

Achievement Standards & Curriculum Management

SUBJECT Strategic Planning: We recommend that the District's new efforts at strategic planning begin with the existing School Improvement Plans and other strategic documents already developed by the District. Three of our recommendations addressed this planning process and we recommend support for all three.					
Ref#	Type	Recommendation	Discussion	Fiscal Comments	Status
6 II-3.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Develop School Improvement Plans that are consistent with PPS' strategic direction.	<p>The Task Force supports the recommendation and it appears, in part, to be in place with the exception of the absence of a clearly stated PPS Strategic Plan. For now, the SIPs appear to support Board Goal 3 focusing on student learning.</p> <p>The Task Force questioned the costs vs. benefits of a quarterly reporting process. Progress on SIPs might best be viewed over a longer time span. We recommend the District explore ways to involve community-based organizations in school improvement planning and implementation.</p>		Plan to Implement
111 VII-4.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Formulate an instructional strategic plan that is consistent with PPS' Strategic direction and plan and provides a framework for school improvement planning processes.	It would appear that this is an excellent time to develop, in concert with the Board's Strategic Planning process, an instructional strategic plan. There are elements already developed that the District can draw upon.		Plan to Implement
144 VII-18.2	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	The TAG Administrator, Directors of Student Achievement, teachers and parents should form a committee to develop a long-term strategic plan for the program, including specific roles and responsibilities of various stakeholders.			Further District Review Pending

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SUBJECT Curriculum Alignment & Staff Development: Curriculum alignment has been an on-going District priority and the Task Force supports the work done to date. The District has been fortunate to have a PEW Foundation grant to support some of this work and we urge the District to continue to seek outside resources to support these efforts. Although KPMG did not address the fiscal impact of future curriculum alignment efforts, the Task Force believes that significant additional resources will be needed in this area. In particular, the Task Force recognizes the continued need for curriculum coordination at the same grade level across the District (horizontal) and between school levels (vertical). Despite the shortage of financial resources, the Task Force believes staff development needs to be continued, particularly in light of changing state standards.

Ref#	Type	Recommendation	Discussion	Fiscal Comments	Status
106 VII-2.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Explore options to develop a matrix organization structure that meets both the grade level and feeder system needs.	KPMG recommends and the Task Force supports all three recommendations (106, 107, 108) for more integration among schools in high school attendance areas to promote curriculum coherence and community interaction. We urge the District to explore a variety of ways to enhance communication. Horizontal organization takes advantage of specialized expertise. Horizontal organization also helps alleviate past inequities (some high school feeder areas appeared to have had better access to resources). It is also important to realize the District is undergoing change.		Plan to Implement
107 VII-2.2	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Consider setting up regular meetings for feeder schools and grade levels to address common community concerns and to facilitate Pre K-12 curriculum awareness.	KPMG recommends and the Task Force supports all three recommendations (106, 107, 108) for more integration among schools in high school attendance areas to promote curriculum coherence and community interaction. We urge the District to explore a variety of ways to enhance communication. Horizontal organization takes advantage of specialized expertise. Horizontal organization also helps alleviate past inequities (some high school feeder areas appeared to have had better access to resources). It is also important to realize the District is undergoing change.		Plan to Implement

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Ref#	Type	Recommendation	Discussion	Fiscal Comments	Status
108 VII-2.3	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	PPS should also consider expanding the use of matrix organization and management techniques to other major school activities.	KPMG recommends and the Task Force supports all three recommendations (106, 107, 108) for more integration among schools in high school attendance areas to promote curriculum coherence and community interaction. We urge the District to explore a variety of ways to enhance communication. Horizontal organization takes advantage of specialized expertise. Horizontal organization also helps alleviate past inequities (some high school feeder areas appeared to have had better access to resources). It is also important to realize the District is undergoing change.		Plan to Implement
109 VII-3.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Consider establishing a Hearing and Appeals Group to deal exclusively with disciplinary issues.	The Task Force did not support establishing a Hearing and Appeals Group. Because the DOSA role in discipline is tied so closely to the school community, the Task Force did not believe this is a responsibility that could be delegated.		Rejected
112 VII-4.2	<input checked="" type="checkbox"/> Alt Rec <input type="checkbox"/> KPMG Rec	The Task Force supports the need for closer linkages of Educational Media and Instructional Technology departments with staff development, classroom instruction, and community outreach activities. While KPMG recommends working groups, we are not certain that the development of working groups is the most appropriate strategy for ensuring that incorporation occurs.	<p>It is clear that activities of the Educational Media and Instructional Technology units should be focused and coordinated to advance the school district's goals to improve student achievement, and some work is underway to develop such a focus.</p> <p>KPMG's recommendation is too specific. District staff can develop an appropriate approach to meet the alternative recommendation.</p>		Partially Implemented; Further District Review Pending
113 VII-4.3	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Develop an "academic" loop communication network that keeps all District staff informed of the various projects underway in other departments.	Better internal communication is valuable. New organization structure should be used to facilitate better communications.		Plan to Implement

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114 VII-5.1	<input checked="" type="checkbox"/> Alt Rec <input type="checkbox"/> KPMG Rec	<p>The District has developed Curriculum Frameworks. We recommend that the Content Standards Design Teams continue their work on the 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>The Content Standards Design are the next step for the Framework development and are an integral part of supporting overall student achievement.</p>	<p>While alternative is already underway, there may be additional costs associated with Staff Development. Creating Frameworks and Content Standards for non-benchmark grades would be a new budget item.</p>	In Process
115 VII-5.2	<input checked="" type="checkbox"/> Alt Rec <input type="checkbox"/> KPMG Rec	<p>Every school 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>	<p>The KPMG recommendation was more specific than the Task Force could support.</p>	<p>There may be costs related to giving Department leaders added responsibility pay, if the District chooses this method.</p>	In Process
116 VII-5.3	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	<p>Continue the Curriculum Design Team efforts at the District level.</p>	<p>The Design Teams appear to be on schedule with their work.</p>		In Process

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Ref#	Type	Recommendation	Discussion	Fiscal Comments	Status
117 VII-5.4	<input checked="" type="checkbox"/> Alt Rec <input type="checkbox"/> KPMG Rec	<p>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 course offerings throughout the District. The District must support curriculum alignment between schools and within schools.</p>	<p>This recommendation is linked to Recommendation 122.</p>	<p>There will be costs to continue these mapping areas. Costs may tie into other recommendations in the Curriculum Development area.</p>	<p>In Process</p>

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Ref#	Type	Recommendation	Discussion	Fiscal Comments	Status
118 VII-5.5	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Develop a strategy to implement these initiatives with existing resources where reasonable (by cross utilizing teachers), and seek additional funding for both grass-root and district design team curriculum development.	This recommendation supports the earlier statements on Recommendations 114, 115, 116, and 117. Task Force's alternative recommendations fit well with this recommendation.		In Process
123 VII-8.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Explore the possibility of shifting to a fall testing cycle in order to better integrate student achievement data into School Improvement Plans and to provide a midyear checkpoint for student assessment.			Rejected
126 VII-10.2	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	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.			Rejected
128 VII-11.2	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Develop a comprehensive system integrating state benchmarks and curriculum goals.	<p>This will be a valuable investment for the District.</p> <p>There are State standards for Grades 3, 5, 8 and 10 to match up with. There are no current standards for other grades.</p>	This recommendation could have a large expense depending on District implementation strategy. Some pieces are already in place.	In Process
129 VII-11.3	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	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.	This is theoretically a good idea, however this should not be a high priority for the District at this time. The mobility of students makes this very difficult.		Rejected

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134 VII-12.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Continue and expand relationship with Curriculum & Instructional Support personnel, as well as Educational Media for more advanced collaboration.	At present there is no organized structure that facilitates communication and collaboration among Educational Media, Instructional Technology, and the Public Information area. Reporting lines for Instructional Technology are to the Chief Information Officer, and Educational Media reports to the Assistant Superintendent. While there is evidence of collaboration, it occurs because of the efforts of individuals rather than because of institutional supports or clearly articulated expectations for such joint efforts.		Plan to Implement
136 VII-14.1	<input checked="" type="checkbox"/> Alt Rec <input type="checkbox"/> KPMG Rec	Ensure that Instructional Technology course offerings directly support school improvement plans and respond to needs of teachers and school administrators.	Linking the staff development offerings in the instructional technology area with school technology plans and school improvement plans, would ensure that these courses and offerings support the district's student achievement improvement efforts.		In Process
139 VII-16.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Make Television Services an integral component of the professional development plan, curriculum efforts, internal/external communication strategy networks, any information technology blueprints, and PPS strategic direction.	The Task Force supports the recommendation and urges the development of a clear plan for integrating Television Services with Instructional Technology efforts and with the goals for school improvement. The district should look carefully at ways to use Televisions Services to make staff development and communication more coherent across the district. Including Television Services in the district's communication strategy will make better use of these valuable resources.		Plan to Implement
140 VII-16.2	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	PPS should explore possibilities for various modes of internal communication that take full advantage of Television Services infrastructure.	This is an excellent resource that should receive greater use.		Plan to Implement

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SUBJECT **Assessing Student Achievement & Program Performance: To ensure that students succeed under the new education reform, it is important that the District consistently assess student achievement and evaluate programs that serve students. Any assessment needs to be meaningful and result in teaching/learning improvement. Assessment efforts cannot be overburdensome to the system.**

Ref#	Type	Recommendation	Discussion	Fiscal Comments	Status
105 VII-1.2	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Clearly define management level accountability to track program accomplishments and student performance.	<p>The Task Force supports the recommendation and learned that the District is moving in this direction with a focus on improving information systems, linking budgets to goals and moving management procedures to focus on impacts and results. One example of this is central administrative staff being evaluated against progress in meeting Board goals. The group emphasized the importance of the District continuing to work with principals on accountability with attention on emphasizing responsibility for things that principals can impact and control. Care must be given not to scapegoat individuals for system inadequacies. Resource allocation must continue to follow identification of need. The Task Force believes improvement of school-level accountability will require improved administrative data at a central level. The new data system should be closely aligned to the schools' needs for data to support school improvement and student achievement.</p> <p>The development and publicizing of clear performance assessments for central office staff will be useful in promoting a system-wide commitment to accountability for improved student achievement. Ongoing attention to the costs/benefits of the accountability system will be critical to ensure that resources aren't disproportionately diverted from students to non-instructional services.</p>		<p>In Process</p> <p>(Substantial progress is being made in developing accountability systems: e.g., central office managers are being evaluated against progress in meeting Board goals within their spheres of works; budgets are being linked to goals and performance.)</p>

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Ref#	Type	Recommendation	Discussion	Fiscal Comments	Status
110 VII-3.2	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Reevaluate/define DOSA's roles more clearly.	<p>The Task Force supports clearly articulating the DOSA role and a DOSA job description has been developed in the time since the KPMG audit. The Task Force recommends its approval by the District and dissemination to all staff.</p> <p>The focus of the DOSA should be on school improvement to support student achievement. The District should continue to look carefully at ways to maintain this focus by streamlining administrative procedures and shortening approval processes. Anything that takes away from this focus should be seriously considered for its appropriate assignment by the District. In some cases, direct contact from administrative services to principals might be the most efficient channel. Additional improvements in the District's computer system might ease this concern.</p>		In Process
121 VII-7.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Continue to conduct the High School and Middle School Studies.	It is important that the District consistently and constantly review student achievement information.		Plan to Implement
124 VII-9.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	PPS should explore the possibility of either phasing out PALT administration altogether, or at least reducing its usage to 4th, 6th, and 7th grade levels to alternate with state tests (at 3,5,8).		Some savings were seen by eliminating printing and data compilation costs from District to State. Staff time was freed for assignment to other tasks.	In Process
125 VII-10.1		Depending upon PALT testing frequency, PPS should examine utility of administering a standardized achievement test at the 4th, 6th, and 9th grade levels.	There are no cost savings associated with the recommendation.		Rejected
127 VII-11.1	<input checked="" type="checkbox"/> Alt Rec <input type="checkbox"/> KPMG Rec	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.	Recommendation seems doable and in-line with District goals.		Plan to Implement

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130 VII-11.4	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Explore methods to use existing testing instruments to examine the effectiveness of specific curriculum initiatives and instructional approaches.			Pending Further District Review
131 VII-11.5	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Explore strategies for testing and tracking PPS graduates and students who prematurely exit from the system.	This is an important recommendation over time, but may be a lower priority currently. Instead, District resources should concentrate on keeping students in school. Study of students who leave District to another district or who graduate could have value but presents significant data tracking challenges. Privacy is a significant issue.		Pending Further District Review
132 VII-11.6	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Develop strategies to ensure the utility and input to the post-secondary database to track student achievements in higher education and high school graduate success in college/university endeavors.	This is an important recommendation over time, but may be a lower priority currently. State should provide leadership in this area. District does not use Social Security numbers to track students, which makes tracking to higher education challenging.		In Process
143 VII-18.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Institute a centralized approach to the TAG program, with the Administrator having primary responsibility for managing the program.	To properly meet District obligations for TAG services in response to a parent suit, the District should develop a more centralized approach that allows greater accountability.		Pending Further District Review
153 VII-25.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Create a standardized tracking tool that requires all 25 in-District AEPs to report enrollment, staffing, and attendance data.	The need for student tracking is essential in the alternative educational programs. This need is not only for attendance and cost analysis however, but primarily to assist in measuring student achievement. This need must be considered when a student database software package is purchased for the District.		Pending Further District Review

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Ref#	Type	Recommendation	Discussion	Fiscal Comments	Status
154 VII- 26.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Develop a documented District-wide methodology to evaluate AEPs.	<p>This recommendation is dependent partly on the implementation of Recommendation 153. Evaluation is near impossible without a student database that contains the results of on-going academic assessments, attendance, and behavioral records.</p> <p>Assessment is also difficult when there is no clear goal or objectives in the alternative programs. Until recently, the unstated goal of AEP's was to keep students in school, and to provide a structured environment outside of the regular classroom to respond to students' with behavioral problems. Now it is understood, given changes in the Oregon law and the leadership in PPS, that student achievement is an objective. But again this is unstated.</p> <p>A strategic plan needs to be developed within the overall District plan for school improvement that incorporates alternative schools and recent changes in the law adopted by the State Board of Education. As an example, students may only be assigned to an alternative school program if it is determined that the program best serves the students educational needs and interests. Also, assigning a student to an AEP does not avoid the expectation that the student will meet current state standards. In general, AEP's should be seen as learning options for those students who do not respond to the methodologies used in the regular classroom. Even as the enrollment in PPS is shrinking, the numbers of students in alternative programs is growing. And the number of program options is increasing as well. In some cases the success of the alternative program has lead to its curriculum being adopted in the traditional classrooms.</p>		Pending Further District Review

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155 VII- 27.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	PPS should analyze community based alternative education program data to determine the effectiveness of 23 programs.	The community based alternative programs are well regulated through a contracting process with the District. These contracts detail student learning outcomes and measures to be met. Since the community based programs only receive funding from the District if they meet the standards outlined in the contract, which are evaluated on a yearly basis, they appear to be highly motivated to meet the student's learning needs. In some ways the community schools are more regulated, and more is known of their results, than the District's own alternative educational programs.		Done
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SUBJECT Equity & Access: Several of KPMG's recommendations address the issue of equity or access to learning opportunities for all students. The specific groups addressed in the recommendations include non-native English language speakers, TAG students or students who attend school in different geographic areas of the District. Also, there is an inherent tension within the District between school-based decision-making and central District decision-making on resource allocation. This sometimes results in students receiving unequal access. Other student educational programs, such as TAG or ESL, are not centrally coordinated and again, in some cases, this leads to unequal access for students. In the area of ESL and Bilingual education, the Task Force has made a series of implementation recommendations that should be reviewed by the District.

Ref#	Type	Recommendation	Discussion	Fiscal Comments	Status
122 VII-7.2	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Develop and adopt specific recommendations to ensure continuity and equitable access for all students.	This recommendation reinforces Task Force Alternative Recommendation 117.1.		In Process
135 VII-13.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Reevaluate site-based decision-making with regard to library funding.	The District should reexamine site-based decision making for library resources. The reevaluation should focus on equity between schools and maintaining strong resources to support student achievement.		Pending Further District Review
137 VII-14.2	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Continue to aggressively pursue outside sources of funding for technology projects and staffing if necessary.	The Task Force supports this recommendation, with the caveat that outside funding should not be seen as a replacement for a sustained and substantial district commitment to support technology acquisition, development of appropriate applications of technology, and ongoing staff development and support for teachers in using technology to promote learning for all students. Seeking outside funding is time-consuming and somewhat unpredictable, but can be a valuable catalyst and/or supplement for district efforts.		Plan to Implement

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<p>138</p> <p>VII-15.1</p>	<p><input type="checkbox"/> Alt Rec</p> <p><input checked="" type="checkbox"/> KPMG Rec</p>	<p>Work with the Multnomah County Library or local universities to develop a cooperative arrangement. PPS' staff would benefit from these additional professional development opportunities.</p>	<p>In an information environment that is changing rapidly, and where district resources are very limited, the district will need to take a very critical look at the impact of the Professional Library and see if there are other ways to provide services to teachers, especially in the area of responding to state goals and benchmarks. With a limited budget for materials and for staffing, it may be more cost effective to develop active partnerships with city and county libraries and universities. The Professional Library receives some support from Multnomah Educational Service District. The Task Force supports this recommendation and further suggests that the district develop a long range plan for the Professional Library which considers the benefits and costs of such a centralized facility maintained by the district as compared with other ways of providing support to teachers.</p>	<p>There may be some cost savings or cost sharing possible by sharing resources.</p>	<p>Pending Further District Review</p>
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Ref#	Type	Recommendation	Discussion	Fiscal Comments	Status
141 VII-17.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Develop a plan to aggressively identify, track, and enroll minority students in TAG.	<p>Finding students who could benefit from TAG programs. Students who are hard to find are often the students who most need services. It is a good idea to examine the identification methods periodically to make sure that they are really identifying the sorts of students who need TAG services. There is also a benefit to the overall community of the school district when parents feel that all their children have a fair chance to excel. Providing gifted students with appropriate instruction reduces their frustration, and thus improves the classroom atmosphere for all children in the class. Having an adequate representation of minority students in the program provides role models for other children.</p> <p>The main "con" is the cost and significant time commitment involved. Too great a focus on identification issues could divert limited resources from the actual delivery of services.</p> <p>Some parents and/or some students may not wish to be identified as TAG students. Inappropriate placement in an advanced class or inappropriate acceleration is a concern for every TAG student--but students are always free to leave the program.</p>		<p>Pending Further District Review</p> <p>*Status discussion below</p>
<p>#141 The TAG department believes that it is doing a good job of identifying eligible students. Several years ago, PPS adopted the Frasier Traits Attributes and Behaviors model for identifying students specifically because it was the best way to overcome barriers to locating minority children. Subsequent studies have found cross-cultural agreement that these characteristics do identify gifted children. The auditors found that white European-American students made up approximately 69% of student enrollment and 82% of total TAG population, whereas African Americans made up 15% of the student body and only 8% of the total TAG program population, and that Latinos made up 6% of the total student population and only 2% of the total TAG population. The overall representation of minority students, including Asian Students, has not increased in the October TAG enrollment reports.</p> <p>TAG students are issued separate "salmon" folders, which should make it possible for the TAG planning and evaluation process to follow them from school to school. Teachers are now required to prove to the TAG office that they know who their TAG students are. However, it would be helpful to have more evaluation of how well this system is working.</p> <p>Inability to speak English is a serious barrier to increasing the representation of some minority group members; there is a shortage of good test instruments in other languages and of trained staff with the language skills to administer and interpret them. The auditors looked only at "Latinos" among the groups who might have some difficulties with English, but there are 60 language groups spoken in PPS.</p> <p>To increase the representation of minorities, the department has worked with ESL aides and community leaders. In inservice workshops with school TAG coordinators, the department has emphasized the importance of identifying gifted and talented students in underrepresented groups, and have presented strategies for doing this. They have been exploring possible testing alternatives in languages other than English and have sought ways to get information to parents. One staff member attended a workshop that focused on increasing participation by under-represented groups in TAG programs.</p>					

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<p>142</p> <p>VII-17.2</p>	<p><input checked="" type="checkbox"/> Alt Rec</p> <p><input type="checkbox"/> KPMG Rec</p>	<p>Expand outreach efforts to increase enrollment in TAG by under-represented groups using a variety of strategies.</p>	<p>Many parents would like more information about the characteristics of gifted children, and about the services available for their children. Parent workshops may be an effective way to inform these parents. Workshops give parents an opportunity to meet TAG staff and to ask questions, which may increase their confidence in the program.</p> <p>Workshops require a great deal of staff time and may be a less efficient way to inform parents than other methods, such as a direct mailing. Material presented orally in a workshop may be forgotten or misunderstood. Staff time spent on workshops might be used more efficiently in other activities. Parents who do not speak English may not benefit from workshops unless an interpreter is present. Parents may not attend workshops or may not be able to attend. Parents of students who have not yet been nominated or identified by the TAG program are unlikely to attend any meeting about TAG issues.</p>		<p>Pending Further District Review</p> <p>*Status discussion below</p>
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#142 The TAG staff holds many parent meetings every year--but most are for parents of students who have already been identified. This past school year (1998-1999), the TAG staff, together with a representative of the parent TAG advisory committee (DTAC), attended parent TAG meetings in each of the 10 High School cluster areas. Parents in every school within the cluster were invited to attend. Attendance at these meetings was very variable. The District TAG advisory committee has also attempted to increase its outreach efforts, on the assumption that parents might be more willing to approach another parent at their own school. The committee has begun to build a network of "parent liaisons" in every school who are willing to allow their name and phone number to be released to other parents. The TAG department provides these liaisons with periodic information about the TAG program, and the liaisons are encouraged to refer questions to the TAG office or to DTAC cluster representatives or officers. Parents have volunteered as liaisons in about one-third of the district's schools. The DTAC hopes to increase participation in subsequent years.

The DTAC also hosts monthly public meetings on issues of interest to parents of gifted children. These meetings are advertised at every school, and are open to the public. Any parent who attends a DTAC meeting is asked to sign up on a sheet, and any parent who signs up receives minutes and DTAC mailings. The DTAC surveyed parents this year to find out whether its meeting schedule and activities are meeting their needs. The TAG department mailed these surveys to every TAG household. In addition, the school district mailed the name and telephone number of the DTAC vice-president, to every household in the school district this year, as part of a brochure on district programs that might be of interest to volunteers.

The TAG department sends information about its programs to every school and every school TAG coordinator. Every school has a TAG bulletin board, or section of a bulletin board that is located in a visible place in the school. These bulletin boards contain information about the program and about how to nominate children for the program. School newsletters also include information about nominating children.

The TAG department also hosts a website on the P.P.S. website that contains information about the program, and Amy Welch, the TAG director, maintains a small e-mail mailing list that any parent may join upon request.

The TAG staff are not convinced that holding informational workshops for parents in under-represented groups is the most effective way to reach them. The staff is seeking to build relationships with community leaders and is providing information to community groups such as the Hispanic Alliance. TAG coordinators are encouraged to seek ways to invite parents to learn more about the TAG program and are strengthening their linkages with the ESL program.

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152 VII-24.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	<p>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>There are other ESL issues that recommendations do not address:</p> <p>District staff and parents need better understanding of what bilingual education provides. Staff needs to better understand needs of bilingual students.</p> <p>There is a lack of textbooks and materials in languages other than English.</p> <p>There is no agreed upon philosophy of bilingual education. It needs to be part of an overall strategic plan for the district. Currently the district is underserving the needs of bilingual students. There is no full bilingual program.</p> <p>ESL students, who spend at least half their day in regular classes, need language assistance in those classes.</p> <p>ESL teachers need to assist other teachers in working with bilingual students.</p>		Pending Further District Review
156 VII-28.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	<p>Develop a plan, in coordination with community groups such as the Hispanic Parent Association, to aggressively keep Latino students enrolled in school.</p>			In Process
157 VII-28.2	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	<p>Utilize ESL/Bilingual Education resources to provide bilingual services to parents and increase community involvement.</p>			Pending Further District Review
158 VII-29.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	<p>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.</p>		<p>The City of Portland is developing a proposal to fund a program for Summer 1999.</p>	In Process

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159	<input type="checkbox"/> Alt Rec	PPS should develop a comprehensive plan to expand its summer school enrollment.			In Process
VII-30.1	<input checked="" type="checkbox"/> KPMG Rec				

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SUBJECT **Early Childhood Development & Literacy: The Task Force believes that early childhood development and literacy is a high priority. Literacy serves as a foundational skill for all future student achievement. Investments in early childhood development and literacy should serve all students and will improve overall District student achievement. Our recommendations, however, come at a significant cost. The Task Force recommends the District look to outside resources to support some of this work and use internal resources already developed to their fullest extent. Before acting on our recommendations, the District must resolve the internal tension that exists between supporters of phonics and whole language. The PreK-3 Literacy Benchmarks project endorses a balanced approach incorporating phonics and whole language. It is recommended that the Superintendent and School Board endorse this approach.**

Ref#	Type	Recommendation	Discussion	Fiscal Comments	Status
119 VII-6.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Train all appropriate language arts teachers in the research based early reading strategies to ensure that all students have the benefit of this teacher expertise.	While the PreK-3 Literacy Initiative has been developed, it still struggles with implementation and District acceptance. While the Task Force does not want the District to delay the development of future Literacy Initiatives at other grades, it is important the District fully support the PreK-3 project from the top down if the District wants to ensure the success of future initiatives.	While the Task Force cannot provide an implementation cost, we recommend this as a high priority for the District.	Plan to Implement
120 VII-6.2	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	PPS should expand the literacy project as a PreK-12 initiative (PreK-3, 4-8, 9-12) and develop a comprehensive implementation and training plan to ensure that quality and continuity in literacy programs is maintained across all levels.	There is an effort to initiate a literacy program for Grades 9-12 lead by Linda Christensen. Some middle schools have initiated their own literacy efforts (some use the CORE program).	There will be a substantial cost for this initiative, however the Task Force is not able to make an estimate.	In Process
133 VII-11.7	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	In concert with PreK-3 literacy initiative, identify a developmentally appropriate reading test for all second grade students in the spring.	The PreK-3 Literacy Initiative Reading Advisory Group began meeting to develop assessment tools for the benchmarks in late February. A representative of the Evaluation Office is part of this team. The District Evaluation Office also provides a reading test for 2nd graders, based on the 3rd grade assessment, but the test is optional by school.	There will be some costs related to material development or purchase, and staff development.	In Process

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160 VII-31.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	Conduct a longitudinal study to compare the quality and cost of Head Start program delivery capabilities.	There is an opportunity for the program to initiate this study, starting in January 1999 with the full day Head Start program at Meek School. Grant was approved in the 1998-99 School Year.	Cost of \$50,000 for study suggested by KPMG are less due to District Assessment staff and hourly contracted staff. Grant was approved in 1998-99 School Year.	<p>In Process</p> <p>There is an opportunity for the program to initiate this study, starting in January 1999 with the full day Head Start program at Meek School.</p>
161 VII-31.2	<input checked="" type="checkbox"/> Alt Rec <input type="checkbox"/> KPMG Rec	The Task Force recommends increased support to oversee early childhood initiatives (Head Start, Title 1 pre-kindergarten, Early Childhood Education Centers) and therefore central District resources, such as grant writing, need to be fully utilized. The Task Force believes effort needs to be made to support a central District Early Childhood Education Specialist to oversee Head Start, Title 1 pre-kindergarten and Early Childhood Education Centers. This person must have substantial experience in early child development and programs.	Alternative recommendation would support new position. Possible resources of a combination of District and grant funding could support this position. KPMG's recommendation on greater grant coordination would be a one job responsibility for this position.	There may be additional personnel costs if this is a new person, however there may already be District staff that can be focused on this Specialist role. Additional grant funds could support Early Childhood Education Specialist and support coordination activities.	Pending Further District Review
162 VII-32.1	<input type="checkbox"/> Alt Rec <input checked="" type="checkbox"/> KPMG Rec	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.	This recommendation has been stalled for lack of central District coordination on early childhood education programs. While the Task Force believes a committee could be helpful to develop a Head Start plan, we believe that first the District needs to assign a central leader to support and coordinate Early Childhood Education.		Plan to Implement

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