

SoS #	SoS Recommendation Description	Q1 2019	July 2019	September 2019	December 2019	March 2020
#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.	On target	On target	On target		
	(a) Executive administration	On target	On target	On target		
	(b) Teacher absenteeism and use of paraeducators	On target	On target	On target		
	(c) Transportation services	Behind Schedule	Behind Schedule	Behind Schedule		
	(c) Legal Services	On target	On target	On target		
	(c) Facilities usage	On target	On target	On target		
	(f) Employee benefits: Additional Board action	On target	Completed			
#4	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.	On target	On target	On target		
	(b) Board action: Districts audit action plan					
#5	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.	On target	On target	On target		
#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	On target	On target	On target	Completed	
#16	In developing a common core curriculum for schools, ensure adequate training for teachers- particularly new or inexperienced teachers.	On target	On target	On target	On target	
Place Holder	Meals and Travel policy					
Place Holder	Student Conduct policy					
#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.	On target	On target	On target	On target	
#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.	On target	On target	On target	On target	
	(b) Data Tracking tool and coaching	Behind Schedule	Behind Schedule	Behind Schedule	Behind Schedule	
	(c) Supports for students with substance use disorder and mental health challenges	On target	On target	On target	On target	
	(d) Supports for students with immediate behavioral challenges	On target	On target	On target	On target	
	(e) Student Threat Assessment Team	Completed	Completed	Completed	Completed	
	(f) Discipline referral form and process	On target	On target	On target	Completed	
	(g) Review of Board policies and student rights and responsibilities handbook	On target	On target	On target	On target	

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#19	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	On target	On target	On target		
#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	On target	On target	On target		
	(b) Board adoption of a new Professional Conduct between Staff and Students policy and Out-of-District	Behind Schedule		On target	On target	
#21	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.	On target	On target	On target		
	(b) Board allocated funds to address enrollment imbalances and facilities utilization....	On target	On target	On target		
	(c) Compensation for teachers is directly tied to contract negotiations with PAT..	On target	On target	On target		
#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.	On target	On target	On target		
	(b) Cross-functional OSP and HR team has begun review and coaching process for evaluations	On target	On target	On target		
#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.	On target	On target	On target		
#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	On target	On target	On target	Complete	
#25	Use the strategic planning process to evaluate the most effective and efficient use of contracts designed to increase student performance.	On target	On target	On target		
#26	The PPS Board should: Ensure that district administrators prioritize key steps to improve the efficiency and effectiveness of district operations, including:					
	a. Building an effective common core curriculum based on state standards and ensuring adequate school support and accountability for performance.					
	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.					
	c. Addressing inequities at high-poverty schools, such as high turnover, low teacher experience, and					
	d. Improving the transparency and impact of the district's budget, including objective peer comparisons, analysis of results, and analysis of potential savings areas.					
	e. Tracking and addressing teacher and principal issues with student discipline practices and priorities.					
	f. Improving control of purchasing card transactions, contract performance management, and the oversight					