



DANVILLE

INDEPENDENT SCHOOLS

Superintendent Evaluation

Notes for Superintendent's Performance Evaluation

The superintendent's performance evaluation was conducted based on three of the seven established standards. These standards include:

- Standard 1. Strategic Leadership
- Standard 3. Cultural Leadership
- Standard 6. Collaborative Leadership

The following evaluation provides detailed comments to support the performance score for each standard and Goal.

Standard 1: Strategic Leadership

The Superintendent leads the development and implementation of the district vision, mission, and goals while creating conditions to ensure that every student graduates high school with the knowledge and skill 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.

Goal 1

Standard 1: Strategic Leadership and Standard 6: Collaborative Leadership

In the 2025–26 school year, Superintendent will enhance district-wide coherence and transparency by aligning the 5-Year Strategic Plan to clear communication systems that keep staff, families, and the community engaged and informed.

Evaluation of the Superintendent

The Superintendent's performance for this standard and Goal:

- ☒ **(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 is required.

Comments & Evidence to support the Superintendent's performance for this standard and Goal:

The Superintendent leads the development and implementation of the district vision, mission, and goals while creating conditions to ensure that every student graduates high school with the knowledge and skill necessary to be successful in the 21st century.

Completed:

Advanced implementation of the 2024–2029 Strategic Plan

- Continued focus on the Portrait of a Danville Learner and Admiral Ethos
 - Danville Admiral Ethos:
 - I will prioritize my learning and growth.
 - I will Never accept limitations on potential.
 - I will never quit on myself or my community.
 - I will never leave a fellow Admiral behind.
- Established district WIG
 - 100% of Danville Independent Schools Students will graduate Postsecondary Ready as defined by the Kentucky Department of Education.
- Advanced implementation of The Leader in Me
- Aligned leadership retreats, monitoring, and district priorities around common goals

Standard 3: Cultural Leadership

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

Goal 2

Standard 3: Cultural Leadership

During the 2025-26 school year, the Superintendent will strengthen a culture of high expectations, equity, belonging, and continuous improvement by embedding these values into instructional practices, student leadership opportunities, staff development, and family engagement efforts. Success will be demonstrated through evidence of implementation across schools and positive indicators of student, staff, and community engagement.

Evaluation of the Superintendent

The Superintendent's performance for this standard and Goal:

- ☒ **(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 is required.

Comments & Evidence to support the Superintendent's performance for this standard and Goal:

The Superintendent understands the history, tradition, and multicultural differences of the district. He empowers all stakeholders to assist in shaping district culture and climate as they support efforts to improve teaching and learning for all.

Completed:

- Launched The Leader in Me as a districtwide framework
- Celebrated employees and student accomplishments
- Recognized 66 employees with perfect attendance during the first semester
- Sustained 95%+ staff attendance
- Supported one of the smoothest starts to a school year in 27 years

Upcoming:

- Challenge Coin (year 2)
- Extending student leadership opportunities and voice in school decision-making process TLIM (Lighthouse teams 6-12)
- Reinforced Learn, Live, Lead and the Seven Habits with the Danville Ethos

Standards 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 the 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 groups, 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 the involvement of all stakeholders to fully participate in the process of education.

Goal 3

Standard 3: Cultural Leadership and Standard 6: Collaborative Leadership

For the 2025–26 school year, Superintendent will expand equitable community-school partnerships by establishing systems that connect alumni, families, and local organizations to direct student support, with a focus on mentoring, resources, and enrichment.

Evaluation of the Superintendent

The Superintendent's performance for this standard and Goal:

- ☒ **(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 is required.

Comments & Evidence to support the Superintendent's performance for this standard and Goal:

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.

Completed:

Strengthened partnerships with the Board of Education and district leadership team.

- Engaged Rotary, Chamber, DBCDC, Fiscal Court, Danville Commission, and community partners
- Collaborated with elected officials on SEEK and public education advocacy
- Continued family, business, and community engagement
- Met with local and regional partners for donations for our Career Connected Learning Labs

Other Notable Achievements

The following highlights additional notable accomplishments achieved by the Superintendent during the 2025-2026 school year, demonstrating a commitment to exceeding expectations and advancing the District's mission.

Completed:

- Implemented new or updated High-Quality Instructional Resources across all schools
- Established twice-monthly HQIR monitoring
- Continued i-Ready K–8 progress monitoring
- Strengthened PLCs and District Agreements (Portrait of a Danville Classroom)
- Increased monitoring of special education and co-teaching
- Supported academic growth across the district, including major gains at DHS
- Filled all certified positions before the end of June 2026
- Improved employee compensation
- Advanced classified employee raises
- Expanded leadership development and professional learning through our Leadership Rising monthly PD
- Strengthened organizational alignment and supervision
- Advanced the John W. Bate Middle School renovation and addition
- Achieved bids approximately \$1 million below expectations
- Oversaw DHS improvements including lighting, gym floor, scoreboard, ADA access, Outdoor classroom, solar work, Improvements to lighting, track and score board
- Continued long-range facilities and capital planning
- Secured and leveraged grants and community resources, including a \$75,000 SPARK grant
- Advocated for public education and adequate SEEK funding
- Represented Danville through KASA, KASS, and CKEC.
- Presented Danville's work and successes beyond the district (CKEC)
- Used social media to tell the “Why Danville” story

**Evaluation of the Superintendent
Summary Report
Danville Independent School District**

September 21, 2026

The board of education of the Danville Independent School District has completed the annual evaluation of Superintendent Ballard for the 2025-2026 school year. The past year has been a positive and successful 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 three of the seven standards of performance as well as three goals agreed on by the board and superintendent.

Superintendent Ballard received a rating of exemplary in the areas of strategic leadership, cultural leadership, and collaborative leadership. The board also determined that Superintendent Ballard has done an exemplary job of attaining the goals set by the board and superintendent in August of last year.

The board will be working with Superintendent Ballard over the next several weeks to develop goals for our district for the 2026-2027 year. We look forward to working together to make our school district successful.

Danville Independent Schools Board of Education

X Esther Rugerio

Board Chair- Esther Rugerio

Date: 9/21/2026

X Leigh Ranson

Board Member- Leigh Ranson

Date: 9/21/2026

X Jennifer Pusateri

Board Vice Chair- Jennifer Pusateri

Date: 9/21/2026

X Ron Ballard

Superintendent- Ron Ballard

Date: 9/21/2026

X Glenn Ball

Board Member- Glenn Ball

Date: 9/21/2026

X Steve Becker

Board Member- Steve Becker

Date: 9-21-26