

School Board Retreat
Tuesday, August 19, 2025 1:00 PM

Lincoln High School
1750 SW Salmon St.
Portland, OR 97205

Agenda

1. Purpose & Introduction of Facilitator
2. Norms
3. Ice Breaker
4. TTI Assessments Review
5. Governance
 - A. Governance Relationship
 - B. Case Study
 - C. Best Practices Research
 - D. State Statutes and Policy
 - E. School Board Meetings
 - F. School Board Committees
6. Communications
 - A. Superintendent
 - B. Staff
 - C. Constituents
 - D. Media
7. Additional Protocols
 - A. Strategic Planning
 - B. Superintendent Evaluation
 - C. Board Self-Evaluation
8. Debrief and Next Steps
9. Adjourn



Portland Public Schools

School Board Retreat – August 19, 2025



PORTLAND
Public Schools



Facilitator

Experienced leader and educator with a heart for children and a passion for high-quality education



Dr. Barbara Jenkins

Consultant, CGCS

Chief in Residence, Chiefs for Change

Former Superintendent

Orange County Public Schools, FL





Our Agenda



Unless otherwise noted, photos are courtesy of Portland Public Schools

Purpose & Introduction of Facilitator

Norms

Ice Breaker

TTI Review

Governance

- A. Governance Relationship
- B. Case Study
- C. Best Practices Research
- D. State Statutes and Policy
- E. School Board Meetings
- F. School Board Committees

Communications

- A. Superintendent
- B. Staff
- C. Constituents
- D. Media

Additional Protocols

- A. Strategic Planning
- B. Superintendent Evaluation
- C. Board Self-Evaluation

Debrief and Next Steps

Adjourn





Our Norms for Today

- Fully engage
- Listen and seek to understand
- Focus on what's best for our students
- Assume good intentions
- Be both candid and kind
- Self-regulate your “air-time”
- What else?





ICE BREAKER: TWO-THIRDS TRUTH





Share Results from Team Report

Talent Insights® Team Report

Portland Public Schools: Team Report

8-19-25



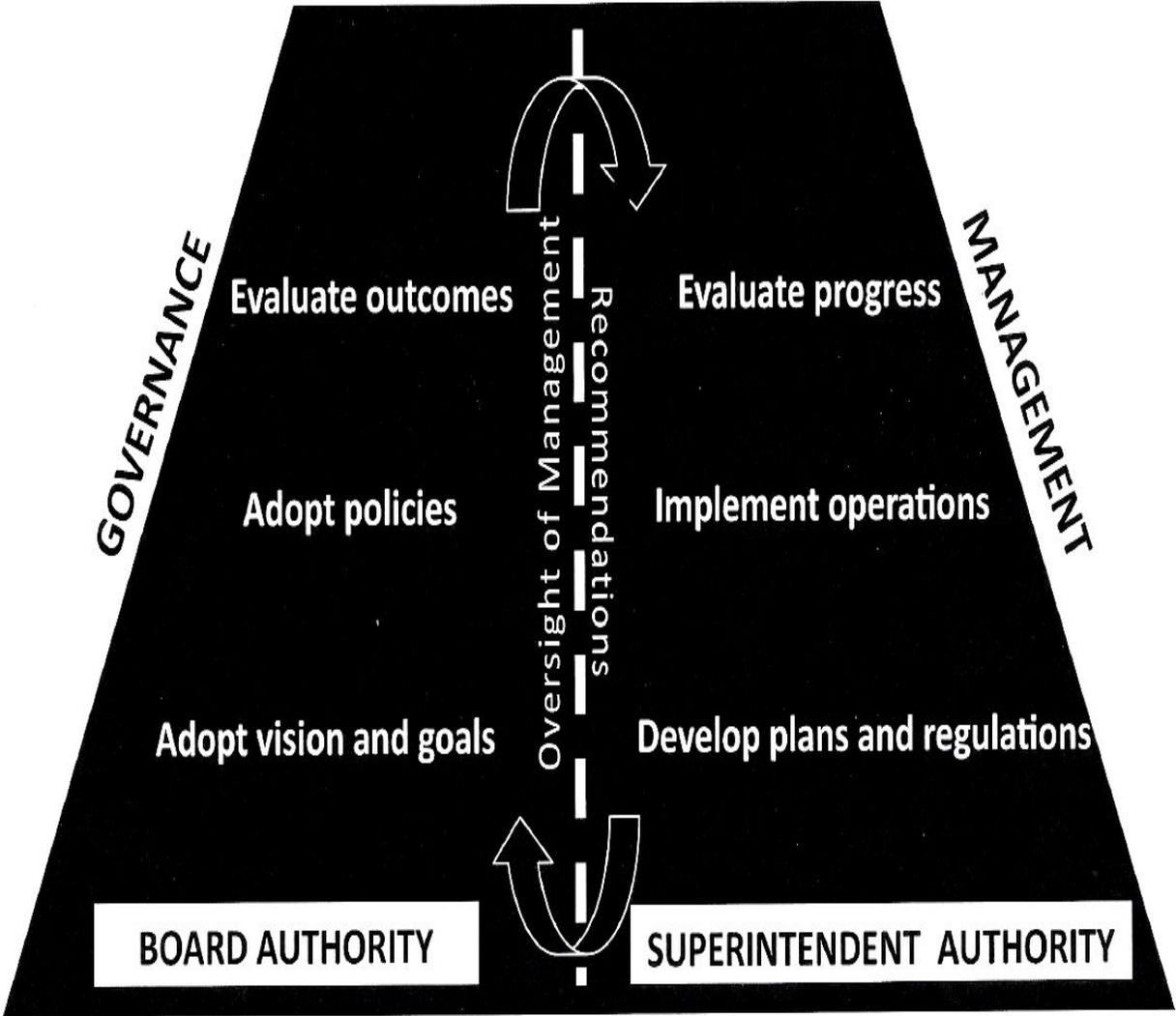
TTI
SUCCESS
INSIGHTS®



Photo courtesy Cedar Rapids Community School District



Governance Relationship



Courtesy Florida School Boards Association





Governance Relationship - Simplified

The School Board...

- Sets a vision and goals that reflect community priorities
- Hires and evaluates a superintendent
- Creates policy and adopts a budget
- Monitors progress toward vision and goals



The Superintendent...

- Takes direction on vision and goals from the School Board as a whole
- Implements Board policy and leads the school district toward the Board's visions and goals
- Manages the day-to-day operations of the school district, and hires / supervises personnel
- Makes recommendations on policy and resources, reports on progress toward goals



Governance Relationship

Harvard Business School Case Study

“New Director Dilemmas: Blurring the Line Between Governance and Management”
John J-H Kim, Harvard Business Publishing, 2021.



Photo: Web stock picture



Research on School Board Governance

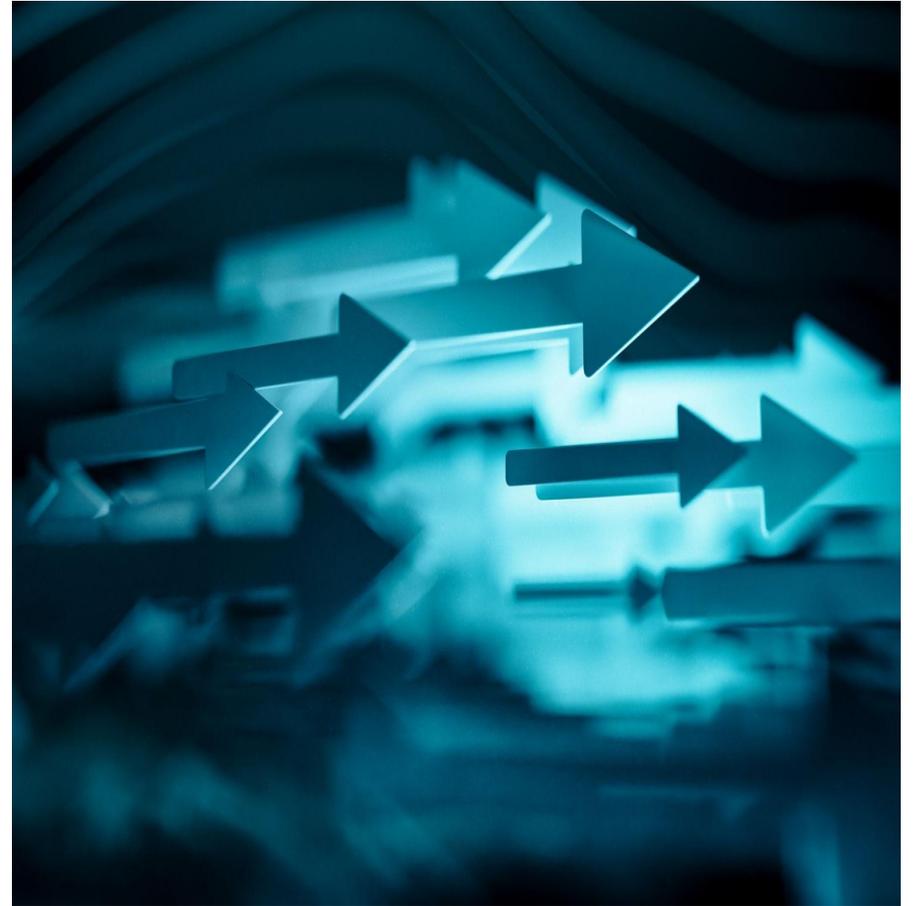
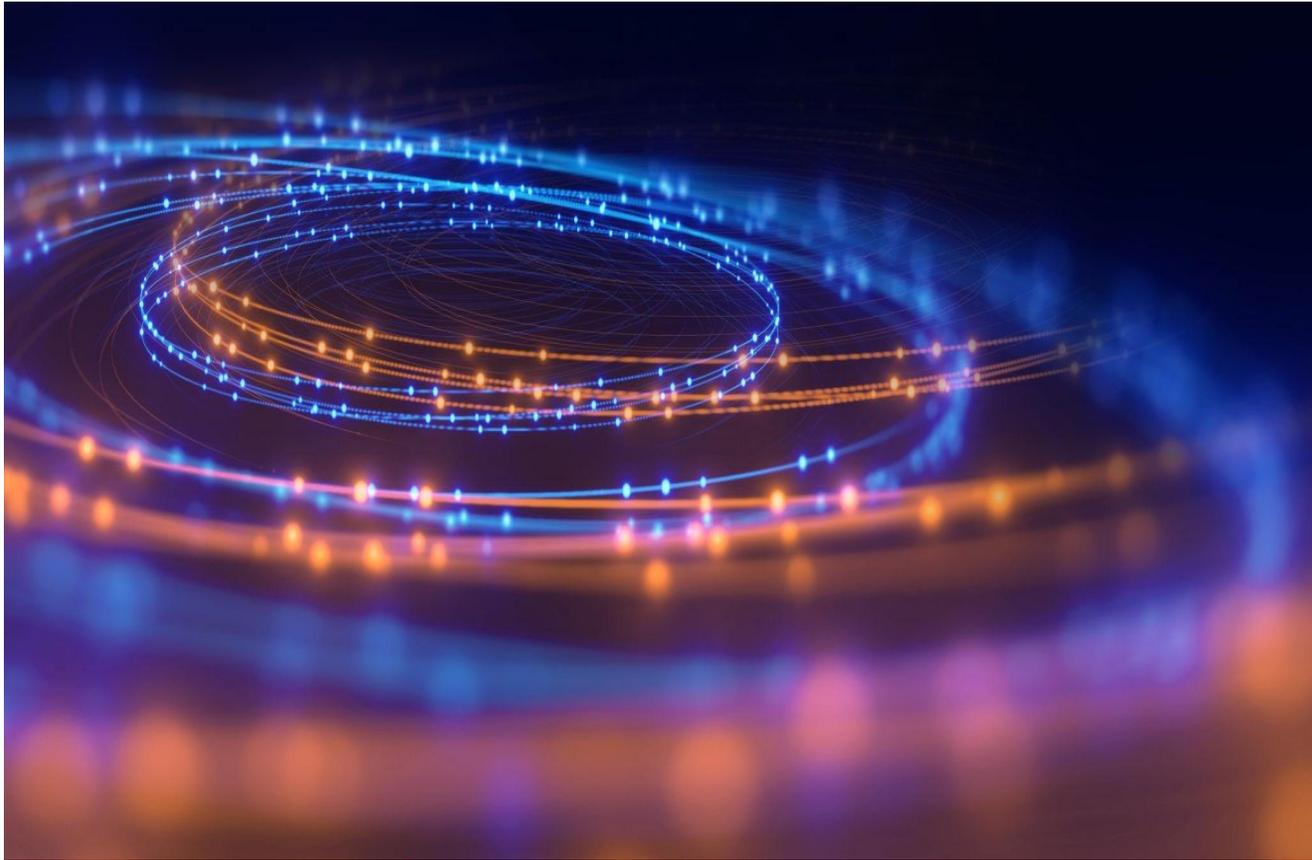


"Our vision is of a governance system, school board and superintendent working together as a cohesive, unified team with a common vision driven by a shared moral imperative. This is a dynamic, powerful role for school boards... it is a governance system that fulfills its responsibility to all the children and the community it serves." - Campbell & Fullan

Source: Campbell, D., & Fullan, M. (2019). *The Governance Core: School boards, Superintendents, and Schools Working Together*. Corwin Press.



COHERENCE CONCEPT





Effective School Boards...

1. Commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
2. Have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.
4. Have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
6. Align and sustain resources, such as professional development, to meet district goals.
- 7. Lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.**
8. Take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

Source: Dervarics, C., & O'Brien, E. (2019). *Eight Characteristics of Effective School Boards*. Center for Public Education.
www.nsba.org/-/media/NSBA/File/cpe-eight-characteristics-of-effective-school-boards-report-december-2019.pdf



Effective School Boards: Factors Associated with Student Achievement

1. **Creating a vision** – Effective boards are actively involved with district leaders and the community in creating a clear, long-term, shared vision for the district
2. **Using data** – Utilize data to set goals, establish accountability for themselves and others, monitor progress, apply pressure, and inform decision making
3. **Setting goals** - Collaboratively establish a few reasonable, nonnegotiable goals for student achievement and instruction
4. **Monitoring progress and taking corrective action.**
5. **Creating awareness and urgency** – especially about any gap between the vision and outcome data.
6. **Engaging the community** - in pursuit of the district’s shared vision and goals.
7. **Connecting with district leadership** - in pursuit of the district’s vision and goals in ways that complement the superintendent’s implementation efforts.
8. **Creating climate** - characterized by participatory decision making and a commitment to high-quality teaching and learning.
9. **Providing staff development** – invest in quality professional learning for all staff focused on improving instruction.
10. **Developing policy with a focus on student learning.**
11. **Demonstrating commitment** – to the district’s vision and goals by allocating time and resources.
12. **Practicing unified governance** – where the Board and superintendent have complementary roles in policy development and implementation (respectively) that lead toward achieving district vision and goals.





More Research

More Research on the Impact of Effective School Boards on Student Learning:

Goodman, R. H., Fulbright, L., & Zimmerman Jr, W. G. (1997). *Getting There from Here. School Board-Superintendent Collaboration: Creating a School Governance Team Capable of Raising Student Achievement*. Educational Research Service.

Snipes, J., Doolittle, F., & Herlihy, C. (2002). *Foundations for Success: Case Studies of How Urban School Systems Improve Student Achievement*, Council of the Great City Schools.

Marzano, R. J., & Waters, T. (2009). *District Leadership That Works: Striking the Right Balance*. Solution Tree Press.



Question for reflection:

Are there policies, structures, mutual commitments, and/or practices that could bring our School Board into closer alignment with the effective school boards research?





Governance Relationship



Oregon Revised Statutes

332.072 Legal status of school districts. All school districts are bodies corporate, and the district school board is authorized to transact all business coming within the jurisdiction of the district and to sue and be sued. Pursuant to law, district school boards have control of the district schools and are responsible for educating children residing in the district.



Governance Relationship – Powers of the Board

332.075 Powers of board; rules.

(1) Any district school board may:

- (a) **Fix the days of the year and the hours of the day** when schools shall be in session.
- (b) Adopt **textbooks and other instructional materials** as provided in ORS 337.120 and 337.141 and courses of study for the use of such schools as provided in ORS 336.035.

* * *

- (d) Develop and operate with other school districts or community college districts secondary **career and technical education programs for pupils of more than one district** and fix by agreement the duration of the district’s obligation to continue such activity, subject to the availability of funds therefor.
- (e) Authorize the school district to be a member of and pay fees, if any, to any voluntary organization that administers **interscholastic activities or that facilitates the scheduling and programming of interscholastic activities** only if the organization:

* * *

- (f) **Accept money** or property donated for the use or benefit of the school district and, consistent with the laws of this state, use such money or property for the purpose for which it was donated.
- (g) Enter into an approved written agreement with the governing body of a federally recognized Native American tribe in Oregon to allow the use of a **mascot** that represents, is associated with or is significant to the Native American tribe entering into the agreement.

* * *





Governance Relationship – Powers of the Board (cont'd)

332.075 Powers of board; rules.

* * *

(2) **All contracts of the school district must be approved by the district school board before an order can be drawn for payment.** If a contract is made without the authority of the district school board, the individual making such contract shall be personally liable.

(3) Notwithstanding subsection (2) of this section, a district school board **may**, by resolution or policy, **authorize its superintendent** or the superintendent's designee to enter into and approve payment on contracts for products, materials, supplies, capital outlay, equipment and services that are within appropriations made by the district school board pursuant to ORS 294.456. A district school board **may not** authorize its superintendent or the superintendent's designee under this subsection to enter into and approve payment on contracts that are **collective bargaining agreements or service contracts that include the provision of labor performed by employees of the school district.**



Governance Relationship – Duties of the Board

332.105 General duties of board.

(1) The **general duties** of district school boards are:

- (a) To cause to be used in the district state blanks, registers and other forms, whenever supplied and required by the state.
- (b) To perform such other duties as the wants of the district may from time to time demand.

(2) The district school board may participate in the activities of and may become members of associations of school boards. When provided for in an approved school district budget, the board may pay from school district funds annual dues to such association.

332.107 Rules for school government. Each district school board shall establish **rules for the government** of the schools and pupils consistent with the rules of the State Board of Education.



Governance Relationship

Governing documents on **Board-Superintendent Relationship:**

- Policy 1.10.010-P Role of the Board of Education
- Resolution 6298 Board and Superintendent / Staff Expectations and Operating Protocols (adopted 5/11/21)

Questions:

- Do these guidelines sound appropriate and comprehensive to you?
- Anything missing? Anything need to be adjusted?
- What enables the Board to fully adhere to these structures?



Board Committees



Examining the role of Board Committees.

- What is the purpose of Board Committees?
- How are Board committees helpful in achieving the goals of the Board?
- What is the relationship of the Board and Superintendent to Board Committees?
- How should Board Committees communicate their on-going work and recommendations?
- How should the chair keep the entire board fully informed?

Review current protocols / charters.

Reminder about public meetings and communication.



School Board Meetings



Review current protocols.

- Agenda Setting: Are committee recommendations automatically added to Board meeting agendas? (What are the responsibilities of the Board Chair?)
- Board information and materials: Timeline for providing various documents? Are there exceptions and/or grace in certain circumstances?
- Consent agenda protocols: When can an item be removed? How communicated? Consensus that item is removed from consent, but not from the School Board agenda.



Communication: Superintendent

Review current protocols.

Consider additional points for discussion:

- Superintendent will share information with the Board through a variety of channels:
 - Superintendent Report at Board Meetings
 - Weekly e-mail updates from the Superintendent
 - Additional e-mail updates as needed between meetings
 - Phone calls for more sensitive matters that require a more nuanced conversation
 - Text messages for critical, emergent, and time-sensitive situations
- With the exception of some communication with the Board Chair, all Board members will receive the same relevant information in approximately the same timeframe.
- Answers to a substantive question or information request from an individual Board member be shared with all Board members.
- The Superintendent will seek to deepen personal and professional relationships with each individual board member through periodic 1:1 meetings, and occasional 1:1 lunches and/or school visits.





Communication: District Employees



Review current protocols.

Consider additional points for discussion:

- Board members are encouraged to have appropriate, positive, professional relationships with district employees, including teachers, administrators and other staff.
- Recognizing that the Superintendent supervises all district employees, individual Board members will refrain from giving directives to district employees.
- In the near-term, any Board member requests for information or substantive questions will be sent to the Superintendent (with Senior Board manager copied) for follow-up and response.



Communication: Constituents

Review current protocols.

Consider additional points for discussion:

- Constituent questions or concerns about a particular classroom or school should be referred back into the district at the appropriate level (e.g. teacher, principal, etc.).
- Issues that are unresolved at the school level (or represent larger systemic concerns) should be brought to the attention of the superintendent to be addressed by appropriate staff.
- If an individual board member has concerns about school district personnel, those concerns should be raised directly with the superintendent, and received as important feedback, but not as a directive.



Communication: Media



Photo: Web stock picture

Review current protocols.

Consider additional points for discussion:

- The Board Chair should be the primary spokesperson for the School Board with the media.
- Individual Board members who intend to respond to media inquiries are encouraged to utilize the Office of Communications as a resource to assist in managing the interaction.
- Once a vote has been taken and a decision made, all Board members should publicly support the action of the Board as a body, or not comment.
- The Superintendent should serve as the primary spokesperson for the school district with the media.
- Individual Board members should take great care in interacting with the public on social media about issues that affect the school district or may come before the Board. All such interactions should reflect positively on the district and the Board.

Additional Protocols

- Strategic Planning
- Superintendent Evaluation
- Board Self-Evaluation



Where have we been and where are we going?

2019

In partnership with community, Superintendent Guerrero develops the PPS reimagined Vision and Graduate Portrait.



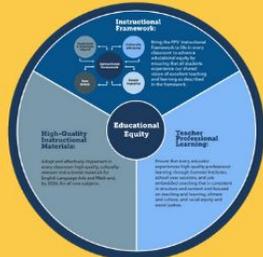
2021

PPS Forward Together Strategic Plan launched for 2020-2025, which prioritizes creation of a new Instructional Framework to provide a consistent, district-wide vision for high-quality teaching and learning.



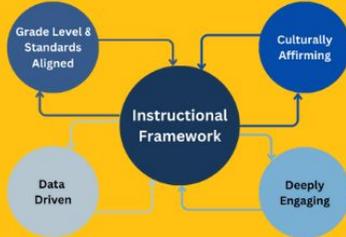
Feb-June 2022

First version of the PPS Instructional Framework is developed by a Design Team of central office instructional leaders with feedback from building leaders, teachers, and community.

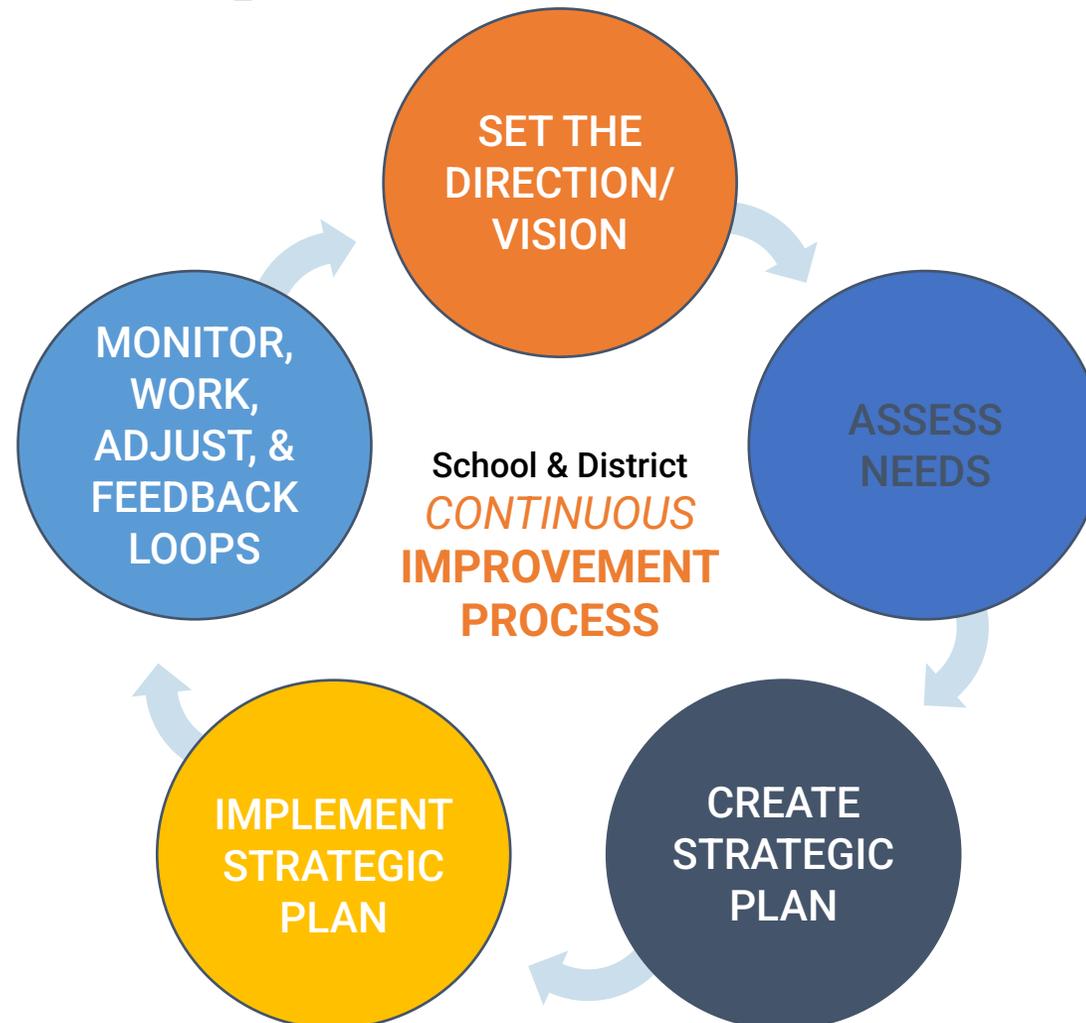


Summer 2022

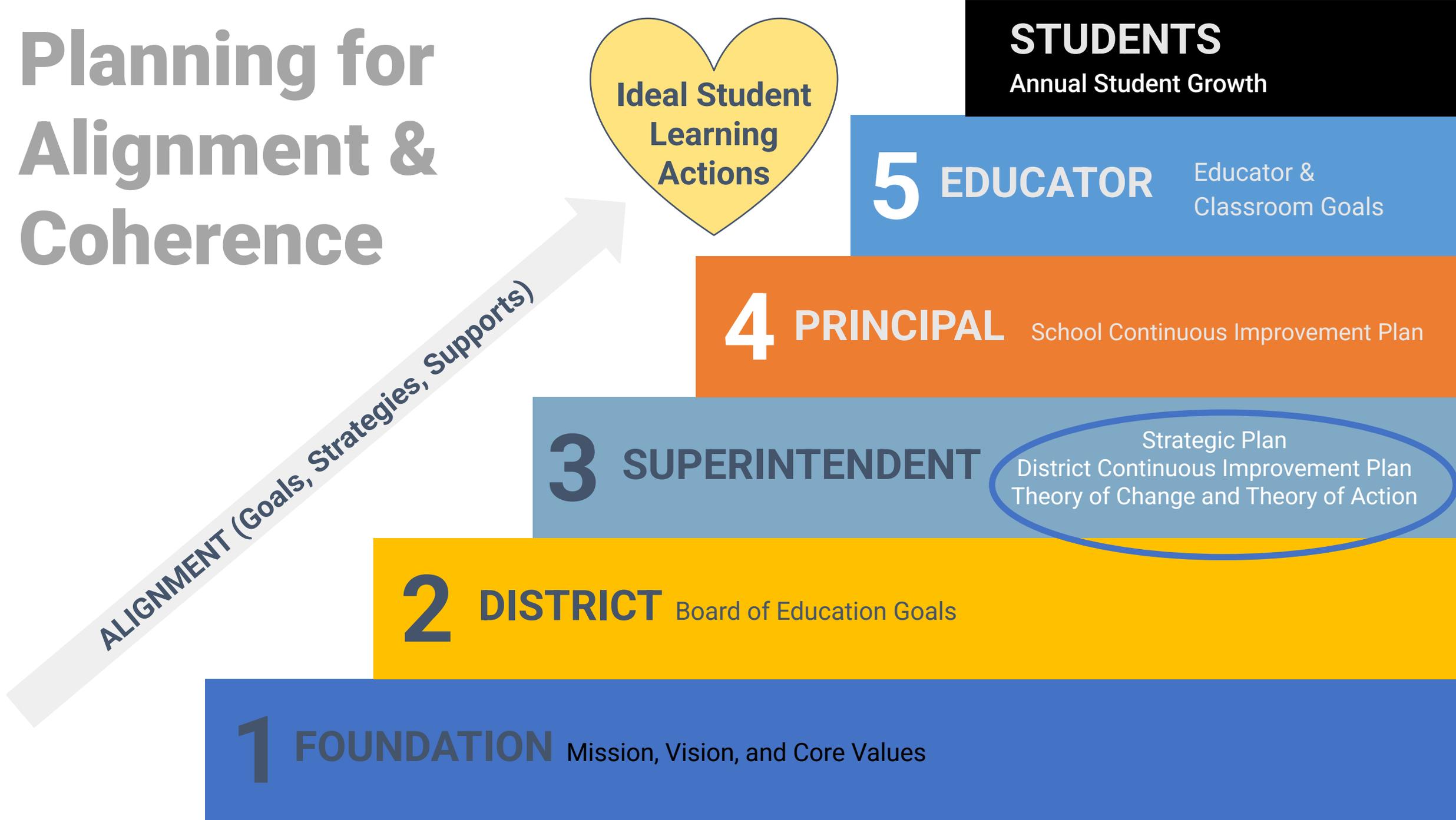
Three year implementation plan (2022-2025) is developed, focusing first on Grade Level Standards Aligned then expanding to Culturally Affirming, Deeply Engaging, and Data Driven.



Setting the Direction/ Vision for Continuous Improvement



Planning for Alignment & Coherence



District Continuous Improvement Plan: Four Goal Areas



ATTENDANCE



LITERACY



MATH



**9th Grade
SUCCESS**

District Continuous Improvement Plan - with alignment School Continuous Improvement Plans

Mission, Vision, Board Goals

Theory of Change, Theory of Action

Additional Framing & Background

Comprehensive Needs Assessment for Equity & Focal Students



ATTENDANCE



LITERACY



MATH



9th Grade
SUCCESS



Superintendent Evaluation



Review current protocols.

- Is the instrument adopted via Resolution #6559 on 8/9/22 still the tool the Board wishes to utilize to assess the superintendent's performance?
- What are the qualitative elements of the Board evaluation of Superintendent?
- How "public" should constructive feedback to the Superintendent be?



Superintendent Evaluation

Consider additional points for discussion:

- The Superintendent will be evaluated annually by the School Board.
- The Board, in conversation with the Superintendent, will identify three to five major performance areas aligned to the Board's vision and goals (e.g. student learning outcomes, closing achievement gaps, community engagement, effective use of resources, etc.) upon which to assess the Superintendent.
- The evaluation will highlight student learning data, but will be in the form of a narrative report and discussion with the Superintendent regarding progress in each performance area.
- The Board Chair will solicit a self-evaluation from the superintendent as well as a narrative assessment from each individual board member. The Board Chair (or Board designee) will then synthesize the feedback into an overall narrative evaluation report.
- The overall report will be presented to the Superintendent.





School Board Self-Evaluation

Review current protocols.

Consider additional points for discussion:

- There are several reputable School Board self-evaluation instruments that the Board might consider:
 - Council of the Great City Schools
 - School Board Partners
 - Oregon School Boards Association
 - TNT

- Alternatively, an annual School Board self-evaluation tool could be developed based on the specific needs of the School Board here in Portland.





Wrap Up

- Identification of Next Steps
- Reflections on the day (Pluses & Deltas)
- Thank you!





PORTLAND

Public Schools



RESOLUTION No. 6298

Portland Public Schools Board and Superintendent/Staff Expectations and Operating Protocols

RESOLUTION

The Board of Directors of Portland Public Schools approves and adopts the *Portland Public Schools Board and Superintendent/Staff Expectations and Operating Protocols* as attached in Exhibit "A".

Portland Public Schools Board and Superintendent/Staff Expectations and Operating Protocols

I. Roles and Responsibilities

As elected members of the Board of Education for Portland Public Schools, our roles and responsibilities are outlined in Board policy and statute; these expectations and protocols do not replace or override Board policies, District administrative directives, or any applicable law.

Highlights of board responsibilities include:

- A. Establishing an overarching educational vision for the district and setting actionable district goals and priorities to equitably provide the highest quality educational experience for each PPS student;
- B. Providing financial oversight and direction for the District, including reviewing and adopting a student-focused annual budget, establishing general financial goals, authorizing bonds, and exercising taxing authority;
- C. Hiring, setting goals for, and evaluating the Superintendent annually, and maintaining a mutually supportive relationship with the Superintendent in pursuit of established district goals;
- D. Focusing on policy making, goal setting, monitoring, and evaluation to further the goals and priorities of the District,
- E. Acting as an ambassador to the community, both sharing District information with the public, including working to make students and the community aware of the goals and priorities, and communicating public thought to the District.

As Board members do this work responsibly, we commit to:

- A. Utilizing the Racial Equity Lens tool in decision-making with the goal of closing the achievement and opportunity gap for Black, Native American and Students of Color.
- B. Respecting the role of the Superintendent as the chief executive officer of the District, which includes sole authority over directing employees with the exception of the employees in the Office of the Independent Performance Auditor whose work is directed by the Board of Education.
- C. Making decisions as a whole Board only at public meetings. Individual members have no authority to take stand-alone action in policy or in district and school administrative matters or to speak on behalf of the Board without express delegation of authority.
- D. Complying with Board policies, understanding our fiduciary responsibilities, and being aware that our actions at all times reflect on the integrity, reputation, and functioning of the District.
- E. Encouraging and modeling constructive public discourse in Board decision making.
- F. Honoring student voice; centering and prioritizing the voices and experiences of our students of color.

Practices of the Board of Education:

II. Priority Setting and Board and Superintendent Evaluation

A. Student Outcomes Focused Priority Setting

1. The Board will align its work with the District vision, theory of action, strategic plan, goals, and adopted budget.

2. The Board will establish, at a public meeting, goals in alignment with the District's vision and will regularly monitor the District's progress in meeting these goals.
3. Board Leadership will meet regularly with the Superintendent and key staff to evaluate past Board meetings and determine the agenda for upcoming Board meetings. The Board Leadership will solicit input from Board members.
4. Board leadership will regularly check in with the full Board regarding the Board meeting structure, progress on Board goals, and addressing Board member priorities.

B. Board Professional Development and Evaluation

1. The Board will self-assess its performance at least annually. Board leadership will regularly evaluate Board meetings and work sessions. All Board members are encouraged to provide feedback to the Board leadership to improve the Board's performance. The Board leadership will annually set expectations and priorities for Board professional development. Board leadership will annually review the Board Office budget to ensure there are sufficient funds to support the Board's professional development.

C. Superintendent's Evaluation

1. The Board will establish annual goals and metrics for the Superintendent's performance and engage in a process that provides for thoughtful and deliberative assessment of the Superintendent's work based on those goals at least annually.
2. The Board will check-in with the Superintendent quarterly to collaboratively assess progress toward achieving district goals, identify any barriers to success, and make course corrections as necessary.

III. Meetings

- A. Board members will be prepared for each meeting by reviewing materials in advance and agree to attend regularly scheduled Board meetings. Board members and board office staff will collaborate on scheduling special meetings and/or work sessions.
- B. The times allotted at board meetings for each agenda item are estimates and are to be used as a guideline by the Chair in managing the meeting; however, there are not specific end times.
- C. Board members agree to strive to start and end meetings on time.
- D. Board members agree to uphold the legal requirement for confidentiality on all matters arising from Board executive sessions and any other confidential communications or information.
- E. Board members agree to listen carefully and with courtesy when other people are speaking during Board meetings. Discussions between Board members will serve as a model for acceptable public dialogue. Members will seek to clarify issues by soliciting each other's points of view.
- F. Board members are expected to cast a vote or abstain on all matters except when a conflict of interest arises and an abstention is dictated by the ethics policy .
- G. If they miss a meeting, Board members and Leadership Team staff agree to review the video of that meeting to remain current on the Board and district's work.

IV. Communication

- A. Board members agree to communicate directly with the Superintendent and/or members of the Superintendent's Leadership Team when Board members have a substantive question, or when a significant concern about PPS operations is voiced by a staff member, student, parent, or other community member. Board members should use their best professional judgment on who to

include when communicating with the Superintendent or the Superintendent's Leadership Team. For emails or other written communications involving substantive issues, copying the Senior Board Manager optimizes communications, and Board members are encouraged to do so.

For administrative, or scheduling issues, it is acceptable to email staff without copying other parties. Board members will not direct staff work and board members should share if an information request is time sensitive, especially if it relates to an action item on a board meeting agenda, an executive session, or a public meeting in which the board is participating.

Board members need adequate time to review materials before , meetings of the board and materials should not arrive or be changed late in the process.

- B. When receiving questions from Board members, the Superintendent and staff will confirm receipt of the communication in a timely way and indicate how and when a response will be made.
- C. Board members will apply the racial equity lens tool to communications with constituents. Board members often field complaints or concerns from individuals and will actively listen and empathize with constituents. Board members may hear more from communities and individuals who already have a lot of social capital in our system. Board members should proactively engage with historically underrepresented communities/constituents to broaden their understanding of the entire system.
- D. The Board and staff should operate on a "no surprises" basis. A high level of communication between board members and senior staff is appropriate, desired, and beneficial.
- E. Board members are requested to communicate directly with the Board Chair(s) or Board Vice Chair(s) when concerns arise about other Board members. If there are concerns about District staff, board members should address that with the Superintendent and Board leadership. When disagreeing with other Board members, Board members and staff should maintain a respectful dialogue in their communications. Board members retain the right to express individual opinions in a variety of settings, and when doing so, will clearly state that the opinion is theirs and not that of the Board unless they are speaking of action that the Board has already taken.
- F. Specific personnel complaints submitted to the Board or individual Board members shall be referred to the Superintendent or designee.
- G. From time to time, the Board may be required to make findings of fact that can be appealed to another government agency (e.g., personnel matters or charter school application hearings). In these situations, no Board member will discuss the substance of the matter with any person(s) directly involved in the issue, other than PPS staff, outside the formal hearing and deliberation process.

V. Requests for Information or Decision making

A. Information Requests of Staff

1. When a Board member has an information request of staff (but does not require any particular decision to be made), the Board member should feel free to communicate their request to any member of the Superintendent's Leadership team and the Senior Board Manager and use their best professional judgment on who else to copy on communications, respecting the administrative chain of command. If the information request is unrelated to a future Board action or decision, the timing of the fulfillment is at the discretion of the Superintendent and should not interfere with other staff work. The Superintendent may discuss time consuming requests with the requesting board member to understand the request and then discuss with the board chair to determine if the request, given the resulting resource expenditure, will assist the decision-making of the majority of the board.
2. Board members will share information they receive with other board members. Staff are encouraged to include the entire board when replying to board questions or requests for substantive information.

3. If staff is unable to answer a question that comes up during Board discussion, the Board office will note the question and provide follow up to the Board.

B. Providing Documents to Board for Review in Advance of Meetings.

1. The Board Chair and Vice-Chair(s) in consultation with the Superintendent will establish the agenda and major business agenda items for full Board meetings approximately 10 days prior to the Board meeting.
2. Notes from agenda setting meetings will be sent out to the entire Board by the Board office. Board agendas are made up of action and discussion items, with reports from the Student Representative and Superintendent.
3. The majority of items that require Board action will be first reviewed in a Board Committee meeting, an executive session, or a Board meeting.
4. Staff and the Superintendent will have the Board Book, and any supporting documentation, available at least four days prior to Board meetings except under extenuating circumstances.
5. If a PowerPoint presentation will be given by staff during a Board meeting, it will be included in the Board packet as well, with the understanding that there may be changes at the final Board presentation and any changes will be noted for the Board. Copies of final materials and presentations will be posted as part of the meeting materials.
6. For contracts listed in the Business Consent Agenda, staff will provide memos for each Personal Services Contract and the actual contract will be available electronically to Board Members as requested. Memos and contracts will be posted as part of the meeting materials.

VI. Committee Protocols

- A. At the beginning of each academic year, the full Board determines the committee structure. Board leadership appoints Board members to create the membership and leadership of each committee. Committees represent the full Board and are intended to provide a mechanism for deeper monitoring and analysis of complicated issues. Committees are expected to keep the full Board apprised of important issues under their purview and produce recommendations for action to be considered for adoption.
- B. The annual agenda and meeting agendas for Committee and Task Force meetings are co-developed by the Committee Chair and staff lead[s]. Committee meeting materials will be provided at least 48 hours in advance of the meeting. Absent extenuating circumstances, committee meetings will be publicly noticed 48 hours ahead of time and agendas will be posted prior to the meeting.
- C. Recommendations coming from a Committee should be referenced in staff or committee chair reports for discussion items and resolutions for action items before the full Board.
- D. The Committee Chair will review all minutes before they are sent to the rest of the Committee and posted on the Committee web page.
- E. All Committee meetings will be audio recorded for record keeping purposes and are available upon request, excluding executive sessions.

Resolution No. 6993

Resolution to Adopt the Superintendent's Performance Evaluation Template
for the 2024-2025 and the 2025-2026 School Years

RESOLUTION

The Portland Public Schools adopts the attached Superintendent's Performance Evaluation Template for the 2024-2025 and the 2025-2026 School Years.

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		
<i>Directions: Identify your overall goals and corresponding results.</i>		
Goals	Result(s)	Rating M: <i>Meets expectations</i> P: <i>Progress towards expectations</i> D: <i>Did not meet expectations</i>
Priority 1: 3rd Grade Reading 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) <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	OSAS and Graduation data to be entered in February 2025.	

<p style="text-align: center;">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 fifth grade mathematics 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 4.4 percentage points per year ● Pacific Islanders by 4.1 percentage points per year ● Native American Students by 3.5 percentage points per year ● Latino Students by 3.2 percentage points per year ● Asian Students by 1.2 percentage points per year 	<p>OSAS and Graduation data to be entered in February 2025.</p>	
<p style="text-align: center;">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>OSAS and Graduation data to be entered in February 2025.</p>	
<p style="text-align: center;">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 ● 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 	<p>OSAS and Graduation data to be entered in February 2025.</p>	

students are already on track for this goal.		
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Steps for evaluating Board Goals progress:

1. Each board goal is worth 15 points. Each student group's progress for each goal is worth 3 points. This creates a possible grand total of 60 points for all four board goals.
2. If the board goal is met for the student group, award 3 points. If not, award no points (0).
3. For each board goal, note the number of student groups that made progress and rate the goal according to the below scale:
 - a. 3 student groups (or more) meet out of 5 student groups total = Meets expectations (60-100% of goals met)
 - b. 2 student groups meet out of 5 student groups total = Progress made towards expectations (40% of goals met)
 - c. Fewer than 2 student groups meet out of 5 student groups total = Did not meet expectations (0-20% of goals met)

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?	M: Meets competency P: Progress towards competency D: Did not meet competency
<p>Experienced, Strategic, and Visionary Educational Leadership- <i>which includes:</i></p> <ul style="list-style-type: none"> ● 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 		
<p>Authentic and Inclusive Leadership- <i>which includes:</i></p> <ul style="list-style-type: none"> ● 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 classrooms, schools, and at community events that reflects genuine interest in students, teachers and staff, and community members ● Prioritizing building 		

<p>relationships and fostering a sense of shared purpose through the demonstration of practices that heal, restore, and build trust.</p>		
<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 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 		

<p>engages constituents, fosters community trust, and nurtures continued local support of the district</p> <ul style="list-style-type: none">● Experience in policy development and advocacy at the local, state, and national level		
<p>Equity and Cultural Competency Leadership- <i>revealed as:</i></p> <ul style="list-style-type: none">● 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		

Steps for evaluating the Core Competencies:

1. Each core competency is worth 8 points. This creates a possible grand total of 40 points for all five competencies.
2. If the superintendent meets the competency, award 8 points.
3. If the superintendent made progress towards the competency, award 4 points.
4. If the superintendent did not meet the competency, award zero points.

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

Directions: Please complete the prompts below.

Overall performance rating:

Meets Expectations

Progress Towards 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)?

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?

Board-Superintendent Progress Monitoring Cycle & Timeline of Activities

School Year 2024-2025

September

- Office of Research, Assessment, and Accountability prepares disaggregated OSAS Spring 2024 student performance outcomes

November

- Superintendent's performance evaluation template is developed and approved by the Board
- Office of Research, Assessment, and Accountability presents OSAS Spring 2024 student performance outcomes

December

- School Board has a quarterly check in with the Superintendent regarding progress on Board Goals and district work.

February

- Board must notify the Superintendent on contract extension by February 15
- Office of Research, Assessment, and Accountability presents graduation data for SY 2023-2024 and reports out on Post-Secondary Readiness indicators

March

- Superintendent provides a self-reflection on the progress towards the Board Goals and the competencies
- School Board has a quarterly check in with the Superintendent regarding progress on Board Goals and district work

April

- ~~Superintendent's qualitative progress is completed by the Board and shared with the Superintendent no later than May 1.~~
- ~~School Board votes on the Superintendent's evaluation.~~
- Office of Research, Assessment, and Accountability presents MAP achievement data

June

- Superintendent's qualitative progress and evaluation is completed by the Board and shared with the Superintendent no later than the first meeting in June and the School Board votes on the evaluation at that meeting.

School Year 2025-2026

August

- Goals conference with Superintendent and the School Board

September

- Office of Research, Assessment, and Accountability prepares disaggregated OSAS Spring 2025 student performance outcomes

November

- Superintendent's performance evaluation template is developed and approved by the Board
- Office of Research, Assessment, and Accountability presents OSAS Spring 2025 student performance outcomes

February

- Board must notify the Superintendent on contract extension by February 15
- Office of Research, Assessment, and Accountability presents graduation data for SY 2024-2025 and reports out on Post-Secondary Readiness indicators

March

- Superintendent provides a self-reflection on the Board Goals and the competencies

April

- Superintendent's qualitative progress is completed by the Board and shared with the Superintendent no later than May 1.
- School Board votes on the Superintendent's evaluation
- Office of Research, Assessment, and Accountability presents MAP achievement data