



# Superintendent's Performance Objectives 2008-09

Performance Objectives			OBJECTIVE RATING						
			DID NOT MEET	PARTLY MET	MOSTLY MET	COMPLETELY MET	EXCEEDED		
Percent of objective met		Actual 2008	Target 2009	Actual 2009	0%	1-50%	51-99%	100%	100%+
<b>Goal 1</b>	<b>Student Achievement:</b> <i>Accelerate the academic performance of all students</i>								
<b>1. Increase the number of literacy enrichment opportunities for Pre-K (age 4) children.</b>									
i) Increase the number of Pre-K classrooms from 146 to 196.		146	196	175			✓ 58		
ii) Increase the number of students enrolled in Pre-K programs from 2900 to 3900.		2900*	3900*	3400*		✓ 50			
<b>2. Increase the percentage of students scoring "advanced" on the Tennessee Comprehensive Assessment Program (TCAP) tests in Reading/Language Arts and Mathematics.</b>									
<b>a) Reading/Language Arts</b>									
i) From 28% to 34% for grades 3-5.		28%	34%	23%	✓ 0				
ii) From 27% to 33% for grades 6-8.		27%	33%	25%	✓ 0				
iii) From 28% to 34% for grade 9 English.		28%	34%	29%		✓ 17			
iv) From 50% to 58% for grade 10 English.		50% (58%) actual	58% (66%)	62%		✓ 50			
<b>b) Mathematics</b>									
i) From 27% to 33% for grades 3-5.		27%	33%	29%		✓ 34			
ii) From 24% to 30% for grades 6-8.		24%	30%	24%	✓ 0				
iii) From 33% to 39% for Algebra I first-time takers.		33%	39%	38%			✓ 83		
<b>3. Increase the percentage of students scoring "strong" (5) or "outstanding" (6) on the TCAP Writing test.</b>									
i) From 23% to 29% for grade 5.		23%	29%	17%	✓ 0				
ii) From 23% to 29% for grade 8.		23%	29%	18%	✓ 0				

\* Figures reflect headcounts collected by the Department of Federal Programs, Grants & Compliance



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<b>Goal 1</b>	<b>Student Achievement:</b> <i>Accelerate the academic performance of all students (Continued)</i>								
<b>3. Increase the percentage of students scoring "strong" (5) or "outstanding" (6) on the TCAP Writing test (continued).</b>									
iii) From 23% to 29% for grade 11.		23%	29%	21%	✓0				
<b>4. Reduce the performance gap in Reading/Language Arts/Writing and Mathematics between groups (as measured by the increase in the percentage of students scoring "advanced" on the TCAP tests).</b>									
i) From 25% to 31% for African-American students in grades 3-8 on Reading/Language Arts/Writing.		25%	31%	21%	✓0				
ii) From 46% to 52% for African-American students in high school on Reading/Language Arts/Writing.		46%	52%	47%		✓17			
iii) From 23% to 29% for African-American students in grades 3-8 on Math.		23%	29%	24%		✓17			
iv) From 29% to 35% for African-American students taking Algebra I for the first time.		29%	35%	35%				✓100	
v) From 27% to 33% for Hispanic students in grades 3-8 on Reading/Language Arts/Writing.		27%	33%	24%	✓0				
vi) From 51% to 57%% for Hispanic students in high school on Reading/Language Arts/Writing.		51%	57%	59%					✓125+
vii) From 30% to 36% for Hispanic students in grades 3-8 on Math.		30%	36%	33%		✓50			
viii) From 47% to 53%% for Hispanic students taking Algebra I for the first time.		47%	53%	48%		✓17			



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<b>Goal 1</b>	<b>Student Achievement:</b> <i>Accelerate the academic performance of all students (Continued)</i>								
<b>5. Increase the percentage of students scoring "advanced" on TCAP Science tests.</b>									
i) From 10% to 16% for grades 3-5.		10%	16%	11%		✓17			
ii) From 12% to 18% for grades 6-8.		12%	18%	13%		✓17			
iii) From 41% to 47% for Biology 10.		41%	47%	47%				✓100	
<b>6. Increase the percentage of students scoring "advanced" on Tennessee Comprehensive Assessment Program (TCAP) Social Studies tests.</b>									
i) From 12% to 18% for grades 3-5.		12%	18%	13%		✓17			
ii) From 8% to 14% for grades 6-8.		8%	14%	9%		✓17			
iii) From 25% to 31% for U.S. History (End of Course) grades 11-12.		25%	31%	26%		✓17			
<b>7. Decrease the number of students scoring below proficiency on the Tennessee Comprehensive Assessment (TCAP) Program tests in Reading/Language Arts, Mathematics, and Algebra.</b>									
a) From 6494 to 3247 in Reading/Language Arts (Grades 3-8).		4763*	2382	2794			✓84		
b) From 8608 to 4304 in Mathematics (Grades 3-8).		6218*	3109	3140			✓99		
c) From 4036 to 2018 Algebra I.		4036	2018	1702					✓116
<b>8. Meet AYP goals for the district and schools.</b>									
i) District in Good Standing.		Yes	Yes	No (Target)	✓0				
ii) Reduce by 50% the number of Striving Schools from 16 to 8.		16 Schools	8 Schools	9 Schools			✓88		

\* Of the students designated for the "lift", 4763 tested in Reading/Language Arts in Spring 2009 and 6218 tested in math, due to outmigration and promotion. These two figures represent new denominators for comparing actual results from the 2008-09 year.



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<b>Goal 1</b>	<b>Student Achievement:</b> <i>Accelerate the academic performance of all students (Continued)</i>								
<b>9. Reduce the percentage of students who are 2 or more years overage for grade.</b>									
i) From 4.3% to 2.3% for grades 3-5.		4.3%	2.3%	1.8%					✓125
ii) From 6.4% to 4.4% for grades 6-8.		6.4%	4.4%	2.5%					✓125+
iii) From 9.6% to 7.6% for grades 9-12.		9.6%	7.6%	8.0%			✓80		
<b>10. Longitudinal graduation rate increases by 3 percentage points.</b>									
i) From 66.9% to 71.9%.		69.6% (66.9%)	71.9%	Anticipated date of release 11/1/09					
<b>11. Longitudinal dropout rate decreases by 3 percentage points.</b>									
i) From 14.7% to 11.7%.		14.7% (19.3%)	11.7%	Anticipated date of release 11/1/09					
<b>12. Increase the scores on ACT-based tests that comprise the Educational Planning and Assessment System (EPAS).</b>									
i) From 17.5 to 19 for the district's grade 12 students on the ACT Composite score.		17.5	19	17.3	✓0				
ii) From 14.6 to 16.1 for the district's grade 10 students on the PLAN Composite score.		14.6	16.1	14.8		✓13			
iii) From 12.9 to 14.4 for the district's grade 8 students on the EXPLORE Composite score.		12.9	14.4	13.2		✓20			
<b>13. Increase the percentage of students enrolled in advanced placement and dual enrollment courses (grades 11-12).</b>									
i) From 10.56% to 14.56% for African-American students.		10.56%* AP – 9.2% DC – 2.4%	14.56%*	AP – 10.7% DC – 4.6%			✓80		

\* The disaggregated shown allow a comparison between changes in dual enrollment from 2007-08 to 2008-09 for dual enrollment and for Advanced Placement enrollment from 2008-09 to the Day 20 of 2009-10



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ii) From 15.88% to 19.88% for Hispanic students.	15.88% AP – 12.7% DC – 1.4%	19.88%	AP – 13.9% DC – 1.5%		✓ 50			
14. Comprehensive Academic and Parent Engagement Plan that back maps the K-12 curriculum and responds aggressively to current social conditions as well as the new college and career ready state graduation requirements is designed, Board Approved, and implemented.	—	100%	Board Approved 6/22/09				✓ 100	
<b>Goal 2</b>	<b>Accountability:</b> <i>Establish a holistic accountability system that evaluates the academic, operational and fiscal performance of the school district</i>							
15. Year 1 of a comprehensive 4-year Secondary School Reform (SSR) plan is designed, Board Approved, and implemented.	—	100%	Board Approved 4/20/09				✓ 100	
16. Re-organization of the District into four regions with appropriate feeder pattern alignment is designed, Board-approved, and implemented.	—	100%	Completed 1/30/09				✓ 100	
17. Percentage of critical deferred maintenance identified projects for 2008-09 completed.	—	100%	100%				✓ 100	
18. New 3-year Capital Plan is developed and Board Approved.	—	100%	Board Approved 6/22/09				✓ 100	
19. New 3-year Financial plan is developed and Board Approved.	—	100%	Board Accepted 8/17/09				✓ 100	
20. Percentage of departments implementing Zero-based budgeting for 2008-09 budget cycle.	—	100%	90%			✓ 90		
21. A comprehensive review of business operations is conducted and a plan is implemented to increase efficiencies and lower costs.	—	100%	All reviews completed by June 2009				✓ 100	



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<b>Goal 2</b>	<b>Accountability:</b> <i>Establish a holistic accountability system that evaluates the academic, operational and fiscal performance of the school district (Continued)</i>								
22. A Comprehensive Annual Financial Report (CAFR) is developed to improve the district's accounting practices and reporting procedures and to enhance credibility among stakeholders.		—	100%	December 2008				✓ 100	
23. A Plan to "Fresh Start" and improve all operations of the Central Nutrition Center (CNC) is developed and implemented.		—	100%	Completed				✓ 100	
24. New 3-year Technology Plan is developed and Board Approved.		—	100%	Board Accepted 8/17/09				✓ 100	
25. New Performance Management Evaluation System is designed and piloted with Senior Leadership Team, Region Superintendents, and Principals.		—	100%	Partial implementation			✓ 80		
26. District Knowledge Management strategy, including best practices from school and non-school sites and aligned to reform initiatives, is designed and implemented.		—	100%	Partial implementation			✓ 80		
<b>Goal 3</b>	<b>Parent and Community Involvement:</b> <i>Build and strengthen family and community partnerships to support the academic and character development of all students</i>								
27. Conduct 2 (fall/spring) district-wide Exhibitions of Student Work to attract, involve, and engage the community in support of high quality education.		—	186 schools 103,000 Students	Fall 8/13/08 Spring 4/28/09				✓ 100	
28. Conduct 4 (2 fall/2 spring, 1 in each Region) Town Hall Meetings to honor students and parents, and to communicate the vision and priorities for the school district.		—	4	Completed				✓ 100	
29. Create a full-service Parent Center in each Region office.		—	4	Completed				✓ 100	



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<b>Goal 4</b>	<b>Healthy Youth Development:</b> <i>Create a school community that listens to student input and promotes student leadership and healthy youth development</i>								
30. Number of TENN Care health screenings conducted for all eligible MCS students.		21,000	60,000	25,113		✓11			
31. The Family Life and Health Education and Wellness curricula will be revised to address significant wellness, nutrition, and healthy choices concerns.		—	100%	Completed				✓100	
32. A comprehensive Pre-K-12 health and wellness initiative will be developed and implemented.		—	100%	Completed				✓100	
33. Four mini health clinics will be established in middle and high schools to provide services which promote and preserve the physical and emotional health of students.		—	4	Established July 2009				✓100	
<b>Goal 5</b>	<b>Safety:</b> <i>Maintain a positive, safe and respectful environment for all students and staff</i>								
34. Year 1 of a comprehensive 3-year school safety and security plan is designed, Board approved, and implemented.		—	100%	Approved August 2008				✓100	
35. Number of students referred to SARB with 10 or more unexcused absences decreases by 15% (i.e., 2400 fewer students are truant).		15,908	13,508	15,420		✓20			
36. Decrease ratio of serious targeted incidents reported per 1,000 students from 142.4 to 100.		142.4* (56.9)	100	130.5* (34.3)			✓60 (-22.6)		
37. 50,000 staff and students will be trained in the Kingian non-violence, anti-bullying model.		—	50,000	16,060		✓32			
38. Percentage of strategies aligned with Strategy 7 of the Operation: Safe Communities project are implemented.		—	100%	90%			✓90		

\* The ratio of incidents in parentheses is the per 1,000 student number with simple assaults and fights removed.



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<b>Goal 6</b>	<b>Diversity:</b> Create a school community that is sensitive and responsive to the needs of an increasingly diverse population								
39. Percentage of employees who have received diversity training increases from 3.6% to 10%.		3.6%	10%	13.6%					✓ 125+
40. Number of teachers receiving dual certification in ESL instruction increases from 86 to 100.		86	100	113					✓ 125+
41. Ensure integration of culturally responsive classrooms and curricula across the district.		—	100%	Completed				✓ 100	
42. Accept (and initiate) invitations from the community to speak to diverse groups of students and citizens in a variety of forums.		—	15	96					✓ 125+



# Superintendent's Performance Objectives 2008-09

Standards Critical for Achieving Goals	Not Acceptable	Needs Improvement	Good	Excellent
<b>Relationship with Board</b>				
1. Keeps Board informed on issues, needs, and operation of school system in a timely manner.			✓	
2. Makes appropriate recommendations, based on thorough study/analysis.				✓
3. Appropriately interprets and executes the intent of Board policy.				✓
4. Supports Board policy and actions when interacting with public and staff.				✓
5. Creates and maintains professional working relationship with Board.				✓
6. Accepts responsibility for his recommendations.				✓
7. Takes leadership role in maintaining appropriate relationships between Board and district's employees.				✓
<b>Management of District</b>				
<b>I) Instructional leadership</b>				
1. Provides vision and strategic direction to district.				✓
2. Visits school sites and communicates effectively with teachers, students and staff.				✓
3. Implements a strong staff development program for all employees.			✓	
4. Encourages the implementation of continuous improvement in academics.				✓
<b>II) Management of employees</b>				
1. Delegates appropriate authority to senior staff; monitors their follow-through.				✓



# Superintendent's Proposed Performance Objectives 2008-09

Standards Critical for Achieving Goals	Not Acceptable	Needs Improvement	Good	Excellent
<b>II) Management of employees (Continued)</b>				
2. Works to improve good employee morale and loyalty to the organization.			✓	
3. Accurately evaluates senior staff performance – to include ongoing commendations and constructive suggestions.				✓
4. Treats all personnel fairly and impartially.				✓
5. Inspires employees to work toward the highest standards.				✓
6. Develops/Improves measures/tools for gathering feedback from employees.			✓	
<b>Relationship with Community</b>				
1. Maintains respect of community in the course of conducting school district business.				✓
2. Solicits opinions/feedback from community groups and individuals and adjusts actions, as appropriate.				✓
3. Responds in an appropriate and timely way to issues brought by members of the community.				✓
4. Develops and maintains meaningful, respectful and cooperative media and legislative relationships.			✓	
5. Engages community in the work of the school system, as appropriate.			✓	
<b>Professional/Personal Attributes</b>				
1. Maintains high standards of ethics, honesty and integrity in all personal and professional matters.				✓



# Superintendent's Proposed Performance Objectives 2008-09

Standards Critical for Achieving Goals	Not Acceptable	Needs Improvement	Good	Excellent
Professional/Personal Attributes (Continued)				
2. Demonstrates tact and diplomacy in working with individuals and groups.				✓
3. Responds appropriately when faced with unforeseen events.				✓