

Complete the Member Ratings on the tab 'Member Ratings'. Combining the Feedback from members is a manual process.

Superintendent Performance Goals (1 - 5 scale)

Performance Goal Description	Score	Feedback
Establish high expectations for all students that promote critical thinking and problem solving. Aligns to grade-level state standards and ensures that instruction meets to individual needs of students.	4.07	During a period of significant transition, including several months without a full academic leadership team, the Superintendent maintained consistency in student experience and instructional expectations across the district. Educators and administrators were appropriately engaged in this work, resulting in the establishment of clear norms that supported stable and successful learning environments. Despite these challenges, gaps in student outcomes were identified, along with concrete steps to begin addressing them. The recent hiring of a new Assistant Superintendent of Curriculum and Instruction has brought renewed focus, expertise, and strategic direction to the district's academic work. With consistent practices and foundational conditions for learning now more firmly in place; and with both a full central leadership team and individual Instructional Leadership Teams established the district is well positioned to move forward. Going ahead, there is a clear opportunity and expectation to prioritize more intentional personalization of learning to ensure instruction is consistently aligned to grade-level standards while meeting the diverse needs of individual students.
Enhance understanding of district operations, collaboratively identify	4.64	Throughout her tenure, the Superintendent has demonstrated a strong and consistent commitment to transparent, accessible leadership. She made it a clear priority to explain district processes and policies to families and the broader community, whether the matter at hand was complex or routine. This approach reinforced the belief that transparency is not situational, but foundational, and helped build trust by ensuring stakeholders understood not only decisions, but the reasoning behind them. In her day-to-day leadership, the Superintendent was consistently prepared, able to respond thoughtfully to questions, and, when necessary, able to identify where additional information could be found. She demonstrated an ability to anticipate questions and concerns, clearly communicate the context and impact of district actions, and follow through on commitments. Importantly, she also modeled these expectations for staff, reinforcing a culture of accountability and follow-up across the organization. This emphasis on trust and belonging extended beyond students to include district staff. The Superintendent received consistent positive feedback for her focus on relationship-building, ensuring staff felt heard, respected, and meaningfully included in decisions that affected their work. By fostering these connections and engaging staff as partners, she built a leadership team capable of addressing operational challenges collaboratively and effectively. Taken together, these practices strengthened understanding of district operations, promoted shared ownership of priorities, and advanced a culture grounded in transparency, inclusion, and operational effectiveness.

<p>Continue and further the ongoing Massachusetts School Building Authority (MSBA) Process</p>	<p>The Interim Superintendent has demonstrated exceptional leadership and commitment in advancing the MSBA process, recognizing it not merely as a facilities project, but as a rare and transformative opportunity to reimagine the future of Medford Public Schools. She has consistently approached this work as a springboard for meaningful, system-wide change—challenging long-standing practices and helping the district align its physical infrastructure with evolving educational goals. Her ability to engage a wide range of stakeholders in developing a shared vision grounded in community values and best practices has been a defining strength of this process. Throughout the MSBA journey, she has shown unwavering dedication, attending and actively participating in every MSBA meeting, arriving prepared, informed, and deeply engaged. Committee members noted the extraordinary time commitment this work has required and her remarkable capacity to balance immediate district needs—supporting staff, students, and families—while simultaneously advancing a long-term vision for a stronger, more innovative school system. Her leadership has been marked by clarity, transparency, and thoughtfulness in representing decisions, uncertainties, and next steps to both the School Committee and the broader community. Importantly, this work has already translated into tangible progress. By working proactively with her team, the Interim Superintendent has accelerated implementation timelines, including the launch of new vocational programming years ahead of schedule. Her energy, perseverance, and collaborative spirit have been instrumental in moving this complex process forward, and her role as a committed thought partner has helped ensure that the MSBA process serves not only as a building project, but as a catalyst for lasting educational improvement.</p> <p>4.86</p>
<p>Contract Negotiations; Engage in negotiations with bargaining units to build collaborative relationships, address the interests and concerns of varied employee units within the district, and improve district operations and outcomes.</p>	<p>Dr. Galusi has demonstrated strong, effective leadership in contract negotiations, marked by preparation, professionalism, and a clear commitment to collaborative labor relations. Over multiple negotiation cycles involving all ten bargaining units, she has consistently brought a calm, steady presence and a data-driven approach that has helped foster trust, productive dialogue, and timely outcomes. Most notably, the district successfully negotiated one of the most significant teachers' contracts in many years—introducing substantial changes to educator work while avoiding the escalation, work actions, and public conflict that have challenged many peer districts. This represents a meaningful departure from prior negotiation cycles and reflects a healthier, more constructive labor environment. Committee feedback highlights Dr. Galusi's deep knowledge of Medford Public Schools and its contracts, as well as her integral role on the negotiating team. She approaches negotiations prepared and with an open mind, thoughtfully considering multiple perspectives and working to reconcile competing needs in service of the district's goals. Her willingness to move beyond past practices, while remaining grounded in the principle that supporting educators ultimately supports students, has strengthened both relationships and outcomes. Additionally, her leadership has contributed to necessary and effective adjustments in staffing structures, improving clarity of roles, efficiency, and teamwork across the district. Overall, Dr. Galusi's approach to contract negotiations has advanced district operations while reinforcing a collaborative culture focused on student success.</p> <p>4.39</p>

Continued Relationship Development & Stakeholder Communication	4.39	Over the course of this evaluation period, Dr. Galusi has demonstrated a strong and intentional commitment to relationship-building and transparent communication across the district. Her listening sessions and on-site visits were widely viewed as successful and meaningful, helping to ensure continuity of district operations while strengthening trust with staff, families, and community members. Through regular weekly and ad hoc memos, as well as the use of task forces, committees, and structured input opportunities, she has elevated the standard for two-way communication and stakeholder engagement. Equally notable has been Dr. Galusi's leadership approach in moments of challenge. Rather than deflecting responsibility, she has consistently modeled accountability, acknowledging when missteps occur and taking ownership of solutions. This willingness to accept responsibility and focus on improvement has fostered credibility and confidence in her leadership. As the district continues to grow in this area, further attention will be needed to situational and time-sensitive communications, particularly in supporting school leaders and central administration in clearly communicating protocols and addressing caregiver concerns while navigating the necessary constraints of confidentiality. Overall, Dr. Galusi's work in this goal area reflects a thoughtful, responsive, and relationship-centered leadership style that has positively impacted the district.				
Superintendent Performance on Standards (1 - 4 scale)						
Measure	Score	Feedback				
Standard 1 - Instructional Leadership	3.4	Our Superintendent has continued to strengthen instructional leadership across the district, building on prior work to increase rigor and align instruction to standards across subject areas. Committee members recognize this work as complex and ongoing and note clear evidence of thoughtful progress, strengthened systems, and growing momentum. Under her leadership, the district has improved instructional leadership structures, data systems, and the use of evidence to guide curriculum, instruction, and assessment, increasing leadership capacity and shared accountability for student learning. She has also elevated the quality of professional learning by expanding collaborative planning time and responding directly to educators' identified problems of practice, including through collective bargaining. The first-year implementation of middle school challenge courses reflects heightened expectations and has been well received, earning state-level recognition. While continued attention is needed to ensure rigor and effective practices are fully inclusive of students with disabilities and consistently translate into personalized learning and measurable outcomes, committee members observe positive districtwide change and a clear trajectory toward sustained instructional improvement.				
<u>1.1 Curriculum</u>	3.57	Dr. Galusi has continued districtwide efforts to strengthen curriculum rigor and alignment to standards across content areas, building on work initiated during her prior role as Assistant Superintendent. Progress is evident through increased coherence in curriculum design and the implementation of new instructional offerings, including middle school challenge courses, which have been positively received and recognized at the state level. Committee members acknowledge that this work is ongoing and note the importance of further applying a rigor-focused lens to special education programming to ensure equitable access to high standards for all students.				

<u>1.2 Instruction</u>	3.29	Dr. Galusi has established and supported systems that promote high-quality instructional practice and shared expectations for teaching and learning. Through the development of instructional leadership teams and expanded opportunities for collaborative planning, she has strengthened instructional leadership capacity at the school and district levels. Committee members also note her responsiveness to educator-identified needs and her efforts to improve the quality and relevance of professional development. Continued growth in personalized instructional practices remains an area for ongoing focus.
<u>1.3 Assessment</u>	3.36	Dr. Galusi has strengthened district structures that support the use of multiple measures of student learning to inform instructional practice. Principals and administrators are increasingly supported in facilitating data-informed conversations and in using assessment results to adjust instruction when students are not meeting expectations. While assessment practices continue to develop, the foundational systems necessary to support consistent and effective use of data are in place.
<u>1.4 Evaluation</u>	3.39	Dr. Galusi has supported effective supervision and evaluation practices aligned with state regulations and contractual requirements. Through clearer expectations and strengthened leadership structures, she has enabled administrators to engage in evaluative practices that emphasize instructional quality, professional growth, and accountability. Committee members note increased consistency in evaluation practices across the district.
<u>1.5 Data-Informed Decision Making</u>	3.39	Dr. Galusi has prioritized the use of data to guide district and school-level planning and decision-making. Committee members highlight her role in strengthening data systems and establishing structures that support analysis of student learning and growth. These practices have informed goal-setting, instructional improvement efforts, and organizational performance. While the full impact on student outcomes is still emerging, the district is positioned to leverage these systems for sustained improvement.
Standard 2 - Management and Operations	3.47	The Superintendent has demonstrated strong operational leadership by stabilizing and strengthening district systems that support student safety, wellbeing, and daily functioning while advancing sustainable, long-term improvements. She addressed longstanding operational challenges while managing complex concurrent demands, including schedule restructuring, contract negotiations, and a major building project, with a small central team and a focus on thoughtful planning and stakeholder engagement. She has implemented a strategic approach to human capital management by strengthening the organizational structure, building central office capacity, and maintaining fair personnel practices and productive labor relationships. Through improved scheduling and management systems, she has enhanced the district's ability to manage time, resources, and information in support of instructional priorities. She has also demonstrated strong legal, ethical, and fiscal stewardship, aligning resources to district goals, responsibly implementing override funds, and developing a student-centered FY26 budget in collaboration with city leadership.

<p><u>2.1 Environment</u></p>	<p>3.61</p>	<p>The Superintendent has demonstrated strong operational leadership in stabilizing and strengthening district systems that support student safety, wellbeing, and daily functioning. Upon assuming leadership, she confronted multiple long-standing operational challenges—such as limited after-school capacity and systemic inefficiencies—choosing to pursue sustainable, long-term solutions rather than short-term fixes. Despite a small central team during her initial months, she worked diligently to improve district operations and communication while managing significant concurrent demands, including schedule restructuring, contract negotiations, and a fast-paced high school building project. Her approach has emphasized thoughtful planning, stakeholder engagement, and system-level coherence.</p>
<p><u>2.2 Human Resources Management and Development</u></p>	<p>3.29</p>	<p>The Superintendent has implemented a cohesive and strategic approach to human capital management. She has prioritized hiring the right leaders for the district, even when inclusive and collaborative processes increased short-term complexity. Her restructuring of the organizational framework and intentional development of a strong central leadership team have significantly increased the district's operational capacity. She has articulated clear goals for future hiring and career growth, oversees personnel decisions fairly, and maintains productive, respectful relationships with staff, unions, and negotiation teams. She is reflective in her practice and open to feedback, including consideration of historical context and past practices when evaluating opportunities for improvement.</p>
<p><u>2.3 Scheduling and Management Information Systems</u></p>	<p>3.54</p>	<p>Through thoughtful coordination and system redesign, the Superintendent has improved the district's ability to manage time, resources, and information in service of teaching and learning. The successful implementation of changes to the length of the school day and the alignment of operational systems reflect a commitment to minimizing disruption while supporting collaboration and instructional priorities. Her leadership has resulted in a more effective and responsive central office structure that better supports school-level staff.</p>
<p><u>2.4 Laws, Ethics, and Policies</u></p>	<p>3.71</p>	<p>The Superintendent has demonstrated a strong understanding of and adherence to state and federal requirements, School Committee policies, collective bargaining agreements, and ethical standards. She has led complex contract negotiations responsibly and collaboratively, ensuring compliance while maintaining trust and professionalism across stakeholder groups. Her leadership reflects transparency, ethical decision-making, and respect for governance roles.</p>
<p><u>2.5 Fiscal Systems</u></p>	<p>3.21</p>	<p>The Superintendent has shown sound fiscal stewardship and a clear commitment to aligning resources with district priorities. She successfully implemented override funds and developed a student-centered FY26 budget that reflects the district's vision, mission, and goals. She works collaboratively with city leadership to ensure schools are appropriately resourced while maintaining fiscal responsibility and staying within available funding. Her approach reflects an understanding that effective financial management is a shared responsibility and that disciplined planning is essential to long-term sustainability.</p>

Standard 3 - Engagement		<p>The Superintendent demonstrates a strong commitment to family and community engagement by intentionally creating inclusive, accessible opportunities for participation, particularly among historically underrepresented voices. Through listening sessions, surveys, and varied engagement formats—especially during major initiatives such as the Medford High School project—she has expanded community input and reinforced shared responsibility in district planning and decision-making. Her communication with families and stakeholders is proactive, respectful, and culturally responsive, supported by strengthened districtwide coordination and leadership. Families report appreciation for her accessibility and responsiveness to concerns, and while communication systems are generally effective, there is an opportunity to further formalize response protocols to ensure consistent, timely follow-up during periods of high volume.</p> <p>3.65</p>
<u>3.1 Engagement</u>		<p>The Superintendent demonstrates a clear commitment to ensuring that families are welcomed as active members of the school and district community. Through intentional planning and inclusive engagement strategies—particularly in large-scale initiatives such as the Medford High School project—she has prioritized reaching families and community members who are historically underrepresented in district feedback. Her use of multiple engagement formats, including surveys and listening sessions, has expanded access to participation beyond those able to attend in-person meetings, resulting in broader and more representative community input.</p> <p>3.81</p>
<u>3.2 Sharing Responsibility</u>		<p>The Superintendent consistently collaborates with families and community stakeholders to support student learning and district decision-making. During her initial months, she conducted numerous listening sessions that informed subsequent work on the strategic plan, MSBA processes, and advisory groups. When the School Committee requested additional community input before advancing decisions, she responded by creating additional avenues for engagement, reinforcing a shared responsibility model that values family and community voice as integral to district planning and improvement.</p> <p>3.71</p>
<u>3.3 Communication</u>		<p>The Superintendent's communication with families and community stakeholders is proactive, clear, and culturally responsive. She maintains an open and respectful posture toward family input and feedback and has worked to strengthen districtwide communication by effectively leveraging the Director of Communications and supporting improved consistency among district leaders. Communication efforts reach a broad range of stakeholders, including families, staff, and community partners. While overall communication is strong, feedback indicates an opportunity to further develop consistent norms and supports for situational or individualized communication, particularly in cases without established protocols, and to strengthen response systems to ensure timely follow-up.</p> <p>3.82</p>
<u>3.4 Family Concerns</u>		<p>The Superintendent addresses family and community concerns with professionalism, respect, and care. Families report appreciation for her responsiveness and accessibility, including direct responses to calls and emails. She has articulated expectations for timely communication and follow-up, and there is an opportunity to formalize systems—such as delegated support or automated acknowledgments—to ensure equitable, efficient responses during periods of high volume. Overall, her approach reflects a commitment to addressing concerns in a manner that is fair, thoughtful, and aligned with the needs of the community.</p> <p>3.25</p>

Standard 4 Professional Culture	3.5	Dr. Galusi has established a strong culture of high expectations grounded in collaboration, professionalism, and continuous improvement. She has earned the trust of district leadership, the School Committee, and labor partners by strengthening systems that support effective teaching and learning while skillfully navigating labor relations, legal requirements, and budget development. Her leadership intentionally centers cultural proficiency, belonging, and respect, and she actively seeks diverse perspectives when shaping policy and practice. Dr. Galusi communicates clearly and accessibly with stakeholders and has significantly improved districtwide communication, with continued opportunity to strengthen consistency and timeliness through formalized supports. She models reflective practice and data-informed decision-making, fostering a shared commitment to learning and growth. Through a collaborative yet decisive leadership style, she advances a shared vision focused on student achievement, postsecondary readiness, and civic engagement while managing conflict with integrity and respect.
<u>4.1 Commitment to High Standards</u>	3.53	Dr. Galusi has established a clear and consistent culture of high expectations across the district. She has quickly earned the trust and respect of the leadership team, the School Committee, and union partners by centering her work on improving systems that enable effective teaching and learning. Her ability to navigate complex areas such as labor relations, legal requirements, and budget development has strengthened organizational stability and removed barriers that can impede instructional progress. She sets clear expectations, holds staff accountable, and ensures that operational effectiveness supports high-quality educational outcomes for all students.
<u>4.2 Cultural Proficiency</u>	3.36	Dr. Galusi has intentionally embedded cultural proficiency into both instructional and operational practices. She has emphasized the importance of belonging and respect for students' and staff members' diverse backgrounds, identities, strengths, and challenges. Her leadership reflects an understanding that inclusive practices are foundational to student achievement and staff effectiveness, and she actively seeks out and values perspectives that differ from her own when shaping policy and practice.
<u>4.3 Communications</u>	3.82	Dr. Galusi demonstrates strong interpersonal and verbal communication skills and has meaningfully improved communication across the district. She is accessible, responsive, and makes herself available to address questions, concerns, and issues raised by staff and stakeholders. Committee feedback notes that while communication has improved significantly, continued attention to timeliness—particularly in written communication—will further strengthen trust and transparency. Leveraging support staff to acknowledge inquiries and provide clear timelines for follow-up may enhance consistency and effectiveness.
<u>4.4 Continuous Learning</u>	3.18	Dr. Galusi consistently models reflective practice and fosters a culture in which continuous improvement is expected and supported. She encourages staff to examine their work, engage with current research and best practices, and use data to inform instructional and operational decisions. Her own openness to feedback and willingness to adapt her practice reinforces a district-wide commitment to learning and growth.
<u>4.5 Shared Vision</u>	3.68	Dr. Galusi has successfully promoted a shared vision grounded in collaboration, achievement, and belonging. She engages stakeholders across the district in shaping and advancing this vision, ensuring alignment between instructional priorities and organizational practices. Her leadership reflects a clear focus on preparing all students for postsecondary success and active civic participation, while maintaining coherence across district initiatives.

4.6 Managing Conflict

3.43

Dr. Galusi employs thoughtful and effective strategies to manage disagreement and resolve conflict. Her leadership style is collaborative and consensus-oriented, yet she demonstrates the ability to make difficult decisions when necessary. She approaches challenging conversations with integrity, openness, and respect, fostering trust while guiding the district forward through periods of change.

- 1) Change the Member Name to the last name of the members
- 2) Transcribe the scores from each member into the available spaces, calculations will occur automatically as you work.
- 3) Once you have entered the ratings from all members the values on the tab "Final Review" will reflect the final ratings from the committee.

Superintendent Performance Goals (1 - 5 scale)								
Performance Goal Description	Score	Member Branley	Member Graham	Member Intoppa	Member Olapade	Member Reinfeld	Member Ruseau	Mayor Lungo-Koehn
Establish high expectations for all students that promote critical thinking and problem solving. Aligns to grade-level state standards and ensures that instruction meets to individual needs of students.	4.071428571	4	4	4	4	4	4	4.5
Enhance understanding of district operations, collaboratively improve communication between school and community.	4.642857143	4	5	5	5	5	4	4.5
Continue and further the ongoing Massachusetts School Building Authority (MSBA) Process	4.857142857	5	5	4	5	5	5	5
Contract Negotiations; Engage in negotiations with bargaining units to build collaborative relationships, address the interests and concerns of varied employee units within the district, and improve district operations and outcomes.	4.392857143	4	5	4	4	5	4	4.75
Continued Relationship Development & Stakeholder Communication	4.392857143	5	4	5	4	4	4	4.75
Superintendent Performance on Standards (1 - 4 scale)								
Score	Member Branley	Member Graham	Member Intoppa	Member Olapade	Member Reinfeld	Member Ruseau	Mayor Lungo-Koehn	
Standard 1 - Instructional Leadership	3.4							
1.1 Curriculum	3.571428571	3	4	3	4	4	3	4
1.2 Instruction	3.285714286	3	3	3	3	3	4	4
1.3 Assessment	3.357142857	3	3	3	3	4	4	3.5
1.4 Evaluation	3.392857143	3	4	3	3	3	4	3.75
1.5 Data-Informed Decision Making	3.392857143	3	4	3	4	3	3	3.75
Standard 2 - Management and Operations	3.471428571							
2.1 Environment	3.607142857	3	4	3	4	4	4	3.25
2.2 Human Resources Management and Development	3.285714286	3	4	3	3	3	3	4
2.3 Scheduling and Management Information Systems	3.535714286	3	3	3	4	4	4	3.75
2.4 Laws, Ethics, and Policies	3.714285714	3	4	3	4	4	4	4
2.5 Fiscal Systems	3.214285714	3	3	3	3	4	3	3.5
Standard 3 - Engagement	3.65							
3.1 Engagement	3.814285714	4	4	4	4	3	4	3.7
3.2 Sharing Responsibility	3.714285714	4	3	3	4	4	4	4
3.3 Communication	3.821428571	3	4	4	4	4	4	3.75
3.4 Family Concerns	3.25	4	3	4	3	2	3	3.75
Standard 4 Professional Culture	3.498809524							
4.1 Commitment to High Standards	3.528571429	3	3	3	4	4	4	3.7
4.2 Cultural Proficiency	3.357142857	3	4	3	3	3	4	3.5
4.3 Communications	3.821428571	4	4	3	4	4	4	3.75
4.4 Continuous Learning	3.178571429	3	3	3	3	3.5	3	3.75
4.5 Shared Vision	3.678571429	3	4	3	4	4	4	3.75
4.6 Managing Conflict	3.428571429	3	4	3	3	3.5	4	3.5

Superintendent Performance Goals (1 - 5 scale)				
Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership. The Superintendent's Self Evaluation is a key input to this part of the review.				
		Did not meet	1	
		Some progress	2	
		Significant progress	3	
		Met	4	
		Exceeded	5	
Superintendent Performance on Standards (1 - 4 scale)				
		Exemplary	4	
		Proficient	3	
		Needs Improvement	2	
		Unsatisfactory	1	