

Medford School District DRAFT Superintendent Evaluation Tool 2026-27

PART 1: SUPERINTENDENT PERFORMANCE STANDARDS

(6 areas chosen from OSBA Superintendent evaluation tool)

1. ETHICS AND PROFESSIONAL NORMS (*OSBA Tool Standard 2*)
2. CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT (*OSBA Tool Standard 4*)
3. COMMUNICATION AND COMMUNITY RELATIONS (*OSBA Tool Standard 5*)
4. EFFECTIVE ORGANIZATIONAL MANAGEMENT (*OSBA Tool Standard 6*)
5. EFFECTIVE FINANCIAL MANAGEMENT (*OSBA Tool Standard 7*)
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.

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.

Evaluation and Facilitation Agreements:

1. **Evidence Required:** Each rating will include evidence to support the score as well as concrete actions, adjustments, or support that will lead to progress in this area (or maintain ongoing success). If not included in the evaluations submitted by individual board members, a revision will be requested by the Chair and Facilitator prior to compilation.
2. **Progress Based:** Ratings will be based on the superintendent's current momentum, appropriate progress towards, and completion of planned action steps.
3. **Majority Consensus & Shared Focus:** Part 4 (Written Summary) will use median scores—the middle rating when submissions are ordered lowest to highest—to reflect collective board perspective rather than individual outliers. The final report and public statement will focus on shared themes supported by a majority, keeping non-consensus or unsubstantiated comments in facilitator notes rather than the formal record

Name of Evaluator: _____

PART 1: PERFORMANCE STANDARDS

1. ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING 

COMMENTS:

1. What evidence or artifact informed this rating?

2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

2. CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING 

COMMENTS:

1. What evidence or artifact informed this rating?
2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

3. COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING 

COMMENTS:

1. What evidence or artifact informed this rating?

2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

4. EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING 

COMMENTS:

1. What evidence or artifact informed this rating?
2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

5. EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING 

COMMENTS:

1. What evidence or artifact informed this rating?
2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

6. POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING 

COMMENTS:

1. What evidence or artifact informed this rating?

2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

PART 2: BOARD/SUPERINTENDENT GOALS

7. INCREASE READING PROFICIENCY K-8

SUPERINTENDENT ACTION STEPS:

- Provide professional learning for teachers on evidence-based literacy instruction aligned with the Science of Reading.
- Monitor implementation of the district's reading curriculum and instructional best practices, and provide regular progress reports to the Board.
- Regularly review student reading data with district leadership at regular intervals to identify trends and implement responsive supports.

SUMMARY RATING — GOAL 7: *(check one)*

☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

COMMENTS:

1. What evidence or artifact informed this rating?
2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

8. INCREASE MATH PROFICIENCY K-8

ACTION STEPS:

- Implementation of the district's mathematics curriculum and instructional best practices, and provide regular progress reports to the Board.
- Develop a professional learning plan focused on effective mathematics instruction.
- Regularly monitor student mathematics outcomes and adjust supports as needed.

SUMMARY RATING — GOAL 8: *(check one)*

4 3 2 1 N/A

COMMENTS:

1. What evidence or artifact informed this rating?
2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

9. IMPROVE STUDENT ATTENDANCE

ACTION STEPS:

- Evaluate the effectiveness of existing attendance recognition programs K-8, and revise or expand them as appropriate.
- Monitor chronic absenteeism, identify barriers, and implement targeted interventions.
- Explore the feasibility of a year-round calendar by presenting multiple models and gathering stakeholder feedback.

SUMMARY RATING — GOAL 9: *(check one)*

4 3 2 1 N/A

COMMENTS:

1. What evidence or artifact informed this rating?
2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

10. STRENGTHEN COMMUNITY ENGAGEMENT

ACTION STEPS:

- Develop an internal and external communication plan.
- Conduct regular surveys and share results with stakeholders annually.
- Expand community partnerships that increase locally sourced foods while maintaining fiscal responsibility and meeting nutrition standards.
- Keep the Board and community informed regarding district financial conditions and budget development.
- Provide community engagement opportunities on the topic of school consolidation, and make recommendations to the Board by March 2027.
- Promote district engagement opportunities within the community.

SUMMARY RATING — GOAL 10: *(check one)*



COMMENTS:

1. What evidence or artifact informed this rating?
2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

11. STRENGTHEN STUDENT SAFETY

ACTION STEPS:

- Ensure consistent implementation of the districtwide behavior matrix through ongoing calibration with school and student services teams.
- Monitor major behavioral incident data and implement improvement strategies as needed.
- Provide staff training in de-escalation and proactive behavior supports, with emphasis on supporting students with intensive behavioral needs

SUMMARY RATING — GOAL 11: *(check one)*

4

3

2

1

N/A

COMMENTS:

1. What evidence or artifact informed this rating?

2. Specify what concrete actions, adjustments, or support will lead to progress in this area (or maintain ongoing success).

PART 3: ARTIFACTS OF EVIDENCE/SELF-EVALUATION

Superintendent's self-evaluation and regular reporting to the Board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the Board may lack direct knowledge.

1. ETHICS AND PROFESSIONAL NORMS	
DESCRIPTORS	ARTIFACTS/NARRATIVE REFLECTIVE RESPONSE
• Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance. • Makes ethical and legal Recommendation s to the board. • Models ethical behavior in their own conduct and cultivates ethical behavior in others.	

2. CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS	ARTIFACTS/NARRATIVE REFLECTIVE RESPONSE
• Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership. • Implements coordinated systems of support, including coaching and professional development for staff. • Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership. • Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.	

3. COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS	ARTIFACTS/NARRATIVE REFLECTIVE RESPONSE
• Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups. • Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning. • Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs. • Goes beyond the district and local community to advocate for students at the county, regional and/or state level.	

4. EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS	ARTIFACTS/NARRATIVE REFLECTIVE RESPONSE
• Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success. • Establishes productive relationships with associations while managing labor relations and contracts effectively. • Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning. • Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.	

5. EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS	ARTIFACTS/NARRATIVE REFLECTIVE RESPONSE
• Develops a proposed budget in accordance with board priorities and district direction. • Manages the equitable implementation of district resources aligned with the budget adopted by the board. • Communicates the budget priorities and ensures regular updates on implementation of the budget.	

6. POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS	ARTIFACTS/NARRATIVE REFLECTIVE RESPONSE
• Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations. • Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district. • Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.	

7. INCREASE READING PROFICIENCY K-8

ACTION STEPS	ARTIFACTS/NARRATIVE REFLECTIVE RESPONSE
• Provide professional learning for teachers on evidence-based literacy instruction aligned with the Science of Reading. • Monitor implementation of the district's reading curriculum and instructional best practices, and provide regular progress reports to the Board. • Regularly review student reading data with district leadership at regular intervals to identify trends and implement responsive supports.	

8. INCREASE MATH PROFICIENCY

ACTION STEPS

ARTIFACTS

- Monitor implementation of the district's mathematics curriculum and instructional best practices, and provide regular progress reports to the Board.
- Develop a professional learning plan focused on effective mathematics instruction.
- Regularly monitor student mathematics outcomes and adjust supports as needed.

9. IMPROVE ATTENDANCE

ACTION STEPS

ARTIFACTS

- Evaluate the effectiveness of existing attendance recognition programs K-8, and revise or expand them as appropriate.
- Monitor chronic absenteeism, identify barriers, and implement targeted interventions.
- Explore the feasibility of a year-round calendar by presenting multiple models and gathering stakeholder feedback.

10. STRENGTHEN COMMUNITY ENGAGEMENT

ACTION STEPS

ARTIFACTS

- Develop an internal and external communication plan.
- Conduct regular surveys and share results with stakeholders annually.
- Expand community partnerships that increase locally sourced foods while maintaining fiscal responsibility and meeting nutrition standards.
- Keep the Board and community informed regarding district financial conditions and budget development.
- Provide community engagement opportunities on the topic of school consolidation, and make recommendations to the Board by March 2027.
- Promote district engagement opportunities within the community.

11. STRENGTHEN STUDENT SAFETY

ACTION STEPS

ARTIFACTS

- Ensure consistent implementation of the districtwide behavior matrix through ongoing calibration with school and student services teams.
- Monitor major behavioral incident data and implement improvement strategies as needed.
- Provide staff training in de-escalation and proactive behavior supports, with emphasis on supporting students with intensive behavioral needs.

PART 4: EVALUATION SUMMARY