

Work Session
Tuesday, October 22, 2024 6:30 pm or
immediately following the Special Meeting

Dr. Matthew Prophet Education Center - Board
Auditorium
501 N. Dixon St
Portland, OR 97227

Agenda

1. Superintendent's Evaluation Template

SUPERINTENDENT EVALUATION INSTRUMENT

Superintendent Name	Dr. Kimberlee Armstrong
Board of Directors (list members)	Julia Brim-Edwards, Michele DePass, Herman Greene, Gary Hollands, Andrew Scott, Patte Sullivan, Eddie Wang, JJ Kunsevi
Review Period	July 1, 2024 to June 30, 2025
Date of Review	
Reviewed by	Self [] Board of Directors []

SECTION I. ACHIEVING GOALS

Directions: Identify your overall goals and corresponding results.

Goals	Result(s)	Rating E: exceeds expectations M: meets expectations P: partially meets expectations D: Does not meet expectations
<p>Priority 1: 3rd Grade Reading</p> <p>We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in third grade reading between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)</p> <ul style="list-style-type: none"> ● African - American Students by 5.5 percentage points per year ● Pacific Islanders by 5.0 percentage points per year ● Native - American Students by 6.1 percentage points per year ● Latino Students by 3.9 percentage points per year ● Asian Students by 2.6 percentage points per year 		

<p>Priority 2: 5th Grade Mathematics</p> <p>We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in third grade reading between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)</p> <ul style="list-style-type: none"> • African - American Students by 5.5 percentage points per year • Pacific Islanders by 5.0 percentage points per year • Native - American Students by 6.1 percentage points per year • Latino Students by 3.9 percentage points per year • Asian Students by 2.6 percentage points per year 		
<p>Priority 3: 8th Grade Readiness</p> <p>We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in eighth grade readiness between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)</p> <ul style="list-style-type: none"> • African - American Students by 3.2 percentage points per year • Pacific Islanders by 2.7 percentage points per year • Native - American Students by 1.1 percentage points per year • Latino Students by 2.6 percentage points per year • Asian Students by - percentage points per year. Asian students are already on track for this goal 		
<p>Priority 4: High School Graduation</p> <p>We must accelerate achievement for students of color by eliminating the graduation gaps. Our goal is to eliminate the opportunity and outcome gaps in graduation rates for our students of color while setting higher graduation requirements for all our students, by the metrics set forth, measured by the four-year cohort graduation rate.</p> <ul style="list-style-type: none"> • African - American Students by 2.4 percentage points per year 		

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Pacific Islanders by 3.0 percentage points per year• Native - American Students by 7.6 percentage points per year• Latino Students by 2.6 percentage points per year• Asian Students by - percentage points per year. Asian students are already on track for this goal. | | |
|---|--|--|

DRAFT

Rubric for evaluating Board Goals Progress:

Rating	Progress Towards Student Performance Goal	Proficiency Change	Summary Rating
D	Does not meet expectations	0 – .99%	<input type="checkbox"/>
P	Partially meets expectations	1.0 – 1.99%	<input type="checkbox"/>
M	Meets expectations	2.00– 2.99%	<input type="checkbox"/>
E	Exceeds expectations	>3.0%	<input type="checkbox"/>

Comments: To what extent did you/the Superintendent achieve the goals for the position this past period? To what extent did you/the Superintendent do everything possible to reach the goals?

SECTION II. DEMONSTRATING COMPETENCIES

Directions: Reflect on your demonstration of the organizational core values and the competencies required in your role. The core competencies outlined below come directly from the [criteria](#) that community proposed for the superintendent.

Core Competencies and Descriptions

To what degree did you/this person demonstrate proficiency in the core competencies?

Experienced, Strategic, and Visionary Educational Leadership- *which includes:*

- A robust background in K-12 education, with experience at various levels, and a proven record of improving student achievement, particularly for historically marginalized learners
- The demonstrated ability to articulate and act upon a future-focused strategic vision that prepares each PPS graduate for a post-secondary pathway of their choosing and creates environments where all students succeed
- Effectively designing and implementing support and accountability systems, which embrace continuous improvement and multiple measures of student, school, and district success

Authentic and Inclusive Leadership- *which includes:*

- Exhibiting a commitment to Oregon, demonstrating a love of the diversity that Portland represents, and a willingness to invest in the city's welfare
- Building, sustaining, and retaining high-quality and effective teams
- Prioritizing visibility in

<p>classrooms, schools, and at community events that reflects genuine interest in students, teachers and staff, and community members</p> <ul style="list-style-type: none"> • Prioritizing building relationships and fostering a sense of shared purpose through the demonstration of practices that heal, restore, and build trust. 	
<p>Transparent, Ethical, and Courageous Leadership- <i>characterized by:</i></p> <ul style="list-style-type: none"> • Holding oneself to the highest levels of integrity, honesty, and ethical conduct • Effectively inviting input, authentically engaging constituents, actively listening, and providing timely, two-way, and communication regarding district decision-making • The demonstrated ability to make tough decisions, even in the face of adversity, which are in the best interest of students 	
<p>Fiscal Stewardship and Advocacy Leadership- <i>evidenced by:</i></p> <ul style="list-style-type: none"> • Proven fiscal 	

DRAFT

management during challenging times that prioritizes investments which directly advance the district's vision and Board goals around student success.

- Acumen with capital projects, school construction, and bond programs.
- A transparent approach to budget development that engages constituents, fosters community trust, and nurtures continued local support of the district
- Experience in policy development and advocacy at the local, state, and national level

Equity and Cultural Competency Leadership- *revealed as:*

- A profound commitment to racial equity demonstrated by leading efforts to reduce systemic disparities and advancing anti-racist solutions in classrooms and the workplace.
- Demonstrated cultural competency, advocacy for historically underrepresented groups, and promotion of policies and practices that honor, respect, protect, and celebrate difference

DRAFT

DRAFT

SECTION III. SUMMARY ASSESSMENT, NEXT STEPS, AND PROFESSIONAL DEVELOPMENT

Directions: Please complete the prompts below.

Overall performance rating:

- Exceeds Expectations
- Partially Meets Expectations

- Meets Expectations
- Does Not Meet Expectations

Qualitative Comments:

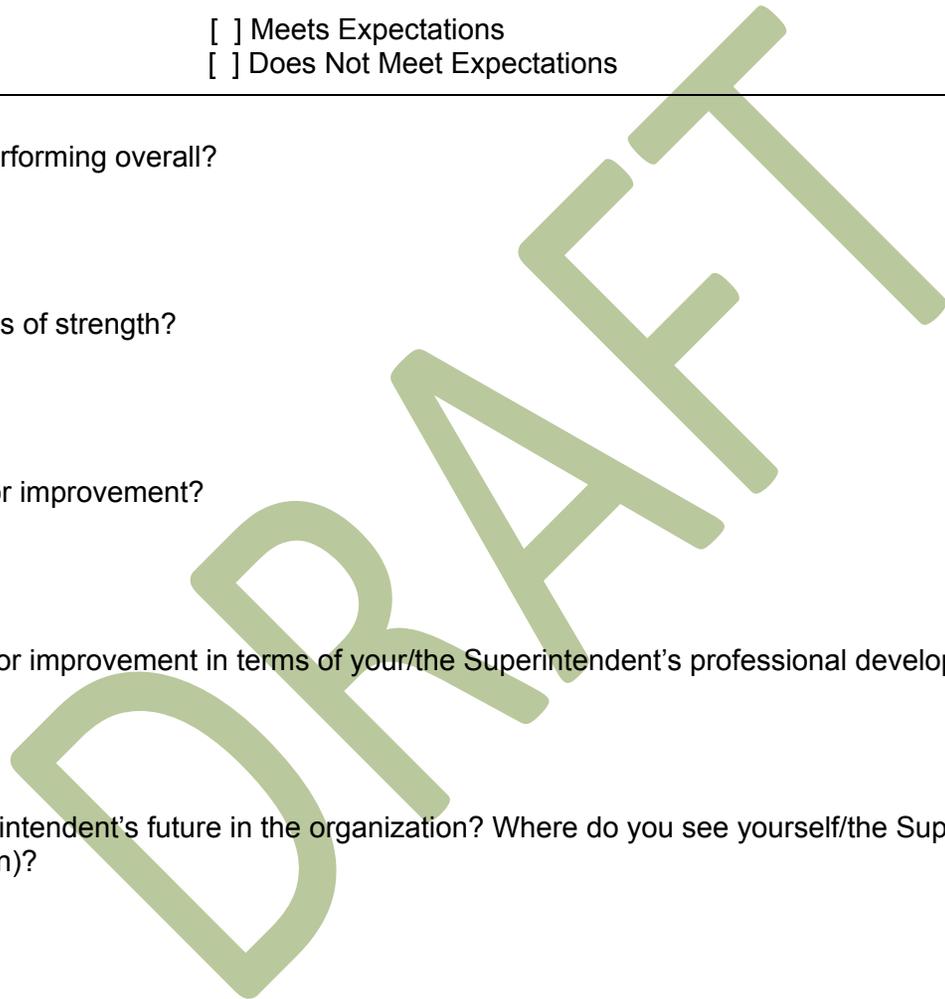
How are you/the Superintendent performing overall?

What are the 1-3 most notable areas of strength?

What are the 1-3 areas for growth or improvement?

What are the next steps for growth or improvement in terms of your/the Superintendent's professional development?

What do you see as your/the Superintendent's future in the organization? Where do you see yourself/the Superintendent in the next 3-5 years (inside or outside of the organization)?



DRAFT

SECTION IV. BOARD OF DIRECTORS FEEDBACK

Directions: Superintendents: please share feedback for the Board of Directors on their work with you this year.

What is the Board of Directors doing well in their support of your work?

How could the Board of Directors support your work more effectively?

To what extent has the Board of Directors tailored their management approach to your leadership philosophy and background? How could the Board of Directors improve in this area to better personalize their approach to developing you as a leader?

DRAFT

