

Medford School District
DRAFT Superintendent Evaluation Process 2026-27

Purpose

- Provide an evaluation structure that meets the unique needs and circumstances for the first year of the superintendency.
- Ensure Superintendent performance addresses six (6) identified leadership standards identified by Board Leadership. Performance also includes five (5) Board-adopted shared goal areas with Superintendent actions that align with goals.
- Provide ongoing feedback for continuous improvement and progress.

Contractual Items

- Completed by August 30: Establish evaluation criteria and process
- Completed by February 28: Meet in executive session to begin the evaluation process
- By June 30: Evaluation completed

Tool Used: [*hybrid tool/template*](#)

PART 1: SUPERINTENDENT PERFORMANCE STANDARDS (6 areas from OSBA Superintendent evaluation tool)
1. ETHICS AND PROFESSIONAL NORMS (OSBA Tool Standard 2)
2. CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT (<i>OSBA Tool Standard 4</i>)
3. COMMUNICATION AND COMMUNITY RELATIONS (<i>OSBA Tool Standard 5</i>)
4. EFFECTIVE ORGANIZATIONAL MANAGEMENT (<i>OSBA Tool Standard 6</i>)
5. EFFECTIVE FINANCIAL MANAGEMENT (<i>OSBA Tool Standard 7</i>)
6. POLICY, GOVERNANCE AND ADVOCACY (OSBA Tool Standard 8)
PART 2: BOARD/SUPERINTENDENT GOALS
7. INCREASE READING PROFICIENCY K-8
8. INCREASE MATH PROFICIENCY K-8
9. IMPROVE STUDENT ATTENDANCE
10. STRENGTHEN COMMUNITY ENGAGEMENT
11. STRENGTHEN STUDENT SAFETY

PART 3: EVIDENCE OF PERFORMANCE

Evidence of performance includes the Superintendent's self-evaluation, regular reports to the Board on progress toward established performance standards and goals, and updates on action steps related to shared goals.

Supporting artifacts, documents, and other relevant evidence may be provided, particularly in areas where the Board may have limited direct knowledge of the Superintendent's work. Artifacts directly aligned with established goals will be shared with the Board at regular intervals and may be considered as part of the Superintendent's overall evaluation.

PART 4: WRITTEN REPORT/LETTER

A written report/letter prepared by the Board Chair and given by the Board for discussion with the Superintendent and placed in the Superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle.

Process & Timeline:

School Board Directors complete ratings in Evaluation Tool Parts 1 and 2 individually, and review and consider information in Part 3 in these ratings. The individual Board Member ratings are then compiled and summarized into one comprehensive evaluation by the Facilitator and Board Chair. It is important that the Board communicate with one voice, reflecting the Board's collective consensus. The patterns and comments presented will represent themes identified and supported by a majority of Board Directors.

Scoring Scale for Parts 1- 3:

The Superintendent is evaluated based on being on track and in progress. Progress will be based on artifacts and evidence towards goals provided during the self-evaluation process as well as Board observations.

4 – Exceeds Expectations: The Superintendent has not only made significant progress toward their goal, but is performing beyond what was originally expected and is completing objectives ahead of schedule.

3 – Meets Expectations: The Superintendent is on track with goal, making appropriate progress and demonstrating they will likely achieve their action items on schedule.

2 – Progressing Toward Expectations: The Superintendent is making some progress toward goal but may need additional time or resources to get on track and may be behind schedule.

1 – Does Not Meet Expectations: The Superintendent is not making adequate progress toward the goals and requires intervention or course correction. Action items are unlikely to be completed or will be completed significantly behind schedule.

Timelines:

Between July - September

- Goal Setting
 - Superintendent and Board agree on shared goals, Superintendent actions, and evaluation process during summer Board retreat
 - Clarify communication expectations and report formats
 - Finalize at Work Session **September 3**

October, January, March, June

- Superintendent provides quarterly updates on progress.

February 4 Executive Session

- Check in with the Board on progress.
 - Informal feedback session

March 18 Executive Session

- Superintendent provides a written self-reflection summary of evidence (Part 3 of tool) and action steps taken toward goals and answers board questions.
- The facilitator provides Board Directors with copies of the tool, answers questions, and communicates the due date (**April 1**).

Between March 19 and April 1

- Board Directors review Superintendent Self Reflection (Part 3).
- Board Directors individually rate Superintendent performance (Part 1 & 2).
- Board Directors send ratings and feedback to Board Chair and Facilitator.

Between April 2 and April 14

- Board Chair and Facilitator reviews feedback to surface shared perceptions, overall rating patterns, recurring themes, and opportunities for growth.
- Board Chair and Facilitator also considers feedback from the Superintendent Self-Evaluation (Part 3) and solicits feedback and clarification from the superintendent, as needed.

April 15 Executive Session

- The Board Chair with assistance from the Facilitator, shares evaluation summary (Part 4) during the executive session. Board Directors offer additional feedback to inform the final evaluation (Superintendent is not present during this session).

Prior to May 20

- Final summary evaluation report/letter is shared with the Board and the Superintendent.

May 20 Board Meeting

- The Board Chair either reads the summary evaluation letter or shares a public summary statement of the evaluation results, focused on progress toward goals/actions and overall effectiveness.