

Board Self-Evaluation Work Session
Tuesday, March 31, 2026 5:00 PM

Dr. Matthew Prophet Education Center
501 N. Dixon St.
Portland, OR 97227

Agenda

1. Call to Order and Introductions
2. Board Self-Evaluation
3. Adjourn

Portland Public Schools Board Self- evaluation

MARCH 2026

KRISTEN MILES, ED.D.

OSBA

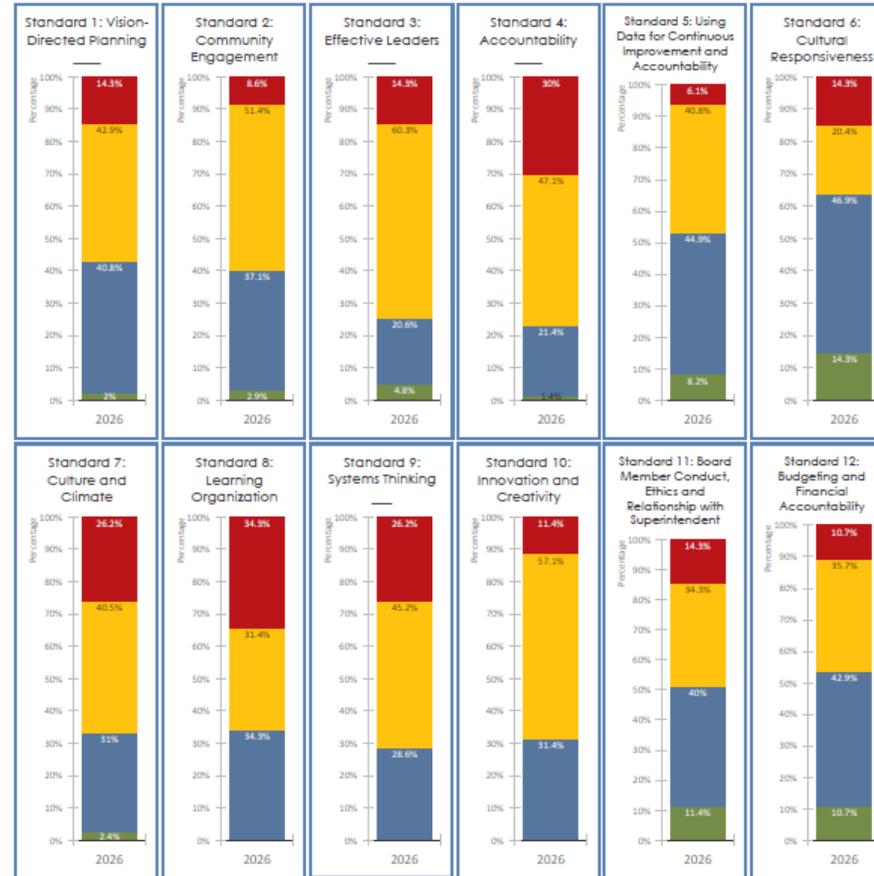
Questions for the group

- What do you observe about the data?
(Just observations, not interpretations for this question)
- What meaning do you make of the data?
- What are the overall strengths and areas of improvement for the board?
- What questions do you have after looking at the data?
- What do you want to do with this information?



Balanced Governance: Standards Overview

Completed Effective Developing Incomplete



Overall themes: Strengths

- Standard 6: Cultural responsiveness
- Standard 5: Using data for continuous improvement and accountability
- Standard 12: Budgeting and financial accountability

What do these mean?

Cultural responsiveness

- The Board recognizes cultural diversity in its many facets including social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, sexual orientation, gender identification, and students with special needs. The Board develops an understanding of this diversity and applies perspectives responsive to the cultures in their community in policy and program approvals. The Board supports effective community engagement and expectancy strategies to build on the strengths of a community's cultural diversity.

Using data for continuous improvement and accountability

- The Board uses meaningful quality data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they support even better ways to do things the organization is already doing well.

Budgeting and financial accountability

- The Board ensures that strategic educational goals of schools of schools are translated into reality through effective alignment with the budget and make sure the school district is fiscally sound. The Board utilizes fiscal resources based on student needs and district policy and strategic goals.

Specific strengths:

- Board outreach and community engagement activities accommodate cultural differences in values and communication (Q42)
- Board members do not use their office for personal gain or advancement (Q75)
- Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items (Q80)

Overall
themes: Areas
of
improvement

- Standard 4: Accountability
- Standard 8: Learning organization
- Standard 9: Systems thinking

What do these mean?

Accountability:

- The Board holds high expectations for the learning of each and every student and holds themselves and the District accountable for reaching those results. The board provides strategic direction in the development of the District's mission, vision, and goals. The Board adopts policy and resources that align with District's strategic vision and goals. The Board monitors and holds accountable the superintendent to implement the District's strategic vision and goals.

Learning organization

- The Board ensures the District functions as a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. The Board encourages professional development that empowers staff and nurtures leadership capabilities across the organization.

Systems thinking

- The Board practices and supports systems thinking in its deliberation and approval of policy, programs, and procedures. The Board practices an integrated view of education within and across systems and levels (e.g. K-12, ESD, community college, and university). The Board seeks out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student learning.

Specific areas of improvement

- Board members model an empowering leadership style, a culture of high expectations, and promote change through dialogue and collaboration (Q21, Q23, Q27)
- The board supports recognition systems to encourage advancement of the district's strategic goals (Q30)
- The board regularly establishes performance goals for itself (Q33)*

Congruence

- Area of highest congruence:
Standard 3: Effective leadership
- Area of highest incongruence:
Standard 11: Board member
conduct, ethics, and relationship
with the superintendent

Specific areas of incongruence

- The board collaborates with the superintendent to develop long-range strategic goals, expects the superintendent to use relevant data in decision-making, and ensures the superintendent holds staff accountable for high standards for every student (Q6, Q35, Q48)
- The board advocates for public policy that supports education (Q15)
- The board makes decisions considering the cultural diversity of the district and holds the district responsible for improving a culture of service (Q45, Q54)
- Board members preserve the confidentiality of executive session and redirects complaints through staff channels (Q74, Q77)
- The board reviews monthly financial statements and understands their oversight role of the budget (Q84)



What do you
want to do with
this information?

Strategic Plan

EQUITY

- Keeping equity at the center

ACHIEVEMENT

- Enhancing academic excellence and equity

WHOLE STUDENT

- Cultivating inclusivity and belonging

PEOPLE

- Developing staff, leaders, organizational culture

SYSTEMS

- Streamlining opportunities for equity, efficiency, and accountability

Possible goal areas

- **Goal 1: Transition to Outcome-Based Accountability:**
 - **The Goal:** By XX date, the board will adopt a formal Monitoring Calendar that requires disaggregated student growth data for at least two high-investment strategic initiatives per quarter.
 - **Measurable Action:** The board will refrain from "programmatic" questioning in meetings and instead utilize a standard rubric: *"What was the target, what is the current data, and what is the systemic adjustment?"*
- **Goal 2: Strengthening the Governance Firewall (Systems Thinking):**
 - **The Goal:** The board will utilize a "Systems Impact Statement" for all major votes to ensure decisions aren't made in isolation or due to external pressure.
 - **Measurable Action:** For every major action item, the board will explicitly discuss how the decision impacts other district systems, preventing the "one-off" decision-making you identified as a weakness.

Possible goal areas

- **Goal 3: Strategic Bridging (Cultural Responsiveness as Oversight)**
 - **The Goal:** The board will pivot from "Community Liaison" to "Strategic Advocate," using outreach to gather data on systemic barriers rather than individual complaints.
 - **Measurable Action:** The board will produce one "Community Values Report" per year that maps community feedback directly to proposed changes in the Strategic Plan. Ensure that discussion at the board table ties decisions to data and note how any applicable community input was considered.
- Pick something from the "incongruence" slide

Reflection and questions
