



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Office of Superintendent

Dr. Steve Atwater, Superintendent of Schools
148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8888 Fax (907) 262-9132

M E M O R A N D U M

DATE: October 26, 2010
TO: Members
Board of Education
FROM: Steve Atwater, Ph.D.
Superintendent of Schools
RE: Curriculum Audit Next Steps

Background: Since receiving the curriculum audit report at the end of August, the district's leadership team synthesized its recommendations and then placed them in three broad categories: curriculum, finance and monitoring. The team then prioritized the recommendations by considering impact and difficulty of implementation. These recommendations are summarized in the table that is included with this memo. The third column of the memo provides general action steps that the leadership team deemed important and doable in response to the audit's recommendations.

Reason for this worksession: The instructional team and I will provide an overview of our activity since receiving the report and will look for board comment/direction on those items that are beyond the immediate scope of the district's current practice.

Curriculum Audit Recommendations 2010

<p>Recommendation #1: Adopt and implement updated, revised, or new board policies or related administrative regulations to provide clear direction for educational programs and operational functions and to clarify expectations regarding organizational planning and decision making.</p>		
Governance Functions	Administrative Functions	Administration Action
G.1.1: Direct the superintendent to draft for board review and adoption current policies that meet the curriculum management characteristics for sound quality control as identified in Finding 1.1.	A.1.1: Draft for board review and adoption that meet the curriculum management characteristics for sound quality control.	
G.1.2: Direct the superintendent to prepare policy for board review and adoption requiring that all program initiatives be aligned to the district long-range plan (Finding 1.4)	A.1.2: Prepare a policy for board review and adoption that requires all program initiatives to be aligned to the district’s long-range plan.	A.1.2 Write policy that requires program initiatives be aligned to district’s long range plans and goals
G.1.3: Direct the superintendent to establish up to date job descriptions	A.1.3: Through systematic program evaluation, report to the board on which district programs and initiatives should be continued, modified, or eliminated.	A.1.3 Develop process to measure program effectiveness and implement process to streamline programs and initiatives
G.1.4: Direct the superintendent to (through systematic evaluation) report on which district programs and initiatives should be continued, modified, or discontinued (Finding 5.1). This evaluation should not only be on whether the program has been implemented with fidelity, but on whether or not students are learning and making appropriate progress towards academic achievement benchmarks.	A.1.4: Propose a prioritized budget that only includes those programs that provide the desired results.	G.1.5- A.1.4- create process to determine program effectiveness that includes indicators (set before implementation) to guide determination
G.1.5: Direct the superintendent, based upon the evaluations described in G.1.4 to prioritize and budget only for those programs that provide the desired results.	A.1.5: Prepare a policy for board review and adoption to differentiate clearly between decisions that are made at the campus, those made at central office, and those that are shared, thus centralizing decision making for better oversight of district functions.	G.1.5- A.1.4- create process to determine program effectiveness that includes indicators (set before implementation) to guide determination

<p>G.1.6: Direct the superintendent to prepare a policy for board review and adoption to differentiate clearly between decisions that are made at the campus, those made at central office, and those that are shared, thus centralizing decision making for better oversight of district functions.</p>		<p>G.1.6: Review and refine roles and responsibilities of site councils with specific topics for their review.</p> <p>Review and refine waiver process to ensure implementation of curriculum management plan.</p>
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Recommendation #2: Revise the district’s long-range plan and align all district planning efforts to provide clear direction for district initiatives, enhance system connectivity, and increase student learning.		
Governance Functions	Administrative Functions	Administration Action
G.2.1: Develop policies that define the roles and responsibilities of the board, district and/or school site administrators and teachers in the district’s long-range plan regarding curriculum development, implementation, and evaluation.	A.2.1: Prepare an administrative regulation that revises the long-range plan to include written curriculum with clear goals and objectives for student outcomes for all subjects and grade levels taught in the district.	A.2.1: Clearly define roles, expectations and responsibilities of various staff in development, implementation, and evaluation of curriculum.
<p>G.2.2: Direct the superintendent to develop new policies for board review that specifically require written curriculum with clear goals and objectives for student outcomes for all subjects taught in the district. These policies should include the expectation that teachers will implement curriculum so that all students have equal access to the district curriculum. The policy should include criteria listed in Exhibit 2.2.1 and:</p> <ul style="list-style-type: none"> • A clear framework for the development of the guide • A requirement for deep alignment of the written, taught and tested curriculum • Procedures for the design and implementation of the curriculum, including expansion of the curriculum development and review cycle. • An expectation that all courses offered with the district will be supported by written curriculum documents. • A process for the integration of technology with instructional strategies and resources for the purpose of enhancing student learning. 	<p>A.2.2: Design and implement a comprehensive curriculum management plan to include the following:</p> <ul style="list-style-type: none"> • The district’s philosophical approach to the curriculum, which establishes a foundation for curriculum format and access, district and campus respective roles, and the responsibility of the district to the student in providing quality education based on AK standards. • Adherence to a curriculum review cycle for all disciplines that ensures every content area and grade level is addressed, with updates to meet changing state standards and high stake assessments, and that includes timing, scope, team membership, and procedures. • A consistent curriculum guide format, establishing a common design with common components for documents and allowing for user-friendly online access. • Staff roles and responsibilities for curriculum management, delineating which tasks and responsibilities are primarily classroom-based, which are school based, which are 	

<ul style="list-style-type: none"> • A common format for all curriculum documents across the subject areas and grade levels. • Formal board adoption of all curriculum documents prior to implementation. 	<p>district based, and which are board based.</p> <ul style="list-style-type: none"> • Expectations for curriculum delivery in the classroom that establish the requirement that all teachers must teach the adopted curriculum. • A professional development program based on the curriculum and curriculum delivery, which provides ongoing teacher training to facilitate student learning through deeper understanding of content and use of research-based classroom strategies. • Common Curriculum monitoring processes and procedures for principals and other responsible staff setting expectations and establishing processes for continuous monitoring of the implementation of the adopted curriculum. • Selection procedures for instructional resources that determine how the materials designed to support the adopted curriculum will be selected and reviewed for effectiveness. • A process for integrating technology into the curriculum, setting the expectation that technology will be incorporated into classroom settings to enhance student learning. • A process for communicating curriculum revisions to the board, staff, and community, thereby establishing information sharing procedures. 	
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<p>G.2.3: Direct the superintendent to require that school site planning be linked to the implementation of the district's curriculum management plan and district goals (Finding 1.4)</p>	<p>A.2.3: Building upon existing district documents, formalize and implement a curriculum review cycle that includes a model for the design of curriculum documents as follows:</p> <ul style="list-style-type: none"> • Revise the long-range plan to build upon the curriculum documents previously developed in the core subject areas, expanding them to meet the audit criteria. Gradually expand the curriculum development to include all other courses taught with the district. • Select a consistent, district-wide model format for curriculum documents and other online resource materials that is functional and user friendly. • Re-establish a timeline for developing, evaluating, and revising curriculum documents for each subject and course offered. • Select a curriculum design team and provide extensive training in curriculum and assessment design to this small group. • Select a curriculum review team to analyze the curriculum documents as they are drafted by the design team. In addition to teachers who teach the discipline under review, the review team should include a principal and teachers trained in technology, special education, gifted education, and ELL teachers. • Curriculum Design – see additional notes section • Curriculum Implementation – see additional notes section 	
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G.2.4: Direct the superintendent to align professional development to support teachers' quality delivery of the curriculum.	A.2.4: Establish procedures to ensure that school, departmental, and district efforts are designed to support implementation of the district curriculum.	G.2.4 & A.2.8-develop process to determine effectiveness of PD and on-going evaluation of curriculum design process
G.2.5: Direct the superintendent to annually review and report on the effectiveness of the implementation of the curriculum management plan.	A.2.5: Establish procedures to monitor curriculum implementation across schools, subject areas, and programs.	A.2.5: Develop process to monitor curriculum implementation with clear expectations of various staff in that that implementation.
G.2.6: Direct the superintendent to establish standards, expectations, and processes for curriculum monitoring across the district (Finding 1.3)	A.2.6: Establish and communicate clear expectations for administrators and teachers with regard to use of the written curriculum.	A.2.6: Develop roles and responsibilities for various staff with regard to use of written curriculum and monitor implementation with fidelity.
	A.2.7: Annually evaluate the effectiveness of curriculum management relative to the achievement of all students and all student subgroup populations.	A.2.7: Develop process to evaluate effectiveness of CMP relative to all students and student sub-groups. Includes developing a variety of specific measures and indicators.
	A.2.8: Provide financial resources within the budget to accomplish the elements of curriculum design, implementation, and ongoing evaluation noted in this and other recommendations.	G.2.4 & A.2.8-develop process to determine effectiveness of PD and on-going evaluation of curriculum design process

Recommendation #3: Create a comprehensive curriculum management plan to provide system-wide direction for design, delivery, monitoring, and evaluation of the curriculum.		
Governance Functions	Administrative Functions	Administration Action
G.3.1: Review and revise BP 6000 and 6141 and create new policies to provide specific direction to coordinate and delineate the board's expectations regarding curriculum development, implementation, monitoring, and evaluation. Establish a process to monitor the implementation of and compliance with the updated board policies.	<p>A.3.1: Revise BP 6000 and 6141 and develop new policies to coordinate audit findings and provide direction for all future district planning documents.</p> <p>A.3.2: Develop administrative regulations for new and revised policies.</p>	
<p>G.3.2: Develop board policies to meet the audit criteria found in Exhibit 2.1.2. In particular, address the missing or incomplete components in the curriculum management plan outlined below:</p> <ul style="list-style-type: none"> • Presents the format and components of all curriculum, assessments, and instructional guide documents. • Directs how state and national standards will be considered in the curriculum. This includes whether or not to use a back loaded approach (curriculum derived from high stakes tested learning) and/or a frontloaded approach (derives curriculum from national, state, or local learning). • Requires for every content area a focused set of precise student objectives/student expectations and standards that are reasonable in number, so the student has adequate time to master the content. • Directs the curriculum documents not only specify the content of the student objectives/student expectations, but also 	<p>A.3.3: Develop curriculum management plan:</p> <ul style="list-style-type: none"> • Coordinate the curriculum management plan with all other district plans (long-range plan, technology plan, and professional development plan). Require school improvement plans to complement and coordinate with the curriculum management plan. • Update the current curriculum development process with the curriculum management plan. • Design a K-12 scope and sequence for all student learning objectives across all grade levels and subject matter. • Provide a process for integrating technology into the curriculum. • Include in the current needs assessment that occurs at the beginning of each review cycle an assessment of the current status of the curriculum, relevant student achievement data, and an evaluation of the effectiveness of instructional materials in use. 	<p>A.3.3: Developing a curriculum management plan to include the recommended components Completed to date are the following:</p> <p>New curriculum guide template Use frontloaded approach to developing curriculum New two year process with adequate time given to all four phases of curriculum development, which includes needs assessment, curriculum review & develop (which does include a vertical alignment K-12), implementation and monitoring. Include special education and federal program representation on curriculum committees</p>

<p>includes multiple contexts and cognitive types.</p> <ul style="list-style-type: none"> • Directs curriculum to be designed so that is supports teachers’ differentiation of both their instructional approaches and their selection of student objectives at the right level of difficulty. • Outlines procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content. • Presents procedures for monitoring the delivery of curriculum. • Establishes a communication plan for the process of curriculum design and delivery. 	<ul style="list-style-type: none"> • Provide a process within the curriculum management plan to update contents and policies as needed. 	
<p>G.3.3: Align board of education goals with district goals, the district long-range plan, and the curriculum management plan (Findings 1.2 and 2.1)</p>	<p>A.3.4: Develop job descriptions to reflect curriculum management responsibilities (Finding 1.4).</p>	
<p>G.3.4: Direct the superintendent to draft a policy for board approval that clearly expresses district expectations regarding classroom instructional practices (recommendation 5).</p>	<p>A.3.5: Update the administrator evaluation instruments and include in the new teacher evaluation instruments curriculum management responsibilities.</p>	<p>A.3.5: Develop committee to review existing instruments, develop tighter alignment with curriculum, instructional leadership, district goals, and long – range plan.</p>
<p>G.3.5: Direct the superintendent to establish expectations and processes for monitoring of curriculum implementation across the district and within each school and program (recommendation 5).</p>	<p>A.3.6: Conduct professional development across all segments of district and building level personnel in the area of curriculum design. Differentiate training as needed for personnel responsible for curriculum design and curriculum committee personnel. Mandate this training.</p>	<p>A.3.6: Develop administrator professional development strand focused on areas related to CMP and instructional leadership that are aligned with district goals and long-range plan.</p>

<p>G.3.6: Direct the superintendent to annually review and report to the board the effectiveness of the implementation of the curriculum management plan.</p>	<p>A.3.7: Conduct professional development for all district personnel, including both administrators and teachers, in newly developed curriculum guiding documents as they are developed. Communicate district expectations and the philosophy of what curriculum actually is (text books support the curriculum, they are not the curriculum). Mandate this training.</p>	
<p>G.3.7: Commit adequate resources to the curriculum management process including curriculum development, implementation, evaluation, and the revision cycle (Findings 2.1, 2.2, 2.3, 5.2)</p>	<p>A.3.8: Communicate and monitor district nonnegotiable requirements, such as the use of district curriculum and materials. Communicate clearly to all district personnel what is loosely held by the district and what is tightly held.</p>	<p>A.3.8: Develop nonnegotiable requirements through systematic gathering of input. Clearly articulate those nonnegotiable through a variety of sources with monitoring through evaluation process.</p>
	<p>A.3.9: Provide the necessary budgetary resources to accommodate the curriculum management process, including the periodic revision.</p>	<p>A.3.9: develop process to determine effectiveness of PD and on-going evaluation of curriculum design process</p>

Recommendation #4: Develop and implement aligned curriculum guides that reflect knowledge and skills congruent with district intent, define and support desired instructional practices, and provide for instructional quality control.		
Governance Functions	Administrative Functions	Administration Action
G.4.1: Direct the superintendent to implement previously referenced board policies for curriculum management to ensure the development, implementation, monitoring, evaluation, and regular review and revision of the school district's written curriculum.	A.4.1: In accordance with G.4.1, prepare a revision of BP 6141 and develop any additional policies necessary for curriculum guide development. Present to the board for review and adoption. A.4.2: Revise administrative regulations to support board policies.	
G.4.2: Direct the superintendent to implement board policies referenced in recommendation 5 for revision of the district-wide professional development plan to provide for the management and linkage of all professional development activities including individual staff member selections, campus activities, and district-wide initiatives.	A.4.3: Build on existing district documents and procedures to formalize a model for the design of curriculum guides: <ul style="list-style-type: none"> • See Organization preparation notes • See Curriculum design notes • See Curriculum implementation notes 	
G.4.3: Direct the superintendent to implement the board policies referenced in recommendation 5 for delineation of expectations for monitoring the district's curriculum.	A.4.4: Develop a course catalog for every course offered in the school district. Determine what courses will be offered and the content for each using the curriculum design process described in the additional notes. Require that all courses offered in the school district be consistent with the catalog name and the curriculum guide content.	G.4.3: Write policy that requires district curriculum is taught according to district curriculum guide

G.4.4: Require the superintendent to develop a communication plan to report to the board of education on the progress of the curriculum revision and development process. Include a review of progress in relation to student achievement once the curriculum has been revised and thereafter.	A.4.5: Submit newly created curriculum guides for adoption by the board.	
	A.4.6: Require the availability of written curriculum documents for all teachers teaching the designated subjects.	
	A.4.7: Establish and communicate clear expectations for administrators and teachers with regard to use of the written curriculum.	
	A.4.8: Establish procedures to monitor curriculum implementation across schools, subject areas, and programs.	A.4.8: Develop evaluation tools that are clearly communicated to various staff with professional development opportunities to further comprehension of roles, responsibilities and expectations.
	A.4.9: Annually evaluate the effectiveness of the implementation of the written curriculum in increasing achievement for all students and all student subgroups, and use the data to inform curriculum revision actions in the review cycle.	
	A.4.10: Annually provide professional development and training in use of the written curriculum to support new teacher orientation to expectations and to ensure fidelity in implementation of the curriculum.	A.4.10: District budgets money for this (75 K?)

	A.4.11: Provide the financial resources with the budget to accomplish the elements of curriculum design, implementation, and ongoing evaluation.	G.2.4 & A.2.8-develop process to determine effectiveness of PD and on-going evaluation of curriculum design process
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The timeline for implementing a program for developing and revising a written curriculum initially takes about three years.

<p>Recommendation #5: Revise the professional development plan to direct coordinated training in the essential competencies necessary for effective delivery of the written curriculum, including institutionalization of expectations for instructional best practices and for monitoring.</p>		
<p>Governance Functions</p>	<p>Administrative Functions</p>	<p>Administration Action</p>
<p>G.5.1: Direct the superintendent to develop and/or revise existing board policies, in particular BP 0210, 2120, 6000, and 6141, to meet the audit criteria, define the district instructional practices, and set expectations for monitoring curriculum delivery. Align all board policies with the 18 CMIM Staff Development criteria found in Finding 3.2 as well as the following:</p> <ul style="list-style-type: none"> • Clarify individual, building, and organizational professional development responsibilities and accountability procedures at all levels of the school system. Define roles and responsibilities to coordinate professional development efforts to prevent duplication and inconsistency. • Require that professional development trainings be evaluated in terms of improved student achievement and demonstrated teacher competence in the classrooms. • Formalize the connection between the district’s written curriculum and instructional practices and professional development activities. 	<p>A.5.1: Recommend to the board, policies that reflect a comprehensive professional development, instructional, and monitoring program for all employees to support the design and delivery of the district curriculum. In particular revise BP 0210, 2120, 6000, and 6141. Monitor implementation of the newly developed and revised policies.</p> <p>A.5.2: Write or revise administrative regulations to be congruent with the new board policies.</p>	<p>A.5.1: Refine and revise current professional development plan to include expected implementation of instructional best practices with clear plan for monitoring implementation. The monitoring plan would include professional development opportunities for administration along with clearly communicated expectations.</p>

<p>G.5.2: Direct the superintendent to oversee the revision of the district’s professional development plan in congruence with the 18 audit criteria (Exhibit 3.2.1) and coordinate it with all district and school plans.</p>	<p>A.5.3: Revise the district’s professional development plan to meet audit criteria. The plan should include all of the criteria of a sound professional development plan found in additional notes and address the deficiencies outlined in Finding 3.2.</p>	
<p>G.5.3: Direct the superintendent to provide focused and mandated professional development for the development and implementation of the revised district curriculum documents, the development and support of district instructional strategies, and the monitoring of classroom practices.</p>	<p>A.5.4: Determine mandatory professional development for all employee groups and hold every employee accountable for attendance and implementation of the practices supported by the professional development program.</p>	
<p>G.5.4: Direct the superintendent to revise BP 0210 and develop new policies for consideration and adoption by the board in regards to instructional strategies:</p> <ul style="list-style-type: none"> • Describe the district’s philosophical approach to instructional practices. • Prescribe the nature and characteristics of instruction sought in the district’s classrooms. Clearly define all instructional strategies to provide consistent implementation across the district. Include specific expectations (Finding 2.3) for strategy quality. • Require mandated professional development for all employee groups in the district instructional strategies once they are developed. Resist using train the trainer methods for disseminating this content. It is vital that district expectations be clearly defined and presented to all 	<p>A.5.5: Design professional development to implement the written curriculum content, integration of district instructional strategies, and monitoring of curriculum delivery. Implement fully the differentiated training as noted in the current professional development plan and provide opportunities for practice and feedback.</p>	

<p>employees responsible for delivery of the district’s curriculum.</p> <ul style="list-style-type: none"> • Direct and require that curriculum be delivered as designed to provide consistency throughout grade levels, schools, and across the district. • Determine responsibilities for monitoring in regard to the delivery of the curriculum. Identify specific roles and responsibilities and revise as needed over time. 		
<p>G.5.5: Commit adequate resources to support instructional strategy acquisition and monitoring training for all administrators to provide feedback to teachers for the continued improvement of instructional practices.</p>	<p>A.5.6: Require principals and supervisors to be staff developers of those employees they supervise including, but not limited to, observing, coaching, providing feedback, and allotting a professional development budget.</p>	<p>G.5.5: Create policy to ensure oversight of curriculum implementation and effective instruction</p>
<p>G.5.6: Require a report to the board on a yearly basis of the professional development progress, the improvement of instruction in relation to student achievement, and monitoring practices in relation to professional development use and curriculum delivery.</p>	<p>A.5.7: Implement the methodology as outlined in the current and/or updated professional development plan to be utilized in conducting professional development trainings. In particular:</p> <ul style="list-style-type: none"> • Determine the required training content and organize the training process for every employee group in the district. Account for new teachers and administrators, trainer and teacher mobility, and late or mid-year hires. Mandate attendance for curriculum content and delivery trainings. • Use training strategies that model competencies and methodologies that teachers are to utilize with students including follow-up application of learned skills or strategies. • Supervise the trainers’ presentation of 	<p>G5.6. create AR to require an annual PD report (find BP)</p>

	<p>content and methodology. Require comprehensive training evaluation data from participants and trainers.</p> <ul style="list-style-type: none"> • Revise training content and strategies as the written curriculum is updated. • Utilize the Avatar system to it full capabilities, including pre- and post-tests for participants to encourage differentiation in trainings. Ensure that all building level training is reported through this system. Include support staff professional development documentation in the system. 	
	<p>A.5.8: Include a process to update the professional development plan and training components with the use of student achievement and classroom monitoring.</p>	
	<p>A.5.9: Prescribe the nature and characteristics of instruction sought in the school district’s classrooms. Require instructional strategies to meet the quality analysis review (Finding 2.3). In particular reference the following:</p> <ul style="list-style-type: none"> • Describe the district’s philosophical approach to instructional practices. • Prescribe the nature and characteristics of instruction sought in the district’s classrooms. Clearly define all instructional strategies to provide consistent implementation across the district. Include a process to review and update instructional strategies on a periodic basis in relationship to written curriculum development and/or review. • Align all strategies to the district’s written curriculum as it is developed and reviewed. 	

	<ul style="list-style-type: none"> • Direct and require that curriculum be delivered as designed to provide for consistency throughout grade levels, schools, and across the district. • Formalize the adopted best practice teaching strategies in all district plans, curriculum documents, job descriptions, and evaluation instruments. In particular, ensure that the new teacher evaluation system is linked to specific and defined expectations for instructional strategy use. 	
	A.5.10: Develop the district philosophy of monitoring curriculum delivery. Appropriate monitoring is more than a checklist. Determine the necessary components as well as the role of the building principal as the instructional leader.	A.5.10 Develop the philosophy, necessary components of the role and expectations of the principal. Incorporate into the revised evaluation instrument.
	A.5.11: Determine specific responsibilities for monitoring in regard to professional development and the delivery of the curriculum. Identify roles and responsibilities and revise as needed over time. Determine procedures that will be utilized as monitoring strategies for building administrators. Train and spend appropriate time in feedback, observations, and practice. Design continued training for new administrators as they join the district.	A.5.11 High priority for monitoring component of the CMP. Utilize gathered input from various staff to fully develop this component, beginning with the administrator evaluation instrument.
	A.5.12: Design professional development for administrators in monitoring the delivery of the written curriculum. Consider a comprehensive process that includes the following characteristics: 1. It is a research-based model that addresses	A.5.12 High priority for monitoring component of the CMP. Utilize gathered input from various staff to fully develop this component, beginning with the

	<p>the differences in the skill level of teachers through direct, dependent, and independent responses.</p> <p>2. It utilizes frequent short classroom observations.</p> <p>3. It is not dependent upon an activity checklist.</p> <p>4. It provides for reflective thought and dialogue.</p>	<p>administrator evaluation instrument.</p>
	<p>A.5.13: Mandate district-wide training for all supervisory personnel in curriculum and district monitoring techniques and procedures. Hold all personnel accountable for the implementation and maintenance of a consistent systematic monitoring program for professional development and instructional strategy implementation.</p>	<p>A.5.13: Extend contract by one day for administrators (\$ 40 K)</p>
	<p>A.5.14: Utilize organized administrator and principal meetings to refine monitoring skills and practices.</p>	<p>A.5.14 Currently focusing administrator meetings to meet this recommendation.</p>
	<p>A.5.15: Develop a comprehensive communication plan to assist staff in understanding the necessity of coordinated curriculum implementation, delivery, and monitoring.</p>	
	<p>A.5.16: Update district plans, curriculum documents, job descriptions, and appraisal instruments to define and require professional development, instructional, and monitoring expectations for the delivery of the district's curriculum.</p>	

	A.5.17: Report to the board of education on at least a yearly basis the progress of the professional development program, instructional strategies, and monitoring procedures, and the impact on student achievement.	
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During the first six months following the release of the report, a committee needs to complete a professional development needs assessment using the assessment data.

Recommendation #6: Design, implement, and support instructional delivery system to provide equitable programs, services, and opportunities to achieve academic success for all students.		
Governance Functions	Administrative Functions	Administration Action
G.6.1: Involve stakeholders in developing definitions of equal access and equity. Establish and communicate through board policy a commitment to provide equal access to programs and services.	A.6.1: Work with the board, district staff, local businesses, community agencies, and foundations to develop a proposal for a major initiative that will increase student enrollment and provide an incentive for students to graduate.	G.6.1 & A.6.2- board take stance on equity and budget
G.6.2: Adopt a policy that makes a commitment to end the achievement gap based on ethnicity.	A.6.2: Assist the board in obtaining stakeholders' commitment to equal access and equitable allocation of resources. Take steps to ensure that all students can succeed regardless of ethnicity or mobility. Establish linkage to the budget process.	
G.6.3: Adopt a policy that makes a commitment to reduce high school failure/dropout rate. Direct the superintendent to continue work with principals and other administrators on strategies to help students experience success in the district's educational program.	A.6.3: Prepare drafts of the suggested policies for board review, critique, and approval.	
G.6.4: Require congruity of board policy intent with administrative decisions and actions. Direct the superintendent to systematically monitor all reports, the budget, planning documents, assessment data, and programming plans to ascertain the equitable treatment of all school sites and all students.	A.6.4: Ensure that all reports, budgets, planning documents, assessments, programs, and interventions ascertain the equitable treatment of all students at all school sites and alignment with district direction. <ul style="list-style-type: none"> Require regular analysis of disaggregated data pertaining to all district practices (e.g., program enrollment, course offerings, and disciplinary actions) to determine disparities and inequities. Use these analyses for equitable and rational program and instructional decision making. Continue to review discipline procedures 	

	<p>throughout the district. Determine the cause for the increase in discipline referrals at the middle school level.</p> <ul style="list-style-type: none"> • Continue to focus on the graduation rate and the retention of students. Determine causes related to the decline of students from ninth grade to twelfth grade. Is this the result of competing programs that the district offers, such as Connections? • Provide annual reports to the board that report progress on the demonstrated equitable treatment of all students. 	
<p>G.6.5: Direct the superintendent to review curriculum areas, programs, and interventions to determine equality of access and equitable distribution of resources using achievement data, program participation numbers, and cost/benefit analyses.</p>	<p>A.6.5: Continue to explore the recommendations of the graduation/dropout rate action committee described in the NCLB District Improvement Plan for 2007-08. Continue to develop strategies to increase secondary student attendance and reduce the high school failure/dropout rate. Include the following:</p> <ul style="list-style-type: none"> • Staff training in cultural diversity, differentiated instruction, and student engagement. • Ongoing administrator support and monitoring to ensure that skills presented during training are applied in the classroom. • Development of common definitions of differentiated instruction, student engagement, and accountability for implementation. • Evaluation of suspension procedures. Analyze data on disciplinary actions by school to determine consistency in suspension practices. 	

	<ul style="list-style-type: none"> • Accountability for student success by administrators and teachers. • Availability of relevant programs for students in the district. 	
G.6.6: Direct the superintendent to revise the recruiting plan to attract minority and male teachers to the district and to retain them.	A.6.6: Monitor placement of special programs for disparities in participation among subgroups.	
G.6.7: Direct the superintendent to explore options to assure participation in Advanced Placement courses throughout the school district.	A.6.7: Monitor accessibility of AP classes for all students. Find alternative methods to provide these classes for all students in the district. Online courses, videoconference classrooms, and itinerant AP teachers and other options need to be explored and delivered to students.	
G.6.8: Direct the superintendent to provide frequent and annual updates regarding efforts and progress in eliminating inequalities and inequities within the district.	A.6.8: Supervise and monitor the implementation of the intended curriculum and of expected instructional strategies so that all students have access to comparable instructional and curricular experiences.	<u>Board needs to take position on equity</u>
	A.6.9: Expect that all administrators will support the required walk-through protocol.	A.6.9: Review during administrator instrument development. Incorporate during professional development.
	A.6.10: Address the inequities that have resulted from the federal stimulus allocations and the purchase of technology in various buildings. Students should not be shortchanged because they have principals and teachers that are not interested in or lack the knowledge of how technology can impact instruction and therefore did not apply for these funds. If the school district has a goal to provide their students with 21 st Century	

	work skills, then all students should benefit from this goal. Develop a plan for the implementation of these technologies and programs.	
	A.6.11: Address the issue of inadequate bandwidth in outlying communities and schools.	Bandwidth is not the problem

<p>Recommendation #7: Develop and implement a comprehensive plan for student assessment and program evaluation that will provide meaningful data for decision making supporting improved student achievement. Require systematic evaluation of programs and interventions, including by classroom, school, and system, linked with evidence of student learning to provide feedback for decisions regarding their continuation, expansion, modification, or termination.</p>		
Governance Functions	Administrative Functions	Administration Action
<p>G.7.1: Direct the superintendent to present to the board for review and adoption of a policy that provides a framework for a comprehensive student assessment and program evaluation plan and includes, at a minimum:</p> <ul style="list-style-type: none"> • A description of the philosophical underpinnings for the design of the student assessment and program evaluation plan. • Direction to the superintendent to prepare and maintain such a plan. • An expectation that district assessments be aligned with the district’s curriculum. • An expectation that a variety of assessments be used to determine the effectiveness of the written and taught curriculum. • An expectation that formative and summative data be used to analyze group, school, program, and system student trends. • An expectation that assessment and program evaluation data will be reported to the board on a regular basis. 	<p>A.7.1: Assist the school board in developing a policy that provides direction for the development and implementation of a comprehensive student assessment and program evaluation plan.</p>	<p>A.7.1: As part of the curriculum review and development process common assessments will be developed which directly align with the student objectives.</p>
<p>G.7.2: Direct the superintendent to prepare for board review and adoption a comprehensive student assessment and program evaluation plan as described in policy under action</p>	<p>A.7.2: Develop a comprehensive student assessment and program evaluation plan containing the following:</p> <ul style="list-style-type: none"> • The philosophical framework for the design 	

<p>G.7.1</p>	<p>of the student assessment plan.</p> <ul style="list-style-type: none"> • Explicit direction for both formative and summative assessment of the curriculum by course and grade in congruence with board policy. Provision for formative and summative program evaluation at all levels of the system. • Provision for frequent diagnostic (formative) instructional assessments aligned to district curriculum, which teachers use to make ongoing decisions including differentiation of instruction. • Provision of a list of assessment tools, purposes, subjects, type of student tested, timeline, and related information. • Identification of and direction on use of diverse assessment strategies for multiple purposes at all levels – district, school, and classroom • Specification of roles and responsibilities of central office and school-based staff for assessing all functions and operations of the system. • Specification of the connection(s) between district, state, and national assessments. • Specification of the overall assessment and analysis procedures used to determine curriculum effectiveness. • Requirement that aligned student assessment examples and tools be placed in curriculum and assessment documents. • Specification of how equity issues will be identified and addressed using data sources, 	
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	<p>as well as controls for possible bias.</p> <ul style="list-style-type: none"> • Identification of the factors, processes, and structures of program assessment and how data will be used in determination of continuation, expansion, modification, or termination of a given program. • Provision for appropriate trainings for various audiences on assessment and the instructional use of assessment results. • Delineation of responsibilities and procedures for monitoring formative and summative student assessment and program evaluation. • Establishment of a process for communicating and training staff in assessment procedures, interpretation and use of assessment data, and trends in student assessment. • Provision of a means to use data in program-based cost-benefit analyses. 	
G.7.3: Commit adequate resources to support the implementation of comprehensive student assessment and program evaluation planning and interventions.	A.7.3: Assign responsibility for the development and implementation of formalized procedures for systematic student assessment and program evaluation aligned with the curriculum management plans.	
	A.7.4: Expand training in formative and summative data access, analysis, and use in facilitating teaching and learning. Extend this training to all instructional staff and administrators and provide systems to connect this training to district-wide efforts to increase student achievement.	G.7.3 & A.7.4-include common assessments with curriculum development and provide PD to support this (\$)

	A.7.5: Expect all program evaluations to provide a cost-benefit analysis and recommendations for continuation, expansion, modification, or termination.	A.7.5: Create a process to determine program effectiveness measures
	A.7.6: Establish clear expectations for administrators and teachers in board policies, job descriptions, and personnel appraisal systems on the use of assessment data for diagnosing student needs, evaluating student progress, determining curriculum and program effectiveness, and making decisions in all district operations.	G.1.1 Create policy to ensure tight oversight of assessment data to drive instruction
	A.7.7: Further efforts to implement technology to facilitate ease of data collection and use; provide training in its use to ensure its effective implementation system-wide.	A.7.7 Review of tech department and its changing role

Recommendation #8: Develop and implement a plan that aligns district and building level resources with curricular goals and strategic priorities. Include systematic cost-benefit analyses to assure that expenditures are producing desired results.		
Governance Functions	Administrative Functions	Administration Action
G.8.1: Hold the superintendent accountable to ensure that BP 3000 and BP 0520 are the foundation for all decisions regarding the budget processes.	A.8.1: Design or revise board policies as noted in G.8.1 and G.8.2 for board approval and adoption.	
<p>G.8.2: Direct the superintendent to present draft policies for board review, modification as needed, and adoption that:</p> <ul style="list-style-type: none"> • Require ongoing needs assessments of curriculum and supplemental programs based on goals and on results as indicated by student performances and other feedback data. • Require a systematic process that links budget proposals to the district’s curriculum, support programs, and planned interventions. • Require a system of fee-for-services in instances of district support being provided to charter schools. • Require a system that provides reimbursement to neighborhood campuses for serving charter and home school students on campus. The reimbursement should be static, based on the amount of time the student is served at the campus, and not base on the program the student is attending. 	<p>A.8.2: Revise the budget development process to ensure that the budget development processes are focused on curricular goals and strategic priorities. Clear connections must be maintained between student performance data and the written, taught, and tested curriculum. The following steps will increase the linkage between the district’s curricular goals and strategic priorities:</p> <ul style="list-style-type: none"> • Require district and campus level administrators to develop budgets that show a tight linkage to the district’s established curricular goals and strategic priorities. • Establish program performance expectations that can be analyzed by predetermined, data-driven evaluations. • Establish regularly scheduled meetings between district level and campus level budget managers to provide ongoing communication regarding budget information, achievement data, and program evaluations. • Use a planned approach in the transition to a curriculum-driven budget by setting reasonable and sequential timelines to address the change. 	

	<ul style="list-style-type: none"> • Require budget request forms that include an explanation of how the expenditure will achieve the goals, objectives, and priorities of the district in measurable terms. • Link all budget requests to performance data and curricular program evaluations. • Report monthly reviews of expenditures and quarterly evaluations of progress on goals and objectives to the building administrators, staff, and board for program modifications as warranted. 	
G.8.3: Require the superintendent to direct the preparation of a long-range financial plan that incorporates all revenue sources for supporting district operational needs over the next five years.	A.8.3: Provide training and consultation to all budget managers during the transition toward a curriculum-driven budgeting process. Special and extended training is advisable since curriculum-driven budgeting requires that both financial and programmatic effectiveness be monitored simultaneously.	A.8.3 Create process to determine budget effectiveness (accountability for expenditures)
G.8.4: Require the superintendent to develop a cost/benefit criterion and an action plan to close and/or consolidate any campuses that are no longer financially viable, due to declining and shifting enrollment patterns.	A.8.4: Develop an action plan to close or consolidate schools that are not financially viable, where geographically feasible.	
G.8.5: Require the superintendent to develop cost/benefit analysis related to any charter school applications. The analysis should include financial costs as well as educational opportunity costs for students attending neighborhood campuses.	A.8.5: Develop a policy that requires that all program/interventions be district-wide initiatives. These programs should be closely aligned with the district's written, taught, and tested curriculum. Formative and summative evaluation criteria should be determined before the implementation of any program/intervention. A plan to terminate a program/intervention should be based on a	

	predetermined, data-driven evaluation system that was developed before the program was implemented.	
G.8.6: Require the superintendent to establish guidelines that ensure alignment between the budget and the district’s curricular goals and strategic priorities.	A.8.6: Develop a policy that correlates staffing patterns to the district’s curricular goals and strategic priorities. Staffing patterns should be data-driven. District productivity associated with staffing protocol should be determined through a cost/benefit analysis.	
G.8.7: Require reports that communicate how effectively the budget is meeting the district’s curricular goals and strategic priorities based on predetermined evaluation data.		
G.8.8: Through policy, require the superintendent to establish a plan that will lead to the successful implementation of curriculum-based budgeting.		

Additional Notes:

Organizational Preparation:

- Build upon curriculum guides and flowcharts in the core subject areas, expanding them to meet the audit criteria (Exhibit 2.3.1). Gradually expand curriculum development to include all other courses taught within the district.
- Select a consistent, district-wide model format for curriculum documents and other resource materials that is functional and user friendly. Require that all curriculum guides adhere to this format.
- Review and/or revise a timeline for developing, evaluating, and revising curriculum documents for each subject and course offered.
- Review the current curriculum review process and revise as appropriate.
- Select a curriculum design team and provide extensive training in curriculum and assessment design to this small group.
- Select a curriculum review team to analyze the curriculum documents as they are revised or drafted by the design team. In addition to teachers who teach the discipline under review, the team should include a principal and teachers trained in the following: technology, special education, gifted education, and ELL.

Curriculum Design:

- Review the latest research and expert thinking in the discipline.
- Assess existing curriculum documents' strengths and weaknesses based on research and the audit criteria (Exhibit 2.2.1)
- Review existing goals and objectives and edit as needed for the discipline to ensure linkage to district goals and alignment to state standards.
- Include the following components of a quality curriculum document:
 - A clear statement of what skills/concepts should be learned, when and how they should be performed, and the amount of time or emphasis given to each objective.
 - Linkages between each objective and district and state assessments.
 - Specific delineation of prerequisite skills/concepts.
 - Linkages to adopted texts and other instructional materials.
 - Specific examples of how to teach the key concepts and skills in the classroom using a variety of proven instructional techniques.
- Include strategies for differentiating instruction to meet the needs of English language learners, special education, and gifted students.
- Integrate instructional technology into the curriculum.
- Obtain feedback from the curriculum review team.
- Use external consultants to critique the process and products during the design phase.

Curriculum Implementation:

- Field test the curriculum.
- Pilot the resource materials, assessments, and instructional strategies.
- Evaluate the curriculum's effectiveness in relation to student achievement.
- Revise field-tested curriculum documents based on feedback and student achievement data.
- Submit curriculum documents for adoption by the board.
- Require the availability of written curriculum documents for all teachers teaching the designated subjects.
- Remove all outdated or unaligned curriculum documents and resources from the district.

Professional Development Plan:

- Has policy that directs staff development efforts.
- Has a plan that provides a framework for integrating innovations related to the mission.
- Has a staff development mission in place.
- Is built using long-range planning approach.
- Fosters a norm of continuous improvement and a learning community.
- Provides for organizational, unit, and individual development in a systemic manner.
- Is for all employees.
- Expects each supervisor to be a staff developer of those supervised.
- Focuses on organizational change – staff development efforts are aligned with district goals.
- Is based on a careful analysis of data and is data-driven.
- Focuses on proven research-based approaches that have been shown to increase productivity.
- Provides for three phases of the change process: initiation, implementation, and institutionalization.
- Is based on human learning and development and adult learning.
- Uses a variety of staff development approaches.
- Provides follow-up and requires on –the-job application necessary to ensure improvement.
- Requires an evaluation process that includes multiple sources of information, focuses on all levels of the organization, and is based on actual changed behavior.
- Provides for system-wide coordination and has a clearinghouse function in place.
- Provides necessary funding to carry out staff development.

Summary Notes:

- The system’s fiscal dependency and the ever present possibility of fiscal veto or budgetary rescission have created an atmosphere of uncertainty among some of its leadership team.
- To remedy this situation there is a need for a visible and functional plan that unifies district operations, one which will connect various organizational units and services into a cohesive whole.
- Many campuses within the school district are silos of excellence and are isolated from other schools as well as district services.
- Central office staff rarely spends meaningful amounts of time in some of the remote sites.

- Auditor recommend the creation and implementation of a six-year plan that is commensurate with the city and state planning cycles and will support the increased monitoring of the district’s support services, particularly in remote areas of the district.
- Integrate, coordinate, and connect functions together:
 - A revised and more functional set of board policies with new requirements for a different set of system and individual responses
 - A six-year educational plan that becomes the basis for defining, integrating, measuring, and improving internal focus, cohesion, and productivity