



POLICY TITLE: MONITORING RESPONSE DOCUMENT (ENDS)	POLICY SECTION: BOARD/SUPERINTENDENT RELATIONSHIP	POLICY NO: B/SR-5- Sub E-2
APPROVED BY: BOARD	REGULAR BOARD POLICY REVIEW FREQUENCY:	MONITORING OF SUPERINTENDENT FREQUENCY: ANNUAL
DATE APPROVED: SEPTEMBER 28, 2010	DATE REVIEWED / REVISED:	

Monitoring Response Document (Ends)

B/SR-5-Sub E-2

Board/Superintendent Relationship

Monitoring Response Document (Ends)

Policy Monitored: Sub E-2 Date Report Submitted: January 13, 2026

SUB END 2 – A DREAM - ACADEMIC ACHIEVEMENT

Each scholar, at every grade level, will perform at or above the state or district standards in all disciplines.

The Board on the date shown above received and reviewed the official internal monitoring report of its policy Sub E-2 submitted by the Superintendent. Following its review of the report, the Board concludes:

1. X Based upon the information provided, the Board finds that the Superintendent has reasonably interpreted the provisions of the relevant Ends policy, and the district is making reasonable progress toward achieving the desired results called for in the relevant policy. The Board commends the Superintendent for exemplary performance in the following areas:

Alignment of Interpretation With Board Policy Intent:

The proposed interpretation of the Sub End 2--Academic Achievement policy statement includes both 1) cognitive strategies and thinking skills, 2) content performance, especially related to Math and ELA, 3) ownership of learning, and 4) transition knowledge related to life navigation. These appear to be aligned with the policy statement.

Clarity & Alignment of Rationale With Board Policy Intent:

The rationale is clear and aligned. The goals 1 (early years) and 4 (mastery of all subjects) relate directly to student learning. The rationale for assessing progress in these areas included kindergarten readiness, 3rd-grade course completion and success, grade level achievement and attainment, and preparing for post-secondary education. These appear to be reasonable measures of the goals 1 and 4 of Sub End 2. Additional data showed the changing demographics of the District, particularly in terms of the increased numbers of multilingual scholars, of students who are homeless and of students who are low income.



Data Reflecting Reasonable Growth:

The district is demonstrating positive movement in all areas of academic achievement. This would qualify as reasonable growth. The data reported by the district and the progress monitoring that the board of directors can do in real time with school visits, School Improvement Plan reports, and processes put in place to ensure scholar success at every grade level.

The percentage of children who are ready for kindergarten increased from 46% to 47% from 2023 to 2024, and all early learning groups showed increased readiness. Increased readiness was highest among those scholars in early learning programs. White, Black, and Pacific Islander groups showed substantial increases in growth rates.

For 3rd-grade achievement and success, the measure of progress was meeting standard on the iReady assessments in Reading and Math, and the SBA in ELA and Math. The iReady data showed a 1% increase in reading proficiency. In Math, the percent increase was even more dramatic, with a 5% increase. For the SBA, data showed the FWPS is in line with other districts in the area. Many schools showed increases in ELA and Math proficiency on the SBA.

FWPS scholars continue to access dual credit and advanced-level courses across all demographic groups.

Although the data does not show meeting standards by state testing standards, scholars are making great strides post-state testing by reaching district standards called stretch goals. The District will continue to focus on the strategies that are proven to improve performance: MTSS Tier 1 and Tier 2 supports with small group instruction. The School Improvement Planning process will give more opportunities for staff to engage in professional development. All teachers will continue to have language supports for their scholars. The Middle School Master Schedule will provide the flexibility needed to give all scholars time to attain mastery of the core academic content. The District is also emphasizing writing as a support to the reading curriculum.

2. _____ Based upon the information provided, the Board finds that the district is making progress toward achieving the desired results called for in the relevant Ends policy, but a greater degree of progress is expected in the following specific areas:

Further action required.

3. _____ Based upon the information provided, the Board finds the Superintendent has failed to provide evidence of reasonable organizational progress toward achieving the desired results called for in the relevant Ends policy. Accordingly, the Board determines the following action to be appropriate:

4. _____ The information provided by the Superintendent is insufficient for the Board to decide whether reasonable progress has been made. Accordingly, the Board determines the following action to be appropriate.



Signed:	Signed by: <i>Dr. Jennifer Jones</i> Signed by: 361DDBB3-3CCC-4C47-8CB7-5AD0485...	, Chair	Date:	<u>2/12/2026</u>
Signed:	<i>[Signature]</i> Signed by: 01600E12FF35439...	, Superintendent	Date:	<u>2/25/2026</u>