Portland Public Schools
Board of Directors'
Superintendent's Performance Evaluation
for School Year 2019-2020

SUPERINTENDENT ANNUAL EVALUATION

The Board has adopted an evaluation tool that acknowledges the complexity of the role of the Superintendent while, at the same time, setting and maintaining performance expectations for students at all levels within Portland Public Schools.

The evaluation framework is based on the four **Student Performance Goals** adopted by the board in October 2019 and is aligned to core standards identified by the Oregon School Boards Association; this evaluation includes the following five **Prioritized Leadership Standards**:

- Visionary Leadership
- Communications and Community Relations
- Curriculum Planning/Development
- Resource Management
- Labor Relationships

The superintendent will incorporate feedback from district and school leadership into the self-evaluation that is provided to the board.

Given the board and district's focus on improving student performance, the Student Performance goals will be double weighted and the average of the performance across leadership standards and performance goals will be used to determine the final evaluation for the superintendent using this scale provided by the Oregon School Boards Association:

SCORES BETWEEN:	PERFORMANCE LEVEL:
3.5 - 4.0	Accomplished
2.5 - 3.4	Effective
1.5 – 2.4	Developing
0.0 - 1.4	Ineffective

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.

1.1 Collaboratively develops and implements a shared vision and mission; 1.2 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning; 1.3 Creates and implements plans to achieve goals;	1.4 Promotes continuous and sustainable improvement; 1.5 Monitors and evaluates progress and revises plans. 1.6: Makes progress on PPS's Racial Equity and Social Justice strategy, with a focus on the professional development strategies in the RESJ framework.

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

Summary Rating

1 Ineffective: ☐ 2 Developing: ☐ 3 Effective: ☐ 4 Accomplished: ☐

Leadership Standard #3: Communications and Community Relations **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 establishes effective two-way communications and engagement with students, staff, parents, media and the community, responding to feedback and building support for and engagement with the district.**	
3.1 Develops formal and informal techniques to gain internal and external perceptions of the district; 3.2 Demonstrates effective communication skills (written, verbal, and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments); 3.3 Promotes stakeholder involvement, engagement and participation in the process of schooling;	3.4 Establishes effective school/community relations, school/business partnerships and public service; 3.5 Understands the role of media in shaping opinions as well as how to work with the media.

Ineffective	**Developing**	**Effective**	**Accomplished**
Ineffective in communication with staff, parents and students. Staff and students feel undermined by the lack of leadership in the district. Not aware of the undercurrents with the staff of the school environment.	Advocates for some students and families. Stakeholders frequently feel out of the loop. Many staff members do not feel positive about district leadership. Staff and students do not feel stimulated to do their best work.	Keeps staff, students, and parents informed on a regular basis. Communication with individuals and groups is clear and effective. Most staff and students identify positively with district leadership. Works as a member of a district team to positively influence education decisions.	Communicates key information to all stakeholders in an appropriate and timely manner. Alert to potential issues; predicts and shares possibilities with school board in advance. Constituent groups report a positive relationship with district leadership.

Summary Rating			
1 Ineffective: ☐	2Developing: ☐	3 Effective: ☐	4 Accomplished: ☐

Leadership Standard #5: Curriculum Planning/ Development

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.

5.1 Develops core curriculum design and delivery systems based on content and assessment standards and best practices; 5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation; 5.3 Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction;	5.4 Includes the use of computers, the internet, distance learning and other technologies in educational programming; 5.5 Assesses student progress using a variety of appropriate techniques; 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

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

Summary Rating

1 Ineffective: ☐ 2 Developing: ☐ 3 Effective: ☐ 4 Accomplished: ☐

Leadership Standard #7: Resource 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.**			
7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development; 7.2 Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;		7.3 Makes sound fiscal decisions, in line with the organization's strategic goals, and establishes clear and transparent systems of fiscal control and accountability.	
Ineffective	**Developing**	**Effective**	**Accomplished**
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students. Irresponsibly and imprudently manages the fiscal aspects of the organization.	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. Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.	Puts in place systems and staff so that environments are conducive to learning and are consistently safe. Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability.	Puts in place systems and staff that create environments that inspire learning and that are highly reliably safe. Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and forward thinking. Clear and transparent systems of financial control and accountability are universally followed.
Summary Rating			
1 Ineffective: ☐	2 Developing: ☐	3 Effective: ☐	4 Accomplished: ☐

Leadership Standard #9: Labor Relations **The superintendent provides technical advice to the board during labor negotiations, keeps the board apprised of negotiation status, understands and effectively administers negotiated labor contracts and keeps abreast of legislative changes affecting the collective bargaining process.**			
9.1 Develops bargaining strategies based upon collective bargaining laws and processes; 9.2 Identifies contract language issues and proposes modifications; 9.3 Participates in the collective bargaining processes as determined by the board;		9.4 Establishes productive relationships with bargaining groups while managing contracts effectively.	
Ineffective	**Developing**	**Effective**	**Accomplished**
Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	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: ☐

Performance Goal 1: **To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth (2018-2019 baseline) to 60% meeting or exceeding growth expectations (as measured by Gr. 3 End-of-Year MAP) by the Spring of 2022.**		
Baseline Ending Point: **44%**	Desired SY19/20 Ending Point: **45%**	Actual SY19/20 Ending Point: **TBD**
Progress Measure 1.1: Grade 3 MAP ELA Middle-of-the-Year Administration		
Baseline Mid-Year 2018-2019: **45%**	Desired Progress Measure Goal: **45%**	Actual Progress Measure Goal: TBD
SY19/20 Evaluation		
1 Ineffective (loss greater than 3%): ☐ 2 Developing (loss greater than 1%): ☐ 3 Effective (within 1% of goal): ☐ 4 Accomplished (exceeded goal by greater than 1%);: ☐		

Performance Goal 2: **To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 41% of our underserved students of color meeting growth (2018-2019 baseline) to 60% meeting or exceeding growth expectations (as measured by Grade 5 End-of-Year MAP) by the Spring of 2022.**		
Baseline Ending Point: **41%**	Desired SY19/20 Ending Point: **43%**	Actual SY19/20 Ending Point: **TBD**
Progress Measure 2.1: Grade 3 MAP Math Middle-of-the-Year Administration		
Baseline Mid-Year 2018-2019: **44%**	Desired Progress Measure Goal: **44%**	Actual Progress Measure Goal: TBD
SY19/20 Evaluation		
1 Ineffective (loss greater than 3%): ☐ 2 Developing (loss greater than 1%): ☐ 3 Effective (within 1% of goal): ☐ 4 Accomplished (exceeded goal by greater than 1%): ☐		

Performance Goal 3: **By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by Smarter Balanced Assessment Consortium (SBAC).**		
Baseline Ending Point: **44%**	Desired SY19/20 Ending Point: **45%**	Actual SY19/20 Ending Point: **TBD**
Progress Measure 3.1: Grade 8 MAP ELA Middle-of-the-Year Administration Projected SBAC On-Track for Career & College Readiness		
Baseline Mid-Year 2018-2019: **59%**	Desired Progress Measure Goal: **59%**	Actual Progress Measure Goal: TBD
Progress Measure 3.2: Grade 8 MAP Math Middle-of-the-Year Administration Projected SBAC On-Track for Career & College Readiness		
Baseline Mid-Year 2018-2019: **42%**	Desired Progress Measure Goal: **42%**	Actual Progress Measure Goal: TBD
Progress Measure 3.3: Grade 8 MAP Middle-of-the-Year Administration Projected SBAC On-Track for Career & College Readiness for BOTH Reading and Mathematics		
Baseline Mid-Year 2018-2019: **40%**	Desired Progress Measure Goal: **40%**	Actual Progress Measure Goal: TBD
Progress Measure 3.4: Eight Grade Student Snapshot of Graduate Portrait Capstone & Portfolio *(to be developed as part of MS Redesign Initiative)*		
SY19/20 Evaluation		
1 Ineffective (loss greater than 3%): ☐ 2 Developing (loss greater than 1%): ☐ 3 Effective (within 1% of goal): ☐ 4Accomplished (exceeded goal by greater than 1%): ☐		

Performance Goal 4: **By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.**		
Baseline Ending Point: **50.3%**	Desired SY19/20 Ending Point: **51%**	Actual SY19/20 Ending Point: **TBD**
Progress Measure 4.1: On-track to complete 3 or more **Advanced Placement** courses with a "C" or above. *(In development)*		
Baseline Ending Point:	Desired SY19/20 Ending Point: TBD	Actual SY19/20 Ending Point: TBD
Progress Measure 4.2: On-track to complete 3 or more **International Baccalaureate** courses with a "C" or above. *(In development)*		
Baseline Ending Point:	Desired SY19/20 Ending Point: TBD	Actual SY19/20 Ending Point: TBD
Progress Measure 4.3: On-track to complete 3 or more **Dual Credit** courses with a "C" or above. *(In development)*		
Baseline Ending Point:	Desired SY19/20 Ending Point: TBD	Actual SY19/20 Ending Point: TBD
Progress Measure 4.4: On-track to complete a **Career and Technology Pathway** (2 or more courses in the same pathway) with a "C" or above. *(In development)*		
Baseline Ending Point:	Desired SY19/20 Ending Point: TBD	Actual SY19/20 Ending Point: TBD
Progress Measure 4.5: On-track to achieve the **Seal of Biliteracy**. *(In development)*		
Baseline Ending Point:	Desired SY19/20 Ending Point: TBD	Actual SY19/20 Ending Point: TBD
Progress Measure 4.6: On-track to meet one or more of the **Post-Secondary Readiness Indicators**. *(In development)*		
Baseline Ending Point:	Desired SY19/20 Ending Point: TBD	Actual SY19/20 Ending Point: TBD
SY19/20 Evaluation		
1 Ineffective (loss greater than 3%): ☐ 2 Developing (loss greater than 1%): ☐ 3 Effective (within 1% of goal): ☐ 4 Accomplished (exceeded goal by greater than 1%): ☐		

Overall SY19-20 Superintendent Performance Evaluation									
Priority Leadership Standards & Performance Goals	Each member ranks each indicator 1-4 according to the rubrics above								
	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7	**Subtotal**	**Average**
Visionary Leadership									÷ 7 = ____
Communications and Community Relationships									÷ 7 = ____
Curriculum Planning/ Development									÷ 7 = ____
Resource Management									÷ 7 = ____
Labor Relations									÷ 7 = ____
Goal 1: 3rd Grade Reading									÷ 7 = x 2 = ____
Goal 2: 5th Grade Math									÷ 7 = x 2 = ____
Goal 3: 8th Grade									÷ 7 = x 2 = ____
Goal 4: Post-secondary readiness									÷ 7 = x 2 = ____
Final Summary Rating							SUBTOTAL:		
							DIVIDEDBY **9** AREAS EQUALS FINAL PERFORMANCE LEVEL:		