

**Beaverton School District
Superintendent Evaluation Process 2023–24
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 2022–23 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 2023

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 2024

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 2024

Review evaluation process, timeline and instrument

April–May 2024

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

May 2024

Board meets with superintendent in executive session and conducts the evaluation

May–June 2024

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 2023–24:

- **Develop Multi-Tiered System of Supports, Phase 1 (*Foundational Block 1.A,B,E*)**
 - **Develop Districtwide Assessment Framework (*1.A,E*)**
 - **Implement Reading Intervention Tools Districtwide (*1.B*)**

Undertake a 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, and intervene with the supports they need. In 2023–24, **complete Phase 1: Develop and implement a districtwide assessment framework and implement reading intervention tools in all schools.**
- **Restructure Curriculum Adoption Process (*Foundational Block 1.C*)**

Streamline and adjust the Quality Curriculum Cycle (QCC) adoption process to a one-year process that includes the essential elements of the curriculum adoption process and honors stakeholder input, in order to best support student learning needs. This will save the district time and funds and continue a high level of public and staff engagement in the selection and adoption of materials.
- **Expand Dual Language Programming (*Foundational Block 1.D,E*)**

Work to expand dual language programs throughout the district in a multiyear process, with the 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 2023–24, **implement and support Phase 1 expansion (adding William Walker Elementary)**, and prepare for Phase 2 in 2024–25 (launching a Mandarin Chinese elementary program, a Spanish dual language elementary program, and a Spanish dual language pre-K), and Phase 3 in 2025–26.
- **Assess Career Technical Education Programming (*Foundational Block 1.D,E*)**

Undertake an assessment of current CTE course offerings to inform future expansion of robust, articulated career-related programs that target high-skill, high-demand, high-wage occupations.
- **Expand Early Learning Programming (*Foundational Block 1.D,E*)**

Continue to expand pre-kindergarten offerings, implementing programs at Elmonica, Kinnaman and Hazeldale (in lieu of Bonny Slope). Develop early literacy plan and successfully apply for Early Literacy Success Grant.

Comments:

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 2023–24:

- **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 and possibly add other opportunities for engagement such as virtual opportunities, parent advisories, staff advisories.
- **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. Collaborate with 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 2023–24:

- **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. Prepare for the two largest projects, the replacement of Raleigh Hills Elementary School and Beaverton High School, to begin construction in summer 2024, incorporating environmentally responsible materials and practices.
- **Optimize Technology to Meet Instructional & Operational Needs (*Foundational Block 3.B*)**
Modernize classrooms to ensure an equal technology experience at all schools. This will be done through the creation of a district standard (equality) and centralization of technology purchases (equity) for our students and staff.
- **Undertake Long-Range Facilities Planning to Meet Educational & Community Needs (*Foundational Block 3.A*)**
Form and engage a Facilities Planning Committee to study, consider and advise the superintendent on capacity, condition and utilization of district facilities; enrollment trends and evolution of demographics in the district; and planning for future facilities.

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 2023–24:

- **Optimize School Schedules to Support Student Success (*Foundational Block 4.B,C,D*)**

- **Middle School Schedule Review**

The district's current middle school schedule is under review. Over the course of the 2022–23 school year, the district worked with Education Northwest to conduct a qualitative study on the common middle school schedule that was implemented in 2021. In 2023–24, **review the study's findings and recommendations, consider schedule proposals** created in collaboration with school leaders, and **determine any changes to the schedule**.

- **School Start Times**

The district's current high school start times have raised significant concerns and feedback from staff, families and community over the last several years. **Complete a comprehensive review of all school start times and develop a plan** that meets criteria and enables a functional transportation schedule to meet current and expanding needs of district programs.

Decide changes in school start times and middle school class schedules and inform community by end of 2023 for implementation in 2024–25.

- **Modernize Finance & Human Resources Software System (*Foundational Block 4.C*)**

The district's current Enterprise Resource Planning (ERP) software system, used for business office and human resources management of financial and staff data, has been in use for 23 years and has notable gaps. Replacement or reimplementation will be a multiyear process. In 2023–24, **complete evaluation of the ERP and business and operational needs, determine whether to reimplement or replace the system, and select a vendor**.

- **Develop Balanced Budget Aligned to Strategic Plan (*Foundational Block 4.C*)**

- **ESSER Step-Down Plan**

- **Sustainable Staffing Plan**

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 are running out. Enrollment and enrollment-based funding also is significantly declining. In 2023–24, **develop a balanced budget for 2024–25 aligned to the strategic plan** and addressing the end of ESSER funds in September 2024 and the necessary step-down of staffing, potentially over multiple years.

- **Bargain Fair and Sustainable Contracts (*Foundational Block 4.A,C*)**

Negotiate successor agreement with BEA and 2024–25 economic reopener with OSEA 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 2023–24:

- **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. **Provide required training to licensed staff in ODE’s Engaging Equity Professional Learning Series** in 2023–24, and prepare to expand to additional training and classified staff in 2024–25.
- **Implement Bias Incident Reporting & Response Procedures (*Foundational Block 5*)**
Oregon’s Every Student Belongs rule and Board Policy ACB require districts to establish reporting and response procedures for bias incidents. **Implement, communicate and support focused bias incident reporting and response procedures** to supplement and refine the previously existing procedures for reporting concerns and complaints.
- **Attract, Support & Retain a High-Quality Diverse Workforce (*Foundational Block 4.A, 5*)**
 - **Improve Hiring System: Successfully implement upgraded job application system** to streamline operations, enhance candidate experiences, and contribute to improved efficiency in recruiting, hiring and onboarding high-quality, diverse district staff.
 - **Support Dual Language Expansion: Proactively recruit, hire and support bilingual staff** to support the expansion of dual language programming.
 - **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.

Comments:

A. Overall effectiveness summary statement:

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

DRAFT