# ASHLAND PUBLIC SCHOOLS

JACKSON COUNTY SCHOOL DISTRICT #5

**BOARD OF DIRECTORS**

**REBECCA DYSON**

**RUSSELL HATCH**

**DANIEL RUBY**

**DELTRA FERGUSON**

**JORDAN ROOKLYN**

**Dr. Joseph Hattrick**
***Superintendent***

***Inspire Learning for Life***

**MICHELLE CUDDEBACK**
**Assistant Superintendent**

**STEVE MITZEL**
**Executive Director, Operations**

**SHERRY ELY**
**Director, Business Services**

**KRISTA GUTIERREZ PARIS**
**Director, Student Services**


## 2026-27 District, Board, and Superintendent Goals

**VISION: INSPIRING LEARNING FOR LIFE**

**MISSION: Empowering students to be lifelong learners, responsible citizens, and stewards of the world.**

| 26-27 District Goals | | | |
|---|---|---|---|
| | **Improve Student Achievement Outcomes**<br>+Increase 3rd grade reading proficiency to 70% by 2028.<br>+Increase graduation rates for all students to 95%* by 2028.<br>+Increase # of students prepared for postsecondary success to 66%.<br>+Increase student proficiency in 8th grade mathematics to 49%* by 2028.<br>+ Increase regular attendance to 72% by 2028. | **Increase the rate that students, staff, and families report experiencing a safe, welcoming, supportive, and inclusive environment**<br><br>**(Climate/Culture)** | **Develop a sustainable and innovative educational model that responds to changing enrollment and financial realities while strengthening opportunities for all students.** |
| Actions | Continue implementation of new ELA curriculum | Develop a wholistic data review process to measure progress and develop goals. | Develop and evaluate transformation scenarios using educational, financial, enrollment, and facility data. |
| | Provide equitable access to academic instruction for all students and particularly those in focal groups in grades K-12 (Tier I). | Accessible interpretation and translation services. | |
| | Strengthen collaboration with regional partners to expand and provide post-secondary opportunities. | Reduce barriers for participation and access to Superintendent's Advisory Council. | Engage staff, students, families, and community members in a transparent process that informs Board decision-making. |
| | Continue to elevate data-based instructional decision making and essential skill mastery. | Continue professional learning opportunities focused on belonging through dignity, and increasing staff awareness and understanding of historical systemic disparities. | |
| | Continue implementation of Mathematical Habits of Mind and Math Studio practices across K-8 classrooms | | Develop an implementation plan that ensures long-term financial sustainability while strengthening student programs and opportunities. |
| | Increase staff, family, and student engagement to improve regular attendance. | | |

* Indicates a slightly different target from Accountability growth targets submitted to ODE.

| 2026-2027 Board Goals | | | |
|---|---|---|---|
| **Goal** | **Provide governance and accountability focused on improving student outcomes.** | **Promote a district culture in which students, staff, and families experience safe, welcoming, supportive, and inclusive schools.** | **Provide strategic governance for the District's transformation and long-term sustainability.** |
| **Actions** | Regularly review student achievement, attendance, graduation, and postsecondary-readiness data. | Ensure Board policies and resource decisions support safe, welcoming, and accessible schools. | Establish and consistently apply clear criteria for evaluating transformation options. |
| | Use student outcomes to inform policy, budget, and resource-allocation decisions. | Model respectful, transparent, and effective governance and community engagement. | Review educational, financial, enrollment, facility, and community-engagement information before making decisions. |
| | Monitor progress toward established District achievement targets through regular Superintendent reports. | Board uses available data to evaluate conditions for working and learning. | Make timely governance, policy, budget, and configuration decisions necessary to support a sustainable educational model. |

| Superintendent Goals | | | |
|---|---|---|---|
| **Goal** | **Improve Student Achievement Outcomes** | **Increase School District Climate and Culture** | **Lead the District Transformation Process** |
| **Action Steps** | Review Student Data with Building Principals in Lead Team following each interim assessment. | Reengage with Superintendent Advisory Council and DEC. | Establish and facilitate Phase III of ASD's Transformation plan which includes establishment of the Transformation Steering Committee. |
| | Review School Improvement Plans and monitor for interventions and growth. | Partner with Board around district visioning following Transformation adoption. | Make a viable recommendation to the board that includes a sustainable system for district improvement. |
| | Take part in targeted professional development in the area of Instructional leadership or learning best-practices. | Intentional engagement with staff and increased communication with community. | Oversee successful Implementation of the Phase III Transformation Process |

## FIVE-PART EVALUATION TOOL

The Oregon School Boards Association (OSBA) and the Coalition of Oregon School Administrators (COSA) have developed a five-part tool for evaluating superintendents.

PART 1 SUPERINTENDENT PERFORMANCE STANDARDS.
These are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by COSA and OSBA.

PART 2 SUPERINTENDENT GOALS.
This section evaluates progress towards the superintendent's goals established by the board and superintendent at the beginning of the evaluation cycle.

PART 3 EVIDENCE OF PERFORMANCE.
This consists of the superintendent's self-evaluation and their 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 of the superintendent's performance.

PART 4 FEEDBACK ON PERFORMANCE.
This consists of a targeted feedback survey of the superintendent's performance by selected staff and members of the community that have frequent, consistent interactions with the superintendent.

PART 5 EVALUATION SUMMARY.
This is the summary of the evaluation the board writes to share its unified message with the superintendent and the public.

### Evaluation Process (Dates subject to change)

- Evaluation process approved by board on September 10, 2026.
- Superintendent will meet with board chair two times per month to discuss happenings within the district.
- Superintendent will meet with board members [~1 time per month].
- Check-in meetings to review performance of superintendent (in executive session per ORS 192.660(2)(h)).
  - November 19, 2026
  - January 14, 2027
  - March 11, 2027
- Superintendent will present self-evaluation/goals update in executive session on April 8, 2027.
- Board reviews all information provided during April executive session.
- Board members complete the superintendent evaluation independently and meet in executive session on May 13, 2027 to finalize the evaluation.
- Board (or subcommittee) meets with Superintendent in Executive session or (if subcommittee) at a time convenient for all parties to provide the summary evaluation and constructive feedback.
- Board adopts a short narrative in open session on June 10, 2027 (step 5) and at the same meeting, determine if the board would like to extend the Superintendent's contract one year per contract.

**CONFIDENTIAL**

**Check-in #1:**