

Recommendation No.	Recommendation	PPS Response	Auditor Follow-Up Questions	Evidence/Comments
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.	Executive Administration - Annual budgeting processes for the years following the SOS audit include a review of organizational structure and staffing at the executive level. Employee Benefits - Annual budgeting processes for the years following the SOS audit include a review of benefit plans and costs. The Board sets parameters for a balanced compensation package when bargaining with each employee group.	* If available, please provide evidence that the district reviewed executive staffing and health benefit plan costs during the budget process e.g. internal documents/documents shared with the board or board committees.	The district eliminated one chief-level position from the Superintendent's cabinet from the 2021-22 fiscal year. The Health & Welfare Trust benefit annual rates review process is documented in Trust meeting minutes. Here is the most recent review. Due to the COVID pandemic, the district worked to ensure continuing health coverage eligibility and access for employees in unusual or uncertain working conditions. For example, the district lowered the bar on health coverage eligibility requirements for our substitute workforce for the 2020-2021 plan year to ensure ongoing coverage for substitutes. (Substitute eligibility for health insurance is based on days worked in the prior school year. With the school closures beginning in March 2020 through the end of that school year, substitutes had dramatically reduced opportunities to work, which unexpectedly and negatively impacted their ability to get health coverage.) The district also increased options for leaves of absence to protect benefits, particularly for Nutrition Service employees and employees who were at increased risk of COVID. The district continues to use 5Site to compare data from finance, human resources and student achievement as provided through a statewide database from Oregon Department of Education. This tool is used live in budget development sessions and Senior Leadership Team meetings. A published benchmarking was sent to the board with the benchmarking report in November 2020. https://drive.google.com/file/d/1VBjiaHX_AgQYUqiy_qj7_1V_mJqkpsb/view?usp=sharing . The live internal budget development sessions drill down to detailed object and function review based on the area of the budget being discussed. For instance looking at class size and dollars spent on elementary teachers, and ratios for social workers and counselors. Portland compares itself with the 10K Group of 13 Oregon districts having over 10,000 students as well as doing comparisons for the three largest districts. If the Secretary of State Auditors would like a demonstration of how we do this, we are happy to share the process with you live.
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.		1. Has the district done detailed peer analysis by more specific objects/functions)? Please provide if so. Was the more detailed analysis presented to the board or a board subcommittee? 2. Can you provide evidence that peer benchmarking was used to identify savings areas or otherwise inform the 2020-21 budget, e.g. an internal memo or a memo to the board or a board subcommittee? Will the 2021-22 budget include benchmarking details?	Finance staff meet weekly with the 10K Group and benchmarking on revenue and expenditures is discussed on the agenda on a regular basis. Current year topics have been enrollment projections post-pandemic - impacting revenue - State School Fund, Student Investment Account and High School Success; impacting expenditures - staffing allocations to schools; Other discussions have included how ESSER funds are being spent, maintenance of effort tracking for special education expenses, issuing PERS bonds/PERS rates, budgeted funding levels forecasts from legislature - \$9.1 B, \$9.3B, \$9.6 B, Nutrition Services deficits, how State Summer Programs grant is being spent, COLA and Step expense comparisons, capital expenditures for ESSER funds, ongoing FEMA funds changes/submittals, childcare benefits, reopening schools, and legal counsel in-house vs. contracted. Portland also participates in and uses the Council of Great City Schools KPI's published annually https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/Managing%20for%20Results%20in%20Americas%20Great%20City%20Schools%202020.pdf Staff attend biweekly Chief Financial Officers and Chief Operations Officers meetings for ongoing conversations supporting best practices and benchmarking is discussed. These are discussed at an annual retreat for Finance and Operations leaders as we participate in setting goals, developing budgets, and evaluate continuous improvement processes. The District purposely aligned the Strategic Plan with the Student Investment Account funding and reporting structure. Even though there haven't been any SBAC tests due to the pandemic, we have had one MAP testing this winter - presentation https://meetings.boardbook.org/Public/Agenda/915?meeting=465943 and report https://meetings.boardbook.org/Meeting/QuickView/465943 . The district also shares the SIA 3rd quarter report showing progress on investments. These are being shared at a board meeting on April 27.
5	Make the 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.		1. Were analyses of key initiative outcomes - similar to Beaverton's approach -- prepared by district? If so, please send. Also, were they supplied to the Board or subcommittees as part of the budget process or at other points? If not, are there plans to do so? 2. Are there any plans to include performance indicators by department in the budget or supporting materials?	The Strategic Plan is being expanded this spring from five system shifts to seven. This was shared with the Board on March 11, 2021. https://meetings.boardbook.org/Public/Agenda/915?meeting=459416 Working teams continue to refine the work to be completed by June 15, 2021. This work will be incorporated into our final budget document for the Adopted Budget version. Updated department goals and performance measures will be included in the final version. 1. As of 4/13/21, there are 496 active cards held by 486 employees representing 153 schools and departments. A few cardholders hold both employee and department cards. Cardholders typically include at least two staff members in every school (typically principals, principal secretaries, and/or business managers/bookkeepers) and two or three staff members in every department (typically directors, business analysts, and/or administrative assistants). Two departments have a significant number of cards: (1) In order to facilitate emergency purchasing, all Purchasing & Contracting staff members have PCards except for the Pcard Program Manager and the PCard Accountant. (2) The Facilities & Maintenance department staff have 26 cards to facilitate purchases of supplies and materials when maintenance staff are out in the field addressing school building maintenance. 2. We do not have an aggregate analysis report, but in our monthly PCard purchase audit we focus our review and analysis by searching for and examining the following: Key business purpose terms (including but not limited to: gift card, incentive, party, prize, software, app, subscription, fraud, error); key vendors (including but not limited to food vendors, hotels, taxis, car rentals, Paypal, SQ, software and app providers); level 3 vendor reports; high dollar transactions; activity of cardholders with notable infraction histories, new cardholders, and cardholders with unusual volume of activity or dollar amount; and key department and account codes (e.g., professional development, specific grant codes).
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.		1. How many district employees have P-Cards now? 2. Basic summary data of pcard use was provided, but are you doing aggregate analysis of P-Card purchase trends and unusual transactions? If yes, please describe. If not, please describe why.	1. Professional learning opportunities have been available throughout the year, including a comprehensive Teacher Institute with over 65 courses teachers could choose from in August 2020. These courses were then provided asynchronously, as well, if an educator was unavailable to attend. Professional learning was also provided during the September 2020 'soft start' for all teachers. These courses were differentiated for 'inexperienced' and 'experienced' teachers. Curriculum supports and direct coaching are also provided to new educators through the New Educator Orientation and New Teacher Mentors. 2. GVC training is provided at New Educator Orientation and TSI/CSI schools have two additional training days before the typical contract year begins. This training is site-based, but includes learning around GVC, instructional resources and best practices.
16	In developing a common core curriculum for schools, ensure adequate training for teachers — particularly new or inexperienced teachers.		1. Please provide evidence/detail for the response statement that "additional professional development sessions, coaching, and drop-in supports have been provided to continue supporting new and inexperienced teachers." 2. How has the district tailored GVC training for new teachers at schools serving Title I/TSI/CSI schools? Can you provide documents that illustrate that tailoring?	

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>* We have seen the Superintendent's message describing the three-year strategic plan, but it we haven't seen subsequent drafted strategies mentioned in the response. Have those been drafted? Please send if so.</p>	<p>The District purposefully aligned the Strategic Plan with the Student Investment Account funding and reporting structure. Even though there haven't been any SBAC tests due to the pandemic, we have had one MAP testing this winter - presentation https://meetings.boardbook.org/Public/Agenda/915?meeting=465943 and report https://meetings.boardbook.org/Meeting/QuickView/465943. The district also shares the SIA 3rd quarter report showing progress on investments . These are being shared at a board meeting on April 27.</p>
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.	<p>1. Were the Panorama survey results for 2019-20 presented to and discussed by the board or a board committee? If they were, please send a link to the agenda materials the board or committee reviewed.</p> <p>1a. Do you have a full set of Panorama data that includes teacher responses by school? It appears that teacher responses are not reported by school on the public site. Please send if you do.</p> <p>1b. When is a Panorama survey for the 2020-21 school year scheduled to be completed and results returned?</p> <p>1c. Do you know if the 2020 Tell Survey was conducted and have you received results if so?</p> <p>2. Was implementation of MTSS coaching and PD focus on Title 1 schools delayed b/c of COVID and problems getting a data tracking tool? If so, when do you anticipate starting the Title I program?</p> <p>3. Please send the enhanced discipline referral reporting form and the original form, if available.</p> <p>4. Please describe the Chief of Schools' teacher- Principal advisory group in more detail. For example, how often does it meet, who are the members, and which members are from Title1/CSI/TSI schools?</p> <p>5. What methods do district central administrators have for getting feedback on student discipline issues directly from teachers in Title 1/CSI/TSI schools?</p> <p>6. Is the district continuing to report data on student discipline, suspensions, expulsions, etc? If so, please send a link to this information.</p> <p>7. Is the Behavior Collaboration Team still in place and focusing on historically underserved students and families?</p> <p>8. Did the district update the Disruptive Students Policy? Has it developed new Administrative Directives related to student conduct and discipline?</p> <p>9. Has the district developed a new social/emotional K-12 curriculum? If not, what is the timeline for development?</p>	<p>The Strategic Plan is being expanded this spring from five system shifts to seven . This was shared with the Board on March 11, 2021. https://meetings.boardbook.org/Public/Agenda/915?meeting=459416 Working teams continue to refine the work to be completed by June 15, 2021. This work will be incorporated into our final budget document for the Adopted Budget version. Updated department goals and performance measures will be included in the final version.</p>
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 evaluating initiative results.	<p>1. Has PAPSA done an additional survey since 2018-19 to gauge principal satisfaction? Please provide a copy if so.</p> <p>2. Can you provide details on reducing initiative overload at schools or evaluating initiative results to help with that process?</p> <p>3. Is the district tracking turnover of principals at high-poverty schools and has the board discussed this? If so, please provide evidence. The leadership rosters from 2018-19 to 2020-21 indicate 19 of 24, or 80%, of the principals at Title I schools in 2018-19 were no longer at the schools in 2020-21.</p>	<p>1. We were set to present the Panorama survey information to the Board in May of 2020. Due to COVID, that was canceled. We did, however, provide detailed information to the board in regards to the Panorama survey, provided voluntary training to Board members in 2020 and provided access to the dashboard. 1a. Raw teacher data by school 1b. The survey was completed in March and survey will be shared publicly in fall. 1c. Response requested.</p> <p>2. Yes. The MTSS coaching cohort #1 in 2019-2020 was completed. The MTSS Coaching Cohort #2 was rescheduled for 2021-22 school year. Data Tracking Tool is in development and is anticipated to begin rollout during 2021-22 school year.</p> <p>3. Enhanced Discipline Referral Reporting Form, original form</p> <p>4. The Chief of Schools Principal Advisory Group meets monthly and provides input and feedback to the Chief of Schools and others within the Division of Instruction and School Communities about a variety of topics, including Professional Learning for Principals, Return to In-person Learning, etc. There are 11 Principals on the team from schools that serve all grade bands. The schools represented by the Principals include 4 CSI schools and 4 TSI schools, with 5 schools also being Title 1.</p> <p>5. All central office district administrators have access to our Administrator's Dashboard and reports therein. Additionally, we developed and implemented a paper copy level one referral form in order for teachers to have direct feedback from principal.</p> <p>6. Yes, we are mandated by law to continue to track and report on discipline, suspensions and any exclusions. Data can be found here.</p> <p>7. The Behavior Collaboration Team is not currently meeting. We have started a reimagine discipline committee.</p> <p>8. The Disruptive Students Policy was rescinded. We have created a Healthy, Substance Free Learning Environments Policy and are currently working on the Student Conduct and Discipline Policy.</p> <p>9. We are partnering with CASEL and ELDP in order to develop a 5 year Social Emotional Learning plan.</p> <p>1. We added an administrator satisfaction section to our Successful Schools Survey for the first time this year. PAPSA was involved in the item creation for the survey. Here is a link to an initial summary of the results and we are currently conducting further analysis to inform next steps.</p> <p>2. We are currently working on our multi-year strategic plan. One outcome of this work is to streamline the number of initiatives to reduce strain across the organization and enhance focus on our primary strategies.</p> <p>3. We do track the turnover at high poverty schools and will continue to do so. We have not made a board presentation on this topic.</p>

20	<p>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>	<p>PPS is committed to reducing teacher turnover and improving supports to enhance teachers' work experience. For the 2019-20 school year and again through Student Investment Account engagement for 2020-21, PPS sought the input of PAT in advance of teacher hiring and staffing with a particular emphasis on additional staffing, supports, and educator professional development at high-needs schools.</p> <p>PPS completed bargaining with PAT on teacher misconduct and retention of educator records in June 2019, resolving issues raised in the independent investigation of misconduct commissioned by the School Board. The Professional Conduct Between Adults and Students Policy (5.10.064-P) was adopted by the School Board on October 15, 2019.</p> <p>Enhanced centralized support and resources for investigating misconduct complaints have been implemented, including hiring a Title IX Director and staff, offering specialized training, and creating and designating a School Compliance Officer at each school. The School Compliance Officers are trained to receive reports of bullying, harassment, and discrimination, provide safety planning for impacted students, support investigations, and ensure mandatory reporting. In addition, a new tracking system for allegations of employee misconduct was implemented in July 2019.</p> <p>One final remaining item which has been delayed due to the pandemic will be addressed during successor bargaining for the PAT collective bargaining agreement. The district is exploring a proposal to provide targeted staffing, professional development, and incentives to work at designated high-poverty schools for educators. Originally scheduled to begin in March 2020, successor bargaining for the PAT contract has been on hold while the parties address bargaining issues arising from comprehensive distance learning and pandemic conditions and restrictions.</p>	<p>Transfer and Hiring:</p> <p>1. Please provide evidence of steps the district and PAT have taken together to reduce teacher turnover and increase teacher experience at high-poverty schools. Have these steps resulted in reduced turnover and/or higher teacher experience?</p> <p>2. Is the district tracking teacher turnover and experience at high-poverty/Title 1/CSI/TSI schools and have district officials presented the results to the school board? If yes, please provide evidence of tracking and school board/committee presentation.</p> <p>Teacher Misconduct:</p> <p>3. Please see auditor questions in Column H of "Whitehurst Investigation PAT Contract Crosswalk" spreadsheet.</p>	<p>As noted in the PPS response, there is one final remaining item which has been delayed due to the pandemic and continues to be on deck for successor bargaining. The district is preparing a proposal to provide targeted staffing, professional development, and incentives to work at designated high-poverty schools for educators. Although originally scheduled to begin in March 2020, successor bargaining for the PAT contract has been on hold while the parties address bargaining issues arising from comprehensive distance learning, limited in-person instruction, a variety of pandemic conditions, and, lastly, hybrid instruction. These topics began in April 2020 reached conclusion mid-March 2021. Successor bargaining, to include the topics identified for high-poverty schools, is anticipated to begin in May 2021. As the joint efforts will be a result of collective bargaining which has not yet happened, their results cannot yet be measured through teacher turnover.</p> <p>It is worth noting that particular attention to high poverty schools occurs in the transfer, assignment, and layoff processes to provide greater stability to staffing. Each year, the contract provision in the PAT CBA that allows PPS to make an exception to seniority preference so that the racial diversity of staff can more closely reflect the racial diversity of the school's students. PPS uses these exceptions if a school has a reduction in their staffing allocations. When the racial balancing exception to seniority is utilized, the educator of color is retained at that school over an employee with more seniority but is not a person of color. This results in less turnover and increases the experience of educators of color in those schools.</p> <p>While not a joint effort with PAT at this time, educator experience is reported annually to ODE through regular state reporting, and staff and administrator climate questions were added to the Successful Schools Survey. See responses to Recommendation 18 and 19, above.</p>
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>1. Are principals also included in the proposal to add incentive pay for educators at high poverty schools, or does the proposal just apply to teachers?</p> <p>2. Did the University of Virginia professional development with principals and teachers continue despite the COVID-19 disruption? Will it continue in the 21-22 school year?</p>	<p>1. We do not have a formal proposal to change the compensation model for principals at high poverty schools at this time.</p> <p>2. Yes, we continued this partnership virtually throughout the 2020-21 school year. We are renewing the partnership for the 2021-22 school year to build upon our progress from this school year and hope to be able to have some sessions in-person.</p>
22	<p>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>	<p>Prior to the pandemic, central teams provided 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. A cross-functional OSP and HR team conducts a quality review and coaching process for evaluations.</p> <p>While the beginning of the pandemic led to the delay of teacher evaluations, PPS and PAT worked together this fall to create a comprehensive distance learning evaluation tool in alignment with Oregon Department of Education guidance. Administrators received training on the new tool in October and evaluations are continuing.</p>	<p>1. The same text about implementation beginning "to improve the depth and quality of all performance evaluations" appears in the district's original response and the follow-up response. Where has been done thus far?</p> <p>2. What specific work have the OSP, HR, and other central teams done since the original audit in reviewing performance evaluations and in training administrators to improve reviews?</p>	<p>In addition to the details provided in the prior response, training for building administrators on teacher performance evaluations jointly created and presented by OSP and HR has occurred every year. This school year, it occurred in October on the new evaluation tool specifically created in collaboration with PAT and in alignment with ODE guidance issued for evaluations in distance learning. The prior year, it was provided in multiple sessions at the annual pre-service Leadership Institute in early August for all building administrators, with additional sessions provided early in the fall. Also, beginning in December and continuing through February, OSP and HR target performance evaluations with low ratings to provide additional support and feedback.</p>
23	<p>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.</p>	<p>[Excerpt] The district has enhanced its tracking of teacher and principal turnover, with a particular emphasis on measuring our goals of racial diversity. This data is available publicly. In addition, the district is rolling out additional questions in its annual school climate survey, scheduled for January, to include administrator perspective and experience on working conditions.</p>	<p>1. Please send evidence of enhanced tracking of principal and teacher turnover that includes detail of turnover at high poverty/Title 1/CSI/TSI schools and a public web link, if available.</p> <p>2. Please send the survey questions for the survey that began in January, and survey results, if available.</p>	<p>1. Here is a link to annual tracker of teacher and administrator turnover and turnover by race.</p> <p>2. Here is a link to an initial summary of the results from the new questions for school leaders. We are currently conducting further analysis to inform next steps.</p>

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.		<p>1. Have there been changes in handling of non-competitive contracts? 2. Has there been contract management consolidation outside RESJ contract consolidation? 3. What contracts is the specialized Scope of Work being used for? Does it include instructional contracts, such as alternative education? 4. The SOWs for the three contracts approved in the Oct. 2020 board meeting - SEI, REAP, and NAYA - do not include outcome-based performance measures, instead including process-based measures such as number of students served and numbers of hours per student. Has or is the district going to include outcome measurements in these contracts? If it has not been done yet, when is it expected to occur? (May overlap with questions for Rec. 25.) 4a. Did the district analyze the performance of these contractors before issuing the new contracts? If yes, please send.</p>	<p>1. The District's largest previously directly negotiated contracts - with the RESJ partners - are no longer directly negotiated, as these were subject to a formal Request for Proposals process resulting in new contracts in 2020. There are still some directly negotiated contracts pursuant to PPS Public Contracting Rule 46-0525, which allows direct negotiation of personal services contracts in limited circumstances. These are subject to the same multi-step review process and Board approval (if over \$150,000) as other contracts. Note, however, that there have been no new directly negotiated personal services contracts over \$150,000 since January 1, 2020.</p> <p>2. Contract management consolidation: The P&C department is not aware of consolidation of contract management activities outside of the RESJ partnerships. Contract management duties are typically assigned by school or department according to subject matter expertise.</p> <p>3. The specialized scope of work template is used for contracts originating in Central Office and involving the provision of direct, ongoing, intensive instructional and support services (e.g., mentoring, after-school programming, family outreach services) to students and families with the goal of raising student achievement. The vast majority of the qualifying contracts are the RESJ contracts, which do include this specialized template. Another qualifying contract utilizing this template is the Peace In Schools contract for provision of mindfulness studies classes in high schools. The current alternative education contracts were signed in 2016 and were renewable through 2021, according to the terms of the Request for Proposals. They include a much more extensive scope of work document necessary for the provision of an entire educational program, including statutory compliance and extensive performance measures, and that far exceeds the breadth and depth of our standard personal services specialized scope of work template. A new RFP for this work is underway now and the new contracts will also include an updated version of that detailed scope and performance measures for alternative schools.</p> <p>4. The Scope of Work includes both Outcome goals and activities as well as Output measures. RESJ is partnering with the Office of Systems Performance to develop a evaluation framework in the coming years.</p> <p>4a. New contracts were issued utilizing information from the RFP.</p>
25	Use the strategic planning process to evaluate the most effective and efficient use of contracts designed to increase student performance.	While the beginning of the pandemic led to the delay of teacher c	<p>1. What is the status of the three performance measurement steps below? If not finalized, when are they expected to be completed? If drafted, please send evidence that the steps are in use: 1a. We developed a shared report form, convened contractors in November, and are working across our partners to develop a coordinated evaluation framework to measure and report success. 1b. Plan to use info other funders are collecting to track impact, including Meyer Memorial trust, Multnomah County, Oregon Community Foundation, and the Portland Children's Levy. Potential for shared reporting and contracting. 1c. District analysis, called for in the RESJ Partnership Investment Strategy, to conduct racial disparity analysis by served/not served for each school receiving RESJ contract services.</p> <p>2. What additional controls has the district implemented to ensure performance management of contracts for operating alternative schools?</p>	<p>1a. Partners are utilizing and reporting against the shared reporting framework. Partners are convened quarterly to review data and data is published on the PPS web site.</p> <p>1b. PPS convened other education funders and shared data and our reporting framework. The collaborative of funders agreed to meet quarterly to review data.</p> <p>1c. This is underway, however we are considering using 2021/22 SY as a better baseline given the disruptions of the pandemic.</p> <p>2. The office of Systems Performance manages reporting and data analysis in partnership with the RESJ team. This year we increased the transparency of the performance management by publishing reporting on the PPS website and sharing with other funders https://www.pps.net/Page/15401 scroll down to RESJ Partnership Strategies.</p>
26a (Board)	Building an effective common core curriculum based on state standards and ensuring adequate school support and accountability for performance.		<p>a. What is status of GVC? i.e. what has been implemented, what is under development, and what is set for future development? b. Have GVCs for Language Arts, Math, Health, and Science been completed? c. At this point, the evidence suggests that the board discussed or was briefed on climate justice, dyslexia, and Ethnic/Native Studies. Has the board or a subcommittee discussed feedback and further development of GVC after the initial scope and sequence for Language Arts, Math, Health, and Science? Has the board received reports with data and feedback of implementation in classrooms? Is the district tracking the feedback? d. Has the district implemented the comprehensive assessment system referred to in PPS's response to the initial audit, or what is the schedule for it if not? Has the board and/or a subcommittee been briefed on the status and/or received data reports from the new system? Please send links if so.</p>	<p>a. Over the last two years, PPS developed a comprehensive standards-based core curriculum across content areas, PreK - 12. The GVC includes comprehensive standards-based scope and sequences, recommended instructional units with high-leverage instructional practices, differentiated teaching strategies and rigorous student tasks with diverse learning needs; more recently, we have aligned and integrated digital instructional materials. The core areas of Math, Language Arts (foundational skills & integrated language arts/social sciences), Health, and Science have been developed and implemented. Schools are expected to teach to the scope and sequence in these areas. The GVC in World Languages, Visual and Performing Arts, Physical Education, Library/Media, Career & Technical Education electives, Climate Justice, Dual Language Immersion, and Social-Emotional Learning Community Meetings have been developed and are being piloted across the district. The next phase of implementation is to continue to iterate the units to better meet the needs of our students and educators, scale implementation of all content areas across the district, and strategically invest in high-quality, culturally responsive instructional materials and develop teaching practices that align with our GVC.</p> <p>b. Yes.</p> <p>c. The Office of Teaching & Learning is collecting qualitative and quantitative data on implementation. OTL is also soliciting feedback on GVC implementation from educators and students across the district. With the move to virtual learning during the pandemic during the year, monitoring in-classroom implementation has been challenging. The Board has received briefs about the development and implementation of the GVC; however, additional memos and/or reports to update the Board, providing data, feedback, and a current status is an important next step.</p> <p>d. We are implementing a comprehensive assessment system that includes summative, interim, formative, and diagnostic assessments. Data from our interim assessment, Measures of Academic Performance (MAP), and our summative assessments are shared with the Board of Education after each administration window.</p>
26b (Board)	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.		<p>* Has the strategic plan been presented to board yet? Per response, strategic plan was scheduled to have been presented to board in February 2021, but appears it was not. * Response also links to monthly PAT meetings and school climate survey, though not to board presentations on these subjects. Have the board and/or board subcommittees discussed development of stronger feedback loops? If so, please provide links to the pertinent meetings and briefing documents.</p>	

26c (Board)	Addressing inequities at high-poverty schools, such as high turnover, low teacher experience, and initiative overload.	<p>* Has the board discussed turnover, low teacher experience, and initiative overload at high-poverty schools or received data on these subjects?. If yes, please link to the board and/or subcommittee meetings and briefing documents.</p> <p>* Did the updates described in the original PPS response to the audit, copied below, occur? If yes, please link to documents.</p> <p>- The Board supports these efforts to stabilize the teaching corps, improve the climate in struggling schools, and benefit students, and will be receiving regular reports from District staff on progress being made or remaining challenges.</p> <p>* Was the board briefed on the Audit Action Plan, as described in original response below? If yes, please link to meetings and documents:</p> <p>- District's Audit Action Plan will include a schedule for staff reporting to the Board on these initiatives, critical milestones, and a student-centered scorecard. The Board Audit Committee, in consultation with staff, will define its role related to oversight, accountability, budget support and policy development in these initiatives.</p>
26d (Board)	Improving the transparency and impact of the district's budget, including objective peer comparisons, analysis of results, and analysis of potential savings areas.	<p>* Has the board or a subcommittee seen or acted on information provided by PPS regarding analysis of performance and analysis of potential savings areas? If so please provide links or documents.</p>
26e (Board)	Tracking and addressing teacher and principal issues with student discipline practices and priorities.	<p>* The response notes that evidence of tracking is found on p. 30 of a document presented to the board in June 2019 (see text below), but we can't find that document. Can you provide it and specify the date it was presented to the board?</p> <p>* 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)</p> <p>* Is the district monitoring progress on student conduct, including annual reporting to the district in a manner that is transparent and accessible to administrators, teachers, and the general public as specified in the conduct policy? If so, please provide evidence that the annual reporting is occurring..</p> <p>* The 2020-21 budget does not appear to include data and suspensions and expulsions by race/ethnicity over time, though it was included in prior budgets. Is this data being collected and reported elsewhere? If yes, please provide documentation.</p> <p>* Is the district tracking teacher and principal issues with student discipline practices and priorities? If so, please provide evidence that this is occurring. Also, has the board and/or a board committee discussed and/or been briefed on teacher and principal issues with discipline practices and priorities?</p> <p>* Has the board and/or a board committee discussed and/or been briefed on student discipline data - expulsions and suspensions - and discussed it?</p>
26f (Board)	Improving control of purchasing card transactions, contract performance management, and the oversight of key contracts.	<p>* Has the district established a clear referral process for students and staff. If yes, please provide documentation.</p> <p>* No additional board-specific p-card or contracting evidence needed</p> <p>* For board contract oversight:</p> <p>* Is this note in the board recommendation template accurate?: In 2020-21 contracts, annual review and approval of multi-year contracts was eliminated. If yes, why were these eliminated? How is the board reviewing performance of these contracts?</p> <p>* A related question: For large contacts involving instruction or student/family support, when is the board reviewing contractor performance? Is the board reviewing performance annually? Is it reviewing it upon renewal?</p> <p>* Is the board still reviewing contractor performance reports when student-centered multi-year contracts that are not competitively bid are up for extension/being renewed?</p> <p>* Does the board review any non-competitive contracts under \$150,000?</p> <p>* Is the board reviewing the performance of contractors operating alternative schools? i.e. how often, what is the board looking at, etc. Please send links to any performance reviews and board or subcommittee meetings discussing them.</p>