

Work Session - Superintendent Evaluation
Template
Wednesday, May 4, 2022 8:30 pm - or directly
following Budget Work Session

Dr. Matthew Prophet Education Center -
Windows Cafeteria / Conference Room (Floor
2)
501 N. Dixon St.
Portland, OR 97227

Agenda

1. Discussion on the Superintendent Evaluation Template

Portland Public Schools Board of Education
Template for the
Superintendent's Performance Evaluation
(April 2022-June 2023)

Format of the Superintendent Performance Evaluation

In 2019-2020, the Portland Public Schools Board of Education adopted an evaluation tool that established leadership standards for the superintendent and also set performance expectations for students at all levels within the school district, with a specific focus on raising student achievement for historically underserved students.

Given the exceptional circumstance of the COVID-19 pandemic, the unprecedented changes in education and instructional delivery model, and the inability to implement a complete balanced assessment system, the Board agreed to evaluate the superintendent on evidence of his demonstration of leadership standards for the 2020-21 academic year. With the return to full-time in-person school and the accompanying expectation that the full range of student assessments, interim and summative, will be administered in the 2021-2022 school year, the Board is in the process of establishing refreshed baseline data on student performance goals for 2021-22 and 2022-23.

This evaluation template for the 21-22 and 22-23 school years again prioritizes five leadership standards and includes the performance goals outlined in the superintendent's February 2022 contract extension. To reflect the importance of student achievement outcomes, progress towards the superintendent's performance goals are double-weighted.

During 2021-22, the Board has received regular updates on student performance data and two Board members have met quarterly with the superintendent to discuss student achievement. The Board will meet with the superintendent again in August 2022 to receive the latest student achievement data and discuss successes and challenges to meeting the contract goals. At the conclusion of this review period (June 2023) the superintendent will prepare a self-evaluation to provide the Board a brief synopsis of demonstrated evidence in each of the prioritized leadership standards, and the Board will prepare a written evaluation once student achievement data for 2022-23 have been received.

It is important to note that this evaluation framework focuses on only a few key areas of the district's work. Any documented progress, or areas requiring further growth or attention, represent not just the superintendent's performance, but the efforts of a committed leadership team, dedicated school leaders, educators, staff and community partners, and our talented students, all across Portland Public Schools.

Superintendent Annual Performance Evaluation Criteria for 2022-2024

Given the pandemic and the unprecedented changes in education, staff will use the 2021-22 school year to gather baseline data on the superintendent's performance goals. The Superintendent will be reporting disaggregated data to the Board as it becomes available during the course of the school year.

Leadership Standards

There are a total of eight **Leadership Performance Standards** in the superintendent evaluation workbook published by the Oregon School Board Association and the Coalition of Oregon School Administrators. In an effort to adopt an evaluation tool that is not overly cumbersome, **five standards are being prioritized as a focus for 2021-2022**, which are highlighted in **BOLD** below.

1. **Visionary Leadership**
2. Ethics and Professional Norms
3. **Inclusive District Culture**
4. **Culturally Responsive Instructional Leadership and Improvement**
5. **Communications and Community Relations**
6. **Organizational Management**
7. Fiscal Management
8. Policy, Advocacy, and Governance

A detailed description of the five focal leadership performance standards are included below. Each standard includes an overall description, sub-standards, and a performance description.

Leadership Standard #1: Visionary Leadership

The Superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

<p>1.1 Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities</p> <p>1.2 Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision</p> <p>1.3 Implements the district's continuous improvement plan and communicates its progress</p> <p>1.4 Makes progress on PPS's Racial Equity and Social Justice strategy, with a focus on the professional development strategies in the RESJ framework by:</p> <ul style="list-style-type: none">a) Hiring and retaining teachers and principals of colorb) Taking a holistic approach across the District to the review of our building names, our cultural icons, including statuary, art and artifacts <p>1.5 Demonstrates a focus on improving student achievement for Black and Indigenous students</p>	<p>Articulates a clear and coherent vision for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the district.</p>
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Leadership Standard #3: Inclusive District Culture

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent ensures that equity is centered in all district planning and action.

<p>3.1 Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture that actively recruits and retains teachers, administrators and central office staff of color</p> <p>3.2 Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student</p> <p>3.3 Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff</p>	<p>Consistent evidence of centering underserved students in the planning, budgeting, and monitoring of student experience and learning.</p> <p>Data is regularly disaggregated in reporting and planning documents and extends beyond state and federal reporting requirements and includes (where appropriate and possible) disaggregation that supports understanding of intersectionality.</p> <p>Consistent and intentional efforts to engage underserved communities as establishing a culture of collective efficacy with the community.</p>
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Leadership Standard #4: Culturally Responsive Instructional Leadership and Improvement

This standard addresses the superintendent’s skills in staying up to date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

4.1 Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership	Continuously stresses the importance of quality culturally sustaining teaching and learning as the organization’s primary strategic objective.
4.2 Implements coordinated systems of support, including coaching and professional development for staff	Creates an organizational culture attentively focused on culturally sustaining teaching and learning that grows and evolves.
4.3 Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership	Creates clear and systemic systems for curricular alignment to standards that result in curricula and assessments of exceptional quality.
4.4 Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained	

Leadership Standard #5: Communication and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communications with families, staff, other stakeholders and the community including, beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the district.

5.1 Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.	Develops two-way communication strategies to reach families, students, staff, agencies and other community stakeholders.
5.2 Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.	Communicates key information to all stakeholders in a timely fashion.
5.3 Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.	Mobilizes community resources to support district goals.
5.4 Goes beyond the district and local community to advocate for students at the county, regional and/or state level.	

Leadership Standard #6: Effective Organizational Management

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

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

Puts in place systems and staff that create environments that inspire learning and that are highly reliably safe.

Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

Superintendent Annual Performance Evaluation Rubric

The superintendent's overall performance rating will be the result of a combined assessment of demonstrated **Leadership Performance Standards** and progress towards **the superintendent's performance Goals***.

The **Leadership Performance Standards** will be equally weighted and scoring will be done by each individual School Board member using the attached performance rubric for each standard.

Leadership Standard #1: Visionary Leadership

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

Ineffective	<p>Little or no evidence exists of a district vision implemented in the work of the district.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the district stands for.</p>
Developing	<p>References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates innovative ideas to support the vision.</p>
Effective	<p>Articulates the vision of the district in writing and speech.</p> <p>Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>The district vision is focused on student learning.</p>
Accomplished	<p>Articulates a clear and coherent vision for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the district.</p>

Summary Rating	<p>1) Ineffective: <input type="checkbox"/></p> <p>2) Developing: <input type="checkbox"/></p> <p>3) Effective: <input type="checkbox"/></p> <p>4) Accomplished: <input type="checkbox"/></p>
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Leadership Standard #3: Inclusive District Culture

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent ensures that equity is centered in all district planning and action.

Ineffective

Planning is centered on the dominant culture.

Data is presented in aggregate.

Engagement activities are not differentiated to elevate the voices of underserved communities.

Developing

Planning remains centered on the dominant culture with differentiation for legally required student groups (e.g. special education or emergent bilingual students).

Data reporting is primarily focused on aggregate performance with occasional disaggregation.

Occasional or inconsistent efforts to engage underserved communities.

Effective

Consistent evidence of centering underserved students in planning activities.

Data is regularly disaggregated in reporting and planning documents aligned to traditional state and federal reporting requirements.

Consistent and intentional efforts to engage underserved communities.

Accomplished

Consistent evidence of centering underserved students in the planning, budgeting, and monitoring of student experience and learning.

Data is regularly disaggregated in reporting and planning documents and extends beyond state and federal reporting requirements and includes (where appropriate and possible) disaggregation that supports understanding of intersectionality.

Consistent and intentional efforts to engage underserved communities as establishing a culture of collective efficacy with the community.

Summary Rating

- 1) Ineffective:
- 2) Developing:
- 3) Effective:
- 4) Accomplished:

Leadership Standard #4: Culturally responsive instructional leadership and improvement

This standard addresses the superintendent's skills in staying up to date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

<p>Ineffective</p>	<p>Primary focus is not teaching and learning.</p> <p>Fails at creating an organizational culture focused on teaching and learning.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to customize learning to students.</p>
<p>Developing</p>	<p>Peripherally focused on teaching and learning.</p> <p>Discusses teaching and learning, but no real systemic organizational focus exists.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p> <p>Discusses customized learning, but execution is uneven, unclear and chaotic</p>
<p>Effective</p>	<p>Primary focus is teaching and learning.</p> <p>Keeps the organization primarily focused on teaching and learning.</p> <p>Puts in place systems to align curriculum to standards.</p> <p>Puts in place systems to customize instruction to students.</p>
<p>Accomplished</p>	<p>Continuously stresses the importance of quality culturally sustaining teaching and learning as the organization's primary strategic objective.</p> <p>Creates an organizational culture attentively focused on culturally sustaining teaching and learning that grows and evolves.</p> <p>Creates clear and systemic systems for curricular alignment to standards that result in curricula and assessments of exceptional quality.</p>
<p>Summary Rating</p>	<p>1) Ineffective: <input type="checkbox"/></p> <p>2) Developing: <input type="checkbox"/></p> <p>3) Effective: <input type="checkbox"/></p> <p>4) Accomplished: <input type="checkbox"/></p>

Leadership Standard #5: Communication and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communications with families, staff, other stakeholders and the community including, beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the district.

Ineffective

Ineffective in communication with district staff, families, students and community stakeholders.

Communication is infrequent, unclear and confusing.

Few stakeholders identify positively with the school district and its leadership.

Developing

Communication with individuals and groups is mostly clear and somewhat timely.

Some stakeholders identify positively with the school district and its leadership.

Effective

Keeps staff, students, and families informed on a regular basis.

Communication with individuals and groups is frequent, clear and effective.

Most stakeholders identify positively with the school district and its leadership.

Accomplished

Communicates key information to all stakeholders in an appropriate and timely manner.

Is alert to potential issues; predicts and shares possibilities with the board in advance.

Constituent groups report a positive relationship with district leadership.

Summary Rating

- 1) Ineffective:
- 2) Developing:
- 3) Effective:
- 4) Accomplished:

Leadership Standard #6: Effective Organizational Management

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

Ineffective

Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students.

Is antagonistic toward union leadership, doesn't work to improve relations.

Developing

Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students.

Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.

Effective

Puts in place systems and staff so that environments are conducive to learning and are consistently safe.

Is proactive in sharing information and purposely avoids conflict.

Accomplished

Puts in place systems and staff that create environments that inspire learning and that are highly reliably safe.

Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

Summary Rating

- 1) Ineffective:
- 2) Developing:
- 3) Effective:
- 4) Accomplished:

Superintendent's Performance Goals

We understand that this work will require us to take a differentiated approach to how we serve the unique needs of our students, especially for students of color and other students who need us to accelerate their growth so that they are able to demonstrate both the proficiency in their knowledge base and in the skills and dispositions described in our [vision's Graduate Portrait](#).

Directors have identified a set of academic milestones to progress monitor and hold ourselves accountable to achieving over time. We also know that this will require us to prioritize the work and resources necessary to support students who are most underserved. Since students of color currently demonstrate the greatest opportunity gaps, these superintendent's performance goals call-out an explicit expectation of accelerated growth with these student groups in order to narrow overall proficiency gaps. We are focusing our milestone targets on these set of indicators in the elementary grades.

The **Student Performance (Board) Goals** will be assigned a level of performance, depending on progress towards the School Board Goals.

Rubric Score	Progress Towards Student Performance (Board) Goal
1	Below Performance Target
2	Minimal Progress
3	Demonstrated Progress
4	Significant Progress

PERFORMANCE GOAL: Third Grade Reading for African American Students

The percentage of Grade 3 Black/African-American students demonstrating at or above grade-level proficiency in English Language Arts will increase by at least 3.0 percentage points (e.g., 16.9% to 19.9%), as measured by students' attainment of Level 3 or 4 achievement levels on the annual summative Smarter Balanced Assessment (SBAC), when outcomes are compared year over year (e.g., Spring 2022 to Spring 2023; and Spring 2023 to Spring 2024).

3rd Grade READING: Proficiency of African American Students

Student Group	% Proficient (Level 3 or 4)			Performance Increases		
	2022 (baseline)	2023	2024	22-23	23-24	24-25
Historically Underserved Students of Color						
Asian						
Black						
Latinx						
Multi-racial (all)						
Native American						
Pacific Islander						
White						
English Learner						
Special Education						
TOTAL						

Rubric Score	Progress Towards Student Performance Goal	Proficiency Change	Summary Rating
1	Below Performance Target	0 – .99%	<input type="checkbox"/>
2	Minimal Progress	1.0 – 2.99%	<input type="checkbox"/>
3	Demonstrated Progress	3.0 – 3.99%	<input type="checkbox"/>
4	Significant Progress	>4.0%	<input type="checkbox"/>

PERFORMANCE GOAL: Third Grade Reading for Underserved Students of Color

The percentage of all Grade 3 students, in the Underserved Race/Ethnicity group*, demonstrating at or above grade-level proficiency in English Language Arts will increase by at least 3.0 percentage points (e.g., 29.4% to 32.4%), as measured by students’ attainment of Level 3 or 4 achievement levels on SBAC, when outcomes are measured year over year (e.g., Spring 2022 to Spring 2023; and Spring 2023 to Spring 2024).

*The underserved Race/Ethnicity group is defined by the Oregon Department of Education as: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

3rd Grade READING: Proficiency of Underserved Students of Color

Student Group	% Proficient (Level 3 or 4)			Performance Increases		
	2022(baseline)	2023	2024	22-23	23-24	24-25
Historically Underserved Students of Color						
Asian						
Black						
Latinx						
Multi-racial (all)						
Native American						
Pacific Islander						
White						
English Learner						
Special Education						
TOTAL						

Rubric Score	Progress Towards Student Performance Goal	Proficiency Change	Summary Rating
1	Below Performance Target	0 – .99%	<input type="checkbox"/>
2	Minimal Progress	1.0 – 2.99%	<input type="checkbox"/>
3	Demonstrated Progress	1.0 – 3.99%	<input type="checkbox"/>
4	Significant Progress	>4.0%	<input type="checkbox"/>

PERFORMANCE GOAL: Fifth Grade Mathematics for African American Students

The percentage of Grade 5 Black/African-American students demonstrating at or above grade-level proficiency in mathematics will increase by at least 3.0 percentage points (e.g., 9.2% to 12.2%), as measured by the students' attainment of Level 3 or 4 achievement levels on the annual summative SBAC, when outcomes are compared year over year (e.g., Spring 2022 to Spring 2023; and Spring 2023 to Spring 2024).

5th Grade Math: Proficiency of African American Students

Student Group	% Proficient (Level 3 or 4)			Performance Increases		
	2022(baseline)	2023	2024	22-23	23-24	24-25
Historically Underserved Students of Color						
Asian						
Black						
Latinx						
Multi-racial (all)						
Native American						
Pacific Islander						
White						
English Learner						
Special Education						
TOTAL						

Rubric Score	Progress Towards Student Performance Goal	Proficiency Change	Summary Rating
1	Below Performance Target	0 – .99%	<input type="checkbox"/>
2	Minimal Progress	1.0 – 2.99%	<input type="checkbox"/>
3	Demonstrated Progress	2.0 – 3.99%	<input type="checkbox"/>
4	Significant Progress	>4.0%	<input type="checkbox"/>

Overall Performance Rating

The overall performance rating is determined by the average scores of school board Directors for the four prioritized leadership standards and then the student performance outcome data will be double-weighted and factored-in to determine an overall score and rating.

	OSBA Standards					Performance Goals		
	Standard 1 Visionary District Leadership	Standard 3 Inclusive District Culture	Standard 4 Culturally Responsive Instructional Leadership and Improvement	Standard 5 Communicatio n and Community Relations	Standard 6 Effective Fiscal Management	Goal 1 3 rd Grade Reading – African American Students	Goal 2 3 rd Grade Reading – Underserved	Goal 3 5 th Grade Math- African Americ an
Total								
Average								
2x weight for Board Goals								
	(Total of Average Ratings on OSBA Standards= _____) + (Total of double-weighted Rubric Scores = _____) = _____ divided by 11 = Overall Avg. Score							
	Overall Average Score: _____ Overall Performance Rating: _____							

OVERALL AVERAGE SCORE BETWEEN:	OVERALL PERFORMANCE LEVEL RATING:
3.5 - 4.0	Accomplished*
2.5 - 3.4	Effective
1.5 – 2.4	Developing
0.0 - 1.4	Ineffective

**It should be noted that “accomplished” refers to the level of skills, focus, and outcomes exhibited by a superintendent’s performance on the criteria within each standard. It does not necessarily mean that the desired state for the standard has been achieved.*

Board-Superintendent Progress Monitoring Cycle & Timeline of Activities

School Year 2021-2022

October

- Administration of Beginning-of-Year MAP assessments starts

November

- Administration of Beginning-of-Year MAP assessments ends (last day of testing window is Nov. 19th)
- Office of Research, Assessment, & Accountability prepares disaggregated student performance outcomes and baseline data for beginning of 2021-2022 school year
- Board designees have a scheduled first quarterly conference meeting with the superintendent
- Baseline of overall student achievement data is discussed

January

- Middle-of-Year MAP assessments are administered to students
- Office of Research, Assessment, & Accountability presents graduation data for SY2020-2021
- Board designees have a scheduled second quarterly conference meeting with the superintendent
- Student achievement progress and performance growth targets for the school year are discussed

February

- Office of Research, Assessment, & Accountability prepares disaggregated student performance outcomes for Middle-of-Year MAP Assessments

March

- Board designees have a scheduled third quarterly conference meeting with the superintendent
- Emerging data trends for student achievement (after two assessments) and performance growth targets for the school year are discussed

April

- SBAC summative assessments are administered to students

May

- Board designees have a scheduled fourth quarterly conference meeting with the superintendent
- Office of Research, Assessment and Accountability provides an update on the Successful Schools Survey to the Board

School Year 2022-2023

September 2022

- Beginning-of-Year MAP assessments are administered to students
- Office of Research, Assessment, & Accountability prepares disaggregated SBAC Spring 2021 student performance outcomes

October 2022

- Office of Research, Assessment, & Accountability presents disaggregated graduation data for 2021-2022 school year
- Board designees have a scheduled first quarterly conference meeting with the superintendent