

SoS Recommendation #	SoS Recommendation Description	PPS Staff Response	Responsible Party	PPS Management Action (Added for Q reporting)	Q1 Update(s)	Progress - please indicate use dropdown menu: -On Target for meeting deadline -Behind Schedule -Will not meet deadline	Status of Recommendation (Added for Q reporting) - Implemented (I) In Process (IP)	June Update (s)	September Update(s)	Suggested documents to close recommendations	Potential Future Internal Performance Auditor's Audit Engagement (by MCM 8/12/19)
		<p>c) Transportation services: In FY 2017-18, PPS, through its national transportation services consultant, Transpar, conducted a comprehensive review of District transportation services and provided recommendations for system efficiencies and service improvements.</p> <p>For further details, see Narrative for Recommendation 3a-f above</p>	Claire Hertz	<p>c) Transportation services: Through First Student, PPS' main provider of transportation, processes have been put into place to begin addressing inefficiencies; examples include bolstering of call center staffing, use of route planning software, review of contracts that were previously overlooked, diversify its providers, and ensure system stability.</p>	<p>The district has hired a consultant to develop a Request for Proposal (RFP) for transportation services to be issued in the fall of 2019 for service beginning in 2020-21. The consultant has met with district staff to gather data and information. They are currently developing the first draft of the RFP for staff to review. The proposal will include multiple regions of the district to allow a larger group of contractors to respond.</p> <p>The route planning software is being implemented and will be in place for fall 2019 with parent bus GPS capabilities by December 2019.</p>	Behind Schedule	IP	<p>The contractor is continuing to work on the draft of the RFP. The date to post the bid has not been finalized. The new routing software is in place and is being used for summer 2019 routes. There have been some unexpected issues with the integration of the new system with current PPS databases. Transportation has been implementing workarounds in order to be ready for fall startup.</p>	<p>The RFP for Transportation has been delayed. There is a concern about allowing enough time in the process to attract multiple responses to the RFP especially to meet the real estate needs for multiple locations for transportation facilities.</p> <p>The Routing software phase one has been implemented for the transportation department and schools. The second phase adding students and parents will be completed this winter. We have increased the information available to school staff about specific location and timing of individual bus routes, and look forward to having the similar information available to students and parents.</p>	Report of the review that was conducted and recommendations; and record of recommendations that have been implemented.	PPS hired a consultant for services beginning in 2020-2021

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#3	Investigate and report on potential savings areas in depth, including the level of executive administration, use of substitute teachers and educational assistants due to educator absences, health benefits, bus services, legal services, and building utilization.	<p>a) Executive administration</p> <p>PPS will continue to examine its organizational structure to ensure the necessary balance of effective leadership capacity required to lead reform efforts while attaining an efficient streamlining of core District functions.</p> <p>In 2005, the Board approved a policy limiting excessive employee benefits for central office administrators which the Superintendent and Chief of Human Resources will continue to follow.</p> <p>In 2019-20, all non-represented central office employees will have an evaluation prior to final decisions relating to potential cost of living adjustments (COLA) and salary step increases.</p> <p>For further details, see Narrative for Recommendation 3a-f below Narrative for Recommendation 3a-f</p>	Guadalupe Guerrero, Sharon Reese	<p>a) Executive administration:</p> <p>- PPS will continue to examine its organizational structure to ensure the necessary balance of effective leadership.</p> <p>- In 2019-20, all non-represented central office employees will have an evaluation prior to final decisions relating to potential cost of living adjustments (COLA) and salary step increases.</p>	2019-2020 budget process includes identification of efficient use of human resources and organizational structure.	On Target	IP	All non-represented central office employees received performance evaluations prior to receiving any salary increases.	Evaluation tool for non-represented employees is on docket for review by a cross-functional team with HR and OSP. Training needs and opportunities, as well as updates to align to District vision and Educator Essentials, will be determined and produced by the cross-functional team.	Provide changes to org structure, if any. Evaluation tool for COLA and salary step increases.	- Review if evaluation for non-representative employees were completed prior to COLA and salary step increases.
		<p>b) Teacher absenteeism and use of paraeducators:</p> <p>The Superintendent had already identified this as an issue of concern. PPS will take a critical look at the factors that contribute to teacher absenteeism and high substitute teacher costs.</p> <p>For further details, see Narrative for Recommendation 3a-f above</p>	Sharon Reese	<p>b) Teacher absenteeism and use of paraeducators:</p> <p>PPS is continuing to work on professional development opportunities for principals and educators; prioritized funding for behavioral and social/emotional supports for students and MTSS; and provided for additional APS or climate specialist for the single-side administrator schools to ensure additional support for behavior needs for 2018-19.</p>	Continuing to work on professional development opportunities for principals and educators to support their work of addressing the needs of diverse learnings. We prioritized funding for behavioral and social/emotional supports for students and MTSS. Provided for additional APS or climate specialist for the single-side administrator schools to ensure additional support for behavior needs for 2018-19. See #18.	On Target	IP		In addition to work with principals and educators, we are also investing in substitute educator supports. Substitute Academy will be held November 1 and provide targeted training on social/emotional supports.	See #18	- Review how absenteeism is tracked - What are the steps for addressing absenteeism

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		<p>d) Legal services: The PPS Office of General Counsel is clearing legacy legal cases resulting in an increase in legal costs compared to previous years. Since July 2017, the Board and current Interim General Counsel, who arrived in November of 2017, have been focused on clearing the backlog of prior litigation, actively monitoring costs, and diversifying the corps of providers for outside legal counsel. The Board has scrutinized legal services contracts and provided direction to support both active management of costs/services and the completed transition from a single, primary firm to a diversification of legal providers. Under the leadership of the new Interim General Counsel and the Board, the district has set high standards for legal representation and has implemented best practices.</p> <p>For further details, see Narrative for Recommendation 3af above.</p>	Liz Large	<p>d) Legal services: Under the leadership of the new Interim General Counsel and the Board, the district has set high standards for legal representation and has implemented best practices on the following:</p> <ul style="list-style-type: none"> ● Establishing a regular cadence of Board review of all current tort claims, lawsuits, BOLI complaints, USDOJ OCR complaints, etc., through a combination of quarterly Board executive sessions and detailed written monthly reporting; ● Supporting policies and practices that reduce legal risk to the district; ● Revising outdated Board policies to reflect current needs and practices; ● Pursuing root-cause analysis to understand and reduce drivers of legal expense; ● Resolving long-standing legacy cases; and ● Diversifying the use of external legal representation and pursuing, when applicable, competitive fixed-fee agreements and other cost-reducing efforts. 	Will be updated next quarter.	On Target	IP		*With the implementation of a new matter management system, reporting has now become more systematized and updated in the system in real time. The Legal/Risk team provide a quarterly update to the board in writing and in executive session, including litigation trend reporting. *The Legal team continues to serve as the lead staff for the Policy Committee and has supported amendment of critical, time-sensitive, or inaccurate policies and administrative directives, in addition to supporting the OSBA policy review process which will assess every District policy for legal compliance. *We continue to look at root causes of liability and/or legal expense.	Provide a report of cases that were resolved/closed; tools used to monitor costs and diversification of outside legal counsel; and standards for legal representation (P&P?)	<ul style="list-style-type: none"> - Verify if policies and procedures were reviewed/revised according and compliant with rules and regulations; - Review processes in handling complaints; are there timelines for acknowledging and resolving complaints?; - complaint resolved / referred to appropriate party for resolution?; - Root cause determined and tracked?; - Review resolution of long-standing cases; - How are complaints categorized, tracked ,and reported?

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		<p>e) Facilities usage: In FY 2017-18 the Board approved plans to begin to address inequities among facilities and programs available to students by directing staff to open two new middle schools. The Board and Superintendent prioritized continuation of this work in the FY 2018-19 budget. This fall, PPS issued a request for proposals (RFP) to seek contracted support to examine school building utilization and a District-wide boundary/school assignment review.</p> <p>For further details, see Narrative for Recommendation 3a-f above</p>	Claire Hertz	<p>e) Facilities usage: In FY 2017-18 the Board approved plans to begin to address inequities among facilities and programs available to students by directing staff to open two new middle schools. The Board and Superintendent prioritized continuation of this work in the FY 2018-19 budget. This fall, PPS issued a request for proposals (RFP) to seek contracted support to examine school building utilization and a District-wide boundary/school assignment review.</p>	The district has started an enrollment and program balancing process. The RFP was awarded and work has started with a staff committee working with the contractor. There is a two year timeline that has been developed for the process including data collection and analysis, community engagement, and updates to the board. The district will also embark on a program evaluation for ed options. These two processes along with the Facilities Conditions Assessment to be completed in Summer 2019 will help guide the enrollment and program balancing process.	On Target	IP		The Enrollment and Program Balancing schedule has been modified. The board will engage in updating board policy impacting the Enrollment and Program Balancing. This is planned to be completed from November 2019 to January 2020. An update on this work will be shared with the board and community in the coming week.		- Review policy and procedure, and determine if they are followed.
		<p>f) Employee benefits: additional Board action: In 2005, the Board approved a policy limiting excessive employee benefits for central office administrators which the Superintendent and Chief of Human Resources will continue to follow.</p> <p>For further details, see Narrative for Recommendation 3a-f above</p>	Board, Guadalupe Guerrero	<p>f) Employee benefits: additional Board action: In 2005, the Board approved a policy limiting excessive employee benefits for central office administrators which the Superintendent and Chief of Human Resources will continue to follow.</p>		On Target	C				- Review policy and procedure, and determine if they are followed.

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#4	<p>Conduct regular and public peer benchmarking to identify potential savings areas and spending challenges. Identify peer districts using objective criteria, such as enrollment, level of poverty, and other demographic factors.</p>	<p>a) The District will use benchmarking to identify areas for potential redirection of resources to support the new vision and strategic plan. For state level benchmarking, a tool that is being implemented across all Oregon school districts, Forecast 5, is being implemented by PPS budget and accounting staff. At the national level, as a member of the Council of Great City Schools (CGCS), PPS will submit key performance indicators (KPI) in the academic and business areas of the District in the spring of 2019 for comparison to urban districts across the country. The CGCS report will be published in the fall of 2020 and inform organizational, operational, and instructional decisions in the future.</p> <p>It is important to note that accurately comparing PPS operating expenditures to other school districts in Oregon is challenging because the vast majority of PPS facilities are aged (many over 100 years old) and built on small urban lots with little or no room for expansion. The administrative costs to support many, smaller schools is significantly higher than in other districts with newer, larger schools that provide economies of scale and benefit from being centrally located to student population centers.</p>	<p>Cynthia Le Claire Hertz</p>	<p>a) The District will use benchmarking to identify areas for potential redirection of resources to support the new vision and strategic plan. For state level benchmarking, a tool that is being implemented across all Oregon school districts. Forecast 5 is being implemented by PPS budget and accounting staff and as a member of the Council of Great City Schools (CGCS), PPS will submit key performance indicators (KPI) in the academic and business areas of the District in the spring of 2019 for comparison to urban districts across the country. The CGCS report will be published in the fall of 2020 and inform organizational, operational, and instructional decisions in the future.</p>	<p>The district has used Forecast5 and Council of Great City Schools data to benchmark costs at the state and national levels. These comparisons were shared in the proposed budget as part of the Superintendent's budget message in a public board meeting as well as analysis in the internal budgeting process as reductions and investment decisions were made. These will continue to be used throughout our multiyear financial plan process in the fall.</p>	On Target	IP	<p>We implemented Forecast5 analytic tools for demographic and peer data to develop strategies for managing resources. This will be one of the ways we use this for the academic return of investments for the multi year business plan.</p>	<p>Forecast 5- We are in the testing phase of the implementation, we built models in forecast 5 to facilitate revenue forecasting. We received the meritorious award for 2019-20 budget document for the first time with no prior framework. KPI- planning for the collection due on april 2020 and we are analyzing the data for two prior years. we continue to refine the quarterly Financials for the board.</p>	<p>Proof of implemenation of Forecast 5 and KPI</p>	<p>- Need to understand Forecast 5</p>

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		<p>b) Board Action: As part of the District's Audit Action plan, regular benchmarking reporting will be presented to the Board Audit Committee and reported to the full Board during the budget development process. In addition, the Board is in the process of hiring two internal performance auditors who will assist in identifying potential savings areas and spending challenges to improve the effectiveness of the District's operations.</p>	Board								
#5	<p>Make its budget more clear and transparent to the public, including staffing and spending by program over time, key performance indicators, and analysis of key initiative outcomes.</p>	<p>Budget Calendar that will allow for adequate opportunities for questions and discussion. Develop a strategic plan with specific investments to support the plan, metrics for measuring the performance of the investments and analysis of academic return on investments. Fall of 2019, PPS will develop its first multi-year finance plan to be updated annually. Address TSCC calendar. The district intends to submit its 2019-20 Adopted Budget document for peer review by the Association of School Business Officials (ASBO) in application for their Meritorious Budget Awards.</p> <p>For further details, see Narrative for Recommendation 5 below.</p>	Cynthia Le	<p>The PPS budget document will be built to incorporate their "excellence in school budget presentation standards" for transparent budget development. This will include staffing and spending by program overtime and key performance indicators.</p>	<p>The proposed budget has been shared in a public board meeting aligned to best practices from Government Finance Officers Association for school budgeting processes and Association of School Business Officials International for budget document. The strategic plan and board goals will be developed in the summer of 2019 based on the visioning process to be completed in June. The district will identify instructional strategies for investments in support of the strategic plan. These investments will have evaluation and metrics to share over a multiyear process to track student performance and school improvement.</p>	On Target	IP	<p>The board adopted the 2020 budget and we submitted the tax certification documentation to counties and we submitted the adopted document to the Association of School Business Officials (ASBO).</p>	<p>We now have the 2020-21 budget calendar to include the vision 2030 student success act, multi-year business plan. Collaborate with others to complete the PPS strategic plan.</p>	<p>Strategic plan with specific investments; metrics for measuring the performance; analysis of academic return on investments; and copy of 2019-20 Adopted Budget document.</p>	<p>- Review effectiveness of metrics to track student performance and school improvement</p>
	<p>Narrative for Recommendation 5</p>										

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#6	Improve controls over purchasing card use. Improvements include requiring management review for at least non-standard and high-dollar transactions, and improving policy guidance on appropriate businesses purposes, taxpayer-funded meals, parties, student incentives, gifts, and use of unusual merchants. Also, the district should improve aggregate analysis of card use data to identify spending trends and unusual transactions.	a) Specifically, PPS will: <ul style="list-style-type: none"> ● Re-institute the manager approval process in Bank of America Works for all transactions under the manager's supervision; ● Finalize and implement an updated infraction table detailing specific steps and remedies for different types of infractions (e.g., failure to attach receipts, accidental use) and earlier supervisor and second-level supervisor notice of infractions; ● Implement additional trainings and reminders regarding permitted and prohibited use of cards; and ● Implement additional internal review (audit) functions to help detect fraud, misuse, or abuse. 	Cynthia Le, Emily Courtnage	<ol style="list-style-type: none"> 1) Developed monthly report format for reporting all infractions in spreadsheet form for infraction audit team review. 2) Infraction audit team began monthly meetings to review prior month's infractions. 3) Implemented restrictions on MCC codes including but not limited to cash, spas, pawn shops, jewelry, etc. 4) Finalized new PCard Manual incorporating new infraction table, new MCC code restrictions, updated list of prohibited and permitted purchases, and new guidance around food and meals, gift cards, gifts, and fundraising. 5) Developed new set of template emails to notify cardholder, supervisors, and HR (as applicable) of infractions and disciplinary action, in accordance with new infraction table. 6) Developed training materials for implementation of supervisor approval process in Bank of America Works. 7) Distributed new PCard Manual, Summary of Changes, Budget Holder Memo, and Approval Instructions on 4/4/19. All effective immediately. 	<p>January:</p> <ol style="list-style-type: none"> (1) Developed monthly report format for reporting all infractions in spreadsheet form for infraction audit team review. (2) Infraction audit team began monthly meetings to review prior month's infractions. Team includes PCard Manager, PCard Auditor, Director of Purchasing & Contracting, CFO, Director of Accounting Services, and Senior Manager of Employee & Labor Relations. <p>February:</p> <ol style="list-style-type: none"> (1) Implemented restrictions on MCC codes including but not limited to cash, spas, pawn shops, jewelry, etc. (2) Worked with HR employee relations group to finalize new infraction table (with earlier notification and intervention of supervisors and HR) and related workflow. <p>March:</p> <ol style="list-style-type: none"> (1) Finalized new PCard Manual incorporating new infraction table, new MCC code restrictions, updated list of prohibited and permitted purchases, and new guidance around food and meals, gift cards, gifts, and fundraising. Will distribute to all cardholders in April. (2) Developed new set of template emails to notify cardholder, supervisors, and HR (as applicable) of infractions and disciplinary action, in accordance with new infraction table. (3) Developed training materials for implementation of supervisor approval process in Bank of 	On Target	I	<p>April:</p> <p>Distributed new PCard Manual, Summary of Changes, Budget Holder Approval Memo, and Approval Instructions on 4/4/19. All changes effective immediately.</p> <p>May:</p> <p>Distributed new PCard Quick Reference Guide with deadlines and prohibited and permitted purchases to all cardholders.</p> <p>June:</p> <p>Implemented a District-wide Amazon Business account that allows visibility to all District Amazon transactions and ability to track and better control spend. Will also provide substantial savings as compared to previous Prime membership spending.</p>	<p>September:</p> <p>Developed revised guidance on acceptable use of District funds for purchases of meals and refreshments. (As of 9/23: Awaiting SLT input)</p>	Policy & Procedure for manager approval process in the BOA Works, MCC code restriction, Pcard Manual, and Summary of Changes, record of training and monthly meetings (e.g., meeting minutes or sign-in log) - PCard Manual and PCard Summary of Changes attached	- In progress for 2019-2020

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					PCard Manual 040419						
					PCard Summary of Changes 040419						
		<p>b) Board Action: The Board will review and update policies regarding appropriate use of District funds, including for meals, celebrations, and student incentives. Staff will also review the accompanying Administrative Directives and guidance.</p> <p>As part of the district's Audit Action plan, PPS staff will establish a schedule to provide regular implementation updates to the Board Audit Committee and semi-annual updates to the full Board until all recommendations are implemented.</p>	Board					<p>For 2019-2020 we have set a baseline of expectations and supports. The following GVC components will be implemented:</p> <ul style="list-style-type: none"> a) Scope and Sequence (mandatory) b) Units of Study (voluntary) c) Learning Targets <p>To facilitate meeting these expectations, OTL will continue providing Professional Development; greater emphasis will be placed on planning for instruction and implementation. I have subscribed to the Atlas/Rubicon Platform, which will serve as our curriculum management system.</p> <p>We continue to develop our comprehensive literacy system, which will include integrating the dyslexia protocols, and defining our foundational skills expectations and goals. Through the P - 3 Initiative, we will establish the early literacy components of our literacy system. This will lead to the acquisition of new P - 3 literacy resources. We are planning for a new math adoption, K - 5, for implementation in 2020-2021.</p>			

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#16	In developing a common core curriculum for schools, ensure adequate training for teachers- particularly new or inexperienced teachers.	<p>As a key priority, PPS has begun to develop a comprehensive standards-based core curriculum across the system and across content areas, PreK - 12. The implementation of the core curriculum will include a comprehensive professional development plan that will develop school site and central office leadership capacity, teacher professional learning, and resource allocation.</p> <p>Under new District leadership, professional development for the 2018-19 school year was significantly more intensive and guided by the Office of School Performance, with a coherent schedule of site-based work to proceed throughout the school year. Preserving adequate time for high quality professional development was a high priority for both the District and the Portland Association of Teachers (PAT) during contract negotiations.</p> <p>A critical component to implement PPS' core curriculum is the application of cycles of continuous inquiry and improvement. Our model, Improvement Science (IS), will allow for the provision of a systematic approach to learn from, and improve on, our developing practices to implement a core curriculum across the district. The Improvement Science model will inform our progress and growth over time, and will improve our decision making by facilitating normalization, data-gathering, and resource allocation.</p>	Dr. Luis Valentino	<p>The comprehensive, standards-based curriculum is in development and refinement, across disciplines and grade-levels.</p> <p>Professional development for teachers and administrators continues to be a priority, and serves to support the implementation of the comprehensive core curriculum.</p> <p>Central office leaders and site administrators are participating in a PSU course on Improvement Science to facilitate scaling of our cycle of continuous inquiry and improvement.</p>	<p>The comprehensive, standards-based curriculum is in development and refinement, across disciplines and grade-levels.</p> <p>Professional development for teachers and administrators continues to be a priority, and serves to support the implementation of the comprehensive core curriculum.</p> <p>Central office leaders and site administrators are participating in a PSU course on Improvement Science to facilitate scaling of our cycle of continuous inquiry and improvement.</p>	On Target	IP		During the 2019-2020 school year, we will have district-wide implementation of the PPS Guaranteed and Viable Curriculum's scope and sequence component and supporting sample units. Professional learning will focus extensively on planning for instruction. In support of this initial implementation at scale, we will subscribe to the Atlas content management platform and will make it available to all teachers. We will also be piloting a digital, standards-based tool (Goalbook) within our Mentor Teacher program.	Records of completed tasks to date	

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#17	Develop a strategic plan that sets concrete performance measures for improved student outcomes and discusses in depth the staffing, resources, interim steps, and improvements to the District's operations and organizational culture needed to reach those outcomes.	<p>a) Creating a differentiated school support and supervision plan to strategically address the needs of underserved school communities, including schools identified by the federal Every Student Succeeds Act (ESA); align specific efforts aimed at creating more safe and supportive learning environment.</p> <p>For further details, see Narrative for Recommendation 17a link below</p>	Guadalupe Guerrero, Claire Hertz, Sharon Reese, Dr. Gregg Cuellar	FY 2018-2019, senior leadership, in collaboration with the Board, outlined a unified, high-level work plan that will include school support, supervision plan to strategically address the needs of underserved school communities, including schools identified by the federal Every Student Succeeds Act (ESSA), and performance metrics.		On Target	IP		The district is engaging in development of a Strategic Plan. The Vision/SSA/Strategic Plan/Budget calendar has been developed and is being approved by the board on October 15.	FY 2018-2019 work plan that includes school support, supervision plan to strategically address the needs of underserved school communities, including schools identified by the federal Every Student Succeeds Act (ESSA), and performance metrics.	- Review tool(s) used to track student outcomes and determine if they are working effectively and efficiently.
		Narrative for Recommendation 17a									
		<p>b) Board Action: For FY 2018-19, senior leadership, in collaboration with the Board, outlined a unified, high-level work plan articulating a coherent set of priorities that will lead to an initial draft of a multi-year strategic plan for PPS with concrete performance metrics. This first edition of a more formal strategic plan will clearly lay out a systemic theory of action, core beliefs, and high-leverage action steps aimed at improving conditions and capacity in school communities that will accelerate improved and more equitable outcomes for all students.</p>	Board								

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#18	Maintain a consistent feedback loop with teachers, educational assistants, parents, and other stakeholders regarding student conduct issues, particularly as they affect Title I schools and other high-poverty schools. Address teacher concerns about lack of clarity in school policies and lack of consistent behavior standards.	a) New MTSS Department added For details, see Narrative for Recommendation 18a-f below	Brenda Martinek	a) New Multi-Tiered System of Support (MTSS) Department was added. The organizational chart for Office of Student Support Services (OSSS) now includes the new MTSS department.	See attached organizational chart for OSSS that includes the new MTSS department.	On Target	I		The Student Rights and Responsibilities Handbook has been updated and translated and is being shipped to schools for distribution to families; to be completely delivered by 10/4. In an effort to align district policy and practice, the MTSS department underwent extensive stakeholder engagement to update the Student Conduct and Discipline Policy and accompanying Administrative Directives. This Policy is under Board review. The district will provide professional development about these changes Training on the approved policy will occur within a leadership institute as soon as policy is adopted by Board. Once training has been provided for principals, the expectation is that they will provide the same information to their staff.	OSSS Org Chart that includes MTSS Department - <i>attached</i>	- Review central office policy and procedures (P&Ps) - Inquire if schools have P&Ps - Identify how issues are tracked and monitored - Identify processes for addressing behavioral - Are school staff members informed of the P&Ps - Is there on-going training for school staff members?
		<u>Narrative for Recommendation 18a-f</u>									
		b) Data tracking tool and coaching For further details, see Narrative for Recommendation 18a-f above	Brenda Martinek	b) Data tracking tool and coaching - OSSS completed the RFP process and have begun the contract negotiation and scope of work details.	Completed the RFP process and have begun the contract negotiation and scope of work details	Behind Schedule	IP		Data Tracking Tool has been contracted with Hoonuit (agency that has provided our Administrator Dashboard for years). There are some issues on the part of the contractor's upgrade of our current system, so we are hopeful that our planned rollout of the Data Tracking Tool will be on schedule.	Documentation of RFP process and scope	- Who reviews the data? - How often is the data reviewed? - Are reports issued / how often / who are the reports shared with?

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		<p>c) Supports for students with substance use disorder and mental health challenges</p> <p>For further details, see Recommendation 18a-f above</p>	Brenda Martinek	<p>c) The OSSS department launched the five year REAHL (Recovery, Education and Action for Healthy Living) continuum of care plan. This is year one of the plan PPS hired a QMHP to work with outside treatment providers in order to help manage a transition/recovery plan for students coming back to school from treatment and have increased our outside mental health contracts with providers so that they can begin seeing students regardless of insurance.</p> <p>PPS also has been awarded: - \$40,000 grant from Regence blue cross blue shield to provide student engagement groups to help us determine types of support groups for students and to pay for a few parent informational meetings on prevention and support for themselves and for their children struggling with substance use, suicide ideation, mental health. - \$883,000 grant for two years from the Federal Opioid dollars through Oregon Health Authority to assist us in providing prevention curriculum to all K-5 students in regards to health, substance use prevention, emotional states, and supports. OSSS is in the process for applying for a grant to assist in planning for PPS Recovery High school, which OSSS is hoping to open in four years. Lastly, OSSS got additional funding in next year's budget to support high risk mental health, additional contracted mental health supports and support in social emotional learning.</p>	<p>The OSSS department launched the five year REAHL (Recovery, Education and Action for Healthy Living) continuum of care plan. This is year one of the plan: to date we have hired a QMHP to work with outside treatment providers in order to help manage a transition/recovery plan for students coming back to school from treatment and have increased our outside mental health contracts with providers so that they can begin seeing students regardless of insurance. We have also successfully been awarded a 40,000 grant from Regence blue cross blue shield to provide student engagement groups to help us determine types of support groups for students and to pay for a few parent informational meetings on prevention and support for themselves and for their children struggling with substance use, suicide ideation, mental health. We have also just been awarded a grant for \$883,000 for two years from the Federal Opioid dollars through Oregon Health Authority to assist us in providing prevention curriculum to all K-5 students in regards to health, substance use prevention, emotional states, and supports. We are in the process for applying for a grant to assist us in planning for our own Recovery High school, which we are hoping to open in four years. Lastly - we have been fortunate enough to get additional funding in next year's budget to support high risk mental health, additional contracted mental health</p>	On Target	IP		<p>The district QMHP Drug and Alcohol Coordinator is building relationships with school administrators and establishing how best to support student sobriety. She is utilizing her connections with school admin teams and local D/A treatment providers to get CADC's in schools working with students.</p> <p>The \$40,000 Regence Grant is funding low barrier culturally responsive sobriety groups at the high school level. Planning is completed and first groups will begin in late fall.</p> <p>OHA funded K-5 HEALTH (Health literacy, Equity, Attitudes, Longevity of impact, Taking responsibility for our own health, Healthy behaviors) work: Our first session in PPS (august 1st and 2nd) went off without a hitch. Was very well received and the upcoming PPS 2nd edition is full as well. It looks like by the end of this term, all PPS elementary schools will have had at least one teacher trained in this prevention method. PPS staff are scheduled to take this work throughout the state in October and will likely to the whole thing again next year.</p>	Policy for the REAHL	

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		d) Supports for students with immediate behavioral challenges For further details, see Narrative for Recommendation 18a-f above	Brenda Martinek	d) Supports for students with immediate behavioral challenges - See Rapid Response Team website for information: https://www.pps.net/Page/10113 Data for 18-19 school year through 3/31 is available upon request	Rapid Response Team website information: https://www.pps.net/Page/1011	On Target	I		Our Rapid Response team continues to support schools that have requested support for students with immediate behavioral challenges. We are working within building supports to provide classroom management techniques, behavior plans and help to look at scheduling, transitions and routines.	Rapid Response Team website (<i>provided</i>) and data for 18-19 school year through 3/31	- Are educators trained to handle on-going behavioral issues? - Do educators feel they have appropriate training to handle students with behavioral issues? - Are on-going training provided / appropriate?
					Data for 18-19 school year through 3/31 is:	On Target					
		e) Student Threat Assessment Team For further details, see Narrative for Recommendation 18a-f above	Brenda Martinek	e) OSSS is continuing with our Student Threat Assessment team and working with schools as they need support, guidance and planning.	We are continuing with our Student Threat Assessment team and working with schools as they need support, guidance and planning.	On Target	I		Our student threat assessment is implemented in all schools and programs. It is continually reviewed and improved upon based of the needs of students and schools.	Policy & Procedure	- Are educators trained to handle situation? - Do educators feel confident to handle situation? - Are on-going training provided / appropriate?
		f) Discipline referral form and process For further details, see Narrative for Recommendation 18a-f above	Brenda Martinek	f) This form was completed by 9/18. OSSS will review the form and process as they continue to work on the Student Discipline policy and administrative directives to align to new policies.	This form was completed by 9/18. We will review the form and process as we continue to work on the Student Discipline policy and administrative directives to align to new policies.	On Target	IP		We are in the process of moving the discipline referral form to a google doc format.	Referral form and P&P	- Are educators trained to handle situation? - Do educators feel confident to handle situation? - Are on-going training provided / appropriate?

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		<p>g) Review of Board policies and student rights and responsibilities handbook: Key policies and processes related to expectations of student conduct will be updated over the next eighteen months. PPS will work with key stakeholders, including students, families and representatives from PAT, the Portland Federation of School Professionals (PFSP), and Portland Association of Principals and School Administrators (PAPSA), to review and recommend amendments to the PPS Student Rights and Responsibilities Handbook, the Student Conduct and Discipline policy (4.30.010-P) and the district's Program for Disruptive Students policy (4.30.030P). Recommendations are anticipated to be presented to the Board in late spring of 2019. The Board will follow its policy development process that includes a policy review, public comment period, and formal adoption of the recommendations, potentially with amendments. PPS will provide in-depth training to school-based administrators with a specific focus on those schools reporting high discipline rates among African American male students.</p> <p>Staff to provide first draft in June 2019.</p>	Board	<p>g) Chief of Student Support Services is leading the work on the review of discipline policies and administrative directives. Once the policy is approved through the board, the district will create administrative directives which will drive the changes to the student rights and responsibilities handbook. This will include building admin, students, district staff and families.</p>	<p>Chief of Student Support Services is leading the work on the review of discipline policies and administrative directives. Once the policy is approved through the board, the district will create administrative directives which will drive the changes to the student rights and responsibilities handbook. This will include building admin, students, district staff and families.</p>	On Target	IP		<p>Student Conduct and Discipline policy went to the Board Policy and Governance committee after review, stakeholder input, parent surveys and student and staff focus groups. This policy has been moved forward to the Board for review and has had a first reading.</p>	<p>Revised Students Rights and Responsibilities Handbook</p>	<ul style="list-style-type: none"> - Inquire how student R&Rs are communicated with students, parents, and educators - Interview students / parents to inquire if they are aware of the students R&Rs - Do students and parents know processes to take when they have concerns? - Are students / parents informed of available resources for their needs?
		<p><u>Program for Disruptive Students Policy</u></p>									
		<p><u>Student Rights and Responsibilities Handbook</u></p>									

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#19	<p>Prioritize development and stability of effective principals by providing incentives and additional support, particularly at high-poverty schools. Supports include reducing turnover of principal supervisors, stabilizing District leadership, improving collaboration between principals and central administrators, improving hiring practices, streamlining initiatives, increasing collaboration between central office departments, and evaluating initiative results.</p>	<p>The core purpose of the central office reorganization is to:</p> <ul style="list-style-type: none"> ● Accelerate and improve student achievement District-wide; ● Redesign the central office to support, scale, and sustain school improvement and academic efforts; ● Create greater coherence and alignment in and among departments within the central office to better support schools; ● Increase central office collaboration and customer service, ensuring that all activities are student-centered and results-oriented; ● Establish shared accountability, of school and district leadership, for student and school success by clearly articulating the roles and functions of each leadership support member; and ● Enable school-support teams to identify and address instructional and behavioral gaps throughout feeder patterns while connecting communities with needed resources and central office services. <p>The Office of School Performance (OSP), the Office of Teaching and Learning (OTL), and the Office of Student Support Services (OSSS) provide concentrated and streamlined supports at all schools, specifically for the lowest tiered schools identified as in need of additional support. Departmental goals are in place to hold the central team accountable in ensuring system-wide academic gains and ensure that all school improvement goals are achieved. This central office team has created a differentiated tier support plan to better leverage resources and serve the most historically underserved schools. Its core aim is to close the achievement gap by providing a targeted and intensive level of support.</p>	<p>Dr. Kregg Cuellar, Dr. Luis Valentino, Brenda Martinek</p>	<p>The Office of School Performance (OSP), the Office of Teaching and Learning (OTL), and the Office of Student Support Services (OSSS) provide concentrated and streamlined supports at all schools, specifically for the lowest tiered schools identified as in need of additional support.</p> <p>PPS is working with local higher education partners to develop a strong and diverse pipeline of future administrators who are well-trained to lift student achievement, particularly for historically underserved students.</p>	<p>Agendas support the work which is outlined in our staff response with our DISCO Monday meetings, alignment of ILT office structures, goals, meetings and work to date. If you need agendas please let us know.</p>	<p>On Target</p>	<p>IP</p>		<p>Refining the process with the support of the district auditor to ensure meaningful metrics in our district contracts.</p> <p>Specifically in contracts that support the three areas for instruction: GVC, MTSS and Leadership Development</p>	<p>OSP, OTL, & OSSS P&Ps; meeting agendas and minutes</p>	<ul style="list-style-type: none"> - Interview principals - Do principals feel they get the support they need? - Are principals concerns tracked and addressed? - Do principals feel they are being heard? - Do principals have the tools they need to support teachers and students with special needs?

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#20	Work with union officials to address transfer and hiring issues that promote high turnover and lower teacher experience at high-poverty schools. Also address remaining contract issues raised in the recent investigation of teacher misconduct, including retention of educator records and reducing administrative obstacles to filing a complaint.	<p>a) PPS is committed to reducing teacher turnover and improving supports to enhance teachers' work experience. In December 2018, in advance of teacher hiring and placements for the 2019-20 school year, the district engaged PAT leaders in early discussions to accomplish this through staffing assignments and the delivery of school-based supports by the Office of Student Support Services.</p> <p>A separate discussion between PPS and PAT will begin in early 2019 to specifically address recommendations from the Board-commissioned investigation into previous staff sexual misconduct. The current collective bargaining agreement is set to expire June 30, 2019.</p> <p>Independent of contract restrictions, PPS maintains investigation files on allegations of sexual misconduct and a cross-functional team has been established to enhance and streamline internal standards for and processes of reviewing allegations, investigations, and maintenance of related records.</p>	Sharon Reese	<p>In December 2018, in advance of teacher hiring and placements for the 2019-20 school year, the district engaged Portland Association of Teachers (PAT) leaders in early discussions to accomplish this through staffing assignments and the delivery of school-based supports by the Office of Student Support Services.</p> <p>A separate discussion between PPS and PAT will begin in early 2019 to specifically address recommendations from the Board-commissioned investigation into previous staff sexual misconduct. The current collective bargaining agreement is set to expire June 30, 2019.</p> <p>Independent of contract restrictions, PPS maintains investigation files on allegations of sexual misconduct and a cross-functional team has been established to enhance and streamline internal standards for and processes of reviewing allegations, investigations, and maintenance of related records.</p>	<p>PAT and PPS began interest-based bargaining to address items related to the sexual misconduct report. Bargaining outcomes are expected in June 2019.</p> <p>HR, Legal, and IT are working on systems and process improvements in creation, collection, and tracking of records related to misconduct allegations. Initial implementation of a new tracking system and commensurate protocols are expected summer 2019.</p>	On Target	IP		<p>Bargaining completed June 2019. Subsequently, work on professional conduct policy proceeded, generating a draft policy for first reading at the September 10, 2019 Board meeting. Professional Conduct policy adoption by the School Board anticipated in October.</p> <p>New tracking system for allegations of employee misconduct implemented July 2019.</p>	P&P and/or agenda/meeting notes	- Is an exit interview done when a principal or teacher leaves or request for a transfer?
		<p>b) Board Action: Board adoption of a new Professional Conduct between Staff and Students policy and Out-of-District travel.</p>	Board			Behind Schedule					

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#21	<p>While working to improve instructional quality, address other obstacles that create inequities at high-poverty schools. Strategies include changes to attendance rules, boundary changes, and practices that could encourage retention of high-quality principals and teachers at high-poverty schools, such as additional pay, enhanced training, and additional classroom support.</p>	<p>a) Performance evaluation and coaching of administrators will be enhanced to include feedback, ideas, and tools to more effectively address the challenges they face in supporting all students, in particular, those in high poverty schools.</p> <p>Areas of enhanced district support includes sustained professional development through the multi-tiered system of supports (MTSS) program, articulated in recommendation 18, and the new comprehensive district standards-based curriculum, articulated in recommendation 16 and student assessment framework.</p> <p>High-poverty schools have been prioritized to receive these supports, including coaching and professional development, in the first cohort of schools. As mentioned in the response to recommendation 18, this is a four-year roll out of coaching and supports to all schools in the district. The reason that it will take four years is due to the size and needs of the District and the necessity to implement with fidelity within our staffing bandwidth.</p> <p>Evaluation of the first cohort will assist in aligning tiered supports for students at any tier in behavior, social emotional support, and academics throughout the district. The development of and collaboration among the Offices of School Performance, Teaching and Learning, and Student Support Services allows for a tightly coupled support model aimed at increasing the individualization of professional development, services and resources.</p> <p>This work builds upon the site support instructors (SSI) model</p>	<p>Dr. Gregg Cuellar, Dr. Luis Valentino, Brenda Martinek</p>	<p>a) Performance evaluation will be developed for next year. Coaching continues on a daily, weekly and monthly basis.</p> <p>Multi-tiered Systems of Support (MTSS) department is currently providing PD to all teachers on special assignments (TOSAs), coaches, and principals on MTSS. Cohorts one and two have been determined and request for proposal (RFP) process for the MTSS roll out for 19/20 and 20/21 will occur by the end of May. Data taken will be from school improvement plans and FIT assessments in order to align to ESSA requirements. Funding for the MTSS implementation will come from the ESSA improvement dollars.</p>	<p>Performance evaluation will be developed for next year. Coaching continues on a daily, weekly and monthly basis.</p> <p>MTSS department is currently providing PD to all TOSAs, coaches and principals on multi tiered systems of support (MTSS). Cohorts one and two have been determined and an RFP process for the MTSS roll out for 19/20 and 20/21 will occur by the end of May. Data taken will be from school improvement plans and FIT assessments in order to align to ESSA requirements. Funding for the MTSS implementation will come from the ESSA improvement dollars.</p>	On Target	IP		<p>We are implementing incentive pay for subs at 18 high-poverty schools. This will begin on Nov. 4 and will work to address challenges with unfilled sub jobs at these schools.</p> <p>For the 2019-20 school year, FTE was allocated for assistant principals at 20 schools that did not qualify by formula for an AP. Those 20 schools are all identified as CSI, TSI, and/or Title I.</p> <p>The district has contracted with FLO analytics to propose boundary changes. This work is ongoing this school year and next.</p> <p>CSI, TSI, and Title schools are receiving more professional development supports for the 2019-20 school year focused on GVC, MTSS, and leadership development to support teachers and school leaders.</p>	<p>Performance evaluation; records of daily, weekly and month coaching sessions; strategies described by SoS</p>	<p>- Review development of performance evaluation - How are students with special needs identified at all the schools - Title 1 schools receive extra funding to support students; do schools that are not Title 1 receive equal funding for their students that are low income - Need to determine if there is equity amongst all schools/students.</p>

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		b) Last spring, the Board allocated funds to address enrollment imbalances and facilities utilization that are contributing to inequitable access to educational opportunities. The new staffing formula implemented for 2018-19 guarantees that every school will have sufficient staff to provide all students with a core curriculum, regardless of the enrollment. For longer term solutions to persistent enrollment imbalances, the District has contracted with an external consultant to assess, review, and make recommendations for potential future changes by January 2020 for implementation in the fall of 2020.	Claire Hertz	b) In spring 2018, the Board allocated funds to address enrollment imbalances and facilities utilization that are contributing to inequitable access to educational opportunities. The new staffing formula implemented for 2018-19 guarantees that every school will have sufficient staff to provide all students with a core curriculum, regardless of the enrollment. For longer term solutions to persistent enrollment imbalances, the District has contracted with an external consultant to assess, review, and make recommendations for potential future changes by January 2020 for implementation in the fall of 2020.	Staffing levels have continue to meet core curriculum needs. See #3e for more information on facilities process in progress.	On Target	IP				See above
		c) Compensation for teachers is directly tied to contract negotiations with PAT (Portland Association of Teachers), per Oregon law. The current contract is set to expire on June 30, 2019.	Sharon Reese / Stephanie Soden	c) Compensation for teachers is directly tied to contract negotiations with PAT, per Oregon law. The current contract is set to expire on June 30, 2019.	The PAT contract has been renewed to June 30, 2020 for a salary rollover.	On Target	IP	PAT ratified the contract extension on June 14, 2019. On June 25, 2019, the Board of Education approved it.			

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#22	Ensure consistent performance evaluation depth and quality by training administrators to set high expectations and improve the depth of reviews. Periodically review evaluations for quality.	<p>a) PPS central leadership has created a structure for high expectations for all teacher evaluators. Professional development is designed and implementation has begun to improve the depth and quality of all performance evaluations.</p> <p>These professional development opportunities are designed to increase the instructional capacity of all school site evaluators, thus accelerating and improving student achievement.</p> <p>This work is already underway as central teams are providing meaningful feedback through instructional walks, frequent informal school and classroom visits, leadership mentoring, coaching, and customized support for principals and leadership teams across all school sites.</p>	Sharon Reese	a) PPS central leadership has created a structure for high expectations for all teacher evaluators. Professional development to increase instructional capacity of all schools site evaluators is designed and implementation has begun.	Work in progress. Also see #22(b) below.	On Target	IP			Professional development, records of feedback, coaching, classroom visits	- Verify frequency of training - Inquire with teachers if they feel they are receiving adequate training, particularly new educators and educators in Title 1 schools - Inquire if teachers feel they are receiving the support they need
		b) Cross-functional OSP and HR team has begun a quality review and coaching process for evaluations.	Sharon Reese	b) Cross-functional OSP and HR team has begun a quality review and coaching process for evaluations	Cross-functional taskforce provided group workshops for principals through the evaluation cycle. The taskforce also convened OSP and HR leaders to review principals' evaluations of and develop action plans for significant performance concerns.	On Target	IP		Taskforce provided (1) mandatory training for all teacher evaluators in August, (2) new administrators received additional training in August and again in September. October Leadership Institute will include additional training and assessment calibration; additional training workshops will be provided throughout the fall.		

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#23	Regularly track teacher and principal turnover and the number of initiatives at schools and publicly report on it, with a particular focus on high-poverty schools.	The District's new strategic plan will help to address initiative overload sited in the audit. This articulated process of collaboration and engagement will lead to common vision development and greater clarity to District goals and priorities, strategies, and tactics. Clear expectations will result in the ability to focus on specific, measurable initiatives and practices that will best address the District's most important and emerging priorities.	Dr. Kregg Cuellar, Dr. Luis Valentino, Brenda Martinek	The District's new strategic plan will help to address initiative overload sited in the audit. This articulated process of collaboration and engagement will lead to common vision development and greater clarity to District goals and priorities, strategies, and tactics. Clear expectations will result in the ability to focus on specific, measurable initiatives and practices that will best address the District's most important and emerging priorities.	This is next year's work	On Target	IP		District has narrowed focus for schools to three main areas of work. 1) Guaranteed Viable Curriculum 2) Multi-Tiered Systems of Support (MTSS) 3) Leadership Development. We are working through school supervisors to ensure that school initiatives fit within these areas of work. The report on teacher and principal turnover will be created in October as is the yearly practice once staffing is stabilized.	Track record of teacher and principal turnover, and number of initiatives at schools	- Review mechanism for tracking principal turnover - Determine reporting frequency - Determine effectiveness of action taken by PPS to reduce turnover
#24	Adopt policies and practices that ensure strong management of contract and grant performance, particularly for non-competitive contracts and initiatives directly serving students, including consolidating contract management responsibilities.	See response below. Narrative for Recommendation 24	Board							P&Ps	- In progress for 2019-2020

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		<p>Policy & Governance Committee undertake a two part process:</p> <p>a) Review and modify the Purchasing and Contracting Rules through the standard board policy process;</p> <p>b) Review and build with staff a transparent description of the PPS staff and board contracting process, including reviews, controls, metrics, approval and general oversight.</p> <p>Process for Board review and consideration of contracts:</p> <p>1. On Wednesday or Thursday the week before the board meeting where a contract will be considered, contracts are sent to the Board by contracts manager Emily Courtnage.</p> <p>2. Board has an opportunity to review and submit questions to staff prior to the board meeting about any contract.</p> <p>3. Requested information is supplied to the board member (s). If there are significant issues with a contract or it needs to be modified, it is removed from the board's agenda until it can be modified to respond to board member concerns (if staff agrees there is a need to modify or if there is significant board interest in removing).</p> <p>4. Staff managing the contract required to attend the board meeting.</p> <p>5. At the beginning of the meeting the chair asks if any board member has an item on the business agenda that they want to pull out for a separate discussion.</p> <p>6. When we get to the business agenda, board members can still ask for a discussion and ask questions about a contract.</p> <p>7. Board members can vote no on contracts.</p>	Claire Hertz, Cynthia Le, Emily Courtnage	<p>1) Finalized detailed Scope of Work template for Student, Instructional, and Family Engagement Services contracts, with goal of guiding contract managers toward including more detailed scope, deliverables, and metrics in these contracts. Shared with Educational Partnerships and Equity leaders and posted on contracts templates page.</p> <p>2) Finalized Board Cover Memo for Student, Instructional, and Family Engagement Services contracts, with goal of providing more detailed at-a-glance information - particularly around prior year outcomes and contract justification - on contracts that go before the Board for approval. First used with BPI contract on 1/29/19 Board agenda. Posted on contract templates pages.</p> <p>3) Began preparing, every two weeks, spreadsheet of new personal services contracts for Board Audit Committee, including description of current thresholds and review processes for all personal services contracts. First report submitted on 1/31/19.</p> <p>4) Continued to provide to Board members before each Board contracts agenda an email with the prior year's contract with the same vendor (if applicable), the original contract and prior amendments (for new amendments), and link to the contracts and supporting documentation posted online.</p>	<p>(1) Finalized detailed Scope of Work template for Student, Instructional, and Family Engagement Services contracts, with goal of guiding contract managers toward including more detailed scope, deliverables, and metrics in these contracts. Shared with Educational Partnerships and Equity leaders and posted on contracts templates page.</p> <p>(2) Finalized Board Cover Memo for Student, Instructional, and Family Engagement Services contracts, with goal of providing more detailed at-a-glance information - particularly around prior year outcomes and contract justification - on contracts that go before the Board for approval. First used with BPI contract on 1/29/19 Board agenda. Posted on contract templates pages.</p> <p>(3) Began preparing, every two weeks, spreadsheet of new personal services contracts for Board Audit Committee, including description of current thresholds and review processes for all personal services contracts. First report submitted on 1/31/19.</p> <p>(4) Continued to provide to Board members before each Board contracts agenda an email with the prior year's contract with the same vendor (if applicable), the original contract and prior amendments (for new amendments), and link to the contracts and supporting documentation posted online.</p>	On Target	I	<p>(1) Adopted revised PPS Public Contracting Rules in May 2019, after year-long review and revision process. Process included multiple meetings with Board committees (Audit Committee and Policy & Governance Committee) to review contract approval, direct negotiation, and delegation processes.</p>	<p>(1) Revised and updated mandatory annual contracting training course in Pepper PD with additional focus on contract management duties, deliverables, and metrics. All staff working with contracts must take course by October 1 or contracts will not be processed by Purchasing & Contracting.</p> <p>(2) Completed evaluation of contract tracking/management software that will integrate with PeopleSoft Financials (allowing up to date data on remaining encumbrance, payments to date, etc.). Includes migration of all contracts and contract data since ~2006. Negotiated contract with Cobblestone Systems. Board approved contract 9/23. Implementation and customization expected to take 4-6 months.</p> <p>(3) Revised Board Cover Memo for Student, Instructional, and Family Engagement Services Contracts to ensure that contract managers provide to the Board sufficient detail on past outcomes, SMART goals, and contract monitoring methods.</p>	<p>Personal Services SOW Template</p> <p>New Board Cover Memo Template</p> <p>Review of Personal Services</p> <p>Contracts Review Agenda items</p> <p>(all of these have been provided)</p>	

SoS Recommendation #	SoS Recommendation Description	PPS Staff Response	Responsible Party	PPS Management Action (Added for Q reporting)	Q1 Update(s)	Progress - please indicate use dropdown menu: -On Target for meeting deadline -Behind Schedule -Will not meet deadline	Status of Recommendation (Added for Q reporting) - Implemented (I) In Process (IP)	June Update (s)	September Update(s)	Suggested documents to close recommendations	Potential Future Internal Performance Auditor's Audit Engagement (by MCM 8/12/19)
					Personal Services SOW Template						
					New Board Cover Memo Template						
					Review of Personal Services						
					Contracts on 129 Business Agenda						
					Contracts on 212 Business Agenda						
#25	Use the strategic planning process to evaluate the most effective and efficient use of contracts designed to increase student performance.	The District will use the strategic planning process to prioritize research-based instructional strategies to ensure equitable outcomes for all students. The budget process will then align resources to the strategic plan priorities. District will evaluate the deliverables against the expected outcomes. For further details, see Narrative for Recommendation 25 below.	Claire Hertz	The District will use the strategic planning process to prioritize research-based instructional strategies to ensure equitable outcomes for all students. Strategic plan process is still in progress. It will be completed August 2019.	Strategic Plan Process is still in progress. A plan will be completed August 2019. Student achievement was the lens through which we identified budget prioritize.	On Target	IP		SLT Strategic plan framework will be presented to Board Nov 5th and 19th. Multi-Year business plan to be approved Dec 5th with fully developed strategic plan February 2020	Strategic Plan Process	- In progress for 2019-2020
		Narrative for Recommendation 25									
#26	The PPS Board should: Ensure that district administrators prioritize key steps to improve the efficiency and effectiveness of district operations, including:	See below									<ul style="list-style-type: none"> - Review P&Ps. - Are processes followed according to P&Ps? - Does PPS have the proper 'tone at the top'? - Are appropriate ethics and values promoted? - Are performance management and accountability reviewed? - Are objectives clearly established, communicated, and monitored?

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	a. Building an effective common core curriculum based on state standards and ensuring adequate school support and accountability for performance.	Narrative for Recommendation 26	Board								See above
	b. Developing a strategic plan that focuses on long-term investment and measurement of results. The plan should also address the district's organizational culture, including improving the district's feedback loops and trust between central administrators, principals, and teachers.	See narrative above	Board								See above
	c. Addressing inequities at high-poverty schools, such as high turnover, low teacher experience, and initiative overload.	See narrative above	Board								See above
	d. Improving the transparency and impact of the district's budget, including objective peer comparisons, analysis of results, and analysis of potential savings areas.	See narrative above	Board								See above
	e. Tracking and addressing teacher and principal issues with student discipline practices and priorities.	See narrative above	Board								See above

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	f. Improving control of purchasing card transactions, contract performance management, and the oversight of key contracts	See narrative above	Board								See above