

**Portland Public Schools**  
**Central Office Review for Results & Equity**  
**Summary Presentation**  
**PPS Board of Education Meeting**  
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**Central Office Review for Results & Equity**  
**(CORRE)**

- 5-step process to evaluate the capacity of central office to support high academic performance of all students
- Done with districts, not to them
- Grows out of national School Communities that Work task force, based on a conceptual framework, and uses research tools
- Findings and recommendations developed from interviews, focus groups, document reviews, and analysis of other data

## CORRE and PPS

- Sponsored by PPS Board of Education, Portland Schools Foundation, and Annenberg Institute
- Introduced to key community constituents
- Data gathering, analysis, and review: November 2003-July 2004
- Conducted by diverse team of leaders from district, community, and the Annenberg Institute
- Done in anticipation of and during leadership transition

## What We Know about “Smart Districts”

- Provide needed supports and timely interventions
- Ensure that schools have power and resources
- Make decisions and hold people accountable
- Cross-cutting
  - Communication
  - Culture
  - Internal and External Relationships

## What We Know about Smart Districts' Central Offices

- Maintain a service orientation
- Mobilize and focus attention on instruction
- Increase capacity
- Broker partnerships to increase resources
- Help others collect, organize, and act on data
- Manage systemic operations

## What PPS Can Build on

- Great potential for success based on public commitment to public schools, quality staff, and strong leadership
- Examples of excellence and flexibility to innovate
- Improvements already completed or underway

## Where PPS Needs to Go

- § Develop and communicate a service orientation
- § Build centralized guidance and support for instruction
- § Make collecting, organizing, analyzing, and acting on data a priority
- § Provide supports for schools and students based on their needs and assets
- § Address unhealthy relationships and ineffective structures across central office and with schools

## 1. Develop and Communicate a Service Orientation

Service orientation should be evident in central office communication with teachers, principals, parents, students, community, and c.o. colleagues. Steps include:

- Create a single district calendar
- Streamline information requests to put schools first
- Address basic technology issues (e.g., phone system)
- Develop standard service protocols
- Build on pockets of effective service

## 2. Build Centralized Guidance and Support for Instruction

- Restore a department of curriculum and instruction
- Conduct an in-depth teaching and learning review, building on CORRE data and employing local talent
- Use the review to bring coherence to professional development
- Partner with union to develop supports for new teachers
- Build supports for peer-to-peer learning
- Increase teacher/administrator engagement around instruction

## 3. Make Collecting, Organizing, Analyzing, and Acting on Data a Priority

Integrated the use of data into the work of employees at all levels of the district by:

- Continuing school briefings on student performance data and incorporating them into administrators' performance reviews
- Expanding the definition of data beyond test scores to other data relevant to student achievement and development
- Modeling data-informed decision making

### 3. Make Collecting, Organizing, Analyzing, and Acting on Data a Priority

Build external partnerships to:

- Support the development of a PPS data warehouse to make data more accessible throughout the district
- Help gather opinion data from staff and community about affective aspects of schools (school climate, etc.)

### 4. Provide Supports for Schools and Students Based on Their Needs and Assets

- Disaggregate student data by race, ethnicity, nationality, language, disability, and program status as soon as possible
- Institute a program evaluation cycle, especially focusing on those serving special needs students
- Incorporate diversity as a district focus and provide learning opportunities for central office staff
- Connect to community-based organizations to increase educational opportunities
- Develop a roundtable of “support service partners” around an aligned agenda

## 5. Directly Address Unhealthy Relationships and Ineffective Structures

- Develop concrete steps for addressing issues related to race/racism and respect for diversity within the central office; connect to strategic plan
- Develop new practices, structures, and lines of accountability for central office staff
- Clarify roles and responsibilities of central office staff and accountability structures for supervisors
- Develop job descriptions that describe all positions in terms of their service-orientation functions

## For More Information

- [www.pps.k12.or.us](http://www.pps.k12.or.us)
- [www.annenberginstitute.org](http://www.annenberginstitute.org)
- [www.schoolcommunities.org](http://www.schoolcommunities.org)