

Molalla River School District 2026 Superintendent Performance Review Report

EXECUTIVE SUMMARY

CONFIDENTIAL

Introduction

The Molalla River School District Board is required to evaluate the Superintendent annually based on certain standards and criteria set out in District documents. Superintendent Tony Mann is completing his 14th year as Superintendent at Molalla River SD.

The requirement for Superintendent evaluation is the responsibility of the whole Board collectively. While the views of individual Board Members certainly make up the “collective” view, the overall evaluation reflects the Board collectively and not the individual Board Members. This evaluation report was based on each Board Member’s own observations, information collected from key staff members through a 360° feedback questionnaire and periodic reports about district progress provided by the Superintendent.

Methodology

The individual Board Members have completed online worksheets offering their own views about the Superintendent’s performance for Standards and Performance Indicators used for several years now as the evaluation model. The online evaluation worksheets were collected outside of the District by the Consultant.

The Board uses a 5-point rating scale for each of the Standards and Performance Indicators with the following descriptive terms:

"Outstanding"	=	5 points
"Excellent"	=	4 points
"Satisfactory"	=	3 points
"Needs Improvement"	=	2 points
"Unsatisfactory"	=	1 point

Included in this Report is a spreadsheet summary showing all the individual ratings for each Performance Indicator for each Standard from each Board member. All Board members submitted an online evaluation worksheet to the Consultant. For comparison, the average ratings result for each Performance Indicator in the years 2022-2025 are also

shown. The spreadsheet summary of the results includes the averages for each of the Performance Indicators for that Standard. The Board chose to keep the identity of the individual respondents anonymous for reporting purposes.

The Superintendent also completed the online evaluation worksheet basically serving as a self-evaluation to compare with the Board's result. The Superintendent's self-evaluation ratings are identified in the summary spreadsheet in a column headed with the initials "**TM**." The Superintendent self-evaluation ratings were collected and reported but are not included in any of the calculated averages for the Board results.

The average ratings often need further explanation to fully understand the collective view of the entire Board. Accordingly, the ranges of ratings from individual responding Board Members for 2026 are also shown in the spreadsheet. Variability among individual Board Member ratings can be observed. Any "needs improvement (2)" ratings are highlighted in "yellow" for reference.

Also included in this Report is a document containing a statement of each Standard and listing the Performance Indicators for that Standard for reference. More importantly, contained in that document are the "COMMENTS" from individual Board Members explaining their ratings. Also included among the COMMENTS are comments from the Superintendent for each Standard marked "(Supt)" at the beginning of the comment.

In general, the COMMENTS provide individual Board Members with an opportunity to freely express their own opinions about successes and areas for improvement during this evaluation cycle. Often, differences in perception are merely different understandings of what is expected, duties of the Superintendent or how it is reported. Other times, it's based on disagreements between Board members and Superintendent about appropriate roles and responsibilities. Nonetheless, these differences offer an opportunity to work out a Board-Superintendent relationship which will best serve all the students and families of the Molalla River SD.

Summary of Superintendent Performance for 2025-26

Average ratings for each of the Standards for the Superintendent's performance based on a 5-point scale for the 2025-26 cycle alongside similar ratings for the past four years are:

	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>
No. 1 – Curriculum and Instruction	3.93	3.74	4.11	3.64	4.06
No. 2 – District Culture	3.92	3.95	4.08	3.96	4.16
No. 3 – Priorities/Goals	3.82	4.04	3.96	4.12	4.12
No. 4 – Leadership	4.20	3.91	4.07	3.98	4.01

No. 5 – Communications & Comm. Rel.	3.60	3.98	4.33	4.18	4.11
No. 6 – Organizational & Fiscal Mgmt.	4.17	4.08	4.14	4.10	4.17
No. 7 – Human Resources Management	4.01	3.87	3.90	3.92	3.89

Overall, the Board's collective numerical view of the Superintendent's performance is about the same as last year in most of the Standards with some slightly up or slightly down in a numerically insignificant amount hovering around an average rating of Excellent (4.0). The range of averages for the Standards is from 3.89 to 4.17. The lowest average rating was for Standard No. 7 – Human Resources Management at 3.89 and the highest average rating was for Standard No. 6 – Organizational & Fiscal Management at 4.17. Notably, all average ratings for all Standards are in a very tight range. When compared to the ratings in 2025, the most improvement was shown in Standard No. 1 – Curriculum & Instruction moving upward from 3.64 to 4.06.

A review of the Comments from individual Board members about each of the Standards did not yield any notable trends. However, the idea of a couple of the Comments deserve mention.

Scorecards have been implemented. Dr. Mann keeps the Board informed about progress toward implementation of the Studer model and it seems to be improving student achievement. The monthly facilities report is helpful for the Board's understanding of facility needs and progress for implementation of the bond. A sizeable uptick in donations for the Sports Complex is noted. Dr. Mann receives kudos for recent leadership hires, especially Andrea Watson in communications. The financial audit report was solid. One Board member summarized Dr. Mann's performance during this evaluation cycle saying, "In all categories overall, Dr. Mann has shown himself to be a trustworthy and talented leader."

Superintendent Self-Evaluation

The Superintendent's own self-evaluation ratings are listed alongside each Performance Indicator in the spreadsheet for comparison and to identify differences in perception about performance for that Indicator. This information is primarily for identifying items for discussion and planning for next year.

As usual the Superintendent's own performance self-evaluation numerically is lower in all Standards and significantly so in Standard No. 1 – Curriculum & Instruction (4.06 - Board vs. 3.11 - Supt) and Standard No. 4 – Leadership (4.01 - Board vs. 3.00 - Supt). The reasons for these differences in perception between the Board's collective view and the Superintendent's self-evaluation should be a topic for discussion.

Conclusion

This Superintendent evaluation cycle for 2025-26 included information collection from 360° feedback questionnaires submitted to selected leadership groups to assist the Board with its preparation for the evaluation. Generally, the results from the 360° feedback were very supportive of the Superintendent. The Board Members also included their own observations when completing their online evaluation worksheets. The results from individual Board Member worksheets show that the Superintendent's performance for 2025-26 was about the same as last year with no real drop-off or significant improvement in all Standards. A possible minor exception might be the improvement in Standard No. 1 – Curriculum & Instruction. Making some good leadership hires was also observed. Improving the evaluation system remains a continuing issue.

Summary Narrative Preparation

In the past the Board has periodically asked the Consultant to draft a narrative summary of the information collection for this evaluation cycle and the individual Board Member ratings to identify a collective Board result. Accordingly, the Consultant prepared a "Draft" narrative included with this report. **NOTE**, however, when the Consultant is preparing a "draft" narrative summary the following guidelines apply:

1. The Consultant will view the entirety of the information collected from all sources and offer his own opinion of the overall result. The Consultant will prepare the narrative summary objectively expressing the Consultant's observations about what appears to be a substantial majority of the information collected.
2. Areas to celebrate because of successful performance will be highlighted and areas for improvement supported by the collected information will be identified.
3. The "Draft" narrative should be reviewed by the Board and modified as necessary to adopt the Board's view of the Superintendent performance for this evaluation period.

A majority of the Board Members need to endorse (support) the Consultant's "Draft" narrative (or modifications to it) before it is included in the Superintendent's personnel file and then only after review with the Superintendent and his concurrence.

2026 Molalla River SD Superintendent Performance Review - Ratings Summary

Standard 1: CURRICULUM AND INSTRUCTION	2022	2023	2024	2025	2026	Individual Respondent Ratings - 2026							
						#1	#2	#3	#4	#5	#6	#7	TM
1.1 Implement processes to monitor and assess the district wide implementation of curriculum, instruction, and assessment.	4.14	3.83	4.17	3.57	3.86	3	3	5	4	4	4	4	3
1.2 Provide for high-quality, professional development for all staff aligned with district goals.	3.60	3.67	4.00	3.57	3.71	3	4	4	4	3	4	4	4
1.3 Develop a comprehensive system to assess student learning.	4.00	3.50	4.00	3.57	4.14	3	5	5	4	4	4	4	3
1.4 Use data to drive district improvements in teaching and learning.	4.14	3.83	4.33	3.83	4.14	3	5	5	4	4	4	4	3
1.5 Monitor curriculum implementation to assure alignment with rigorous standards and community priorities.	4.14	4.00	3.83	3.71	4.14	3	5	5	4	4	4	4	3
1.6 Set specific achievement targets for schools and students.	4.00	3.67	4.17	3.86	4.29	3	5	5	4	4	5	4	4
1.7 Ensure that effective assessment and instructional interventions are used to identify at-risk learners and provide appropriate supports instructionally.	3.67	3.67	4.17	3.57	4.00	3	4	5	4	4	4	4	3
1.8 Ensure that all students have full access and opportunity within the curriculum.	3.86	3.50	4.00	3.43	4.00	3	5	4	4	3	5	4	3
1.9 Engage stakeholders in consideration of matters related to teaching and learning.	3.86	4.00	4.33	3.71	4.29	3	5	5	4	4	5	4	2
Standard No. 1 Averages	3.93	3.74	4.11	3.64	4.06	3.00	4.56	4.78	4.00	3.78	4.33	4.00	3.11

Standard 2: DISTRICT CULTURE AND GOALS	2022	2023	2024	2025	2026	Individual Respondent Ratings - 2026							
						#1	#2	#3	#4	#5	#6	#7	TM
2.1 Set priorities in the context of improving student achievement.	4.00	3.67	4.17	4.14	4.29	3	5	4	4	4	5	5	4
2.2 Articulate and promote high expectations for teaching and student learning.	4.29	4.00	4.17	3.86	4.29	3	5	5	4	4	5	4	4
2.3 Develop, communicate, and implement a collective vision of comprehensive school improvement.	3.86	3.80	4.20	3.86	4.00	3	4	4	4	5	4	4	4
2.4 Focus the staff and community on the school improvement plan and change efforts.	3.71	4.00	4.00	4.14	4.00	3	4	4	4	5	4	4	3
2.5 Examine student achievement data, disaggregate data, and create improvement plans, graduation rate and attendance.	4.14	3.50	3.83	3.86	4.00	3	4	5	4	4	4	4	4
2.6 Develop and offer opportunities that respond to staffs' needs for professional development.	3.67	3.50	3.67	3.43	3.57	3	3	3	4	3	5	4	4
2.7 Ensure that facilities are inspected and maintained to address potential security issues.	4.14	4.33	4.33	4.29	4.29	3	5	5	4	3	5	5	4
2.8 Promote an attitude of community service among students and staff.	4.14	4.17	4.17	4.14	4.43	3	5	4	5	4	5	5	3
2.9 Engage district staff in the process and responsibility of achieving district goals.	4.00	4.17	4.50	4.00	4.43	3	5	5	5	4	5	4	3
2.10 Develop, with the Board, goals for the District based on the assessed needs of the school system.	3.83	3.83	4.00	4.29	4.43	3	5	5	5	5	4	4	5
2.11 Focus on developing a comprehensive, long range plan based on input from public stakeholder groups.	3.86	4.50	4.33	4.17	4.43	3	5	5	4	5	5	4	4
2.12 Focus the District's administrative leadership team in annual review of the District's goals, providing appropriate reports to the board and community.	3.71	4.00	3.67	3.71	4.00	3	5	3	4	5	4	4	3
2.13 Engage stakeholder groups in the annual review of the District's goals and our progress toward meeting those goals.	3.57	3.83	4.00	3.57	4.00	3	5	4	4	4	4	4	3
Standard No. 2 Averages						3.00	4.62	4.31	4.23	4.23	4.54	4.23	3.69

Standard 3: STRATEGIC PRIORITIES (New Priorities)					2025	2026	Individual Respondent Ratings - 2026							
							#1	#2	#3	#4	#5	#6	#7	TM
STUDENTS - MRSD will foster a safe, welcoming learning environment where all students are supported in reaching their goals for academic and future success through individualized and shared learning experiences.					3.86	4.29	3	5	5	4	4	5	4	4
FACILITIES - MRSD will continuously maintain, improve, and upgrade all facilities and equipment to ensure safe, accessible, and engaging student environments.					4.43	4.00	3	5	5	4	3	4	4	4
RESOURCES - MRSD will be fiscally responsible and transparent in the management of all resources.					4.43	4.43	3	5	5	5	5	4	4	4
COMMUNICATION - MRSD will proactively communicate in a meaningful, timely manner to enhance the overall educational experience.					4.00	4.14	3	4	4	4	5	4	4	4
PARTNERS - MRSD is committed to providing a welcoming environment for all parents/caregivers to participate in their student's education and will collaborate with community partners to expand student experiences.					4.14	4.00	3	5	3	3	4	4	5	3
STAFF - MRSD is committed to developing and supporting all staff members, as well as retaining and recruiting diverse professionals who are focused on positive student outcomes.					3.86	3.86	3	4	4	4	4	4	4	3
Standard No. 3 Averages							3.00	4.67	4.33	4.33	4.17	4.17	4.17	3.67

Standard 4: LEADERSHIP	2022	2023	2024	2025	2026	Individual Respondent Ratings - 2026							
						#1	#2	#3	#4	#5	#6	#7	TM
4.1 Provide leadership with the Board for defining superintendent and Board roles, mutual expectations, and procedures for working together.	4.33	3.67	4.00	4.00	3.86	3	5	3	4	4	4	4	4
4.2 Ensure that policies, procedures, and work plan rules are uniformly observed and enforced.	4.14	4.33	4.33	4.14	4.00	3	5	4	5	4	4	3	3
4.3 Develop the leadership capacity of administrators in the District.	4.33	4.17	4.33	4.29	4.57	3	5	5	5	5	5	4	3
4.4 Build district capacity by developing teacher-leaders.	4.40	3.67	4.17	3.86	4.00	3	4	5	4	4	4	4	2
4.5 Develop a system of monitoring that includes regular policy review, assessment of policy impact, and revision of policy.	4.29	4.20	4.00	3.50	4.00	3	5	5	4	4	3	4	3
4.6 Exhibit multicultural and ethnic understanding.	4.33	4.00	4.00	3.86	3.71	3	5	3	3	3	5	4	3
4.7 Coordinate social agencies and human services to help students grow and develop as caring, informed citizens.	4.50	3.67	3.80	3.83	4.00	3	5	4	4	3	5	4	3
4.8 Partner with families and community groups to remove barriers to learning.	4.00	3.50	3.80	3.71	3.71	3	4	3	4	3	5	4	3
4.9 Meet the intellectual, social, and developmental needs of students.	4.00	3.60	3.80	3.86	3.86	3	4	4	4	4	4	4	3
4.10 Conduct oneself in an ethical, trustworthy, and professional manner in the school environment, with the Board and with the community.	3.71	4.33	4.50	4.57	4.43	3	4	5	4	5	5	5	3
Standard No. 4 Averages	4.20	3.91	4.07	3.98	4.01	3.00	4.60	4.10	4.10	3.90	4.40	4.00	3.00

Standard 5: COMMUNICATION AND COMMUNITY RELATIONS	2022	2023	2024	2025	2026	Individual Respondent Ratings - 2026							
						#1	#2	#3	#4	#5	#6	#7	TM
5.1 Communicate responsibly and respectfully to staff and students.	3.71	4.17	4.17	4.29	4.00	3	5	4	4	4	4	4	3
5.2 Formulate and implement plans for internal staff communications.	4.17	4.00	4.00	4.14	3.86	3	5	3	5	3	4	4	4
5.3 Formulate and implement plans for external communication, including communication of district priorities to the community and media.	3.29	4.00	4.33	4.43	4.57	3	5	4	5	5	5	5	4
5.4 Deliver a positive message that builds community confidence.	3.00	3.67	4.67	4.14	4.43	3	5	4	4	5	5	5	4
5.5 Communicate effectively given the specific setting, purpose and audience.	3.17	3.50	4.17	3.86	4.00	3	5	4	4	4	4	4	3
5.6 Supports recognition of community members, companies and groups that support student learning in the district.	4.14	4.17	4.50	4.00	3.86	3	5	3	4	3	4	5	3
5.7 Communicate a strong advocacy for our district and schools inside and outside our district.	4.00	4.50	4.83	4.57	4.14	3	5	4	4	4	5	4	4
5.8 Engage stakeholders in consideration of community, state and national policy.	3.33	3.83	4.00	4.00	4.00	3	5	3	5	4	4	4	3
Standard No. 5 Averages	3.60	3.98	4.33	4.18	4.11	3.00	5.00	3.63	4.38	4.00	4.38	4.38	3.50

Standard 6: ORGANIZATIONAL AND FISCAL MANAGEMENT	2022	2023	2024	2025	2026	Individual Respondent Ratings - 2026							
						#1	#2	#3	#4	#5	#6	#7	TM
6.1 Monitor distribution of district resources based on the district's goals and school improvement plan.	4.29	4.50	4.33	4.29	4.43	3	5	5	5	4	5	4	3
6.2 Ensure that facilities and equipment are in good repair and align with long term goals.	4.57	4.00	3.67	4.29	4.00	3	5	5	4	2	4	5	3
6.3 Develop timely budgets with community input.	4.57	4.17	4.17	4.00	4.29	3	5	5	4	5	4	4	4
6.4 Provide understandable and regular financial reports to the board and public.	4.29	4.33	4.50	4.29	4.14	3	5	5	4	5	4	3	4
6.5 Provide board development related to financial understanding.	3.71	3.50	4.00	3.86	4.14	3	5	4	4	5	4	4	3
6.6 Develop a system for policy implementation through the development of administrative procedures and/or guidelines.	3.57	4.00	4.17	3.86	4.00	3	5	5	4	4	3	4	3
Standard No. 6 Averages						3.00	5.00	4.83	4.17	4.17	4.00	4.00	3.33

Standard 7: HUMAN RESOURCES MANAGEMENT	2022	2023	2024	2025	2026	Individual Respondent Ratings - 2026							
						#1	#2	#3	#4	#5	#6	#7	TM
7.1 Develop the capacity of all district employees.	3.83	3.67	3.83	3.86	3.71	3	4	4	4	3	4	4	3
7.2 Oversee human resources, including but not limited to forecasting staff needs, making staff assignments, maintaining personnel records, and honoring negotiated agreements.	4.29	4.33	4.00	4.14	4.00	3	4	4	4	5	4	4	5
7.3 Recruit, develop, evaluate, and retain quality staff.	4.00	4.00	4.17	4.14	3.71	3	4	4	4	4	4	3	3
7.4 Ensure accurate, timely management of all human resources functions.	4.14	4.17	4.17	4.14	4.00	3	4	5	4	4	5	3	4
7.5 Focus staff on district instructional goals and hold staff accountable for student performance.	3.86	3.50	3.67	3.71	4.14	3	5	5	4	4	4	4	4
7.6 Communicate positively about the efforts and abilities for personnel (certified and classified staff) to accomplish positive student outcomes.	4.14	4.17	4.00	3.86	4.14	3	5	4	4	4	5	4	4
7.7 Establish and maintain effective procedures for management of personnel matters.	4.00	3.83	4.00	3.71	4.00	3	4	5	4	4	5	3	4
7.8 Develop and implement a system for performance evaluation of all district employees.	4.00	3.67	3.40	3.86	3.71	3	4	4	4	3	4	4	2
7.9 Address personnel performance issues, providing appropriate supports and interventions as necessary.	3.86	3.50	3.83	3.57	3.57	3	4	5	4	3	4	2	3
Standard No. 7 Averages	4.01	3.87	3.90	3.92	3.89	3.00	4.22	4.44	4.00	3.78	4.33	3.44	3.56

MRSD Superintendent Performance 2026

COMMENTS

Standard No. 1: CURRICULUM AND INSTRUCTION

A superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Performance Indicators:

- 1.1 Implement processes to monitor and assess the district wide implementation of curriculum, instruction, and assessment.
- 1.2 Provide for high-quality, professional development for all staff aligned with district goals.
- 1.3 Develop a comprehensive system to assess student learning.
- 1.4 Use data to drive district improvements in teaching and learning.
- 1.5 Monitor curriculum implementation to assure alignment with rigorous standards and community priorities.
- 1.6 Set specific achievement targets for schools and students.
- 1.7 Ensure that effective assessment and instructional interventions are used to identify at-risk learners and provide appropriate supports instructionally.
- 1.8 Ensure that all students have full access and opportunity within the curriculum.
- 1.9 Engage stakeholders in consideration of matters related to teaching and learning.

The Superintendent's Performance for this Standard:

4.06

COMMENTS:

Tony consistently keeps the board apprised on what is happening with all of the above and has held to his word to keep up on the implementation of the scorecards.

This is an area that Tony has achieved total buy in from key staff.

1.1 we are UTD with our curriculum. the board just passed the new Social Studies curriculum text books after giving the public the ability to review the material in the Molalla Public Library for easy access.

1.2 Our staff is provided training for improved instruction through project based learning.

1.4 Improved by having each department head look further into the future through data gathering and reviewing what worked and what didn't.

1.6 score cards have been implemented,

1.7 The board had an extensive presentation by the department heads, principles, special education, facilities director, business director, H.R. director, P.R. director, I.T director and Athletic director.

(Supt) - - (1.6) New MAPP assessment shows children k-5 in Molalla are more likely to be reading above average than children nationally. This is a critically important message because Salem continues to "cast shade" over public schools saying Molalla and others in Oregon are only helping 35% of their students meet standards. Both CAN'T be true, and I know our MAPP data is accurate and Salem (ODE) is wrong.

- (1.2) Professional learning focused on career related learning

- (1.2) Reading instruction expectations much clearer given our work with Studer

- (1.9) Given the public access to our curriculum adoption process/materials wasn't as robust as it should have been

Standard No. 2: DISTRICT CULTURE AND GOALS

A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to students learning and staff professional development in a safe, efficient, and effective learning environment.

Performance Indicators:

- 2.1 Set priorities in the context of improving student achievement.
- 2.2 Articulate and promote high expectations for teaching and student learning.
- 2.3 Develop, communicate, and implement a collective vision of comprehensive school improvement.
- 2.4 Focus the staff and community on the school improvement plan and change efforts.
- 2.5 Examine student achievement data, disaggregate data, and create improvement plans, graduation rate and attendance.
- 2.6 Develop and offer opportunities that respond to staffs' needs for professional development.
- 2.7 Ensure that facilities are inspected and maintained to address potential security issues.
- 2.8 Promote an attitude of community service among students and staff.
- 2.9 Engage district staff in the process and responsibility of achieving district goals.
- 2.10 Develop, with the Board, goals for the District based on the assessed needs of the school system.
- 2.11 Focus on developing a comprehensive, long range plan based on input from public stakeholder groups.
- 2.12 Focus the District's administrative leadership team in annual review of the District's goals, providing appropriate reports to the board and community.
- 2.13 Engage stakeholder groups in the annual review of the District's goals and our progress toward meeting those goals.

The Superintendent's Performance for this Standard: 4.16

COMMENTS:

These also tie back to the district scorecards, focusing on the development of all of the above. Tony shows transparency when providing these details to the board and the community.

Tony's work with the community and board for comprehensive goal development has been excellent. More follow up communication with the group on results analysis is needed.

2.5 the board was given an extensive presentation about recovery of struggling students and early intervention which will be revisited to review the progress.

2.7 we get an up date of facilities every month by Tony Tiano, who is doing an amazing job with the aging facilities that we have.

2.8 We have a "Share the Love," project that continues to gain in popularity and financial gain to help those in needs. It makes our students feel proud that they can accomplish so much to help others.

2.9 I believe that staff helped out in getting the word out to get the middle school bond passed.

2.10 Dr. Mann has always pointed out the goals that we need to focus on, to improve our school district and the learning experience of our students.

2.11 Dr. Mann has great communication skills with the stakeholders of this district. We have received so many donations. Dale and Julie Burghardt donated \$1.6 million towards improvements of the Burghardt Athletic Facilities and vocational programs.

The Holdens pledged \$500,000 to Molalla High School Sports Complex fueling the final \$900,000 push for year round turf and resurfaced track for the 3.35 million campaign to transform Molalla High School's Burghardt Sports Complex.

I am pleased with the progress being made in the school improvement area, and look forward to additional reports on the schools and district. I look forward to those bearing fruit in terms of improved student proficiency.

(Supt) - - High marks in a number of areas here for two reasons: (1) our work with Studer has greatly improved our improvement work, and (2) 2.10 reflects my perspective that the board/superintendent team feels stronger/more united to me than other times in my tenure. I'm proud to be part of this team.

Standard No. 3: STRATEGIC PRIORITIES/GOALS

The District has established key priorities and Goals.

Performance Indicators:

- 3.1 STUDENT ACHIEVEMENT – Provide for exceptional academic achievement for all students in positive engaging, safe learning environments.
- 3.2 HUMAN RESOURCES - Recruit, hire, develop, support and retain the very best educators for our students.
- 3.3 COMMUNICATIONS – Communicate effectively with our community building positive relationships and actively engaging stakeholders.
- 3.4 STEWARDSHIP - Maintain responsible stewardship of all public resources.

The Superintendent's Performance for this Standard: 4.12

COMMENTS:

Yes, Tony has demonstrated this effectively and has the full support of the board as well as staff.

Very good in this category but more could be done to enhance parent involvement.

3.3 We have always been fiscally responsible. Dr.Mann has been nimble in hiring the best business managers to keep the fiscally sound.

3.4 Dr. Mann hired the best P.R. person for the job of getting the middle school bond passed. Andrea Watson won the National School Public Relations Golden achievement award.

3.6 Dr. Mann strives to give staff upward mobility by hiring within house for better positions. Further education is always encouraged. We also have a special stipend for those who reside within the district.

I give Tony high marks in these areas. I was glad to see a recent Board report regarding the facilities backlog - it's something we've needed. The Board and Superintendent will need to collaborate on how to properly fund big ticket maintenance projects.

(Supt) - - Again, our work with Studer and the talents of people in the district lead me to these scores. Andrea Watson and Andy Campbell are key members of this team.

Standard No. 4: LEADERSHIP

A superintendent is an educational leader who promotes the success of all students by demonstrating effective leadership to staff and the community at large, and modeling ethics and moral leadership.

Performance Indicators:

- 4.1 Provide leadership with the Board for defining superintendent and Board roles, mutual expectations, and procedures for working together.
- 4.2 Ensure that policies, procedures, and work plan rules are uniformly observed and enforced.
- 4.3 Develop the leadership capacity of administrators in the District.
- 4.4 Build district capacity by developing teacher-leaders.
- 4.5 Develop a system of monitoring that includes regular policy review, assessment of policy impact, and revision of policy.
- 4.6 Exhibit multicultural and ethnic understanding.
- 4.7 Coordinate social agencies and human services to help students grow and develop as caring, informed citizens.
- 4.8 Partner with families and community groups to remove barriers to learning.
- 4.9 Meet the intellectual, social, and developmental needs of students.
- 4.10 Conduct oneself in an ethical, trustworthy, and professional manner in the school environment, with the Board and with the community.

The Superintendent's Performance for this Standard: 4.01

COMMENTS:

Tony is involved in the policy meetings and ensures that the district is abiding by these. He also makes an effort to remain engaged with family and community members. Over the past few years he has consistently improved in the professional manner he has conducted himself.

Tony has proven to be an ethical leader and excellent steward of our districts resources.

4.2 we are U.T.D. with our policies. A total rewrite through the help of OSBA was done two years ago.

4.3 Dr.Mann has hired exceptional leadership staff as noted by the many awards won by our staff in the last two years

4.6 I am not as familiar with this particular subject, which is my fault.

Tony has consistently built and maintained top leaders, and I appreciate how he holds his staff accountable.

(Supt) 4.1 – board/superintendent team feels more united to me than during much of my tenure.

4.4 - This is a need we haven't been able to fill in my time in such a way that matches my goal.

Standard No. 5: COMMUNICATION AND COMMUNITY RELATIONS

A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

Performance Indicators:

- 5.1 Communicate responsibly and respectfully to staff and students.
- 5.2 Formulate and implement plans for internal staff communications.
- 5.3 Formulate and implement plans for external communication, including communication of district priorities to the community and media.
- 5.4 Deliver a positive message that builds community confidence.
- 5.5 Communicate effectively given the specific setting, purpose and audience.
- 5.6 Supports recognition of community members, companies and groups that support student learning in the district.
- 5.7 Communicate a strong advocacy for our district and schools inside and outside our district.
- 5.8 Engage stakeholders in consideration of community, state and national policy.

The Superintendent's Performance for this Standard: 4.11

COMMENTS:

Partnering with Andrea Watson, Tony has been thoughtful and concise in his communication with staff, parents and community members.

There has been a great deal of improvement in this area by adding key staff to focus on this area. I still grade this area hard because there is still room for improvement

5.2 Dr.Mann hired a new I.T director who has improved electronic communication along with increased safety from scammers.

5.3 Hiring Andrea Watson was an outstanding achievement.

5.8 Dr.Mann is definitely doing something right to get all the large donations for our school district

The district communication has been outstanding - examples include the school bond effort, the turf project, and regular community updates

(Supt) 5.2 - 5.4 Andrea Watson is the key member of the superintendent team that makes these higher scores appropriate.

5.7 - Pushing back against ODE and advocating for our local control (ELL sanctions refused) as well as local "truths" (ie telling the story of our students' reading. . . MAPP reading performance instead of the SBAC.

Standard No. 6: ORGANIZATIONAL AND FISCAL MANAGEMENT

A superintendent is an educational leader who promotes the success of all students by gathering and analyzing data for decision making and demonstrates the skills necessary to meet internal and external stakeholder expectations to effectively allocate resources and manage the organization efficiently.

Performance Indicators:

- 6.1 Monitor distribution of district resources based on the district's goals and school improvement plan.
- 6.2 Ensure that facilities and equipment are in good repair and align with long term goals.
- 6.3 Develop timely budgets with community input.
- 6.4 Provide understandable and regular financial reports to the board and public.
- 6.5 Provide board development related to financial understanding.
- 6.6 Develop a system for policy implementation through the development of administrative procedures and/or guidelines.

The Superintendent's Performance for this Standard: 4.17

COMMENTS:

Partnering with Andy Campbell, Tony Tiano and staff, Tony provides organizational and fiscal reports to the board and to the community on a regular basis and makes himself available for any questions.

I would put Molalla up against any other district in the state in this area.

6.1 We just finished meeting with the budget committee, and we have passed our audit with a sound report. We have more than 8% in our contingency fund.

Finances continue to be an outstanding area at MRSD - we've been able to improve the operation and maintain a full school year despite increasing costs and uncertain enrollment. I put a "needs improvement" on facilities to highlight that the Superintendent, and Board, need to strategize and work together to address our facilities backlog.

(Supt) - Andy Campbell has provided exceptional leadership in his second year. He is a critical member of the team.

Standard No. 7: HUMAN RESOURCES MANAGEMENT

A superintendent is an educational leader who promotes the success of all students by demonstrating skills in developing and implementing a staff performance evaluation system and also in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Performance Indicators:

- 7.1 Develop the capacity of all district employees.
- 7.2 Oversee human resources, including but not limited to forecasting staff needs, making staff assignments, maintaining personnel records, and honoring negotiated agreements.
- 7.3 Recruit, develop, evaluate, and retain quality staff.
- 7.4 Ensure accurate, timely management of all human resources functions.
- 7.5 Focus staff on district instructional goals and hold staff accountable for student performance.
- 7.6 Communicate positively about the efforts and abilities for personnel (certified and classified staff) to accomplish positive student outcomes.
- 7.7 Establish and maintain effective procedures for management of personnel matters.
- 7.8 Develop and implement a system for performance evaluation of all district employees.
- 7.9 Address personnel performance issues, providing appropriate supports and interventions as necessary.

The Superintendent's Performance for this Standard: 3.89

COMMENTS:

Tony and staff have had things running pretty smooth for a long time. Building relationships that have continuity and trust. More attention to teacher evaluation is a concern of staff.

7.8 The H.R. employee that Dr Mann hired continues to amaze me with her skills. she also won the 24-25 Golden Achievement Award by the national school public relations.

7.9 Dr. Mann has no problem removing the chaff from the wheat.

The HR function under Tony's leadership is a strong area for MRSD - a significant improvement was made when Tony created an HR function at the District level.

In all categories overall, Dr. Mann has shown himself to be a trustworthy and talented leader. He also has managed to keep the district well-managed this school year despite temporary health challenges that might have derailed a less-talented executive.

Would like better follow up communications when issues with staff members or situations are voiced to be looked into. Been several times I have voiced concerns and was never told if it was followed up on or dealt with. I understand details are not always appropriate, but communication that it was looked into would be appreciated.

**(Supt) - Jennifer Ellis provides exceptional leadership and has driven the work behind these scores.
- 7.8 We need to refresh all aspects of our evaluation systems and improve their timely implementation.**

