

**PORTLAND PUBLIC SCHOOL DISTRICT**



**Report to the  
PORTLAND PUBLIC SCHOOLS  
PERFORMANCE AUDIT IMPLEMENTATION  
STEERING COMMITTEE**

**On the Current Status of  
Audit Implementation**

**January 2000**

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# PORTLAND PUBLIC SCHOOLS

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**Benjamin O. Canada, Ph.D.**  
Superintendent

## OFFICE OF THE SUPERINTENDENT

January 4, 2000

Mr. Anderson

Mr. Anderson,  
Director of Special Services

Benjamin O. Canada, Ph.D.

**RE: January 2000 Pupil and Staff Report**

Dear Mr. Anderson: 2000  
G/A C

As you know, the 2000 Pupil and Staff Report is a key document in the annual cycle of school improvement. The report provides a comprehensive overview of the school's performance and identifies areas for improvement. The report is a key document in the annual cycle of school improvement. The report provides a comprehensive overview of the school's performance and identifies areas for improvement.

Very truly yours,  
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BC:

cc:

cc: Mr. B

This document constitutes the January 2000 implementation update of the KPMG Performance Audit. Prior to full-scale implementation of the 233 recommendations in the audit, a twenty-six member citizen/staff Audit Implementation Steering Committee (AISC) was formed to review each recommendation and approve, reject or propose modifications to the KPMG recommendations. This Committee completed its work in May 1999.

This report is a single compilation of the approved and unmodified recommendations of KPMG and the approved alternative recommendations of the AISC as well as the recommendations rejected by the AISC. The total number of recommendations covered in this report is 240 instead of the original 233 because the AISC added 11 facilities recommendations and five of the information technology recommendations were consolidated into one response for a net addition of seven recommendations.

The report shows that the District has made significant progress over the past seven months in implementing the audit recommendations:

- ⌚ In May 1999, 51% of the recommendations had not begun to be implemented; now, in January, over 95% have begun to be implemented.
- ⌚ In May 1999, less than 5% of the recommendations were complete or partially complete; in January 2000 that percentage has grown to 50%.

A one-page compilation of the completed status of the recommendations in May and January is attached to this summary.

The following are highlights of the District's accomplishments under the audit since it was issued:

          :

1. The Purchasing/Inventory Business Process Re-engineering is underway. This will lead to more cost-effective warehouse and inventory operations. (R.87, 92 – Inventory.)
2. Purchasing has shortened lead times and now schedules more frequent multiple deliveries thereby increasing turnover and not tying up as much cash in inventory. (R.88 – Inventory.)
3. New storage space will not be constructed as planned in 1998 because of more efficient use of warehouse space. (R.89 – Inventory.)

4. The District has marketed excess warehouse space to third parties and is pursuing opportunities to profitably share warehouse space with other government entities and other organizations. (R.87, 89 – Inventory.)
5. The warehouse now delivers requested goods to schools and offices the next day. (R.88 – Inventory.)

          :

1. The Superintendent has set a goal of reducing ongoing facilities costs or increasing facility revenue by \$10 million over four years. The District is currently ahead of this objective. (R.19 – Facilities.)
2. The District has reorganized maintenance services, reducing its budget by \$2 million over the last two years. To provide this cost savings, the District has narrowed its facility services to provide only priority and safety related repairs and critical preventive maintenance. The maintenance services workforce was reduced by nearly 40% and management and support staff by 50%. The District has negotiated a contract with the District Council of Unions resulting in greater use of apprentices, cross-crafting of work, and a new classification of general workers at \$12 per hour (vs. \$20-25 per hour for journeymen craft). (R.175, 176, 177 – Facilities.)
3. The District will have reduced its maintenance fleet by 35%, from 171 vehicles to 110, by the close of 1999-00 (39 vehicles have been sold as of January 2000) and the District and Multnomah County are negotiating an agreement to outsource District fleet maintenance operations to the County. (R.177 – Facilities.)
4. The District will select and install a modern up-to-date computer Facilities Management Information System (FMIS) this year. The system is targeted to be operational in 2000-01 and will provide improvements in cost accounting and performance standards, work response times, scheduling, and inventory tracking and reduction. (R.175, 180 – Facilities.)
5. The District and Multnomah County have signed a Memorandum of Understanding outlining a joint use agreement for the District's central administrative and maintenance building, the Blanchard Education Service Center

Program. The District anticipates additional sales of property worth approximately \$1 million in 2000-01. (R.19.4 – Facilities.)

7. The District's resource conservation efforts have reduced operating costs in school buildings by \$1.3 million over the last three years. Energy engineering and resource conservation staff have been reorganized into a consolidated team to manage these activities and seek savings or service improvements in energy management and environment, health and safety measures. (Not specifically recommended.)

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**Facilities:**

1. In September 1999, a Strategic Planning Core Team consisting of 32 Portland area business, community and religious leaders, parents, students, policy-makers, educators, and governmental officials met over several weeks and created a draft Strategic Plan. (R.1 – Strategic Plan.)
2. In November 1999, seven 20 – 40 member Action Teams were formed and are currently developing quality plans that will include desired results, specific means, and cost/benefit analyses in seven strategic action areas. (R.3, 5 – Strategic Plan.)
3. In all, over 300 community stakeholders and committee members have participated in “speak out” sessions, information presentations, committee involvement and activities, focus groups, surveys, website information and feedback, and individual and group meetings. This is truly a grass roots process. (R.3 – Strategic Plan.)
4. The Strategic Planning process will be completed in June 2000.

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**Human Resources:**

1. The District has reduced the Assistant Superintendent positions from three positions to two positions. (R.38 – Human Resources.)
2. The District has eliminated three Director positions and outsourced one Director position (Police Chief). (R.41 – Human Resources.)
3. The District has eliminated five supervisory positions in Bond management and cut maintenance workforce and management and support staff by nearly 40% and 50% respectively. (See Facilities, Item No. 2 above.) (R.41 – Human Resources.)



3. Sixty school building information networks were added to the PPS network during the period of January 1999 through September 1999. This completed the effort to install networks at all 98 PPS schools. A follow-up project is underway



6. The District has improved its financial stability by reducing reliance on one-time local revenue sources, such as donations from the City of Portland and Multnomah County, by a 30% reduction in the current year and a projected 85% reduction next year. (R.16, 148 – Communications; R.65, 66, 67, 68 – Finance.)

Administration/Safety:

1. Enrollment forecasting has been improved. The latest forecast was within 1.02% of actual enrollment. (R.14 – Administration/Safety.)
2. Print Shop productivity (number of impressions) has increased 25% and its staff has been reduced 20%. (R.100, 102 – Administration/Safety.)
3. The District has implemented higher cleaning standards, closer inspections of school buses and increased supervision of bus driver performance. (R.211, 212, 213 – Administration/Safety.)
4. The District has contracted out the Chief of Police function to the City of Portland for an annual savings of more than \$100,000. (R.216 – Administration/Safety.)

Achievement:

1. The District has reorganized instructional support to schools to Grades K through 5, 6 through 8, and 9 through 12 to take better advantage of staff expertise, create more commonality of programs, and has realigned Special Instruction supervision/support to complement the new structure. (R.106, 108 – Achievement.)
2. The District has combined the school supervision and the instructional support (curriculum) function for improved communication and efficiency. (R.106, 108 – Achievement.)
3. The District has reorganized all school improvement efforts around School Improvement Plans with measurable goals for student achievement and developed and implemented a quarterly reporting system for school improvement progress. (R.6, 111 – Achievement.)
4. The District is implementing common program elements in all middle schools:
  - a. High school equivalent algebra offered in all middle schools.
  - b. Common mathematics adoptions (materials and professional development).
  - c. All language arts teachers trained in the use of CORE reading strategies. (R.114, 115, 119, 121, 122 – Achievement.)

5. The District has designed and implemented a professional development academy for administrators. (R.230 – Human Resources.)
6. The District has designed and implemented a pay-for-performance system for

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1/31/00

	1999	2000
B g	113	9
g	93	100
	1	29
	12	76
	2	7
	221	221
	19	19
	<hr/>	<hr/>
	240	240

**Legend of Status:**  
N = Not Begun



<b>Facilities</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
19. (II-12.1) PPS should address the costs of operating excess facility capacity and explore options for either funding these operations or cutting costs, potentially through the closure of schools or multiple use consolidation of facilities.	N	IP - The District has begun the process of examining facility use and program needs and options for consolidation, multiple use, or closure of selected facilities. A draft "Proposed Process for Determining the Best Use of Facilities" was distributed to the Board January 24 <sup>th</sup> .
The Task Force recommends alternatives numbered 19.1 through 19.10 be viewed as a total package that, implemented in concert, will bring positive results.	N	IP -The District has begun the process of examining facility use and program needs and options for consolidation, multiple use, or closure of selected facilities. A draft "Proposed Process for Determining the Best Use of Facilities" was distributed to the Board January 24 <sup>th</sup> .
19.1 (II-12.1) Net cost savings by school building consolidation should only be pursued in concert with other recommendations to: 1) change the use of non-school buildings; and 2) promote ongoing community schools/multi-use programs.	N	IP - In addition to the "Best Use Process", the district has taken a number of related actions including: 1. SUN School Initiative: The district will have eight to ten SUN schools in operation by next year. The SUN school concept expands the scope of the community school program. It is modeled on the Lane middle school program. The SUN program is a partnership between state and local governments, community groups, businesses and the District. 2. The District will be evaluating the use of the non-school buildings as part of its "Best Use Process" in light of the program and support program needs of District students.

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Final Recommendations	May 1999 Status	Current Status - January 2000
<p>19.2 (II-12.1) Portland Public Schools formulate and implement a Building Utilization Plan with a goal of operating its current programs at a system-wide goal of 90% utilization.</p>	<p>N</p>	<p>IP - The District is examining building use through the "Best Use Process". Several factors under evaluation that will impact the current and future utilization levels for our schools include:</p> <ol style="list-style-type: none"> <li>1. Class Size Reduction Initiative (CSRI): adds teaching staff and increases the need for classroom space.</li> <li>2. Target average number of students per classroom (currently an average of 25).</li> <li>3. Civil Rights Agreement: requires additional classroom space for ESL staff.</li> <li>4. Need for additional standard classrooms to house special needs program.</li> <li>5. Local Option: if successful, additional classroom space for up to 200 new instructors will be required.</li> <li>6. Projected Enrollment and related trends (The District has commissioned new five-year individual school projections).</li> </ol>
<p>19.3 (II-12.1) PPS should develop plans to more fully use middle and high schools which are below 75% program capacity.</p>	<p>N</p>	<p>IP - The "Best Use Process" will look at high school and middle school use in terms of program needs and alternative use possibilities.</p>
<p>19.4 (II-12.1) The District should initiate negotiations with local government officials to draft a partnership agreement leading to an annual lump-sum payment to the District from each jurisdiction using District properties in recognition of the value provided these governments by the use of its facilities.</p>	<p>N</p>	<p>IP - The District has initiated exploratory discussions with the City and County. Neither have indicated interest in the lump-sum payment option at this time. Both are working with the District on funding options including:</p> <ol style="list-style-type: none"> <li>1. The City has purchased approximately \$5.3 million of vacant District property. The District is discussing the sale of approximately \$1.7 million of additional properties.</li> <li>2. The City has funded a number of programs including summer school and part of the new FMIS</li> </ol>

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Final Recommendations	May 1999 Status	Current Status - January 2000
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<p>consistent with the partnership between the District and local government.</p>		<p>factors that may affect building use in the near future will also be addressed:</p> <ol style="list-style-type: none"> <li>1. Class Size Reduction Initiative (CSRI): adds teaching staff and increases the need for classroom space.</li> <li>2. Target average number of students per classroom (currently an average of 25).</li> <li>3. Civil Right Agreement: requires additional classroom space for ESL staff.</li> <li>4. Need for additional standard classrooms to house special needs programs.</li> <li>5. Local Option: if successful, additional classroom space for up to 200 new instructors will be required.</li> </ol>
<p>19.7 (II-12.1) PPS should actively market this space inventory to local government at least as often as the first of each calendar year so that prospective tenants may consider the possibilities as part of their budget cycle planning. This would facilitate joint planning for creation/expansion and could open negotiation of partnership agreements. creation/expansion and could open negotiation of partnership agreements.</p>	<p>N</p>	<p>IP - The classroom survey and the</p>

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<p>rates that are equitable and consistent. PPS should produce policies with citizen involvement to increase the use of buildings and revenue generation. The committee supports the recommendations subject to the acknowledgement of the partnership and joint-use agreements to be negotiated with the City of Portland and Multnomah County.</p>		<p>Process for Determining Best Use of Facilities” was distributed to the Board January 24<sup>th</sup>. Further changes to “Civic Use of Buildings” procedures will be submitted to and approved by the Board.</p>
<p>173. (VIII-11.1) PPS should establish a leasing policy to meet the goals of the Task Force recommendations contained in the January 14<sup>th</sup> report. The goals are net cost savings by school building consolidation should only be pursued in concert with other recommendations to: 1) charge the use of non-school buildings; and 2) promote ongoing community schools/multi-use programs.</p>	<p>IP</p>	<p>IP - Underway as part of response to recommendation 170 above.</p>

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safety will always have top priority.

The focus of the Maintenance Department is to provide the type of service that it was originally intended to provide, maintenance of District assets. Our main focus is on Preventive Maintenance, Emergency (Priority Repairs), and Requested Repairs through improved customer service.

In order to accomplish these items we are also re-engineering the process by which we do business. We are in the process of union negotiations, which will allow us the opportunity to institute additional cost saving measures such as, the use of apprentices, the creation of a new classification called rover, and

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for custodial and janitorial services so cleanliness can be improved.

performance standards, labor

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<b>Strategic Plan</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
1. (II-1.1) Implement a strategic planning hierarchy that establishes a Board level strategic framework, develops operational level tactical plans, and provides for specialized planning needs of PPS.	N	C - A Core Team consisting of Portland area business, community and religious leaders, parents, students, policy makers, educators and government officials serving as Core Team members established a draft Strategic Plan. From this plan, seven Action Teams have been established. Each team is targeting one of seven specific strategies. Each Action Team will develop quality plans that will include results, specific means, and cost/benefit analyses.
2. (II-1.2) Conduct annual meetings between the Board, the Superintendent, and Assistant Superintendents to review and discuss major issues and update strategies and tactical plan activities.	N	IP - Regular meetings with the Board, Superintendent, Chief of Staff, and Assistant Superintendents will review and discuss major issues and progress with implementation. In the meantime, the Board is receiving routine updates at their regularly scheduled Board meetings and Board committee meetings along with Action Team minutes and materials, and other pertinent information.
3. (II-1.3) Ensure appropriate stakeholder participation in the strategic planning process.	N	C - Stakeholders have participated in speak out (input) sessions, strategic plan information presentations, committee involvement and activities, focus groups, surveys, website information and feedback, and individual and group meetings with internal coordinators, staff and Core Team and Action Team members. Implementation of this recommendation is complete.

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Final Recommendations	May 1999 Status	Current Status - January 2000
4. (II-1.4) Report on plan achievements.	N	IP - Timeline and activities for the completion of the planning process have been developed and are on schedule. At each Board meeting, reports to Board members and Superintendent are provided. In addition, minutes of each Action Team meeting are provided to the Board and general public.
5. (II-2.2) Develop a new tactical level strategic plan for PPS operations that is consistent with the recommended planning process.	N	IP - A Strategic Plan framework has been developed. At the present time, Action Teams are designing plans that will determine the District's future direction. The plans will be reviewed by Core Team members to be certain they comply with their original intent. The Core Team will present their plan recommendation to the Board of Education for adoption and implementation. Current timeline for adoption is late May or early June, 2000.
20. (III-1.1) Roles and responsibilities should be clarified to emphasize the policy making role of the Board of Education, the executive role of the Superintendent, and the administrative role of management.	N	C - The Board has discussed and clarified its policy role internally among Board members and with the Superintendent. The Board engaged a facilitator to assist in these discussions about the appropriate role of Board members among other matters. These discussions will be ongoing.
21. (III-1.2) Clarify policies and procedures to establish protocols for Board and Superintendent interactions, and governance and oversight responsibilities.	N	IP - All Board policies are under review including policies relating to governance oversight and interactions.
22. (III-1.3) The Board should develop performance measures for its adopted goals and communicate its achievement of these goals.	N	C - The Board had developed performance measures for the Superintendent and, in the process of the Strategic Plan, the Board will develop other long-term goals.

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<b>Human Resources</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
37. (IV-1.1) Eliminate the Assistant to the Superintendent position, but not the person	N	N - This recommendation has not been implemented because of the incumbents' value to the District, most recently in managing charter schools applications processing.
38. (IV-1.2) Distinguish the roles and responsibilities of the Academic Assistant Superintendents.	C	C - The two Academic Assistant Superintendents are responsible for the supervision of the schools in the District. The Assistant Superintendent for elementary supervises the 63 elementary schools and is responsible for implementation of elementary curricular initiatives, such as math adoption. She also manager major committees such as a reexamination the teacher evaluations systems.. The other Assistant Superintendent is responsible for 18 middle schools and ten high schools, alternative programs, vocational and technical education, 6-12 curriculum, and is also involved in other numerous activities.
40. (IV-1.4) Organize functions under a new divisional configuration by adding a Human Resources Assistant Superintendent to the organization.	IP	IP - The position of Executive Director of Human Resources was established and a nationwide search was conducted. To date, a new director has not been named.

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41. (IV-2.1) Re-examine narrow reporting relationships for the opportunity to consolidate functions and programs.	N	C - This examination has been completed. In examining the 40 non school related narrow reporting relationships tabulated in the KPMG Audit on p. VI-7, more than half of those narrow relationships are caused by three factors (1) necessarily small discrete operating units such Superintendent's Office, Budget Office, Athletics, Civic Use of Buildings, ESL/Bilingual etc. (2) a misunderstanding by KPMG of the organizational structure in Human Resources. In the Physical Plant (Facilities) unit, management layoff in Architecture, planning and engineering and custodial have significantly improved span of control and broadened reporting relationships.
42. IV-2.2) Implement procedures to regularly analyze span of control and narrow reporting relationships to leverage management resources.	N	IP - The District is continuing to analyze span of control and reporting relationships. A study is underway in Human Resources and is ongoing in the Facilities organization.
43. (IV-2.3) Continue to explore the number of and use of lead worker positions to ensure the appropriate management span of control over the Physical Plant operations.	IP	C - Maintenance work forces have been substantially reduced to a level not seen in the District in many years. Agreements with the unions have resulted in foremen who had previously spent most of their time on administrative and oversight responsibilities to now also "working with tools."
73. (VI-4.2) PPS should consider linking financial accountability to performance evaluations for administrators and central service operations and provide for regular briefing to the Board on budget status.	N	IP - This recommendation has been implemented for all building principals. For 1999/2000, assistants and vice principals and central office administrators were placed on a graded schedule. Plans are under review at this time to base future salary increases on job performance.

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83. (VI-9.1) Ensure proper hiring policies and procedures are followed.	N	IP - Human Resources Department being reorganized to fully take advantage of new system capabilities. Business Process Re-engineering efforts in the Human Resources and Payroll Departments are currently underway.
84. (VI-10.1) Implement employment disclosure requirements for substitute and part-time employees.	N	IP - While the District in cooperation with the appropriate unions does provide orientation workshops for substitutes and part-time employees under Portland Federation of Teachers and Classified Employees (PFTCE) contract, the full implications of this recommendation have yet to be implemented.
85. (VI-11.1) PPS should explore strategies to reduce its overall benefits burden through the introduction of cafeteria benefit plans or other flexible benefits approaches. Recommendation should not be taken as directive in collective bargaining.	N	IP - During the last round of negotiations with Portland Associations of Teachers (PAT), the District placed proposals on the table to fill the intent of this recommendation. The final tentative agreement included current language on maintenance of benefits.
98. (VI-21.1) It is suggested that PPS evaluate the possibility of reorganization of the Environmental Health & Safety Department and consider combining current staff responsibilities to determine the proper number of additional staff required. The Task Force makes the recommendation to review the job descriptions of the 2 FTE in Environment Health & Safety Department to determine if their time can be further allocated into other worker safety functions.	IP	C - Done. The District determined that no additional staff will be hired at this time.
151. (VII-23.1) The District needs to take steps to make forecasts for Spanish-speaking ESL/Bilingual staff positions early in the year and offer employment to those who are	IP	P & IP - Substantial progress has been made in this area. The District is a partner in the Pathways project at Portland State University, working with prospective teachers, of which 18

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<p>recruited in a more timely fashion. Any steps the District could take to negotiate contract language that could retain staff with those unique linguistic capabilities form layoff in staff reductions for any reason would be extremely helpful. Recommendation should not be taken as directive in collective bargaining.</p>		<p>will be placed in our schools this year. The Portland Teachers Program has approximately 15 students this year, of which the majority is Hispanic. Furthermore, the District successfully negotiated language in the PAT contract, which would provide additional protection for lay off in bilingual programs</p> <p>Last year the Superintendent authorized the Human Resources Department to hire 15 ESL/Bilingual teachers in January/February on Letters of Intent. This was accomplished.</p>
<p>228. (VIII-41.1) Explore strategies to recruit, develop, and retain minorities to key academic and administrative positions.</p>	N	<p>P &amp; IP - The Aspiring Administrators Program was initiated in September 1999 and will continue through April 2000. Although minority applicants were recruited, only two of the program's 16 participants are minorities. Activities include a two unit seminar offered by Kate Dickson of Lewis and Clark College, coaching, mentoring if appropriate, school visitations and all participants are expected to attend specially designed Academy sessions on "supervision and evaluation of staff" and "getting started in the administrative role." Next year, recruitment of minority candidates will begin earlier with better results anticipated.</p>
<p>229. (VIII-42.1) Explore using teachers during summer session to support recruitment, selection, and staff planning processes.</p>	R	R
<p>230. (VIII-43.1) Examine methods to make the teacher evaluation process more meaningful and address key areas of teacher performance and accomplishment. Recommendation should not be</p>	IP	<p>IP - PAT and the District successfully bargained a provision in the 1998-2002 contract, which shall provide for a joint labor management committee to review the entire teacher evaluation process and to</p>

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taken as directive in collective bargaining.		utilize best practices in the area of teacher evaluation. This evaluation process is also being shared at the Principals Academy.
231. (VIII-44.1) Explore methods to create structured selection processes that provide for objective and equitable assessment of applicant qualifications.	N	IP - Budget cuts over the last two years have resulted in only one remaining administrative position responsible for classified employment in the District. Historically some departments, such as, custodial, maintenance, and to a certain extent, student transportation, have done much of their own personnel work, including hiring and maintenance of personnel files. Recently, the Superintendent has asked Steve Goldschmidt, Professor at University of Oregon, to review the Human Resources functions and to make recommendations regarding structuring resource levels, etc. Concurrently, the business process reengineering effort under the implementation with the new PeopleSoft software for Human Resources, Payroll, Finance and Warehouse, will also result in recommendations regarding the restructuring of Human Resource functions within the District. The recommendation by KPMG will be addressed in these two efforts.
232. (VIII-44.2) Update the classification and compensation schedule.	IP	C - This recommendation has been implemented. A classification/compensation schedule was developed by a Human Resources advisory group with assistance from Watson Wyatt in Spring 1998 and was implemented for 1999 and then fully in the year 1999/2000.
233. (VIII-45.1) Explore the benefit of expanding training to include courses for aspiring principals.	N	IP - The Principals' Academy has offered an average of seven training sessions on a variety of topics each month since August 1999. Topics have included grievance handling, evaluation of staff, collective bargaining

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<b>Communications</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
<p>7. (II-4.1) PPS must be committed to the involvement of all stakeholders, both in and outside of PPS in the development and implementation of policies and practices that promote the educational excellence of our city's children. To facilitate this objective, a comprehensive research based community involvement/communications plan must be developed and implemented based on the District's Strategic Plan. This should be updated annually and approved by the Board annually. The communication must be adequately staffed and funded. Two-way involvement and outreach strategies should use all appropriate technology.</p>	N	<p>IP - The planning process for a preliminary communications plan is underway and will be completed in February. The plan will be revised for 2000-01 when a) additional research is completed this spring and b) the Strategic Plan is adopted.</p>
<p>8. (II4.2) As part of the community involvement/communications plan, develop materials to communicate the mission, capabilities, and accomplishments of PPS.</p>	N	<p>P - Some new materials have been produced, including the District Progress Report, individual school progress reports, several new brochures (including "Options in Portland Public Schools) and a staff newsletter, ConnectED. We also have redesigned the web page and keep it regularly updated, and we are utilizing the District's cable TV channel, Channel 53, for more communications efforts. Additional materials and a key communicators newsletter are in process. Further materials will be identified as part of the communications planning process.</p>

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9. (II-4.3) As part of community involvement/communications plan develop a systematic plan

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<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
32. (III-8.1) Continue with efforts to centralize all legal service, including Risk Management legal activities, to the Legal Unit.	N	P - Risk Management continues to report to Mike Hutchens with a matrix relationship with General Counsel on litigation management. This shift should be considered when General Counsel is relieved of Human Resources responsibilities.
33. (III-9.1) Hire a full-time general counsel for PPS.	C	C - Hired General Counsel August 1998.
34. (III-9.2) Give General Counsel the discretion to hire the type of support staff he needs.	C	C - General Counsel staff augmented to include both a paralegal and a secretary.
35. (III-10.1) The Legal Unit, Budget Unit and PIO should work together to establish and communicate electronic versions of PPS Policies and Regulations.	N	IP - Underway in connection with the review of all District policies.

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150. (VII-22.2) PPS must achieve efficient use of resources under the new system and must ensure a smooth transition for special education students and their Individualized Education Plans tracking as they articulate between elementary, middle and high school levels.	IP	P - Special Education staff is meeting with General Education staff to provide all children with smooth transitions. It can be especially difficult for children with disabilities so we are having on-going dialogue with parents through our advisory group. We are also having discussions with assistant supervisory staff who do placement, and training for staff who are helping students to make these transitions.

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Final Recommendations	May 1999 Status	Current Status - January 2000
48. (V-2.2) Information Services staff should adopt its systems development, operations, and project management methodologies and standards, and train its managers and key staff members on the application and utilization of these methodologies.	N	Resources/Payroll Systems using project management systems and methodologies. IP - The adoption of systems development, operations, and project management methodologies and standards is underway.
49. (V-2.3) Information Services should re-examine its organizational structure and allocate resources to critical oversight and support functions.	IP	C - Information Technology has undergone some comprehensive restructuring that includes the following: Combining network services and telecommunications services under one manager (yet to be hired) of Network Services: Voice, Data and Distance Learning; hiring a User Services Manager to oversee a division that includes 20+ Help Desk staff, an expanded desktop software training program, and enhanced

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<p>continue the implementation of updates systems to improve efficiency and allow for compatibility with the new financial system. Inventory and warehouse operations must be managed more efficiently and reduce excessive inventory.</p>		<p>sale accountability, nutrient analysis, food productions management, and fee &amp; reduced price meal application processing.</p>
<p>62. (V-14.1) Install point-of-sale systems at all food services locations in the schools.</p>	IP	IP- See response to 61 above.
<p>63. (V-15.1) Physical Plant should continue the procurement process and select a new facility management information system to be integrated with the soon-to-be-implemented financial system.</p>	IP	IP - Facilities and Asset Management is currently evaluating Facilities Management Systems and intends to install such a system in the near future.
<p>64. (V-16.1) Transportation Services should continue the implementation of updated systems to improve efficiency and allow for compatibility with the new financial system.</p>	IP	IP - Transportation is in process of implementing a new Edulog system.

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184. (VIII-19.1) A PPS level Program Management Plan should optimize the management of all aspects of the program.	IP	C - A new program management plan has been written which prioritizes the future projects for the Capital Improvement Program (CIP). The plan specifically uses the approved Bond criteria for which project components will be completed. The Program Management Plan was developed by the Bond Internal Oversight Committee which is made up of the PPS CIP Director, Chief Financial Officer, Facilities Director, IT Director, District General Counsel and District Controller.
185. (VIII-20.1) Establish a Program Management Office, the charter of which would be to ensure all project management tools and techniques are used uniformly across the Program.	R	R.
186. (VIII-21.1) The Program Manager should have the proper Delegation of Authority from the Board and Superintendent with appropriate monetary instructions and legal oversight.	IP	C - The CIP Director has been given a letter from the superintendent delegating authority to administer the program.
187. (VIII-21.2) If it is not within the Director, Physical Plant's responsibility to sign change orders on behalf of PPS, then a committee should be established to review all change orders signed to date.	R	R
188. (VIII-21.3) Freeze any further change orders unless there has been written agreement and the work has been done by the contractor or designer in good faith.	C	C - The Program Management Office has assumed control of all designer and contractor change orders, and has verified that extra work has been performed in good faith and that the District has received adequate value for the extra charges.
189. (VIII-22.1) All change orders and recommendations must be in compliance of state laws and PPS policies.	IP	C - The Program Management Office has been working closely with District legal counsel and purchasing department to assure that all change order recommendations comply with

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204. (VIII-30.2) Map budget expenditures to actual expenditures.	N	information. C - Budget to Actual expenditures are monitored for all budgets on a monthly basis. This task will be fully automated when the new FMIS system is installed.
205. (VIII-30.3) Establish systems to ensure accountability of contingency funds.	IP	C - The CIP Director must approve use of individual project contingency funds in writing. Use of CIP program contingency funds must be recommended by the CIP Director and outlined to the CIP Advisory Committee.
206. (VIII-31.1) Reporting expectations for the new P.M. should be developed by the Executive Committee	IP	C - Currently the CIP Director provides an update to the CIP Advisory Committee at regular meetings and provides a formal quarterly report of program activities and status.
207. (VIII-31.2) Program Manager should provide a final report as directed by the Executive Committee.	N	IP - CIP Advisory Committee has not yet met on the issues of a final report.
208. (VIII-31.3) It is recommended that the statement, in the sixth paragraph, stating that” ...the work was successfully achieved” be considered based on the final agreed upon scope and budget and not in relation to the initial scope of the Facility Improvement Program described projects.	R	R

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<b>Finance</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
10. (II-5.1) PPS should develop a financial plan that is consistent with its new Strategic Plan.	IP	SD - When Strategic Plan is completed consistent financial plan will follow.
11. (II-5.2) The Strategic Plan, which should result in annual measurable goals and objectives should drive budget decisions.	N	SD - This principal will drive budget decisions after Strategic Plan is completed.
15. (II-8.1) Conduct additional training to ensure that PPS managers and key staff, specifically budget personnel, develop a better understanding of the State's funding formula. 58. (V-10.1) Implement a new accounts payable system and modify the process flows. Specifically PPS should: 1) prepare a current accounts payable listing as soon as possible; 2) reconcile payables with the general ledger monthly; 3) strengthen internal controls; 4) begin design of accounts payable	IP	C - The key staff members in the Budget Office understand the state funding formula.

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staff.		qualified staff noted in the management letter presented to Board on January 24, 2000 by Pauly, Rogers and Co., P.C.
79. (VI-6.1) Implement a policy whereby all fixed assets must be tagged and recorded on the fixed assets system prior to being put into use in the schools and PPS offices.	N	IP - Low priority given current fiscal constraints. Planning to improve system to coincide with GASB's new reporting requirements within next two years.
80. (VI-6.2) Perform a cost-benefit analysis to determine the most economical and efficient method for properly tracking and accounting for fixed assets, including, but not limited to, consideration of outsourcing, doing it in-house, or a combination of both.	N	IP - See 79 above.
81. (VI-7.1) Establish internal audit function and related long-term audit plans to test various aspects of PPS administration compliance and operations.	N	N/ID - Need acknowledged, but low priority in light of fiscal constraints. Hopeful that new accounting system will allow current staff to assume more of these responsibilities.
82. (VI-8.1) The Task force recommends that the Payroll Department focus its effort on the design of anew system rather than changing the current process. Grant administrators should be provided with copies of time sheets of time charged to various grants.	IP	IP - Payroll and Human Resources modules of new system on target for go-live on January 2, 2001.

86. (VI-12.1) Reduce the number of purchase orders processed by the Purchasing Department in

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<b>Admin/Safety</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
14. (II-7) PPS should improve its enrollment forecasting approach.	IP	C - The District forecasting is accomplished through an independent contractor with the final forecast, for budgeting purposes, adjusted by the CFO. The most recent enrollment forecast was accurate within 1.02%. The District is also conducting a demographic analysis of the entire District to better determine enrollment changes on a school-by-school basis.
17. (II-10.1) PPS should transfer the tracking of Residential Contingency Students to the school level where interaction with the students occurs on a day-to-day basis.	IP	C - Introduced Residential Contingency form for parent to complete and sign at the school if parent has no proof of address. School staff contact parent if proof is not provided within the 10 day period.
18. (II-11.1) District should continue to work closely with Project Return and other programs to re-enroll students. PPS should focus on programs to retain these students once re-enrolled. PPS should explore providing services to home school students, including encouraging participation at underenrolled schools and in afterschool programs. PPS should explore offering an Internet school to support home school students or other special needs students.	N	IP - PPS cannot recruit nonresident students, but provides information about programs and interdistrict transfers to those who inquire. According to District policy, interdistrict transfers for PPS students to nonresident districts are not granted. Enrollment Services assists families to find a program within the District.  Enrollment Services works closely with Project Return and other District programs to ensure immediate enrollment for students who live in the District. Several district departments including Enrollment Services with Alternative Education and Information Technology are working to develop Distance Learning options that may be used by home schooler among others.

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<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
169. (VIII-6.2) Identify potential outside customers to expand the utilization of central kitchen resources.	R	R
171. (VIII-8.1) The issue of marketing school facilities should be part of overall facilities use review by District. Additional advertising should not be done until rental policies and procedures, and rental rates are set by District.	IP	IP - Additional marketing of school facilities is contingent on Board resolution of rental policy issues, the identification of available space by Spring 2000 Classroom Survey, the results of the "Best Use Process", as well as the results of several potential sale or lease negotiations. Currently, the District's Civic Use of Buildings Department issues an average of 15,000 permits annually for the use of District facilities.
172. (VIII-9.1) Policies related to custodial charges should be included in the updated Board policy referred to in alternative Recommendation 170 regarding facility rental.	IP	IP - The District fee for space rental includes custodial charges for community use of buildings. Facilities will recommend to the Board that custodial overtime charges be paid by those renting the space.  Facilities has worked to provide custodial coverage for as wide a time period as possible at the least cost by using more part-time custodians.
209. (VIII-32.1) Student Transportation should continue to compare overall maintenance costs to internal PPS costs.	R	R
210. (VIII-33.1) PPS may continue to consider the use of moveable vehicle lifts in the Transportation Garage.	R	R
211. (VIII-34.1) PPS should implement higher cleaning standards for its buses.	C	C - The District has implemented higher cleaning standards for its buses.
212. (VIII-35.1) Increase the use of field supervisors to monitor the actions of bus drivers and increase supervision of the operations.	C	C - The District has hired a full-time Field Supervisor to monitor bus drivers performance and to inspect Laidlaw facilities.
213. (VIII-36.1) PPS should hire a full-time equivalent staff and	IP	C - Included in the activities of the Field Supervisor described in

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establish formal procedures for routine inspections of Laidlaw facilities and audits of their time reporting and billings.		21 above.
214. (VIII-37.1) Conduct a cost benefit analysis in conjunction with the current costing analysis that PPS produces to determine the savings associated with transferring transportation responsibilities to an alternative contractor.	R	R.
215. (VIII-37.2) Explore restructuring the provision of transportation service and consider the potential to maintain title to the Laidlaw buses.	R	R
216. (VIII-38.1) The Task Force recommends that the two departments continue to aggressively pursue the “leveraging of services” that will directly benefit the School District and reduce the cost of police service to the District whenever possible. The Task Force believes the Portland School Police and the Portland Police Bureau are actively exploring every opportunity to “leverage services” which would result in cost savings to the District. There seems to be no “turf issues” between the two departments. Instead it appears that the two agencies, while having distinctly different missions, have found a way to maximize each other’s strengths. This results in the enhanced safety of both the school district and the community as a whole.	IP	C - The District entered into an agreement with the City of Portland to provide a Chief of Police for the District. Chief Cliff Madison is a veteran of the City of Portland Police Department. Because of his knowledge and experience, he has been able to improve coordination with the city and “leverage” services.
217. (VIII-38.2) Develop an agreement with City of Portland to provide school police functions, specifying level of service required and ensuring dedicated school police patrol support.	IP	C - See response to Recommendation 216 above.

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222. (VIII-40.1) Conduct preliminary research into the cost-benefits of beginning a district-run middle school athletic program.	N	C - Preliminary research shows start up costs for a middle school athletic program approximately \$2.0 million. Annual operating costs approximately \$2.2 million. Income from participation is approximately \$400,000.
223. (VIII-40.2) Initiate an aggressive campaign to recruit more freshmen and sophomores to athletic program.	N	IP- Goals for 1999/00 included increasing the number of freshman involved in athletics at each high school. High schools have worked with middle schools to encourage participation in high school athletics. High school coaches have worked with youth athletic programs to develop a closer relationship to the high school and encourage participation at the high school level.
224. (VIII-40.3) Evaluate the effectiveness of the new academic recruitment policy on an ongoing basis.	N	C - Quarterly report compiled by the District Athletic Department provides data for all schools including number of students on academic probation, number of ineligible students, and the number who successfully complete probation.

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227. (VIII-40.6) Explore the possibility of a “no pass, no play” provision which renders any student who fails a class

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<b>Achievement</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
6. (II-3.1) Develop School Improvement Plans that are consistent with PPS' strategic direction.	SD	SD - School Improvement Plans will be aligned with the Strategic Plan when the Strategic Plan is completed. Current plans all stress academic achievement.
105. (VII-1.2) Clearly define management level accountability to track program accomplishments and student performance.	IP	C - We have completely restructured since the audit. Curriculum is under two Assistant Superintendents. DOSAs who are responsible to the Assistant Superintendents. Principals ancip k&p k&p k&p &00&uredtrE&E&E&vFAsCty DOSAs k0dit.er tw &DCurriculum n e toB0E%5,;;;pon d

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110. (VII-3.2) Reevaluate/define DOSAs roles more clearly.	IP	IP - The DOSA job description has been revised and was used during the last DOSA interview process.
111. (VII-4.1) Formulate an instructional strategic plan that is consistent with PPS' Strategic direction and plan and provides a framework for school improvement planning process.	SD	SD - The instructional strategic

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<p>remaining content standards which were developed from these Frameworks; and that those standards already developed be utilized by District staff with appropriate Staff Development activities. The District should explore developing Frameworks and Content Standards outside benchmark grades.</p>		<p>performing arts, and social studies. A master schedule has been prepared and is included in the Professional Development Handbook, Appendix A18 and A19.</p>
<p>115. (VII-5.2) Every schools should create a way to systematically implement curriculum. The District should explore ways to promote a more grassroots, but coordinated approach to curriculum implementation. The District should re-explore the role of Department Chairs to support curriculum coordination. Any staff Development activities developed by the Central District staff should interface with each school's individual curriculum implementation efforts.</p>	IP	<p>IP - In implementing both the math and literacy adoptions, key staff has been identified to become experts and build capacity in each school building. This grassroots effort is being accomplished through each school's School Improvement Plan. Department chairs were asked for in the 1999/2000 budget, but was not funded, accomplished through School Improvement Plan and the CIM days which are well coordinated.</p>
<p>116. (VII-5.3) Continue the Curriculum Design Team efforts at the district level.</p>	IP	<p>IP - The Curriculum Design Team will work through the 1999/2000 school year. Work beyond this school year will require funding from a source other than the PEW Charitable Trust, which has funded the Design Teams' work for the past three years.</p>
<p>117. (VII-5.4) To serve the overall goal of student achievement across the District, PPS should continue to work towards consistency between the alignment of course offerings (curriculum mapping) and the course offerings provided at individual schools. Students must reach benchmark knowledge levels at the correct time and that knowledge must be presented in the correct sequence. Students should have equal access to</p>	IP	<p>IP - The curriculum mapping process has continued during the 1999/2000 school year, with emphasis placed in social studies, arts, health, physical education and second languages.</p>

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		<p>sharing reading, writing, and speaking strategies to their colleagues during the 1999/2000 CIM Planning days.</p> <p>Teachers from the summer literacy project will meet during the 1999/2000 year to discuss successes, and problems with the implementation of the curriculum units. They will revise the units, adding new materials developed by teachers from around the district, and deleting sections that proved unsuccessful.</p> <p>Three High School language arts/content area teachers will meet again this summer for another week of sharing reading strategies and writing new curriculum units with colleagues from around the district. In addition to district funds, a Goals 2000 grant and a PPS Foundation grant is being sought.</p>
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121. (VII-7.1) Continue to conduct the High School and Middle School Studies.

N

IP - Even though the Strategic Plan may give us new guidelines and directions, we still have graduation standards and State CIM requirements which drive our middle school and high school programs. Examples of current initiatives to meet the equity goals are:

- ⌚ Each high school requires 4 years of language arts; the common mathematics textbook adoption (see #118) is combined with a district-wide movement to the expectation that all high school students successfully participate in high school level mathematics (algebra or above; and instruction in the arts is receiving extensive emphasis.
- ⌚ The current requirement for the high school is 4 years of language arts; the common mathematics textbook adoption (see #118) is combined with a district-wide movement to the expectation that all high school students successfully participate in high school level mathematics (algebra or above; and instruction in the arts is receiving extensive emphasis.

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		<p>math program including the implementation of new Board policy on high school equivalent courses (e.g. Algebra, Second Language).</p> <ul style="list-style-type: none"> <li>Ⓟ All middle schools are teaching CORE reading strategies to address achievement needs of students below grade level benchmarks.</li> <li>Ⓟ The district is creating a new 6-10 social studies sequence to align with CIM standards.</li> </ul> <p><i>Middle School and High School studies are in progress.</i></p>
<p>122. (VII-7.2) Develop and adopt specific recommendations to ensure continuity and equitable access for all students.</p>	<p>IP</p>	<p>IP - The activities described above (#117, 118 and 121) are designed to provide access to quality programs in all PPS middle and high schools. In addition, CIM days have been used to provide teachers inservice, which is common throughout the district. The excellent work of our Curriculum Specialists has made this possible.</p> <p>Two upcoming district initiatives will further program continuity and equitable access for all students. A new science adoption and Goals 2000 grants provide consistent rigorous science programs in all schools. The Strategic Plan will guide the further development and implementation of a Standard Program to ensure that all students will achieve “rigorous system-wide academic expectations.</p>
<p>123. (VII-8.1) Explore the possibility of shifting to a fall testing cycle in order to better integrate students achievement</p>	<p>R</p>	<p>R - Preliminary review of the proposal led staff to conclude it would be cost prohibitive. Voluntary fall testing has been</p>

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data into School Improvement Plans and to provide a midyear checkpoint for student assessment.		offered by Research & Evaluation.
124. (VII-9.1) PPS should explore the possibility of either phasing out PALT administration altogether, or at least reducing its usage to 4 <sup>th</sup> , 6 <sup>th</sup> , and 7 <sup>th</sup> grade levels to alternate with state tests (at 3,5,8).	IP	C - The District uses PALT for 4 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> and occasionally 9 <sup>th</sup> grade.
125. (VII-10.1) Depending upon PALT testing frequency, PPS should examine utility of administering a standardized achievement test at 4 <sup>th</sup> , 6 <sup>th</sup> , and 9 <sup>th</sup> grade levels.	R	R - There has been no expression of interest from parents and others constituents to do this. The PALT/State tests are adequate.
126. (VII-10.2) PPS should continue to explore and use methods to link its testing instruments with norm referenced tests in order to provide a benchmark comparison of student performance relative to other districts.	R	R - Norm reference tests are unnecessary; state scores provide us with data that compares schools' achievement with other districts.
127. (VI-11.1) PPS needs to explore reliable methods to develop a process to set a baseline and then track the progress of students entering PPS Head Start and pre-kindergarten programs.	N	N - Not accomplished. This has not been done because of budgetary priorities.
128. (VII-11.2) Develop a comprehensive system integrating state benchmarks and curriculum goals.	IP	C - This District has integrated state benchmarks into the curriculum goals.
129. (VII-11.3) PPS should leverage its PALT and other assessment data and expand it to examine performance at other grade levels to develop a comprehensive longitudinal analysis capability.	R	R - We are waiting on the state to set requirements for CAM. The District will not make separate plans.
130. (VII-11.4) Explore methods to use existing testing instruments to examine the effectiveness of specific curriculum initiatives and instructional approaches.	N	IP - Plans are underway. We are reinstating program evaluation capabilities.

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131. (VII-11.5) Explore strategies for testing and tracking PPS graduates and students who

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141. (VII-17.1) Develop a plan to aggressively identify, track, and enroll minority students in TAG.	N	IP - TAG office regularly conducts a series of meetings with teachers, TAG Coordinators, and principals throughout the year to address topics such as
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Elementary, one of the PPS schools with the highest number

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Final Recommendations	May 1999 Status	Current Status - January 2000
<p>152. (VI-24.1) ESL/Bilingual program administrators should work with TAG program administrators to develop a plan that aggressively identifies students within the ESL/Bilingual Education program who could potentially be eligible to enroll in the TAG program.</p>	<p>N</p>	<p>group will reconvene next year to re-evaluate the framework.</p> <p>IP - The TAG staff met with ESL/Bilingual aides in a special workshop to discuss nomination and identification of under-represented groups.</p> <p>The TAG staff used Rigler Elementary, one of the PPS schools with the highest number of ESL/Bilingual students, as a testing ground to nominate and identify more gifted students. Teachers were asked to select 2-3 of their highest achieving students. The TAG staff using a variety of testing measurements, some of which were offered in the student's native language, tested those students.</p> <p>Testing conducted in the student's native language.</p> <p>There is an on-going search to find appropriate tests in student's native language.</p> <p>A national research study was conducted by the PPS TAG school psychologist to find out best practices of other districts in identifying under-represented minorities. This research resulted in additional identification tests used in nomination.</p>
<p>153. (VII-25.1) Create a standardized tracking tool that requires all 25 in-District AEPs to report enrollment, staffing, and attendance data.</p>	<p>N</p>	<p>C - District is using PPS Student Database to report student enrollment and attendance data in District-operated alternative programs supported centrally by Alternative Education Services. Staff tracking is an on-going responsibility of Alternative Education Services.</p>

**Legend of Status:**

- N = Not Begun
- IP = In Process
- P = Partially Completed
- C = Completed
- SD = Completion is Strategic Plan Dependent
- R = Rejected

<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
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**Final Recommendations**

**May 1999 Status**

**Current Status - January 2000**

Final Recommendations	May 1999 Status	Current Status - January 2000
		Parent involvement is being tracked as one of the measures of success when evaluating the ESL/Bilingual Program.
158. (VII-29.1) Explore expanded opportunities to provide scholarships to students who cannot afford to attend summer school, such as students in the free or reduced lunch programs.	IP	P - With assistance of the City of Portland, 400 students eligible for free or reduced price lunch were given scholarships in the form of tuition waivers to attend summer high school. All middle school students were able to attend a CIM Academy for free.
159. (VII-30.1) PPS should develop a comprehensive plan to expand its summer school enrollment.	IP	P - With assistance of the City of Portland, a middle school CIM Academy has been implemented, nearly doubling the number of students able to attend summer school programs. Support was also provided to 10 elementary summer school programs and scholarships provided to 400 high school students.
160. (VII-31.1) Conduct a longitudinal study to compare the quality and cost of Head Start program delivery capabilities.	IP	IP - Staff member has been assigned to conduct a longitudinal study of Head Start beginning with the class of 1994/95 who are now third graders.
162. (VII-32.1) Form an independent committee of administrators, teachers, parents, and community agents to develop a five year plan for the Head Start program that is consistent with the overall strategic direction of PPS.	N	IP - Jeanne Pace, Director of Portland Head Start is in the process of forming a committee to draft a five-year plan. This plan will also consider recommendations made by the District's Strategic Plan.

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- 2.	(II-1.2)	Strategic Plan
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- 5.	(II-2.1)	Strategic Plan
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- 20.	(III-1.1)	Strategic Plan
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- 53.	(V-5.1)	Information Technology
- 54.	(V-6.1)	Information Technology
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- 70.	(VI-3.1)	Communications
- 71.	(VI-3.2)	Finance
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- 74.	(VI-5.1)	Finance
- 75.	(VI-5.2)	Finance
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- 77.	(VI-5.4)	Finance
- 78.	(VI-5.5)	Finance
- 79.	(VI-6.1)	Finance
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- 81.	(VI-7.1)	Finance
- 82.	(VI-8.1)	Finance
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- 84.	(VI-10.1)	Human Resources
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- 86.	(VI-12.1)	Finance
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- 88.	(VI-13.2)	Inventory
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- 109.	(VII-3.1)	Achievement
- 110.	(VII-3.2)	Achievement
- 111.	(VII-4.1)	Achievement
- 112.	(VII-4.2)	Achievement
- 113.	(VII-4.3)	Achievement
- 114.	(VII-5.1)	Achievement
- 115.	(VII-5.2)	Achievement
- 116.	(VII-5.3)	Achievement
- 117.	(VII-5.4)	Achievement
- 118.	(VII-5.5)	Achievement
- 119.	(VII-6.1)	Achievement
- 120.	(VII-6.2)	Achievement
- 121.	(VII-7.1)	Achievement
- 122.	(VII-7.2)	Achievement
- 123.	(VII-8.1)	Achievement
- 124.	(VII-9.1)	Achievement
- 125.	(VII-10.1)	Achievement
- 126.	(VII-10.2)	Achievement
- 127.	(VII-11.1)	Achievement
- 128.	(VII-11.2)	Achievement
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- 134.	(VII-12.1)	Achievement
- 135.	(VII-13.1)	Achievement
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- 144.	(VII-18.2)	Achievement
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- 157.	(VII-28.2)	Achievement
- 158.	(VII-29.1)	Achievement
- 159.	(VII-30.1)	Achievement
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- 169.	(VIII-6.2)	Admin/Safety
- 170.	(VIII-7.1)	Facilities
- 171.	(VIII-8.1)	Admin/Safety
- 172.	(VIII-9.1)	Admin/Safety
- 173.	(VIII-10.1)	Facilities
- 174.	(VIII-11.1)	Facilities
- 175.	(VIII-12.1)	Facilities
- 176.	(VIII-13.1)	Facilities
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- 179.	(VIII-16.1)	Facilities
- 180.	(VIII-17.1)	Facilities
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- 182.	(VIII-18.2)	Bond
- 183.	(VIII-18.3)	Bond
- 184.	(VIII-19.1)	Bond
- 185.	(VIII-20.1)	Bond
- 186.	(VIII-21.1)	Bond
- 187.	(VIII-21.2)	Bond
- 188.	(VIII-21.3)	Bond
- 189.	(VIII-22.1)	Bond
- 190.	(VIII-22.2)	Bond
- 191.	(VIII-22.3)	Bond
- 192.	(VIII-23.1)	Bond
- 193.	(VIII-24.1)	Bond
- 194.	(VIII-24.2)	Bond
- 195.	(VIII-24.3)	Bond
- 196.	(VIII-25.1)	Bond
- 197.	(VIII-25.2)	Bond
- 198.	(VIII-26.1)	Bond
- 199.	(VIII-27.1)	Bond
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- 204.	(VIII-30.2)	Bond
- 205.	(VIII-30.3)	Bond
- 206.	(VIII-31.1)	Bond
- 207.	(VIII-31.2)	Bond
- 208.	(VIII-31.3)	Bond
- 209.	(VIII-32.1)	Admin/Safety
- 210.	(VIII-33.1)	Admin/Safety
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- 213.	(VIII-36.1)	Admin/Safety
- 214.	(VIII-37.1)	Admin/Safety
- 215.	(VIII-37.2)	Admin/Safety
- 216.	(VIII-38.1)	Admin/Safety
- 217.	(VIII-38.2)	Admin/Safety
- 218.	(VIII-39.1)	Admin/Safety
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- 220.	(VIII-39.3)	Admin/Safety
- 221.	(VIII-39.4)	Admin/Safety
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- 223.	(VIII-40.2)	Admin/Safety
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