

Centennial School District Board Development Plan

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Proposed 2026–27 Development Priorities

The Board's 2026 self-assessment and Board Operating Agreement assessment point to a strong foundation of collaborative governance, fiscal oversight and data-informed decision-making, alongside a clear opportunity to strengthen the Board's community engagement practices. Community Engagement was the lowest-rated Balanced Governance standard, and related indicators concerning Board visibility, community relationships, student and staff voice, and culturally responsive engagement also emerged as areas for growth.

During its self-assessment discussion, the Board identified a desire to become more intentional and effective in its engagement with students, staff, families and the broader community while preserving its strengths in collaborative governance, role clarity and a "no surprises" culture. This direction is consistent with the Board Operating Agreement, which calls for elevating student voice, keeping Board leadership informed, acting with a one-Board voice and employing multiple means of community engagement.

The following two development goals are designed to build on those strengths while creating a practical framework for continued Board learning and improvement.

Goal 1: Develop a Board Community Engagement Framework

Summary

Develop a shared framework that defines the Board's role, purposes and practices for engaging students, staff, families and the broader Centennial community. The framework should align with the district's communication plan and provide enough shared structure for Board members to engage actively while maintaining appropriate governance boundaries, coordinated communication and a one-Board approach.

Rationale

The Board has identified community engagement as a significant area for growth but has not yet developed a common understanding of what effective Board-level engagement looks like, which methods are most appropriate or how the Board should evaluate success.

The self-assessment reinforces this need. Community Engagement was the Board's lowest-rated Balanced Governance standard, while related measures of Board visibility and community relationships were also rated comparatively low. The Operating Agreement assessment similarly identified community outreach, student and staff voice, Board presence and communication with the community as areas needing attention.

At the same time, the Board identifies its collaborative culture and governance practices as strengths. A common engagement framework provides an opportunity to extend those strengths beyond the boardroom rather than encouraging individual members to develop separate or uncoordinated approaches to community engagement.

Balanced Governance Alignment

Standard 2 – Community Engagement

Standard 3 – Effective Leadership

Standard 6 – Cultural Responsiveness

Standard 7 – Culture and Climate

Standard 11 – Board Member Conduct, Ethics and Relationship with the Superintendent

Potential Actions and Activities

1. Define the Board's community engagement role and principles.

Working with the superintendent, public information officer and other appropriate staff, clarify the purposes of Board community engagement and its relationship to district communications and administrative responsibilities. Establish shared expectations regarding listening, relationship-building, individual Board member participation, information-sharing, governance boundaries, one-Board voice and avoiding surprises.

2. Identify priority audiences and appropriate engagement methods.

Consider how the Board can more intentionally hear from students, staff, families and community members, particularly voices that may not routinely reach the Board through traditional Board meetings or public comment. Develop a manageable menu of opportunities that may include student and staff voice, listening sessions, school and community events, existing district advisory structures, surveys or other approaches appropriate to Centennial.

3. Establish a coordinated approach to Board presence and participation.

Consider opportunities for individual Board members to establish reasonable engagement goals or participate in school and community activities within the shared framework. Develop practices for coordinating opportunities, supporting one another in the work and bringing relevant learning back to the full Board without creating individual authority or operational involvement.

Goal 2: Strengthen Student Progress Monitoring and Connect Results to Community Engagement

Summary

Develop a consistent Board-level process for monitoring student progress, examining gaps and trends, asking strategic questions and communicating what the Board is learning to the community. Use the implementation of Oregon's Education Accountability Act (SB 141) as an opportunity to strengthen the Board's existing data practices and connect student-outcome monitoring more intentionally with student, staff, family and community voice.

Rationale

Using data is already a relative strength for the Centennial Board. The opportunity is to move from receiving and understanding data toward a more deliberate **governance cycle of monitoring, inquiry, engagement and public accountability**.

SB 141 provides an important structure for that work. Beginning with the 2026–27 school year, Oregon's accountability framework uses seven common student-outcome metrics: K–2 regular attendance, K–12 regular attendance, third-grade English language arts, eighth-grade mathematics, ninth-grade on-track, four-year graduation and five-year completion. Districts also establish a local performance growth target using at least one of five State Board-approved local metrics.

The law also creates a direct connection between progress monitoring and public accountability: districts must annually review progress toward their performance growth targets, make the results publicly available, present them to the governing board in an open meeting and provide an opportunity for public comment. The target-setting process also requires consideration of disaggregated student data and identification of student groups most at risk of not meeting targets.

For Centennial, this provides an opportunity to connect two development priorities rather than treating them separately. Student progress data can help identify the questions the Board needs to ask its community, while student, staff and family perspectives can help the Board better understand the experiences and conditions underlying the data.

Balanced Governance Alignment

Standard 1 – Vision-Directed Planning

Standard 2 – Community Engagement

Standard 4 – Accountability

Standard 5 – Using Data for Continuous Improvement and Accountability

Standard 6 – Cultural Responsiveness

Potential Actions and Activities

1. Establish a Board student-progress monitoring cycle.

Working with the superintendent and administrative team, identify how and when the Board will receive and review the SB 141 performance measures, locally selected measures and any additional strategic indicators important to Centennial. Develop a manageable monitoring calendar that supports Board understanding of progress over time rather than isolated presentations of data.

2. Develop a shared approach to Board inquiry.

Build the Board's capacity to move from receiving data to asking governance-level questions: Where are students making progress? Where do gaps persist? Which student groups are experiencing different outcomes? What does administration understand about contributing factors? What strategies or interventions are underway, and how will the Board know whether they are producing improvement?

3. Connect monitoring to listening and public communication.

Work with district leadership and the public information officer to identify appropriate opportunities for student, staff and family perspectives to add context to the Board's understanding of student-outcome data. Likewise, use the Board's monitoring work to help communicate a clear, accessible public story about district goals, progress, challenges and continued improvement. This work should align with the district communication plan and the Board Community Engagement Framework developed under Goal 1.

How the Two Goals Work Together

These goals are intended to function as a single developmental cycle rather than as two unrelated projects:

Listen → Monitor → Understand → Govern → Communicate → Listen Again

The **Community Engagement Framework** establishes how the Board builds relationships and hears from its community.

The **Student Progress Monitoring process** establishes what the Board is learning about student outcomes and where deeper understanding is needed.

Together, they create an opportunity for Centennial to extend an existing strength—collaborative, data-informed governance—into a stronger practice of public accountability and community-connected leadership.