

RECOMMENDATION 26

Julia Brim-Edwards/Board of Education

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.

Status: Please choose Implemented; Partially Implemented; or Not Implemented

Explanation:

Management evidence submitted to the Board:



Identification, roll-out and implementation of Guaranteed and Viable Curriculum (GVC):

- *In 2017 PPS began the process of reimagining its core curriculum. Using the [Rigorous Curriculum Design](#) model, PPS set out to develop a Guaranteed and Viable Curriculum.*
- *The GVC was developed, and elements were piloted during the 2018-19 school year by central office and teacher teams. Professional development and support was provided to the teams in preparation for the curriculum initial implementation.*
 - [Professional Learning Support](#)
 - [GVC Overview](#)
- *The GVC was introduced during the 2019-2020 school year, with a 3-year implementation trajectory.*
 - [Expectations](#)
- [GVC FAQ](#)
- [GVC Presentations](#)

- [Principal Retreat, 2018](#)
- [Principals Institute, 2018](#)
- [Principal Institute, 2019](#)
- [Principals Institute, 2019](#)

+Communications and dates to principals, PAT and other stakeholder groups

- *During the course of its development, communication was ongoing to support adoption. In addition, a GV website was created to ensure transparency in our process, but also to provide ongoing support and guidance.*
 - [GVC Website](#)
 - [GVC Archived Presentations](#)
- *In addition to OTL driven communication efforts, members of the OTL team participated in sessions where the topic of the GVC was discussed. This includes the Visioning*

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sessions as well as the Strategic Planning sessions.

- *GVC was shared and discussed with the Portland Association of Teachers (PAT), the union representing PPS teachers, at the Instructional Practices Committee (IPC) on the following dates:*
 - *Sep. 23, 2019, Oct. 28, 2019, Dec. 2, 2019*
 - *meeting notes can be found [here](#).*
 - *Sep. 4, 2018, Oct. 1, 2018, Dec. 3, 2018, Feb. 25, 2019,*
 - *meeting notes can be found [here](#).*

+PD dates and courses related to GVC

- *Over the past 2 years, hundreds of GVC related courses have been developed, and reside in our Pepper (Content Management System) across all GVC content. Some are*

recordings from live sessions, while others were developed specifically for asynchronous trainings <https://www.pepperpd.com/pepreg/>

Date presented to the Board:

GVC presentation(s)

Literacy & Foundational Skills: [December 17, 2019](#)

Climate Justice: [January 21, 2020](#); [October 20, 2020](#)

Dyslexia: [October 20, 2020](#); [LETRS Reading Program](#)

Ethnic & Native American Studies: [November 17, 2020](#)

Materials and documentation of presented or transmitted to Board attached:

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Literacy: [Materials](#)

Climate Justice: [Materials](#)

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Climate Justice: [Material](#)

Literacy: [Materials](#)

Ethnic/Native Studies: [Materials](#)

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*A comprehensive assessment system that measures student growth and progress over time
Evidence that there is accountability for performance
[Mid Year Progress Measures](#)*

[Board Goals Document](#) (note: These have been suspended for 2020-21; and interim MAPS testing has been deferred this school year.)

[Board Goals Presentation](#)

[Mid-Year Progress Measures Memo](#)

Accountability for performance information: (Board discussion)

Target date to complete implementation activities (Generally expected within 6 months (August 2019): Updated scope sequences, unit plans for all core content areas by July 31, 2020. Updates and calibration on climate justice priorities for 2020-2021. New curricular materials for core content implemented 2021-2023 (part of bond package)

Name and phone number of specific point of contact for implementation: Luis Valentino, Chief Academic Officer 503-916-3702

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Board of Education

The PPS Board should ensure that district administrators prioritize key steps to improve the efficiency and effectiveness of district operations, including:

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.

Status: Please choose Implemented; Partially Implemented; or Not Implemented

Explanation:

Management evidence submitted to the Board:

**Date presented to the Board:*

Strategic priorities framework May 26, 2020

Materials and documentation of presented or transmitted to Board attached:

Strategic Plan: *A strategic priorities framework was presented along with a budget aligned with the strategic priorities in May 2020. [Materials](#) The need to focus district resources on COVID response - both the immediate pivot to distance learning and the development of strategies to assess and address COVID's impact on student learning - has delayed the finalization of a strategic plan. The final strategic plan will be presented to the Board in February 2021.*

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Feedback loops and trust with Principals evidence: 2019, 2020;

A concerted effort has been underway in this Superintendent's administration to build and strengthen relationships and support structures between principals and central office staff. Monthly meetings are convened by Deputy Superintendent Dr. Kregg Cuellar and Chief of Schools Dr. Shawn Bird and members of the Portland Association of Principals and School Administrators (PAPSA), a coalition of peer-appointed school leaders representing elementary, middle and high schools, alternative programs, and special education classrooms and other central office leaders, including the Superintendent, Deputy Superintendent of Business Operations, Chief Human Resources Officer, Chief Academic Officer, Chief of Student Support Services and Executive Chief of Staff.

Additionally, the PAPSA President and Chief of Schools meet on a weekly basis in order to address any immediate issues that may be of concern among Principals. This has been critical

to address issues, particularly since the school district has been in Comprehensive Distance Learning.

The Chief of Schools has convened an advisory group with Principals from across the district so that they can provide feedback on district initiatives as well as co-construct professional development. This group meets on a monthly basis.

Feedback loops and trust with teachers and school staff evidence: *Monthly meetings with PAT leadership; XPanorama [School Climate Survey](#).

Target date to complete implementation activities (Generally expected within 6 months (August 2019): February 2021.

Survey data on feedback loops: Board discussion.

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Name and phone number of specific point of contact for implementation: Jonathan Garcia, Chief Engagement Officer 503-916-3270

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Board of Educations

The PPS Board should ensure that district administrators prioritize key steps to improve the efficiency and effectiveness of district operations, including:

c. Addressing inequities at high-poverty schools, such as high turnover, low teacher experience, and initiative overload.

Status: Please choose Implemented; Partially Implemented; or Not Implemented

Explanation:

Management evidence submitted to the Board:

Describe CSI/TSI/Title school targeted supports, investments, HR support
Because of the unique needs of our CSI schools, we have assigned an Area Senior Director to serve those schools exclusively thus allowing for more personalized and tailored service and support from the central office. In addition, these schools participate in a professional learning partnership through the University of Virginia-Partners for Leaders in Education (UVA-PLE). Through the work with UVA-PLE, school leaders and their Instructional Leadership Teams (ILT) engage in learning and development focused on school improvement.

CSI, TSI, and Title I schools also receive targeted staffing supports to meet the needs of their

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students. Targeted supports include smaller class size rations, additional FTE for Assistant Principals, and additional FTE for instructional support staff and social emotional support staff.

**Date presented to the Board:*

May 26, 2020

December 3, 2019

Materials and documentation of presented or transmitted to Board attached:

ESSA/School Improvement: [Materials](#)

Principal turnover has been an issue in our high poverty schools and the district is taking steps to address this problem. The Office of School Performance, in collaboration with Human

Resources is in the process of reviewing the selection process for school leaders and we are evaluating our implicit bias awareness training as well as the activities candidates complete as part of the selection process to ensure that the selection process is providing candidates with a realistic picture of the position as well as offering candidates to demonstrate proficiency in skills necessary for success in a high poverty school.

In order to address the professional development needs of school administrators, the district has taken the following steps:

- Created a Principal Advisory Committee that meets with the Chief of Schools on a monthly basis to provide feedback on professional development opportunities and to co-construct the agenda for monthly Principal cohort meetings.
- In order to reduce variability in cohort meetings, a scope and sequence for cohort meetings is being developed. The planning document, which delineates the major

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topics and goals for principal cohort meetings can be found [here](#).

- Beginning in January 2021, Principals will have differentiated opportunities for learning by utilizing the professional learning community model. This model will allow administrators to self-select a topic of interest during part of their monthly cohort meeting and learn from colleagues across the district.

[Materials](#)

Target date to complete implementation activities (Generally expected within 6 months (August 2019)): CSI schools have been held harmless in staffing ratio changes to preserve smaller class sizes. For the 2020-21 school year, CSI schools will have class size reductions in K-2. CSI school leaders receive additional support through extended professional development time to focus on improving academic outcomes as well as a principal supervisor dedicated only to CSI schools so more attention is given to leadership development as well as school climate and culture.

Prioritize leadership support for CSI schools by differentiated professional development investment (participation in UVA turnaround work, real-time teacher and leadership coaching): 2020-21 school year.

Data related to high turnover, low teacher experience, and initiative overload (Board discussion.)

Name and phone number of specific point of contact for implementation: Shawn Bird, Ed.D., Chief of Schools 503-916-3161

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Board of Educations

The PPS Board should ensure that district administrators prioritize key steps to improve the efficiency and effectiveness of district operations, including:

- d. Improving the transparency and impact of the district's budget, including objective peer comparisons, analysis of results, and analysis of potential savings areas.

Status: Please choose Implemented; Partially Implemented; or Not Implemented

Explanation:

Management evidence submitted to the Board:

Date Materials and documentation of presented or transmitted to Board attached:

February 25, 2020 [SIA Application](#)
 [Budget Calendar](#)
May 6, 2020 [Memo to Board and CBRC](#)
 [Budget Book](#)
 [Individual School Reports](#)
May 26, 2020 [Budget Presentation](#)

Evidence of implementation of new budgeting software

In fall 2018, PPS issued an informal RFQ to procure budget software and support services. On November 14, 2018, Planning, Budgeting, Cloud Service budget software was implemented and was rolled out for the 2018-19 budget year and continues to serve as the district's primary budgeting software.

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Evidence of the quarterly reporting.

In 2018-19, the district began distributing written quarterly financial reports to the Board of Education. Links to reports:

2018-19 school year:

[1st Quarter Financial Report 112718](#)

[2nd Quarter Financial Report 012919](#)

[3rd Quarter Financial Report 050719](#)

4th Quarter - [Comprehensive Annual Financial Report accepted December 17, 2019](#)

2019-20 school year:

[1st Quarter Financial Report 102919](#)

[2nd Quarter Financial Report 123119](#)

[3rd Quarter Financial Report 052620](#)

4th Quarter - Comprehensive Annual Financial Report to be accepted December 15, 2020

2020-21 school year:

[1st Quarter Financial Report 111720](#)

In addition, the Audit Committee, Board, and District received annual audit report from external financial auditors:

[2017-18 Comprehensive Audited Financial Report](#)

[2018-19 Comprehensive **Annual** Financial Report](#)

2019-20 Comprehensive Annual Financial Report to be accepted December 15, 2020

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The board received an [Oregon Peer Benchmarking Report](#) on November 17, 2020.

The district has submitted data to the Council of Great City Schools Key Performance Indicators for [2017-18 published October 2019](#) and [2018-19 published October 2020](#) to benchmark both "regionally and nationally" and comparing with members of the Council of Great City Schools.

Evidence that the "strategic plan that will be drafted by Spring 2021 will include concrete steps to rebuild the district's data analysis and evaluation capacity, establish standardized processes for program evaluation and develop key performance indicators (KPIs) as well as programmatic process and outcome measures that can be used to guide budgetary decision making".

The district is in the process of developing the strategic plan with an anticipated completion in Spring of 2021. One of the primary areas of focus is the establishment of aligned metrics that will provide the framework for a performance management system with key performance indicators that will be communicated to the public as well as internal leading measures to help guide management decisions. The district has already begun to invest to support this by creating a research manager position as well as a data manager position within the Systems Planning and Performance Department. Additional foundational staff are anticipated to be added to support the data capacity of the system yet this winter. Early evidence of the impact of these investments include: (1) the establishment of a performance management framework for the [PPS RESJ investment strategies with our community based partners](#) , and the establishment of an internal dashboard to assist school leadership in the monitoring and support of student engagement in Comprehensive Distance Learning.

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Two internal performance auditors hired 3/11/19 and 9/9/19 and [OIPA established](#).

Target date to complete implementation activities (Generally expected within 6 months (August 2019): Ongoing continuous improvement process with enhancements in each fiscal year. 2020-21 will include financial planning for the next 3-4 years in response to recession and recovery. Board, CBRC and community engagement will be enhanced as the district continues to respond to the global pandemic event.

Name and phone number of specific point of contact for implementation: Claire Hertz, Deputy Superintendent of Business & Operations 503-916-3380

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Board of Educations

The PPS Board should ensure that district administrators prioritize key steps to improve the efficiency and effectiveness of district operations, including:

e. Tracking and addressing teacher and principal issues with student discipline practices and priorities.

Status: Please choose Implemented; Partially Implemented; or Not Implemented

Explanation:

Management evidence presented to the Board.

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**Date presented to the Board:*

June 11, 2020

May 11, 2020

July 16, 2019

Materials and documentation of presented or transmitted to Board attached:

1. The Board's Policy Committee met 16 times (2019: 6/4; 6/27; 7/10; 8/5; 8/29; 10/14; 11/4; 11/25 2020: 1/13; 2/10; 3/9; 4/20; 5/11; 8/24; 9/14; 10/5) in which it discussed the content of the Student Conduct and Discipline Policy. The Board held a First Reading on the Policy on July 16, 2019: [Materials](#). Extensive community engagement occurred ([2019-2020 Staff, Student and Community Engagement](#)). The Portland Association of Teachers issued a demand to bargain on the District's practices related to Article 9 of the Collective Bargaining Agreement on

September 23, 2020, and PAT identified that those issues are closely related to the proposed policy changes. The policy is on hold pending those negotiations with PAT, which have been delayed because of COVID-19 and the required negotiations about current operations taking precedence. The latest draft of Student Conduct & Discipline Policy, which has been amended since the First Reading, is here: [Materials](#).

2. Evidence to demonstrate that the school district administration has prioritized key steps to track and address teacher and principal issues with student discipline practices. Evidence that the board received the staff report "on the implementation and impact of the new Behavior Collaboration Team no later than June 2019 (p. 30)

MTSS Presentation: [Materials](#)

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Target date to complete implementation activities (Generally expected within 6 months (August 2019): Work with the board in 2020-21 to finalize the revised Student Conduct & Discipline Policy.

Continue district wide MTSS implementation, all schools trained by end of 2021 – 2022

Data tracking addressing teacher and principal issues with student discipline practices and priorities: Board discussion.

Name and phone number of specific point of contact for implementation: Brenda Martinek, Chief of Student Support Services 503-916-3360 and PPS staff bargaining team.

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Julia Brim-Edwards/Board of Education

The PPS Board should ensure that district administrators prioritize key steps to improve the efficiency and effectiveness of district operations, including: Improving control of purchasing card transactions, contract performance management, and the oversight of key contracts.

Status: Please choose Implemented; Partially Implemented; or Not Implemented

Explanation:

Management evidence presented to the Board.

***PCards:** 1. A revised policy governing appropriate use of district funds for meals, refreshments, and gifts was approved by the Board on April 7, 2020 after extensive vetting by the Board's*

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Policy Committee: [8.30.010-P District Funds for Purchase of Meals, Refreshments, and Gifts](#)

2. A new administrative directive [8.30.011-AD Use of Funds for Meals, Refreshments, and Student Incentives](#) was signed by the Superintendent in April 2020.

3. The COVID-19 pandemic and related school closures occurred nearly simultaneously with final adoption of the revised meals and gift policy and AD. A spending freeze was also put in place through 6/30/20. As a result, it is difficult to measure the direct effect of the revised policy, but [PCard spend](#) as a whole dropped to \$4.3 million between April 1 and September 30, 2020 (as opposed to \$10.3 million during the same time period of 2019), and only approximately \$38,000 has been spent on food (via PCard) since April 1, 2020.

4. The District reimplemented the budget holder [approval process](#) requiring budget holders to review and sign off on all PCard transactions, revised the [PCard infraction table](#) with clearer guidelines on retraining requirements and remedies for failures to reconcile or improper transactions, implemented a District-wide [Amazon Business](#) account, issued a new [PCard](#)

[Manual](#) and [Quick Reference Guide](#) with updated guidance on permitted and prohibited transactions, and updated all of its mandatory online [PCard Trainings](#).

5. The Board Audit Committee and Board approved a PCard audit by the Office of the Internal Performance Auditor, which began in Fall 2020 and is currently underway.

Contracting:

1. Before each Board contracts agenda, the Purchasing & Contracting Director emails all Board members introducing and linking to the full copies of the [contracts on the agenda](#), highlighting personal services contracts. This practice has been in place since September 2018.

2. Given that the SoS audit identified contracts under \$150,000 Board approval threshold as ones that the Board should provide more oversight, the Board Audit Committee every two weeks received all district contracts under the current \$150,000 approval threshold, including dollar amount and procurement method. This practice continued from early 2019 through

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early 2020, allowing the Audit Committee to see the full scope of the District's personal services contracts over the course of a year and provide greater oversight for student support contracts.

3. Purchasing & Contracting developed a [specialized, detailed Scope of Work template](#) for contracts involving the provision of direct, ongoing, intensive instructional and support services to students and families. In October 2020 the District began [publicly posting](#) the specialized Scope of Work for each student, instructional, or family engagement contract on the Board agenda.

4. The Board approved revised [Public Contracting Rules](#) in May 2019 after extensive vetting by Audit and Policy Committees.

5. The Purchasing & Contracting department expanded its annual mandatory contracts training to include additional guidance on drafting an appropriate scope of work, inclusion of contract deliverables and performance measures, contract oversight duties during the course of the contract term, and review and documentation of contract performance and outcomes. The new

course is effective July 1 each year and must be taken by the contract manager and department/school contact before Purchasing & Contracting will review and approve the contract. See Announcement and Updates, [here](#) and [here](#), and July 7, 2020 Admin Connection notice [here](#).

6. The Board Audit Committee recommended and the Board approved an internal contracts audit beginning in 2019 and resulting in a final [Internal Audit Report \(with Management Response\)](#) on June 25, 2020. Staff presented an [Implementation Plan](#) to the Audit Committee on October 14, 2020.

7. In 2019, fiscal and contractual management of the Racial Equity and Social Justice (RESJ) contracts was assigned to the Senior Advisor for Racial Equity and Social Justice. An [RESJ Partnership Investment Strategy](#), including five RESJ Partnership Strategies, was developed. In April 2020, the District issued a Request for Proposals (RFP) for RESJ Partnerships for the 2020-21 school year, with ability to renew for up to three years. (Previously, the partnership

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contracts were procured by direct negotiation.) The RFP asked respondents to submit proposals for services aligned to the PPS RESJ Partnership Investment Strategy. The Board reviewed and approved the [new RESJ contracts](#) with the awarded proposers in Fall 2020 (see 8/25, 9/8, 9/22, and 10/6 agendas). These contracts were presented to the Board in some cases without previous year's quarterly or annual reports and without finalized performance goals. The quarterly and annual reports, which were submitted, have subsequently been made available to Board members.

Continued oversight of the implementation plan of the OIPA Contracts audit is part of the 2020-21 Audit Committee plan.

Contracts for student support had required and received annual board review and approval; in the 2020-21 contracts the annual review and approval in multi-year contracts has been eliminated. Board discussion.

Name and phone number of specific point of contact for implementation: Emily Courtnage, Director of Purchasing & Contracting 503-916-3421.

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