



## **SUPERINTENDENT EVALUATION**

### **SITUATION:**

The Board Chair will present the Superintendent's evaluation for 2015 – 2016.

### **RECOMMENDATION:**

**(16-666)** It is recommended that the School Board approve the Superintendent's evaluation for 2015 – 2016.

**District Goal:** WE empower all students to achieve post-high school success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

**Evaluation of Superintendent Jeff Rose  
Beaverton School District  
School Year 2015-16**

The evaluation of the Superintendent is one of the Board's most important responsibilities. For this evaluation, the Board based their feedback on its own observations.

The Superintendent has a complex and demanding job, and the Board has high expectations for his performance. The Superintendent must lead, influence and engage with multiple stakeholders with vision, integrity and perseverance. He must partner with the Board and our diverse community to define and communicate the District's direction. He must be an instructional leader who inspires and guides our staff to lift all students to their greatest potential. The District is one of the county's largest employers and property owners with the largest bond program in Oregon's history; the Superintendent must steward those taxpayer-funded resources with great care and efficiency. It is with these high expectations that we analyze Dr. Rose's performance in 2015-16.

**Leadership Standards**

*Standard 1: Visionary Leadership - The Superintendent promotes the success of every student by facilitating the communication, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders.*

*Performance Indicators:*

- *Engages stakeholders in implementing, communicating, monitoring and evaluating the district strategic plan*
- *Promotes continuous improvement and revises plans as appropriate*

The Superintendent has taken every opportunity to communicate the Strategic Plan and Pillars of Learning to all stakeholders, and he has done so with passion and optimism. The Board is impressed with the Superintendent's ability to connect with a wide spectrum of audiences – from students, to parents, to business and political leaders – and recognizes that this has been a tremendous asset in building connections and moving the District forward.

The Superintendent worked with the Board and staff to refine the Strategic Plan language, updating the District goal and Pillars of Learning strategies. The administration's reports on student achievement data and progress toward other Strategic Plan objectives continue to improve and the Board is pleased that the Strategic Plan measurements are beginning to guide District practice, including at the building level.

The District also takes time to celebrate accomplishments that support the Plan. The School Reports, in their first year, highlighted District successes and challenges at individual schools. The Board understands that each school community faces their own opportunities for growth and appreciates the dedication of staff to help staff and students achieve their goals.

The implementation of a Multi-Year Finance Plan was an important next step in aligning the District vision with actions. The Board enthusiastically received the first measures on strategic investments in order to evaluate programmatic changes and promote continuous improvement.

Standard 2: Instructional Improvement – *The Superintendent promotes the success of every student by advocating, nurturing, and sustaining a district culture and instructional program conducive to student learning and staff professional growth.*

*Performance Indicators:*

- *Nurtures and sustains a culture of collaboration, trust, high expectations, and continuous improvement*
- *Promotes the use of the best practices to facilitate student achievement*
- *Establishes a culture of college and career readiness for all students*
- *Ensures effective instructional strategies are used to meet the needs of all learners*
- *Effectively manages student data to improve student outcomes*

Student achievement is the most important evidence of the Superintendent's leadership efforts on the instructional program. The Board is concerned about the need for improvement, particularly for our minority and economically disadvantaged student subgroups; staff have delivered Board reports depicting student needs with honesty and transparency. The Board acknowledges a significant improvement in reducing discipline events, which shows an increased commitment to best practice and equity. The Board also notes gains in student achievement district-wide, across all subgroups.

There is no question that the Superintendent cares about all students and accepts the responsibility of ensuring that all students graduate prepared for post-high school success. He aligned the budget to improve student outcomes, by reducing class size and strengthening programs such as summer school, credit recovery, intervention teachers, social workers, and AVID.

The District began an impressive Future Ready implementation this year. The integration of teacher supports together with student devices has laid the groundwork for engaged student learning.

Standard 3: Effective Management – *The superintendent promotes the success of every student by managing District organizations, operations, and resources to provide a safe, efficient, and effective learning environment.*

*Performance Indicators:*

- *Manages budget efficiently, allocating resources to maximize student learning*
- *Manages facilities prudently and ensured student safety*
- *Complies with state and federal requirements*
- *Collaborates with staff, ensuring they have the necessary supports to improve instruction*
- *Conducts long-range budgetary, technology and facility planning*

The Superintendent and his staff have ensured that the District has a balanced budget and have fully funded the District Stability Fund. He has enhanced alignment between the Strategic Plan outcomes and budgetary investments through the use of a targeted Multi-Year Finance Plan.

The Board appreciates the Superintendent's support of the Bond Citizens Accountability Committee. There is a process to identify safety and security gaps in schools. The Board recognizes the Superintendent's continued focus on ensuring student safety and we understand that our partnerships with local agencies are critical to this effort.

Standard 4: Inclusive Practice – *The Superintendent promotes the success of every student by encouraging collaboration between staff and community members, responding to diverse community interests and needs, and mobilizing community resources.*

*Performance Indicators:*

- *Promotes understanding, appreciation, and use of community's diverse cultural, social, and intellectual resources*
- *Builds, encourages, and sustains positive relationships with staff, families and community partners*

The Board appreciates the strong relationship it has had with the Superintendent and his support of Board committee work. The administration also has collaborative relationships with our employee groups, and this makes a positive difference in moving the District forward.

The Superintendent has inspired the Community Partnership Teams to thrive and mature. He frequently engages with students and community groups, both in person and through other media.

Standard 5: Ethical Leadership – *The Superintendent promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

*Performance Indicators:*

- *Ensures a system of accountability for every student's success*
- *Exemplifies positive and ethical professional behavior*
- *Models reflective practice and transparency*
- *Promotes social justice and ensures that individual student needs inform all aspects of the district*
- *Encourages multiple points of view to form solutions*
- *Demonstrates resilience*

Dr. Rose is an ethical and honest leader. He addresses difficult issues directly and candidly. When the Superintendent focuses his attention on an issue or problem, he reaches a positive result with a balanced view of all stakeholders' needs.

Standard 6: Socio-Political Context – *The Superintendent promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

*Performance Indicators:*

- *Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles.*
- *Collaborates with the School Board, peers, and other stakeholders*
- *Acts in a positive and strategic way to influence the social, political and legal decisions that influence student success*

The Superintendent has worked tirelessly to develop relationships with business, government, and community leaders. He is a talented and respected ambassador for public education. The Board has

welcomed the Government Affairs Director and collaborated with him and Dr. Rose on a strategic District Legislative Agenda.

The Superintendent deftly navigated the process of adjusting our attendance boundary with the Hillsboro School District for the benefit of all students.

Through his leadership with COSA, Dr. Rose kick-started an important conversation about the state of education in Oregon and the current funding condition; he worked with diverse organizations such as OSBA and the OEA to best serve students. We look forward to promoting the Oregon Rising project.

### Conclusion

Dr. Rose has brought considerable passion, talent and hard work to one of the most demanding jobs in the state. His greatest strengths are his positive vision, verbal communication skills, and ability to form strong relationships at every level. While Superintendent in Beaverton, he has given his focus and attention in the following areas:

1. Excellence: improved instruction and consistency, so that all students graduate on-time, prepared for post-high school success;
2. Innovation: encouraged collective ownership for the District Strategic Plan through the WE initiative and guided a large-scale technology implementation that enables teachers to meaningfully incorporate devices into their practice;
3. Collaboration: modeled and encouraged inclusive and collaborative management and decision-making throughout the District; and
4. Equity: collaborated with staff, the Board, and Budget Committee to further refine the budgeting process and concentrate efforts on ensuring equitable outcomes for all students.

The Board believes the District is on the right path, and we are grateful for Dr. Rose's leadership. We have valued the opportunity to partner with him to improve education for Beaverton students and we wish him all the best in his new position in Fulton County, Georgia.

**With great respect and appreciation,**

**The Beaverton School Board**

By: \_\_\_\_\_

**Anne Bryan  
Board Chair**

Received by: \_\_\_\_\_

**Jeff Rose  
Superintendent**