

**FIRST QUARTERLY REPORT
YEAR 3**

For

**CURRICULUM MANAGEMENT AUDIT
KELLER INDEPENDENT SCHOOL DISTRICT**

**Presentation to the Board of Trustees
December 17, 2007**

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Curriculum Management Audit Chronology

September 27, 2004	Report to the Board of Trustees-discussion of curriculum audit options
October 11, 2004	Discussion by Board of Trustees for Phi Delta Kappa International to conduct audit through Curriculum Management Systems, Inc.
October 25, 2004	Board authorizes Superintendent to enter into a contract with Curriculum Management Systems, Inc., to conduct the audit at a cost of \$43,375 plus expenses of \$6000. The vending contract proceeds from Coca-Cola were approved to fund the project.
November 8, 2004	Report to the Board of Trustees-Discussion regarding research to utilize services of Phi Delta International to conduct audit
November 10, 2004	Update for Administrative Staff
November 29, 2004	Curriculum Audit timeline, process, and details discussed with Keller ISD Administrative Staff
December 8, 2004	Update for Administrative Staff
December 13, 2004	Report to the Board of Trustees-details of curriculum audit shared
January 5, 2005	Curriculum Committee Meeting-discussed curriculum audit process
January 6, 2005	District documents mailed to audit team
January 10, 2005	Report to Board of Trustees-Curriculum Committee-Curriculum Audit
January 26, 2005	Update for Administrative Staff
February 6-11, 2005	Curriculum Audit Team visited Keller ISD
February 11, 2005	Curriculum Management Audit Exit Conference
February 14, 2005	Report to the Board of Trustees regarding Exit Conference
June 16, 2005	Curriculum Management Audit Final Report Presentation
June 21, 2005	Budget Committee Meeting-Review of Curriculum Audit Items-impact on 2005-2006 budget
July 11, 2005	Report to the Board of Trustees-\$111,500 Proposed Budget Amount for Curriculum Audit implementation and training

July 12-15, 2005	Training for 6 District Administrative Staff Members-Curriculum Audit Management Training Program, "Maximizing Student Achievement Through Curriculum and Assessment and Design and Delivery"-Bloomington, Indiana
August 8, 2005	Report to Board of Trustees-Draft of Curriculum Audit implementation
September 12, 2005	Report to Board of Trustees-Final Curriculum Audit Recommendations and Timelines
December 12, 2005	1 st Quarterly Progress Report to Board (Year 1)
March 27, 2006	2 nd Quarterly Progress Report to Board (Year 1)
June 12, 2006	3 rd Quarterly Progress Report to Board (Year 1)
August 28, 2006	Board approved \$188,540 – Implementation for Year 2
September 11, 2006	4 th Quarterly Progress Report to Board (Year 1)
December 11, 2006	1 st Quarterly Progress Report to Board (Year 2)
March 26, 2007	2 nd Quarterly Progress Report to Board (Year 2)
June 11, 2007	3 rd Quarterly Progress Report to Board (Year 2)
August 27, 2007	Board approved \$182,680 - Implementation for Year 3
September 10, 2007	4 th Quarterly Progress Report to Board (Year 2)
December 17, 2007	1st Quarterly Progress Report to Board (Year 3)
March 27, 2008	2 nd Quarterly Progress Report to Board (Year 3)
June 16, 2008	3 rd Quarterly Progress Report to Board (Year 3)
September 8, 2008	4 th Quarterly Progress Report to Board (Year 3)

Report Components

This document summarizes recommendations found in the May 2005 Curriculum Management Audit Report for Keller Independent School District. The audit was commissioned by the district within the scope of its policy-making authority. It was conducted February 6-11, 2005. Cost implications associated with the recommendations from the Curriculum Audit will be reported through quarterly updates to the Board of Trustees. The report in its entirety may be found on the Keller ISD website.

The report includes the following descriptions:

- **Bold descriptions** are recommendations listed on pages 223-240 of the report.
- **“^”** and **indented descriptions** are recommendations embedded in the report, pages 19-221.
- **[NOT ACCEPTED]** is the description for recommendations that have not been accepted by the Board, Superintendent, and Staff.
- **~~** indicates specific items listed under Recommendations 3 and 4 on pages 233-240 of the report.

For information regarding the columns on the charts, see the “Column Legend” on the following page.

COLUMN LEGEND

Columns:

- 1 **ID Number**-Identifies the reference to a specific recommendation in the summary report.
- 2 **Description**-Identifies the specific action to be addressed in the Curriculum Audit Report, June 16, 2005.
- 3 **Identifier**-Refers to the 4 recommendations (Section IV-Recommendations, pages 233-240) and 5 standards (pages 19-221) in the report.

Symbols include: G-Governance, A-Administrative, S-Standard

Following the symbol, G, A, or S, is the audit recommendation number, such as G.1.1. If an identifier indicates "S", this refers to one of the 5 standards (1,2,3,4,5), pages 19-221. The letter "S", along with a number is embedded in the report, such as S.1.c.1.1. The lower case letter "c" following the number indicates reference to other findings in the audit report. The other numbers following the lower case letter usually refers to an exhibit or table in the report.

- 4 **Page**-References page numbers found in the Curriculum Audit Report.
- 5 **Year** - Refers to the year of implementation the district anticipates addressing the specific recommendation.
- 6 **Function**-Identifies the recommendation as Governance (Board/Superintendent) directed or Administrative (Staff) directed.
- 7 **Status**-Indicates what percentage of the recommendation has been completed at the time of printing the report.
- 8 **Dept./Person**-Indicates department and/or individual who is accountable for directing or completing the task, such as Board/Superintendent.
- 9 **Budget Cost**-Refers to the amount of funding to implement the recommendation. (This column will be available for Quarterly Progress Reports.)
- 10 **Initiate**-Refers to the timeframe when the recommendation/task was or will be started.
- 11 **Complete**-Refers to the timeframe when the recommendation/task was or will be completed.

PROCESS FOR RECOMMENDATION ADJUSTMENTS

If a Curriculum Management Audit Recommendation is contested by a district administrator or a member of the Board, a process has been developed to ensure appropriate discussion and consensus occur in order to make a final decision. The specific recommendation under consideration may be modified or rejected if the following procedure is utilized.

Administrators:

1. The administrator responsible for the recommendation shall discuss it with the appropriate department.
2. The recommendation is placed on the Superintendent's Cabinet agenda for discussion.
3. The contested recommendation is then discussed as an agenda item for an appropriate board committee.
4. Once the board committee reviews and discusses the recommendation, the entire board is notified about the recommendation.
5. The administrator resubmits the recommendation to the Superintendent's Cabinet for a final decision.
6. The administrator responsible for initiating the request will notify the department.
7. The "Recommendations and Timelines for the Curriculum Management Audit" document will be revised to reflect the decision.

Board Members:

1. During a work session, a member of the board will discuss the contested recommendation with other members of the board.
2. The recommendation will then be discussed by the Superintendent's Cabinet.
3. The contested recommendation will be sent to an appropriate board committee for review and discussion.
4. The recommendation from the board committee will be reviewed by the Superintendent's Cabinet.
5. The recommendation will be discussed by members of the board, and a final decision will be made.
6. The "Recommendations and Timelines for the Curriculum Management Audit" document will be revised to reflect the decision.

Recommendation 3:

Develop and Implement a Comprehensive, Long-Range Plan That Includes Facilities Planning and Curriculum Management Planning That Incorporates the Design, Delivery, and Monitoring of a Deeply Aligned Written, Tested, and Taught Curriculum.

ID	DESCRIPTION	IDENTIFIER	PAGE	YEAR	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
101	~~Selection procedures for instructional resources that ensures the congruity between the resources and the district objectives;	A.3.5	235	3	Administrative	85%	Barrios/ Lopez/ Lockhart	Fri 1/6/06	Mon 9/8/08
105	~~Establish a complete set of goals and objectives for all disciplines that are linked to the district's mission and goals, are aligned with state content standards, & meet unique needs &/or requirements of the KISD students;	A.3.6	235	3	Administrative	50%	Lockhart/Lopez	Mon 8/1/05	Fri 8/1/08
106	~~Align the objectives with the Texas Assessment of Knowledge & Skills, the College Board exams, & Advanced Placement exams;	A.3.6	236	3	Administrative	50%	Lockhart/Lopez	Mon 8/1/05	Fri 8/1/08
107	~~Determine pre-requisite skills needed to learn the objectives for each grade level. Place these pre-requisites in curriculum documents so teachers can see what students were taught the previous grade and what will be taught the next year;	A.3.6	235	3	Administrative	50%	Lockhart	Mon 8/1/05	Fri 8/1/08
108	~~Match objectives with supplemental instructional resources including, but not limited to, textbooks;	A.3.6	235	3	Administrative	75%	Lockhart	Wed 10/26/05	Fri 8/1/08
109	~~Integrate instructional technology as a tool for the delivery of the curriculum;	A.3.6	236	3	Administrative	60%	Griffin/ Ham/ Lockhart	Mon 8/1/05	Fri 8/1/08
110	~~Design life applications for student activities within the curriculum;	A.3.6	235	3	Administrative	50%	Lockhart	Mon 8/1/05	Fri 8/1/08
111	~~Establish time ranges for the teaching of each objective. Ensure that the range of time needed fits within the time available;	A.3.6	235	3	Administrative	50%	Lockhart	Mon 8/1/05	Fri 8/1/08
113	~~Align instructional strategies with the context of state and local assessments checking for congruence between the intended objective and the activities designed to deliver the learning;	A.3.6	235	3	Administrative	50%	Lockhart	Mon 10/3/05	Fri 8/1/08
115	~~Use external consultants or "friendly critics" to validate the curriculum content and products during the design stage;	A.3.6	236	3	Administrative	25%	Lockhart	Tue 9/13/05	Fri 8/1/08
116	~~Field-test the (scope & sequence) curriculum;	A.3.6	236	3	Administrative	100%	Lockhart	Tue 8/1/06	Mon 12/17/07
119	~~Submit curriculum for adoption to the Board;	A.3.6	236	3	Administrative	50%	Lockhart	Tue 8/1/06	Fri 8/1/08

ID	DESCRIPTION	IDENTIFIER	PAGE	YEAR	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
122	The Superintendent should expect Principals to see that the curriculum is being taught in the classrooms. The following are recommended for the structure of the classroom observations by the principals and/or central staff:~~	A.3.7	236	3	Administrative	100%	Smith/ Manning/ Holacka/ Lopez/ Lockhart	Mon 8/1/05	Mon 12/17/07
127	~~Determine effective teaching practices taking place;	A.3.7	236	3	Administrative	100%	Smith/ Manning/ Holacka/ Lopez/ Lockhart	Tue 11/1/05	Mon 12/17/07
131	~~Identify target areas based on board-approved priorities, district and school-level needs assessments with emphasis on curriculum development, effective instructional practices for delivery, curriculum alignment, and student assessment;	A.3.8	236	3	Administrative	60%	Lockhart/ Lopez/ Swan	Fri 1/6/06	Fri 8/1/08
132	~~Develop a long-term prioritized training and development program that is required for all professional and support staff designed to occur over a three-year time period in order to achieve adequate gains in student achievement;	A.3.8	236	3	Administrative	60%	Swan/ Lockhart/ Lopez	Mon 10/3/05	Fri 8/1/08
142	~~Scope of testing program that is adequate in relation to the grades and subjects taught;	A.3.9	237	3	Administrative	80%	Barrios/ Lopez	Mon 8/1/05	Fri 8/1/08
143	~~Assessments that control for bias and are valid and reliable measures of student achievement;	A.3.9	237	3	Administrative	25%	Barrios/ Lopez	Mon 8/1/05	Fri 8/1/08
147	~~An ongoing training plan for various audiences on assessment analysis and interpretation;	A.3.9	237	3	Administrative	60%	Barrios	Mon 5/1/06	Fri 8/1/08
150	~~Test results used effectively to diagnose and improve curricula;	A.3.9	237	3	Administrative	20%	Barrios/ Lopez	Thu 9/1/05	Fri 8/1/08
153	~~Budget ramifications of instructional decisions connected to resource allocations.	A.3.9	237	3	Administrative	30%	Lopez/ Morrison	Mon 9/10/07	Fri 8/1/08
154	^The written plan for student assessment needs to provide clear and sufficient direction to district personnel for the collection and analysis of data for school improvement.	S.4.1	149	3	Administrative	30%	Barrios/ Lopez	Mon 9/10/07	Fri 8/1/08
156	~~Align benchmark standards with the Texas Assessment of Knowledge and Skills and develop other content/course assessments where needed;	A.3.10	237	3	Administrative	80%	Lockhart/Lopez	Mon 8/1/05	Mon 9/8/08
157	~~Align benchmark standards with the curriculum design process to develop Pre-K through grade 12 curriculum; and	A.3.10	237	3	Administrative	85%	Lockhart/Lopez	Mon 8/1/05	Mon 9/8/08

ID	DESCRIPTION	IDENTIFIER	PAGE	YEAR	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
163	~~Begin the process of evaluation of all current district/campus programs that should be completed within a three-year period from the receipt of this audit;	A.3.11	237	3	Administrative	75%	Barrios/ Lopez	Mon 8/1/05	Mon 9/8/08
165	~~Assure that program information is available district-wide and that there is a periodic sharing of information about district/campus programs for purpose of replication based upon improved student results;	A.3.11	238	3	Administrative	75%	Barrios/ Lopez	Thu 9/1/05	Mon 9/8/08
173	Design and implement administrative procedures that hold central and campus staff responsible for the implementation of the curriculum management plan.	A.3.12	238	3	Administrative	85%	Holacka/ Manning/ Smith/ Lopez	Thu 9/1/05	Mon 9/8/08

Recommendation 4:

Design and Implement a Process Which Moves Toward Performance-driven Budgeting to Support System Planning and Productivity.

ID	DESCRIPTION	IDENTIFIER	PAGE	YEAR	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
181	Require performance reports on all district programs to develop baseline data on effects of the programs so that data may be used in the budget planning processes and funding decisions.	G.4.2	239	3	Governance	50%	Veitenheimer	Mon 8/1/05	Fri 8/1/08
185	Once policy is approved by the Board, develop administrative regulations to implement the policy. Include role descriptions for all involved and suggested timelines.	A.4.2	239	3	Administrative	90%	Holacka/ Morrison/ Youngs	Mon 8/1/05	Thu 3/27/08
193	~~Develop a goal statement for each program area that states the purpose it serves. Each should be described to permit evaluation of the consequences of funding or non-funding in terms of performance results.	A.4.3	239	3	Administrative	50%	Lockhart/ Morrison	Mon 9/11/06	Fri 8/1/08
194	~~Goal statements and budget packages are compiled and given to appropriate staff to gather data to best describe services levels, program outputs, and cost benefits.	A.4.3	239	3	Administrative	50%	Lockhart/ Morrison/ Lopez/ Barrios	Mon 8/1/05	Fri 8/1/08
198	~~Build the capital outlay and improvement budget from a zero base each year and include multi-year planning for improvements, including life-cycle replacement and preventative maintenance.	A.4.3	240	3	Administrative	75%	Morrison/ Youngs	Mon 8/1/05	Fri 8/1/08