA Update <p>Board Blog:</p> <ul style="list-style-type: none"> Tier 2 and Tier 3 students by campus AP, DC, On Ramps Update GT Update 	HR, Sedillo, McDaniel, Malandrucolo, Brown, Philpott	TIA Designations Student Participation in Tier 2 and Tier 3 AP, DC, OnRamps
December	<p>Student Achievement:</p> <ul style="list-style-type: none"> Fine Arts Showcase <p>Board Blog:</p> <ul style="list-style-type: none"> Summary of campus admin walk-throughs Student extra-curricular/club participation Results Driven Accountability (RDA) Report SEL survey results 	Sedillo, Moreno, Gonzalez, McDaniel, Herrin, Malandrucolo, Velasquez, Melgar-Cook	District SEL update and survey results Bullseye Walk-Through Update Extracurricular participation update RDA Report
January	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> TAPR/Annual Public Hearing <p>Board Blog:</p> <ul style="list-style-type: none"> 100% Hays (Athletic/FA participation) 	Sedillo, Malandrucolo, Bough	TAPR & Other Required Sections
February	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> State of the District 	Sedillo, Malandrucolo, McDaniel	CBA 2 MOY MAP, mCLASS PreK Letter Names/Letter Sounds
March	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> Advanced Academics 	Sedillo, McDaniel, Philpott,	Advanced Academics and GT Program Highlights Attendance Data Discipline Report
April	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> Special Education Update <p>Board Blog:</p> <ul style="list-style-type: none"> Attendance and Discipline Data Update 	Sedillo, Velasquez, Dawson	Special Education Participation and Achievement Data Attendance Data Discipline Report
May	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> End of year review of Athletics <p>Board Blog:</p> <ul style="list-style-type: none"> Administrative walkthroughs Academic advising and data on completion of graduation plans for 7th grade and updating/revising their graduation plans every year thereafter for rising 8th through 12th. End of year SEL Survey 	Gomez, Pierce, Moffitt, Garza, Herrin, Gonzalez	Student participation program by Sport/Campus mCLASS EOY Administrative Walkthrough Data EOY SEL Survey
June	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> STAAR/EOC Results 	Sedillo, Malandrucolo	STAAR Preliminary Results mCLASS EOY
August	The superintendent will present the Board with a student growth goal at the August Board Meeting addressing HCISD Approaches / Meets / Masters % vs. the state, Preliminary Results and CTE program achievement by campus	Sedillo, Malandrucolo, Bough	STAAR/EOC Results CTE Report

Hays CISD Student Achievement Goals 2024-2025



	STATE 2024 RESULTS			REGION 13 2024 RESULTS			HAYS CISD 2024 RESULTS			2024-2025 DISTRICT GOAL		
	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma
3 Reading	72	46	20	72	48	22	73	49	23	76	51	24
3 Math	69	41	15	69	43	18	66	39	14	69	41	15
4 Reading	80	50	22	79	52	25	84	56	25	87	58	26
4 Math	68	45	21	67	45	21	71	49	21	74	51	22
5 Reading	78	54	29	81	61	36	81	57	32	84	59	32
5 Math	76	49	19	76	51	22	76	48	18	79	50	19
5 Science	57	26	11	59	29	13	57	25	10	60	27	11
6 Reading	75	55	25	75	57	28	77	60	28	80	60	29
6 Math	70	37	13	69	40	16	70	38	13	73	40	14
7 Reading	72	52	28	73	55	33	75	55	30	78	57	30
7 Math	53	32	10	47	27	7	38	14	1	41	16	2
8 Reading	78	54	28	79	57	33	80	57	29	83	59	30
8 Math	70	40	15	71	47	23	77	50	21	80	52	22
8 Science	68	42	16	70	47	22	69	45	16	72	47	17
8 Soc. Stu.	58	31	16	61	36	21	59	32	16	62	34	17
English I	67	54	17	68	56	21	71	58	20	74	60	21
Algebra I	79	45	25	77	45	27	85	54	31	88	56	31
Biology	91	58	19	90	62	25	93	65	22	93	65	23
English II	75	60	9	75	62	12	80	68	11	83	68	12
US History	95	69	37	95	71	42	96	73	38	96	73	38

SY2425 goals are based on an increase of 3% at the Approaches Level, 2% at Meets, and 1% at Masters over Spring 2024 results. When a subject reaches 90% Approaches, 60% Meets, or 30% Masters, our goal is to maintain those high percentages.

At or Above State & Region	Above State
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College and Career Readiness (Lagging Data)		Class of 2022		Class of 2023 Goal		Class of 2023 Actual		Class of 2024 Goal		Class of 2025 Goal	
		# Met	%age	# Met	%age	# Met	%age	# Met	%age	# Met	%age
TSI Criteria (Met TSI criteria in BOTH ELA/Reading and Mathematics)		445	31	550	31	612	37	656	40	725	43
TSI Criteria ELA/Reading	Met TSI criteria for at least one indicator in ELAR	660	45	941	53	975	60	1033	63	1112	66
	Met TSIA criteria - ELAR	271	19	267	15	308	19	361	22	421	25
	Met SAT criteria - ELAR	520	36	640	36	640	39	689	42	758	45
TSI Criteria Math	Met TSI criteria for at least one indicator in Math	471	32	589	33	678	40	705	43	775	46
	Met TSIA criteria - Math	243	17	242	14	242	18	344	21	404	24
	Met SAT criteria - Math	251	17	320	18	322	20	377	23	438	26
AP/IB Examination Met criterion score on an AP/IB exam in any subject		284	19	276	15	276	17	328	20	388	23
Dual Course Credits Earned credit for ≥ 3 hours in ELA or Maths or 9 hours in any subject		133	9	203	11	214	13.0	262	16	TBD	TBD
Industry-Based Certifications Earned an IBC from approved list while in high school		403	28	949	53	940	58	820*	50*	893*	53*
OnRamps Dual Enrollment Course Completed an OnRamps course & qualified for ≥3 hours in any subject		17	1.0	50	4.0	100	6.0	148	9	TBD	TBD

*The calculation of IBCs will change over each of the next 3-4 years to ensure students are completing certain coursework.

TELPAS	2025 GOAL
1st GRADE	59%
2nd GRADE	38%
3rd GRADE	77%
4th GRADE	58%
5th GRADE	74%
6th GRADE	38%
7th GRADE	59%
8th GRADE	61%
9th GRADE	42%
10th GRADE	39%
11th GRADE	40%
12th GRADE	32%

TELPAS Writing changed how TEA calculated the English Language Proficiency (ELP) for 2023 and 2024. TEA plans to revert to prior methodology for comparing Composite Scores for 2025 TELPAS ELP.

CIRCLE Reading & Math		
	2024 EOY On Track	2025 EOY Goal
Pre-K	72%	75%

mCLASS Reading		
	2024 EOY TIER 1	2025 EOY Goal
ENG LIT - K	61%	64%
ENG LIT - 1	68%	71%
ENG LIT - 2	57%	60%
SPN LIT - K	77%	80%
SPN LIT - 1	65%	68%
SPN LIT - 2	74%	77%

MAP Math		
	2024 EOY TIER 1	2025 EOY Goal
MATH - K	48%	51%
MATH - 1	44%	47%
MATH - 2	43%	46%

HB 3 Required Goals (5 Year Plan)					
Grade 3 Reading (Meets GL)					
	2024	2025	2026	2027	2028
All Students	49%	51%	53%	55%	57%
Hispanic	41%	44%	47%	50%	53%
African American	33%	36%	39%	42%	45%
White	67%	69%	71%	73%	75%
Asian	73%	75%	77%	79%	81%
Special Education	25%	28%	31%	34%	37%
EB	32%	35%	38%	41%	44%
EcoDis	38%	41%	44%	47%	50%

Grade 3 Math (Meets GL)					
	2024	2025	2026	2027	2028
All Students	39%	41%	43%	45%	47%
Hispanic	31%	34%	37%	40%	43%
African American	29%	32%	35%	38%	41%
White	58%	60%	62%	64%	66%
Asian	58%	60%	62%	64%	66%
Special Education	19%	22%	25%	28%	31%
EB	28%	31%	34%	37%	40%
EcoDis	27%	30%	33%	36%	39%

Met CCMR Criteria					
	2024	2025	2026	2027	2028
All Students	80%	82%	84%	86%	88%
Hispanic	77%	80%	83%	86%	89%
African American	70%	73%	76%	79%	82%
White	88%	90%	92%	94%	96%
Asian	86%	88%	90%	92%	94%
Special Education	78%	81%	84%	87%	90%
EB	64%	67%	70%	73%	76%
EcoDis	80%	83%	86%	89%	92%

HB3 requires that school boards set 5-year goals in the areas of Grade 3 Reading, Grade 3 Math, and CCMR. Goals are being adjusted with 2024 being our new baseline for our 5-year HB3 Goals.

Rating:

- Exceptional Progress exceeds expectations and criteria noted in the instrument
- Proficient Progress meets the expectations and criteria noted in the instrument
- Needs Improvement Progress does not meet the expectations and criteria noted in the instrument

Comments may be made on any item. Any rating of "Needs Improvement" must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident

Safety & Security: A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The district will partner with local, state, and federal entities to assure preparedness related to School Safety and Security. Safety and security requires commitment by everyone in our district and community.

Focus Area	Goal(s)
<p>TEC 37.117, TAC 61.1031 Install, train, and implement the mobile and desk-top emergency communication system including the 'silent-panic' technology.</p>	<p>By December 1, 2024, Hays CISD staff will be 100% compliant of the system by staff either via use on their desktop or personal device system.</p>
<p>Establish a clearing house of all-things "Safety & Security" for historical use by HCISD. Provide information for our campus community and our public community to understand exactly what HCISD is doing to maintain campus safety.</p>	<p>By May 2025, Hays CISD will establish a "staff only" information web page in order to move away from the share drive which will be password protected from our district platform from district sign-in credentials.</p> <p>We will monitor the effectiveness of this web page by reviewing web "hits".</p> <p>By May 2025, Hays CISD will establish a public-facing information web page that will contribute to safety education that is not subject to confidentiality concerns.</p> <p>We will monitor the effectiveness of this web page by reviewing web "hits".</p>
<p>Create a culture of safety and security standards and expectations for current and future hires for the district. Develop, communicate and integrate mandatory interview questions regarding this expectation for district HR to disseminate.</p>	<p>By November 2024, Hays CISD will utilize a question bank of interview questions for prospective job applicants that are specific to safety and security including use of all HCISD emergency notification systems.</p> <p>Beginning January 2025, Hays CISD will establish the expectation of 100% compliance by interview boards for HCISD to utilize at least one question from the bank.</p>
<p>HB3, TEC 37.0814 HCISD staff will collaborate with Hays County Sheriff's Office and Hays County Commissioners to establish a time line for law enforcement staffing for HCISD to comply with HB3.</p> <p>The district currently contracts with the county for 3 positions and has approved and requested 15 additional officers to meet the standard of a full-time law enforcement position at each campus.</p> <p><i>(Officer Requests of Hays County: 13 at elementary campuses, one at LOA and one at Impact.)</i></p>	<p>Multi-year goal for 100% compliance: School year 24/25 – staff five additional officers School year 25/26 – staff five additional officers School year 26/27 – staff five additional officers</p>

Rating:

- Exceptional Progress exceeds expectations and criteria noted in the instrument
- Proficient Progress meets the expectations and criteria noted in the instrument
- Needs Improvement Progress does not meet the expectations and criteria noted in the instrument

Comments may be made on any item. Any rating of "Needs Improvement" must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

Community Relations Goal – The district will foster a welcoming culture of positive engagement and public service. Our district is committed to customer service with timely and effective communication.

Focus Area	Goal
<p>Community Relations and Engagement</p> <ul style="list-style-type: none"> • Dedication for The Helen Alcala Child Nutrition Center: (Early 2024), prepare for the celebration honoring its namesake. • Dedication for The Merideth Keller Board Room: (Late Fall 2024, or early Spring 2025), prepare for the celebration honoring its namesake. • Ribbon Cutting Ramage ES #17: 	<p>The goal is to continue to recognize citizens who have made significant contributions to the school district community. This goal will be achieved when the building dedication ceremonies have been completed around the target dates listed in the focus area, but no later than the end of August 2025.</p>
<p>Support Growth Processes & Initiatives</p> <ul style="list-style-type: none"> • Bond 2025: (Fall and Spring 2024 – 2025) Assist with the development of informational materials and election documents necessary to hold a bond election in May 2025, should the Board call for one. • Rezoning: (Fall 2024) Coordinate the rezoning process to accommodate the addition of Ramage Elementary School and to address growth patterns for neighboring campuses. • Colors & Mascot Selection: (Early Spring 2025) Coordinate or assist with the coordination of the branding for Ramage Elementary School, including selection of a mascot, school colors, and logos. 	<p>The goal is to continue to manage district growth in a responsible manner. This includes achieving the specific measurements of placing a bond before voters in May 2025, creating an attendance zone for the newest elementary school that will open in August 2025, and creating a mascot and identity package for the new school prior to its opening.</p>
<p>Special Projects</p> <ul style="list-style-type: none"> • Website Transition (Phase 2 – Launch): (Fall 2024) Continue the process transitioning the district and campus websites, including the 14,000+ subpages, to a new platform, as necessitated by the merger of the district's web hosting company with another. The website is currently being constructed on the new platform and will launch following review, adjustments, and testing. Once launched, the content management plan will be evaluated and the old stipend/campus coordinator model may change to a new position assisting the current webmaster. • Bus Seatbelt Plan & Seatbelt Buddy Campaign: (Ongoing) Continue to support the victims of the terrible March 2024 Tom Green Elementary School bus crash, continue to respond to media as the court and investigative processes unfold, work the seatbelt plan and inform constituents of progress, and promote the use of seatbelts on Hays CISD buses. • Fighting Fentanyl: (Ongoing) Maintain the district's national-level leadership in fighting fentanyl by continuing and expanding the local campaign. • Create a new Mission Statement and launch awareness campaign • Address rising numbers of fake social media threats to schools 	<p>Special projects enhance the greater Board goal regarding positive engagement, timely communication, and public service. The specific measurable focus areas will be achieved upon:</p> <ol style="list-style-type: none"> (1) launching the new website by end of June 2025 (2) launching and maintaining the seatbelt buddy campaign by end of August 2024 (3) and unveiling the new Fighting Fentanyl awareness posters by the end of October 2024 (4) successful launch of the new Mission Statement will be completed by the end of September 2024 (5) successful launch of the "Threat Regret" campaign
<p>Excellence in Essential Duties</p> <ul style="list-style-type: none"> • The Communication Department will continue to excel at an award-winning level in providing the essential services to include: news and media relations, district customer service, community relations, volunteer services, foundation support, website and emergency alert systems, district special events and projects, elections, public information, district photography and digital media services, staff and student awards and recognition, district advertising initiatives, intergovernmental relations, interdepartmental support, and support for the Board of Trustees. 	<p>The goal is to maintain the exemplary standards set for customer service and communication from the district level. This goal will be achieved using a combination of data such as: The number of media interactions tracked and processed, the number of open records requests tracked and processed, social media analytics, Hays High Fives processed, website traffic numbers, and TSPRA awards and nominations. Annual metrics will be provided for the 24-25 school year in June 2025.</p> <p>Though much of this data, unlike test scores for example, is neither a reflection of improvement or decline when the numbers go up or down; the data is used to inform allocation of resources to address needs. In other words, the number of records requests received, and the number of media inquiries is a function of fact. The district has no particular interest in whether these numbers go up or down each year, however, the patterns inform where resources need to be allocated and they can also provide antidotal insight in what may have happened during the period of time the numbers represent.</p>

Rating:

- | | | |
|--------------------------|-------------------|--|
| <input type="checkbox"/> | Exceptional | Progress exceeds expectations and criteria noted in the instrument |
| <input type="checkbox"/> | Proficient | Progress meets the expectations and criteria noted in the instrument |
| <input type="checkbox"/> | Needs Improvement | Progress does not meet the expectations and criteria noted in the instrument |

Comments may be made on any item. Any rating of "Needs Improvement" must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

Finance Goal – The district will work to reduce the fiscal year 2024 deficit, working towards a balanced budget for fiscal year 2025

Focus Area(s)	Goal(s)
<p><u>Budget Process</u></p> <ul style="list-style-type: none"> Budget Committee – meet regularly to provide updates and information concerning the budget process Continue to work towards a balanced budget. Continue to work on position reconciliations to better budget personnel. ASBO Budget Award – looking into budget book software to assist with this as well as provide informational graphs and charts. 	<p>Monthly meetings will be held to review budget items with the committee. Position reconciliation should be done by end of October once the September payrolls have processed.</p> <p>Reports to budget committee and to Dr. Wright will be provided quarterly to update the progress</p>
<p><u>ERP</u></p> <ul style="list-style-type: none"> Went live on July 1 Continue to work towards successfully implementing the system to maximize the budgeting and business processes. 	<p>“Go Live” date was July 1. There will be ongoing trainings throughout the year to learn those parts of the system as they come into play...i.e. budget training during the month of November when budget prep starts; year-end training at the end of the fiscal year.</p> <p>Weekly project meetings are held every Friday to go over the timeline</p>
<p><u>Update Financial Statements / Information</u></p> <ul style="list-style-type: none"> Provide a cash flow model to detail the inflows and outflows of cash. Incorporate it into the monthly financial statements. Develop a model/method of tracking the rate and capacity on the I&S part of the tax rate. Develop a model to define the operational costs of opening a new campus and tie it to a long-range budget forecast Come up with a list of financial facts for the district. Help define school finance terms. 	<p>Templates are planned to be completed by the end of the calendar year. Cash Flow model is done, and will be incorporated as part of the financials starting in October.</p> <p>Monthly financial reports will be provided in Board meeting agendas.</p>
<p><u>Training</u></p> <ul style="list-style-type: none"> Continue to develop training slide decks for the new ERP system as well as business office policies and procedures. Post training materials on the website in applicable categories along with a frequently asked questions section. Meet with campus admin/department staff (principals/bookkeepers, secretaries) to assist with any business department questions/concerns they may have. 	<p>As we continue to learn and use the system small group trainings will be held throughout the year. We are already in the process of developing a central depository of training materials. Will update this once we migrate to the new website in December.</p> <p>Progress for this goal will be monitored by training logs, as well as a monthly review of training materials.</p>
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> Continue to encourage participation in and budget for TASBO training for TASBO certification. Focus groups are payroll and accounting. Topic of discussion in finance staff evaluations 	<p>Staff participates in TASBO certifications and continuing education throughout the year.</p> <p>Progress of this goal will be monitored by yearly evaluations and applications for TASBO certifications.</p>

Rating:

- Exceptional Progress exceeds expectations and criteria noted in the instrument
- Proficient Progress meets the expectations and criteria noted in the instrument
- Needs Improvement Progress does not meet the expectations and criteria noted in the instrument

Comments may be made on any item. Any rating of “Needs Improvement” must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.