

Medford School District Superintendent Evaluation Tool 2026-27

PART 1: SUPERINTENDENT PERFORMANCE STANDARDS

1. CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT
2. EFFECTIVE FINANCIAL MANAGEMENT

PART 2: BOARD/SUPERINTENDENT GOALS

3. INCREASE READING PROFICIENCY K-8
4. INCREASE MATH PROFICIENCY K-8
5. IMPROVE STUDENT ATTENDANCE
6. STRENGTHEN COMMUNITY ENGAGEMENT
7. 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, available growth data at the time of the evaluation collected during the 2026-27 school year, 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.

The evaluation of the superintendent for the 2026-27 school year will include the following:

1. **Focus on Agreed-Upon Action Steps:** Performance will be evaluated based on progress made toward the specific strategic priorities and action steps established during the 2026 Board Summer Retreat.
2. **Evaluation of Available Data:** Analysis of data points available during the active evaluation window.
3. **Establishment of Baseline Data:** For any metrics collected for the first time during the 2026–27 school year, results will serve to establish initial baseline measures. Because historical data is not yet available to measure growth, these indicators will be documented for reference to be used the following year and will carry no weight in determining the Superintendent's overall performance rating for this cycle.

4. **Treatment of Unavailable Data:** Any relevant data released after the close of the formal evaluation will be reviewed collaboratively during the summer to inform goal-setting for the 2027–28 school year.

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

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:

Progress will be based on artifacts and evidence towards goals as well as Board observations, Superintendent's self reflection, and available data collected during the 26-27 school year and beyond.

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 goals, 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 goals 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, available data from the 26-27 school year and completion of planned action steps.
3. **Majority Consensus & Shared Focus:** Part 4 (Written Summary) incorporates both the mean and median scores to capture a comprehensive picture of board feedback. While the mean ensures every individual score—including outliers—is represented in the overall average, the median highlights the exact middle rating to allow the broader consensus to be clearly reported and understood alongside individual viewpoints.

Name of Evaluator: _____

PART 1: PERFORMANCE STANDARDS

1. 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).

2. 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)

PART 2: BOARD/SUPERINTENDENT GOALS

1. 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.

RATING : *(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).

2. INCREASE MATH PROFICIENCY K-8

SUPERINTENDENT 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.

RATING: *(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).

3. IMPROVE STUDENT ATTENDANCE

SUPERINTENDENT 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.

RATING: (check one)

4 3 2 1

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. STRENGTHEN COMMUNITY ENGAGEMENT

SUPERINTENDENT 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.

RATING: *(check one)*

4 3 2 1

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. STRENGTHEN STUDENT SAFETY

SUPERINTENDENT 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

RATING: *(check one)*

☐ 4 ☐ 3 ☐ 2 ☐ 1

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. 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.	

2. 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.

3. INCREASE READING PROFICIENCY & GROWTH 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.	

4. INCREASE MATH PROFICIENCY & GROWTH K-8

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.

5. IMPROVE ATTENDANCE K-12

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.

6. 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.

7. 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

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.