

**Beaverton School District
Superintendent Evaluation Process 2024–25
Gustavo Balderas, Superintendent**

By board policy and contractual agreement, the board will formally evaluate the superintendent's job performance once each year.

The time invested in providing meaningful feedback in the assessment of the superintendent's performance, and the progress made in meeting the goals specified by the board for the superintendent, is critical to the success of the district. The evaluation provides the opportunity for the board to assess the district's progress on district priorities. Included is the superintendent's assessment and self-evaluation of progress made toward accomplishing district priorities.

The evaluation for the 2024–25 school year includes the following sections, aligned with the foundational building blocks of the district's strategic plan:

1. Engaging & Effective Teaching & Learning Systems
2. Authentic Engagement with Students, Families & Community
3. Facilities & Programs for World-Class Learning
4. Effective Systems & Structures for Student Success
5. Equity & Excellence for All

Evaluation Process

Board leadership will schedule two executive sessions to conduct the evaluation of the superintendent.

During the first executive session, board members will first meet with the superintendent to share his self-assessment and evidence of achievement. The superintendent then will depart from the executive session, and the board will discuss the evaluation and assessment of the superintendent's job performance. Based upon this discussion the board chair or designee will prepare the final evaluation from the board to share and discuss with the superintendent at a subsequent executive session.

The board will strive for consensus when developing the final evaluation, but in cases where consensus cannot be reached, the majority opinion will be reflected in the final written evaluation. Comments that are not agreed on by a majority of the board will not be included.

In a second executive session, the board will meet with the superintendent to share and discuss the performance evaluation.

Board leadership will develop a summary report on the outcome of the annual evaluation of the superintendent and will present it in a public meeting.

Timeline

Fall 2024

Approve annual goals for the superintendent
Approve the process for the superintendent performance evaluation
Finalize and approve the instrument for the superintendent performance evaluation

January–February 2025

Superintendent provides mid-year report on progress toward goals in public session
Board meets with superintendent in executive session for mid-year performance check-in

April 2025

Review evaluation process, timeline and instrument

April–May 2025

Superintendent meets with board in executive session and provides a self-evaluation
Board meets in executive session to develop the performance evaluation

May 2025

Board meets with superintendent in executive session and conducts the evaluation

May–June 2025

Summary of final evaluation is prepared for public distribution
Evaluation summary is presented during a public board meeting in May or June

AREAS OF RESPONSIBILITY

1. Engaging & Effective Teaching & Learning Systems

Key Foundational Block Actions in 5-Year Plan:

- A. Establish balanced system of formative, interim and summative assessments aligned to standards at all school levels.
- B. Implement comprehensive intervention system for academic, behavioral and social-emotional learning needs.
- C. Ensure high-quality curriculum aligned to state standards.
- D. Expand offerings and equitable access to dual language, Career Technical Education and pre-K programs.
- E. Utilize data to inform and support equitable opportunities, access and inclusion for our diverse student body.

Specific Targets in 2024–25:

- **Develop Multi-Tiered System of Supports (*Foundational Block 1.A,B,E*)**
Continue multi-year process to develop a districtwide MTSS system to provide needed interventions and accelerations to address both the academic and behavioral / social-emotional needs of all students — in short, a systemic approach to how we provide foundational supports for all students, identify which students need extra help in which areas including reading and math, and intervene with the supports they need. In 2024–25, **complete Phase 2: Implement universal screeners districtwide**. Provide professional development to support **consistent implementation of Tier 1 academic and social emotional learning materials in all schools**.
- **Provide High-Quality Curriculum (*Foundational Block 1.C*)**
Support implementation of the elementary (K–5) language arts and English language proficiency curriculum adopted in spring 2024, including professional development for elementary educators. Following the district's one-year curriculum adoption process with stakeholder input, **recommend secondary (6–12) LA/ELP curriculum to the board for adoption**. Prepare for the **next curriculum adoption processes including math and science**.
- **Expand Dual Language Programming (*Foundational Block 1.D,E*)**
Continue work to expand dual language programs throughout the district in a multiyear process, with the long-term end goal that all students have the option to attend a dual language school to acquire bilingual/multilingual skills in elementary through high school. In 2024–25, **implement and support Phase 2 of expansion** (launching the Mandarin Chinese DL program at Jacob Wismer, Spanish DL program at Hazeldale, and Spanish DL pre-kindergarten at McKinley), and prepare for Phase 3 of dual language expansion. Phase 3 includes strengthening and supporting schools with new programs, including with professional development for staff, as the programs advance to the next grade level. Ensure collaboration with the district long range planning team so that expanding DL programs is centered in district planning.
- **Assess Career Technical Education Programming (*Foundational Block 1.D,E*)**
Continue to develop industry partnerships to inform enhancement and expansion of **well-articulated career connected learning programs** in high skill, high demand, high wage occupations. Increase student and family awareness of CTE Programs to close gaps of access and persistence in CTE programs. Develop a multi-year plan for expansion of current CTE pathways.
- **Expand and Support Early Learning Programming (*Foundational Block 1.D,E*)**
Continue to expand pre-kindergarten offerings. In 2024-25, implement pre-kindergarten at

Raleigh Park. With this addition all Title I schools will have PK programs except for Raleigh Hills, which will be added when construction is complete. Also in 2024-25, implement a common early learning curriculum selected by pre-kindergarten teachers, Creative Curriculum, and early literacy screener, STAR Preschool.

Comments:

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AREAS OF RESPONSIBILITY

2. Authentic Engagement with Students, Families & Community

Key Foundational Block Actions in 5-Year Plan:

- A. Provide timely, accessible and clear communication throughout the district.
- B. Expand authentic, two-way engagement and actively target outreach to all groups.
- C. Engage and partner with families and community groups to support student learning and well-being.
- D. Establish actively engaged student advisory teams in secondary schools and district.

Specific Targets in 2024–25:

- **Establish Student Board Representative Program (*Foundational Block 2.B,D*)**
Establish, coordinate and support program of student representatives to the school board, to increase authentic student voice.
- **Connect With Community (*Foundational Block 2.A,B,C,D*)**
Engage regularly with students, parents, staff and community members through opportunities such as superintendent coffee chats, student advisory committee, superintendent messages, and attendance at district and community events, including intentional engagement with diverse communities. Leverage other opportunities for engagement such as virtual opportunities, parent advisories, staff advisories. Engage community input around district cell phone policy and long-range facilities planning.
- **Liaise With Staff (*Foundational Block 2.A*)**
Maintain internal communications with staff, including superintendent staff email messages, timely sharing of key information, and engaging with staff in regular visits to schools.
- **Engage With Community Partners (*Foundational Block 2.B,C*)**
Work collaboratively with city, county, business, non-profit, service and other community partners to further district initiatives and support students and families. Focus on local Beaverton community assets.
- **Communicate With School Board (*Foundational Block 2.A*)**
Provide timely and relevant information about district processes and programs, emergent issues, and decision-making processes, via weekly memo and other communications. Inform board members regarding high-interest / high-impact issues. Collaborate with the board chair to plan efficient and relevant meeting agendas and present information effectively. Support the board with board development and training to meet the board's needs and interests.

Comments:

AREAS OF RESPONSIBILITY

3. Facilities & Programs for World-Class Learning

Key Foundational Block Actions in 5-Year Plan:

- A. Optimize program offerings and school facilities, considering community voice.
- B. Modernize classrooms to ensure an equal technology experience at all schools.
- C. Target completion of bond construction projects on time and on budget.
- D. Prioritize environmentally responsible materials and practices.

Specific Targets in 2024–25:

- **Engage Community to Inform Long-Range Facilities Planning (Foundational Block 3.A)**
Conduct community outreach in 2024–25, partnering with a local firm to lead outreach work including surveying, focus groups and community events, with discussions about our community's values and how those values are reflected in our school buildings, to inform further consideration toward long-range facilities planning in 2025–26. Engage community members to serve on an expanded Long-Range Planning Committee.
- **Adjust Facility Use Practices to Support Community Access (Foundational Block 3.A, 2.C)**
Review and revise facility use practices to reduce barriers and increase community access to utilize school facilities when school is not in session for programs and events that support and serve BSD students and families.
- **Optimize Technology to Meet Instructional & Operational Needs (Foundational Block 3.B)**
Provide a standardized and centrally funded technology package in the staff computer replacement program for library media assistants, campus supervisors, and building administrators. Technology for these positions will be on a 4-year replacement cycle.
- **Complete Bond Projects On Time & On Budget (Foundational Block 3.A,C,D)**
Continue on-time progress on school improvement projects identified in the bond measure. Provide continued oversight and updates for the construction of Raleigh Hills Elementary and Beaverton High School. Prepare and successfully complete the second bond sale.

Comments:

AREAS OF RESPONSIBILITY

4. Effective Systems & Structures for Student Success

Key Foundational Block Actions in 5-Year Plan:

- A. Attract, support and retain a high-quality and diverse workforce.
- B. Optimize school schedules and systems to support student success.
- C. Implement efficient and effective systems to streamline and support district operations.
- D. Identify and eliminate systemic barriers to equitable access and outcomes.

Specific Targets in 2024–25:

- **Develop Districtwide Approach to Personal Mobile Devices (*Foundational Block 4.B*)**
Engage input from students, parents/guardians and staff via surveys and small school-based focus groups to inform **development of a districtwide policy regarding student use of personal digital devices such as cell phones, wireless headphones and smartwatches**, in order to improve school climates and support students' academic focus and social-emotional well-being during the school day. Develop recommended policy by spring 2025 for implementation in 2025–26.
- **Launch Dashboard Display of Key Strategic Plan Measures (*Foundational Block 4.C, 2.A*)**
Develop and introduce an interactive data dashboard on the district website with disaggregated data to track progress on key indicators of outcomes of efforts and investments aligned with the district's strategic plan.
- **Modernize Finance & Human Resources Software System (*Foundational Block 4.C*)**
Implement the PowerSchool BusinessPlus enterprise resource planning (ERP) software system to replace the district's aging ERP system, used for business office and human resources management of financial and staff data. In 2024–25, **begin the implementation process** following negotiation of the contract and statements of work. Review business processes related to the ERP and align with best practices for K–12 school systems and capabilities of the software. By June 2025, the ERP project will be **on target with the expected go-live of phase 1, business operations, in fall 2025**.
- **Develop Balanced Budget Aligned to Strategic Plan (*Foundational Block 4.C*)**
By law, the district must adopt a balanced budget for the coming year by June 30. Beaverton has an unusually large amount of staff and unusually high percentage of our budget going to pay for staffing. Temporary pandemic relief funds that enabled significant increases in staffing have ended. Enrollment and enrollment-based funding also is declining. In 2024–25, **develop a balanced budget for 2025–26 aligned to the strategic plan** and addressing projected annual deficits and declining reserves.
- **Bargain Fair and Sustainable Contracts (*Foundational Block 4.A,C*)**
Resolve labor negotiations for successor contract with BEA and economic reopener with OSEA with agreements that serve district and student needs, support high-quality staff, and are financially sustainable.

Comments:

AREAS OF RESPONSIBILITY

5. Equity & Excellence for All

- Principle and priority underlying all foundational building blocks and goals

Specific Targets in 2024–25:

- **Train Staff to Support Educational Equity (*Foundational Block 5*)**
Equity and excellence for all is an underpinning foundation that should be woven into all that we do. Implement required professional development for all district staff to provide a baseline understanding and shared vocabulary for reducing bias and supporting educational equity. The learning will be tied to the strategic plan. In 2024–25, **provide required training to licensed staff based on ODE’s Engaging Equity Professional Learning Series**, train some groups of classified staff, and prepare to expand to an onboarding process for newly hired staff and additional training to all classified staff in 2025–26.
- **Attract, Support & Retain a High-Quality Diverse Workforce (*Foundational Block 4.A, 5*)**
 - **Increase Workforce Diversity: Work to attract, hire and retain more diverse staff** to better reflect the assets and serve the needs of our community and student population.
 - **Support Dual Language Expansion: Proactively recruit, hire and support bilingual staff** to support the expansion of dual language programming.
 - **Improve Hiring Process: Reduce barriers for candidates by streamlining hiring and onboarding** to increase efficiency and reduce manual processes impacting hiring timelines.

Comments:

A. Overall effectiveness summary statement:

B. Suggestions for areas of focus for the upcoming year.:

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