

Executive Summary

Superintendent Guerrero came to Portland Public Schools (PPS) in October 2017. At that time, PPS was a District in trouble, struggling with even basic organizational functions, and pervasive and persistent inequities. As we close out his fourth year at the helm, we are grateful for the impressive progress that has been made under Superintendent Guerrero's student-centered leadership. With wide-ranging, ambitious improvement plans well under way, PPS is poised to become the District our students deserve.

The Superintendent's management of PPS as an organization is very strong. In his short tenure, he has created or completely overhauled many of the District's essential systems and is committed to continuous improvement. He has continued to build out a new, diverse leadership team full of nationally known superstars in PK-12 education who are dedicated to student excellence.

A teacher at heart, Superintendent Guerrero's leadership for change is most apparent in the dramatic improvements made to the curriculum and instructional infrastructure in the District, that was not aligned to current national standards and, in some cases, 20 years out of date. Professional development opportunities for educators continue to be built out along with more supports for school leaders.

In the last year, PPS continued its long-term program to modernize facilities. Kellogg Middle School and Leodis McDaniel High School (formerly Madison) will open this fall and Lincoln is on track to open in 2022. In November 2020, Portland voters once again demonstrated their support for public education by overwhelmingly passing the largest bond in Oregon's history. In addition to supporting health, safety, and accessibility improvements, this bond will allow PPS to develop an up-to-date, standards-based curriculum across all subjects PK-12, bringing PPS into alignment with state requirements and national best practices. Perhaps most exciting, it will support the full modernization of Jefferson High School and the creation of a Center for Black Student Excellence that will encompass elementary and middle schools in the Albina neighborhood. Together with the recent agreement between PPS and Albina Vision Trust regarding a right of first refusal on a sale of the BESC, Superintendent Guerrero has led the effort to continue supporting the rebuilding of schools in Albina. The Board shares optimism about our efforts at transforming equitable opportunities and outcomes for students.

The Superintendent and his team have continued to oversee major improvements in operational systems, including financial management and human resources. In particular, over the last 3 years, Superintendent Guerrero has produced budgets that explicitly align resources to strategies that support progress toward achieving the Graduate Portrait articulated in the District's vision.

These improvement efforts are grounded in racial equity and social justice and employ targeted universalism, an approach that sets universal targets and then uses strategies targeted to improve outcomes for all students, but focusing on the most underserved groups. Though it is still early days, graduation rates continue to increase, especially for most BIPOC (Black,

Indigenous, and People of Color) student groups, and some assessment data suggest that the District's improvement efforts are starting to pay off. Our school district has been characterized by inequities over many generations. The activities listed above demonstrate hopeful signs of positive change.

And all of the above happened in the midst of a once-in-a-century health crisis.

In the face of a novel virus, ever-evolving science, shifting federal and state regulations, complex logistics in a large district, and widely disparate impacts on different communities, PPS had a responsibility to safeguard the health of students, families, and staff, while ensuring that student learning continued. The Superintendent, his team, and school staff responded to these challenges with remarkable dedication and competence, improvising entirely new systems to reach our students with curriculum, technology, meals, school supplies and enrichments, mental health supports, and many other essential services ordinarily accessed in the course of an in-person school day. Had the Superintendent not significantly fortified the capabilities and foundations of this district over the last four years, the immense challenges presented by Covid would have seemed insurmountable.

With adult vaccination rates in Multnomah County rising steadily and a robust vaccination program for everyone 12 and older (with the promise of vaccines for younger students in the fall), both the Superintendent and the Board are confident that we will have full day, full week, in-person school starting in September. Further, we look forward to the inclusion of innovations and lessons we have learned in a virtual environment as we resume a more normal rhythm for school.

Superintendent Guerrero also worked collaboratively to help shape the state's response to the evolving Covid crisis and forged strong and supportive relationships with other districts facing similar challenges. He has been an active advocate at the state level for the interests of PPS students and has generously shared strategies and staff resources with other districts, including materials translated into our five supported languages. And he has established himself not only as a strong anti-racist voice in our community, but also as a leader willing to act to advance racial equity and social justice for our students and families.

Under these extraordinary pandemic circumstances, we believe the Superintendent and his team did an excellent job dealing with the unprecedented challenges posed by Covid, keeping staff and students safe, and managing all the operational details involved in virtual education and hybrid reopening with an unwavering focus on supporting our students and families. Throughout the pandemic, he and his team have approached challenges as opportunities and at every turn have found ways to take ever-changing situations and turn them to the District's long-term success. His steadfast, adaptive leadership and the heroic efforts of employees throughout the district have kept the District moving forward even in the midst of unprecedented disruptions.

Superintendent Annual Evaluation Rubric for 2020-2021

In September 2020, the Board again 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 board wishes to reaffirm its commitment to the existing **Student Performance Goals**. While the board is affirming and expanding its commitment to the **Student Performance Goals**, we must also acknowledge that the system and the larger community are in the midst of a pandemic and unprecedented shifts in how we serve our students.*

Given the pandemic and the unprecedented changes in education, staff will use the 2020-2021 school year to gather baseline data on the **Student Performance Goals** that will be used to set targets for the coming academic year (2021-2022). There will be regular reporting on this data to the board at least quarterly. The four Board goals will be reintroduced in the 2021-2022 performance evaluation.

Therefore, for the 2020-2021 academic year, the superintendent evaluation framework is based on the **8 Leadership Standards** identified in the 2020 superintendent evaluation workbook published by the **Oregon School Board Association** and the **Coalition of Oregon School Administrators**:

1. Visionary Leadership
2. Ethics and Professional Norms
3. Inclusive District Culture
4. Culturally Responsive Instructional Leadership and Improvement
5. Communications and Community Relations
6. Organizational Management
7. Fiscal Management
8. Policy, Advocacy, and Governance

These standards will be equally weighted and scoring will be done 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

- It should be noted that “accomplished” refers to the level of skills, focus, and outcomes exhibited by a superintendent’s performance on the criteria within each standard. It does not necessarily mean that the desired state for the standard has been achieved.

SCORES ON OSBA STANDARDS								
	#1 Visionary Leadership	#2 Ethics & Professional Norms	#3 Inclusive District Culture	#4 Culturally Responsive Instructional Leadership & Improvement	#5 Communications & Community Relations	#6 Organizational Management	#7 Fiscal Management	#8 Policy, Advocacy & Governance
Total Score	26.2	26.7	23.5	23.7	25.5	24.6	27.2	24.6
Average Score	3.7	3.8	3.4	3.4	3.6	3.5	3.9	3.5
Numerical Rating Scale: 1: Ineffective 2: Developing 3: Effective 4: Accomplished								
Overall score on OSBA Standards: 3.6								

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.	
<p>1.1 Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities</p> <p>1.2 Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision</p> <p>1.3 Implements the district’s continuous improvement plan and communicates its progress</p> <p>1.4 Makes progress on PPS’s Racial Equity and Social Justice strategy, with a focus on the professional development strategies in the RESJ framework by</p> <ol style="list-style-type: none"> 1. Hiring and retaining teachers and principals of color 2. Taking a holistic approach across the District to the review of our building names, our cultural icons, including statuary, art and artifacts 	<p>1.5 Demonstrates a focus on improving student achievement for Black and Indigenous students</p> <p>Articulates a clear and coherent vision for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the district.</p>

Superintendent Guerrero clearly meets each of the metrics for accomplishment of this standard. His relentless focus on moving the organization every single day towards the vision articulated in “PPS reimagined” is demonstrated in the explicit framing of every major District decision in terms of its guiding set of values and principles. Fidelity to this ambitious vision lends a coherence to activities across the district that has long been missing and whose cumulative effect we believe will help decrease the opportunity gap between white students and students

of color, redress historical racial inequities that are rife within our systems, and ultimately make the Graduate Portrait a reality.

This year, the budget-building process and discussions of key improvement strategies were explicitly grounded in the theory of action that derives from the vision. Budgetary allocations align resources to the focus on redressing inequities and improving achievement for historically under-served students, in particular, Black and Indigenous students. We are on the verge of implementing a full-fledged four-year strategic plan (much of which is already underway) that will continue and deepen the improvement work that has begun.

Under his leadership, PPS has explicitly pursued anti-racist strategies, including increasing the number of educators of color and making school environments more welcoming. The community engagement team, with support from the equity staff, did an outstanding job with the re-naming of two schools, creating a process that incorporated student leadership, involved the larger community, and responded nimbly to a difficult situation. This work set the stage for additional name changes in the foreseeable future.

Leadership Standard #2: Ethics and Professional Norms The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.	
2.1 Ensures a system of accountability for every student’s academic and social success	Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning. Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion, and courage. Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps. Demonstrates a high level of self-awareness and regularly reflects on practice to improve.
2.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior	
2.3 Safeguards the values of democracy, equity and diversity	
2.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling	

Superintendent Guerrero’s consistent voice for social change and social justice in our community, our nation, and our world has become particularly important during this pivotal time in our history. He has established himself as an outspoken anti-racist educational leader. These comments resonate and provide comfort to our students, families, and staff, and build confidence that PPS is intentionally working to overcome institutional inequities and create a supportive community where all students can thrive.

Budgets reveal an organization’s real values. Over the last three years, Superintendent Guerrero’s proposed budgets have become progressively more student-centered and grounded in racial equity and social justice. Resources have been allocated to provide equitable

educational opportunities, academic supports, and positive learning environments across all schools in the district, guided by strategies that are specifically designed to improve outcomes for students of color.

At the same time, under Superintendent Guerrero’s direction, PPS is developing a system of balanced assessments to evaluate the impact of those strategies and guide improvement efforts. Due to the pandemic, full implementation of assessments was paused this year, but the Superintendent, with the Board’s support, decided that the District needed information from the mid-year MAP tests to understand how best to serve students. The tests have provided critical information that is guiding planning for summer and fall instructional supports and acceleration, as well as helping parents understand how their students fared academically in this extraordinary year.

Leadership Standard #3: Inclusive District Culture	
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 ensures that equity is centered in all district planning and action.	
3.1 Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture that actively recruits and retains teachers, administrators and central office staff of color	Consistent evidence of centering underserved students in the planning, budgeting, and monitoring of student experience and learning.
3.2 Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student	Data is regularly disaggregated in reporting and planning documents and extends beyond state and federal reporting requirements and includes (where appropriate and possible) disaggregation that supports understanding of intersectionality.
3.3 Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff	Consistent and intentional efforts to engage underserved communities as establishing a culture of collective efficacy with the community.

The Superintendent, through his lived experience and his professional and academic expertise, has centered BIPOC (Black, Indigenous, and People of Color) families in everything we do. That focus is evident in the District Goals and improvement efforts that are grounded in racial equity and social justice and employ targeted universalism, an approach that sets universal targets and then uses strategies targeted to improve outcomes for all students, but focusing on the most underserved groups. By focusing on improved outcomes for our most underserved student groups, Black and Native American, we will improve outcomes for all students. PPS has made great progress in implementing its Racial Equity and Social Justice (RESJ) lens and developing an actionable racial equity framework to guide decision-making. Superintendent Guerrero continues to seek excellence in himself, his staff, and the Board and to model integrity and deep commitment to student outcomes, especially for our Black and Native students. Though it is still relatively early days for the improvement efforts, especially given the Covid-related disruptions,

and data are scarce, increases in graduation rates for most BIPOC student groups suggest that the District's improvement efforts are starting to pay off in improved student outcomes.

While it will take years of concerted effort to repair the damage done by generations of institutionalized racism in PPS, the moving words of two generations of leaders of the Black community at the May 25th Board meeting suggest that the actions undertaken by Superintendent Guerrero and his team have continued the work of reconciliation and improvements in the District's support for Black students. The inclusion of Jefferson High School's modernization in the 2020 bond was an essential step toward redressing longstanding need for the modernization of school buildings in the Black community. The proposed Center for Black Student Excellence (CBSE) could be transformative for elementary and middle schools in the Albina area, and we look forward to the beginning next fall of a deep collaboration with the community to design it. The initiation by PPS leadership of parallel collaborative processes with Albina Vision Trust shows the District's sincere desire to support the revitalization of the area as a hub for Portland's Black community.

The Superintendent, acting as Chief Equity Officer for the District, has the tremendous responsibility of creating a culture where professionals of all races and ethnicities can thrive and grow. We have made great strides in our "Grow your own" pipeline for diverse employees, with truly innovative efforts like "Coach to Classroom." But we experience a loss of Black staff each year, and we must address any issues of organizational cultural that contribute to that. If we want to lean in to the values we espouse, we must work to create an inclusive workplace, and expect accountability for meeting this goal. We must continue to build on these, including our own education CTE offerings and even deeper higher education partnerships. It is good to have an increase in staff of color in the district, to 27.5%, including a net increase of over 100 educators of color over the last three years. Currently, the turnover rate is highest for Black staff and administrators of color, while we see an increased retention of educators of color. We want to see an increase over time and will be paying particular attention to the disaggregated retention rates of educators and leaders of color. While there is clearly more room to grow, it is worth celebrating achievements in this area.

As the Superintendent recognizes, creating a truly inclusive culture is a growth area for the District. Recent principal assignments suggest a positive trend in promotion of BIPOC leaders. As important as recruitment, however, are intentional efforts to retain BIPOC staff at all levels. The ongoing work with the Center for Equity and Inclusion appears to be well received and the growth of Affinity and Accountability Teams is encouraging, though their effectiveness as a retention strategy is still unclear. The Superintendent could build on his direct and regular engagement with administrators of color to help support and strengthen their leadership and solicit ideas for retention efforts. We look forward to continued focus and reporting on the recruitment, retention, and promotion of a talented, diverse workforce.

We have seen real progress toward a more inclusive organizational culture in PPS. We are seeing evidence of our Superintendent engaging with our diverse workforce. We agree with the Superintendent that much still remains to be done. It would be helpful for the Board to get a better articulation of the structure of support for the RESJ work and the staffing to implement it. Building greater support capacity will help consolidate critical changes in practice and enhance school-based efforts. In order to monitor progress and evaluate the impact of specific improvement strategies, it will be important to create reliable systems for disaggregating data

on the hiring and retention of BIPOC teachers, principals, non-represented staff, and senior leaders. This would allow the loss of staff and administrators of color to be evaluated and help respond to concerns about the retention and promotion of Black staff that have been raised by staff and community members. It would be helpful for the Board to understand what strategies are in place to increase the recruitment and retention of all leaders of color, including Black, Native, and Asian American and Pacific Islander educators and staff.

Leadership Standard #4: Culturally responsive instructional leadership and improvement	
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.	
4.1 Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership	Continuously stresses the importance of quality culturally sustaining teaching and learning as the organization’s primary strategic objective.
4.2 Implements coordinated systems of support, including coaching and professional development for staff	Creates an organizational culture attentively focused on culturally sustaining teaching and learning that grows and evolves.
4.3 Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership	Creates clear and systemic systems for curricular alignment to standards that result in curricula and assessments of exceptional quality.
4.4 Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained	

When Superintendent Guerrero arrived in 2017, he inherited a curriculum and instructional infrastructure that was not aligned with current national standards and, in some cases, 20 years out of date. The progress that has been made in this area is truly amazing. Work has continued on building the foundation for a standards-based curriculum (the Guaranteed Viable Curriculum) in spite of the pandemic, even as a whole new body of curricular work commenced to meet the needs of comprehensive distance learning. At the same time, a robust system of professional development opportunities has been created to help educators make best use of the curricular resources, practice new instructional techniques, and develop expertise in using data to inform instruction.

The adoption of culturally specific curricula, expansion of partnerships with culturally responsive partners, enhanced supports for community-based programs serving high-needs students, and the establishment of a new Family Engagement Coordinator position, demonstrate this leadership team’s commitment to culturally responsive instruction. In addition, this year’s principal announcements, the expansion of “grow your own” educator pathways, and the establishment of cohort collaboration of schools, are part of a suite of strategies to develop supports and leadership opportunities for educators, particularly educators of color, that should promote workforce diversity.

The fact that there is still a great deal more work to do in this area speaks to the conditions this team inherited. We are deeply grateful to the voters of Portland who overwhelmingly passed the largest school bond in Oregon’s history last November that included, for the first time, a significant allocation for curriculum. This will allow the District to jump-start its curricular refresh and put us on track to have a full, up-to-date PK-12 standards-based curriculum within 5 years. It would be helpful to get a better understanding of the current status of the GVC work. There is still a lot of work to be done in schools on racial equity and special education. The framework is there; it just takes years to implement. With the re-opening of three middle schools and a brand new Kellogg Middle School on track to open in the fall, there has been great progress in shifting the District away from K-8s to an elementary-middle school model, an important component of redressing longstanding inequities in opportunities available to middle-grade students. We look forward to continued progress, including re-opening a fifth middle school in outer SE scheduled for fall 2022 and completion and resourcing of a redesigned middle school curriculum.

Leadership Standard #5: 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.	
5.1 Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups	Communicates key information to all stakeholders in an appropriate and timely manner.
5.2 Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning	Alert to potential issues; predicts and shares possibilities with school board in advance.
5.3 Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs	Constituent groups report a positive relationship with district leadership.
5.4 Goes beyond the district and local community to advocate for students at the county, regional and/or state level	

The communications team did an outstanding job this year in the midst of a constantly changing environment filled with uncertainty. Communication on significant shifts from CDL to LIPI to hybrid/CDL – though challenging – was done well and helped parents and staff prepare for supporting their students. Outreach to families on preferences for CDL or hybrid was particularly good, going deep into the community and resulting in high levels of engagement (84% for K-5, 85% for 6-8, and 88% for 9-12), even from families who are harder to reach.

This has been an extraordinarily difficult year for public entities. As the science around the novel virus evolved continuously, public health guidance from federal and state governments

was at times ambiguous or contradictory, and occasionally poorly timed. School districts in particular were often left to balance multiple imperatives with imperfect information and limited resources within an increasingly polarized environment. This was, in many ways, a perfect example of the difficulty of governing in a crisis. We believe that engagement with both the Board and the larger community in the development and implementation of Covid plans could have been even better if the Superintendent and his staff had communicated more about the incredible complexities that needed to be balanced in planning alternative scenarios over the last 15 months. The District's hesitancy to talk about plans until all details were worked out is understandable, but often left some of the public with the mistaken impression that the District was unprepared or unwilling to act. In future, it would be helpful, especially for building trust, if we could develop communication and engagement strategies that balance the District's desire to share well-vetted plans with the community's desire for information by providing a window into the decision making process and milestone updates on high-visibility issues.

Under Superintendent Guerrero's leadership, we have also made great progress in language access to all materials and processes, including an entirely new platform for bilingual special education students and the first fully multilingual website for PPS (PPSFamilySupports.com). The Superintendent has established a practice of sharing PPS materials with other school districts, since it is to our collective benefit when equitable resources and practices are widely disseminated.

It is clear that the District has made strides in rebuilding community trust through authentic engagement and new ways to reach stakeholders who have not historically had a voice in District processes. The SE Guiding Coalition Phase 1 process did not include all impacted families at the beginning and engagement was uneven, but Phase 2 appears to have captured learnings from Phase 1.

While Covid presented many challenges, the District adapted well and continued to push forward on story telling and engagement. Still, we can do better. The PPS story needs strong, direct, consistent, and repeated telling. While PPS needs to acknowledge its shortcomings, it's important to celebrate the significant progress that has been made over the last four years under Superintendent Guerrero's leadership and look forward to what lies ahead. Especially after this difficult year, it's important to honor the hard work of employees throughout the district by recognizing their accomplishments.

Bringing the community along as partners in District improvement efforts is still a largely untapped resource. This may require shifting the approach to communications to include some elements of community organizing to give students, families, staff, and community a sense of ownership of District improvement efforts. For example, we believe some opportunities were missed to engage both the Board and larger community in the development and implementation of Covid plans. The District's hesitancy to talk about plans until all details were worked out is understandable, but often left some with the mistaken impression that the District was not prepared or ready. It would be helpful if we could develop engagement and communication strategies that balance the District's need for control and the community's need for information. This is always a conundrum for public entities, but if we can figure it out for Covid, we could apply those lessons to any number of future situations. The occasion of unveiling the strategic plan can be a moment to clarify for parents, students, and community members where the District is headed and what they can expect to see in the next few years.

This can help to build trust, inspire hope, and help create a new narrative for PPS. More broadly, it would be helpful to engage the community in more grassroots advocacy strategies to benefit our students and families.

Leadership Standard #6: Effective Organizational 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.	
6.1 Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success	Puts in place systems and staff that create environments that inspire learning and that are highly reliably safe.
6.2 Establishes productive relationships with associations while managing labor relations and contract effectively	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.
6.3 Creates and maintains organizational structures that maximize the district’s capacity to positively impact student learning	
6.4 Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity	
6.5 Creates systems which track and improve the environmental sustainability of district practices	

The Superintendent’s management of PPS as an organization is very strong. Since his arrival in 2017, he has created or completely overhauled many of the District’s essential management systems and is committed to continuous improvement. He has continued to build out a new, diverse leadership team full of nationally known superstars in PK-12 education. The Superintendent and senior leaders are high performers and obviously committed to student excellence.

The Superintendent and his team did a superb job dealing with COVID, keeping staff and students safe, and managing all the operational issues involved in virtual education and reopening. Throughout the pandemic, Superintendent Guerrero and his team have approached challenges as opportunities and at every turn have found ways to take ever-changing situations and turn them to the District's long-term success. His steadfast, adaptive leadership has kept us moving forward in this uncertain and difficult season.

Over the last 16 months, the Superintendent and staff across the District worked non-stop to provide not only the best possible education for our students during an unprecedented time, but also basic services and supports to sustain thousands of students and their families. Since March 2020, PPS has distributed 25,000 Chromebooks, 8,000 hotspots, and assistive technology tools to ensure students’ access to distance learning. Millions of meals have been distributed to any child in the city, and The Fund for PPS raised and distributed more than \$1 million for groceries, basic needs, internet connectivity, home classrooms kits, and other direct aid to

students and their families. PPS stood up child care centers for essential workers in the area, worked with child care providers to offer new programs, and created a special child care stipend to reduce barriers for parent-employees to return to in-person work. More recently, PPS collaborated with system partners to provide access to vaccinations for students 12 years and up as well as their families.

Central Office staff in **every** department have done heroic work in meeting a continually changing array of logistical, administrative, and human challenges since March 2020. Their dedication allowed educators to continue to educate and students to continue to learn as the world turned upside down. We want to give special thanks to nutrition services, transportation, facilities, IT, labor relations, curriculum developers, student support services, the community engagement team, school leadership and support teams, and so many others for their tireless efforts to serve our students and families during these extraordinary times.

Thanks to our many RESJ partnerships with culturally specific and multi-racial organizations, we were able to supplement District resources with additional academic and social/emotional supports for families and students experiencing unprecedented stresses and disproportionate impacts of Covid, to implement RESJ strategies prove to be effective in closing gaps for Black, Indigenous, and Students of Color.

And we want to give a special shout out to our educators who have displayed endless creativity and unflagging dedication in adapting – seemingly overnight – to new models of education, new technologies, new schedules, and new needs and still managed to largely maintain academic growth and deepen relationships with students. If we’ve learned nothing else from this last year, we should have a renewed appreciation for the centrality of personal relationships to students’ development and well-being.

In the last few years, the District has made great progress in building out robust professional development opportunities for educators, including external training (e.g., LETRS) and peer-to-peer collaboratives (e.g., Professional Learning Communities). Likewise, organizational supports and resources have been increased for school leaders who are responsible for implementing the District’s improvement strategies. Just as the Panorama annual survey is a useful feedback loop within school communities, it will be helpful to soon have feedback in the Panorama survey regarding school-central office interactions to inform continuous improvement efforts.

We believe that labor relations with all units have significantly improved under Superintendent Guerrero. We encourage the Superintendent to continue cultivating relational trust with the Portland Association of Teachers. There are many strongly held points of view around reopening, including amongst our Board and school communities. While we believe that our labor relations team did a good job negotiating an agreement on hybrid reopening in the moment and got the best deal possible under the circumstances, the reality is that because we were unable to adapt to changes in health standards, our students received significantly less in-person instruction and in-person supports than students in many other districts in Oregon and nationally. We should examine the factors that led us to this point. The distrust that our teachers had in PPS’s ability to ensure the safety of our teachers and students significantly predates Covid (indeed, predates the current Superintendent). This is a long-term problem with an even longer-term solution, but it is important for the future of the District to determine how

we can overcome the continued trust deficit so that we can refocus energy on the larger improvement efforts as partners.

PPS continues to be a national leader in climate action. The PK-12 climate action curriculum continues to be developed, thanks to a strong collaboration between the District, teachers, students, and the community. Departments across the District have already implemented improved sustainable practices. Work on a climate crisis response policy is well under way, again thanks to a collaboration between staff, community members, and the Board; a draft will shortly be completed that will be the subject of community engagement next fall. We look forward to a positive result to the national search for a Climate Justice leader to continue the deep work that was started with students.

Leadership Standard #7: Effective Fiscal 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 Develops a proposed budget in accordance with board priorities and district direction	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.
7.2 Manages the equitable implementation of district resources aligned with the budget adopted by the board	
7.3 Communicates the budget priorities and ensures regular updates on implementation of the budget	

The finance team continues to attract national caliber leadership who are consolidating the positive changes made over the last few years in the District’s financial management systems. PPS received another clean financial audit and successfully managed the extraordinary budgetary complexity during this pandemic year, including multiple rounds of special emergency funds from the state and federal government, each of which has use restrictions and separate reporting requirements.

Beyond just the basic fiscal management of the District, which is very sound, the Superintendent has done a spectacular job incorporating racial equity into the District’s budget. The allocation of resources to schools with a high population of underserved students will, over the long run, be a game-changer for those schools and for the district as a whole.

Unfortunately, Covid restrictions again limited opportunities to engage directly with the public on the budget this year. The budget documents continue to improve in making visible the connection between budget decisions (particularly investment priorities for special revenue funds) and our Graduate Profile and Board goals. The financial team just received the Certificate of Excellence in Financial Reporting Award from ASBO International (the Association of Business Officials International) for our FY2020 Comprehensive Annual Report. Still, there are opportunities to make a complicated budget more accessible to the general public, especially

the links between the imminent strategic plan and accompanying metrics/KPIs. Comparisons with peer comparisons districts would be helpful, and it will be important to have regular reporting on the use of state and federal Covid recovery funds.

As the 2017 bond work begins to roll out and the 2020 bond work commences, it would be helpful to highlight the impact our bond investments are having on our community and economy, as well as our efforts to become a regional leader in sustainable design and construction, and capacity building for minority businesses.

Leadership Standard #8: Policy, Advocacy and Governance	
The superintendent engages stakeholders in the development of the district strategic plan and works with the board to align policy and budgetary resources to execute the plan. The superintendent also advocates at the local, regional and national levels on the behalf of the system.	
<p>8.1 Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations</p> <p>8.2 Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district</p> <p>8.3 Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders</p>	<p>The superintendent engages the board and larger community in the development and implementation of plans in compliance with national, state, and local policy, laws, rules and regulations.</p> <p>The superintendent engages in a regular pattern of advocacy at the state and regional level and shows evidence of proactive advocacy on key issues.</p>

The Superintendent has done a good job of working collaboratively with the community at large, and put systems in place to effectively communicate with partners, staff, the Board, and District personnel.

Superintendent Guerrero’s growing stature as a regional and statewide leader has been evident in the response to Covid. He has advocated not only on behalf of PPS, but also on behalf of larger urban districts throughout the state. He was instrumental at every major step, providing advice and recommendations to the Governor and Oregon Department of Education regarding the closure of schools, the reopening into hybrid, and now the reopening to full-time school next fall. PPS led the way on participating in the Oregon Department of Employment’s Work Share program that helped save districts across the state millions of dollars, while insulating employees from the economic impact of closures. And he has generously shared strategies and staff resources with other districts, including materials translated into our 5 supported languages. Superintendent Guerrero has established himself not only as a strong anti-racist voice in our community, but also as a leader willing to act to advance racial equity and social justice for our students and families.

Superintendent Guerrero brings a national perspective to local conversations and has exercised some national influence on Covid response and guidelines for federal Emergency and Secondary School Emergency Relief (ESSER) funds through his leadership position within the Council of Great City Schools.

Beyond the Covid response, Superintendent Guerrero is playing a critical role in prompting meaningful conversations, regionally and statewide, about race. PPS's decision to terminate School Resource Officers (SROs) in schools helped to ignite a widespread reconsideration of the practice, including legislative action.

To support Board professional development efforts, Superintendent Guerrero proposed training sessions to allow Board members opportunities to delve more deeply into some of the core improvement efforts. These sessions were very illuminating and much missed when they had to be paused to allow staff to concentrate on reopening. More opportunities like these would help the Board develop greater understanding of the improvement efforts so that the Superintendent could more readily partner with the Board to help further the shared mission and vision of the District. Board members look forward to active partnership with the Superintendent and staff in service of our students.