TASA

TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS

# Curriculum Management Audit

Improving learning for all students through sound organizational practices

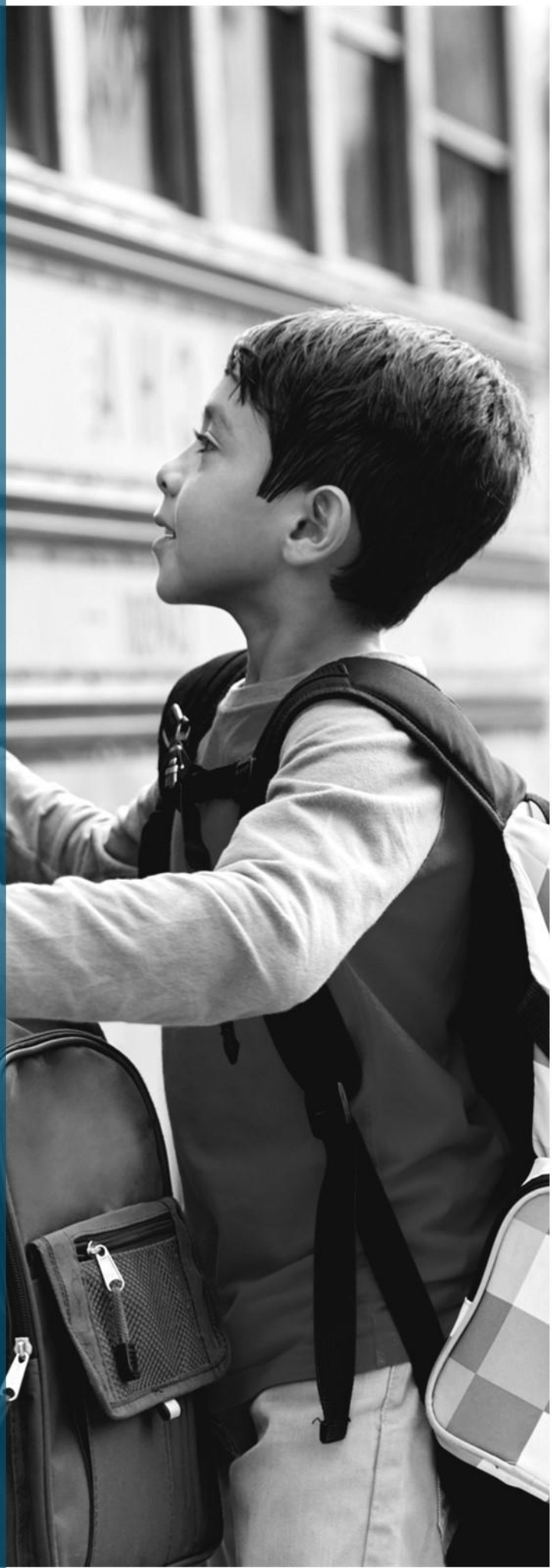
Presented To:

**Dr. Joe Rodriguez**

**Goose Creek CISD**

**4544 Interstate 10 E**

**Baytown, TX 77521**



# Curriculum Audit Proposal Summary

| | |
|---|---|
| **Proposing Organization** | **Texas Association of School Administrators** |
| **Proposal Date** | September 1, 2026 |
| **Proposal Initiator** | Opal Core, Director<br>Texas Curriculum Management Audit Center<br>Texas Association of School Administrators<br>Phone: (512) 477-6361<br>Email: ocore@tasanet.org |
| **Participating Educational Organization** District | Goose Creek Consolidated Independent School |
| **Organization Representative** | Sarah Flusche |
| **Title of Project** | Curriculum Management Audit |
| **Proposed Starting Date** | Immediately upon receipt of signed contract, with site visit to be determined |
| **Proposed Duration** | Not to exceed four months from commencement of site visit, with a draft report to the district within eleven weeks of commencement of site visit |
| **Proposed Budget*** | $140,059 plus auditors' travel expenses (estimated at $24,000) *Proposed Budget valid 90 days from Proposal Date. |

***ACCEPTED:***

Opal Core September 1, 2026

***Opal Core*** ***Date***

**Director**

**Texas Curriculum Management Audit Center**

***ACCEPTED:***

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***Dr. Joe Rodriguez*** ***Date***

**Superintendent**

**Goose Creek Consolidated Independent School District**

# The TASA-CMSi Curriculum Audit™

This document constitutes a proposal for delivery of services to the Goose Creek Consolidated Independent School District for the purpose of conducting an audit of the quality of the system's curriculum and instruction, and related curriculum management processes, in Grades K—12. Included in the audit is an evaluation of:

- the extent of coverage and quality of the school district's curriculum, programs, and services
- documentation of curriculum expectations to guide teachers' instruction
- appropriateness of curriculum and expectations for learners
- the effectiveness of the implementation of the educational program
- how the system assesses student mastery of the intended objectives and evaluates success of its educational programs
- the scope and quality of board policies and planning for effective governance of the system
- connections and relationships among organizational components for consistency and equity of programs of services
- use of staffing and resources for maximum productivity

A curriculum audit is designed to reveal the extent to which officials and professional staff of a school district have developed and implemented a sound, valid, and operational system of curriculum management. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. When such a system is fully operational, it assures the school board and Goose Creek Consolidated Independent School District taxpayers that their fiscal support is optimized under the conditions in which the school district functions, and that all students' learning is improving.

The Goose Creek Consolidated Independent School District has demonstrated that it is an educational institution committed to academic and pupil achievement improvement. Even in good school systems, the complexities of the system and the interrelationships of local schools and operational departments affect the quality of educational program delivery and the overall direction of the system. Citizens, taxpayers, teachers, and others have recognized the salient characteristics of a sound curriculum in aiding the system in accomplishing its goals.

The Goose Creek Consolidated Independent School District has invited this proposal to determine whether or not its programs and services are properly suited for the system, if the design of programs and services is in keeping with sound and appropriate practice, and whether or not the district has sufficient data for improvement of its educational programs and services over time.

This proposal is a response to a request for proposal and contains a definition of the types of services proposed, a tentative calendar, and the cost for such services. The Texas Curriculum Management Audit Center (TCMAC), in cooperation with the Texas Association of School Administrators (TASA) and Curriculum Management Solutions, inc. (CMSi) is well suited to provide the proposed slate of services. It provides several fully certified and highly experienced curriculum management experts available to serve on staff, and all associates have achieved certified expertise. In addition, the staff proposed for this audit includes nationally recognized curriculum experts and educational leaders selected from across the United States and in Texas with expertise in the requested content areas.

## *The Curriculum Audit Process*

The analyses used throughout the audit are all based on the foundational principle that the written, taught, and tested curriculum must align in order for student learning to be maximized. The more that classroom learning focuses on the content assessed by tests, the less that student performance on those tests will be predicted by demographic factors. A laser-like focus on ensuring that what is written aligns with what is tested, and that what is written is also what is taught, is critical to ensuring instructional quality and student success on targeted assessments.

Although improved student learning is always the primary goal of the TASA-CMSi Curriculum Audit™ , it is nevertheless a system-level approach. No amount of excellent teaching will yield improved performance if teachers aren't teaching the right content, and if that teaching doesn't connect across grade levels, special programs, and schools within the district to create a seamless, articulated K-12 educational program. Therefore, the TASA-CMSi Curriculum Audit™ examines all levels of the system that ultimately impact student learning: curriculum design and delivery and its alignment to State Standards as well as to the assessments in use; special programs; facilities; staff development initiatives; resource allocation; as well as others. These are all reviewed to determine whether all separate functions within the system work in a coordinated, effective, and efficient manner to assure an engaging classroom environment and quality instruction.

The approach of the audit is simple. Auditors collect and review an amazing quantity of documentation prior to coming onsite. The team then visits the district over several days, interviewing and surveying central office personnel, school-based staff and faculty, school board members, and community or educator focus groups. They also visit almost every classroom in every school, observe curriculum delivery and student learning, and observe the building environment, the instructional resources (and technology) in use, and overall student and teacher engagement. The auditors also administer on-line surveys (when this option is selected) to district stakeholders to collect additional information about strengths and weaknesses of the system.

The auditors then determine the degree to which the systems in place meet the expectations and indicators of the five audit standards (for more detail on the five standards see **Scope of Work**). Where district practices fall short, the auditors develop findings that identify these areas of weakness, providing data to support these findings. Findings are developed under each of the five standards.

### *The five standards*

1. **Governance and Control**: The school district demonstrates its control of resources, programs, and personnel
2. **Direction and Clientele Expectations**: The school district has established clear and valid objectives for students and clientele
3. **Equity and Consistency**: The school district has demonstrated internal consistency and rational equity in its program development and implementation
4. **Assessment and Feedback**: The school district has used the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs
5. **Productivity and Efficiency**: The school district has improved its productivity and efficiency, particularly in the use of resources

Once findings are formulated, the auditors then recommend specific, research-based action steps to fix the problems identified in the findings. Recommendations are not tied to specific standards; rather, they correspond to the natural organization of labor that occurs across district departments. Every finding is addressed in the recommendation section, and all recommendations include specifications as to suggested timelines and prioritization for the work described in the recommendations and action steps. The findings and recommendations are published in a final written report, usually submitted to the district within three months of the site visit.



# Methodology

### *The Model for the TASA-CMSi Curriculum Audit™*

The model for the curriculum and assessment audit is shown in the schematic below. The model has been published widely in the national professional literature, most recently in the book *The Curriculum Management Audit: Improving School Quality* by Larry E. Frase, Fenwick W. English, and William K. Poston Jr. (Lancaster, PA: Technomic Press, 1995).

**A Schematic View of Curricular Quality Control**

General quality control assumes that at least three elements must be present in any organizational and work-related situation for it to be functional and capable of being improved over time. These are (1) a work standard, goal/objective, or operational mission; (2) work directed toward attaining the mission, standard, goal/objective; and (3) feedback (work measurement), that is related to or aligned with the standard, goal/objective, or mission.




When activities are repeated, there is a "learning curve," i.e., more of the work objectives are achieved within the existing cost parameters. As a result, the organization or a sub-unit of an organization becomes more "productive" at its essential short- or long-range work tasks.

Within the context of an educational system and its governance and operational structure, curricular quality control requires (1) a written curriculum in some clear and translatable form for application by teachers in classroom or related instructional settings, (2) a taught curriculum that is shaped by and interactive with the written one, and (3) a tested curriculum that includes the tasks, concepts, and skills of pupil learning that are linked to both the taught and written curricula. This model is applicable in any kind of educational work structure typically found in mass public educational systems, and is suitable for any kind of assessment strategy, from norm-referenced standardized tests to more authentic approaches.

The curriculum audit assumes that an educational system, as one kind of human work organization, must be responsive to the context in which it functions and in which it receives support for its continuing existence. In the case of public educational systems, the support comes in the form of tax moneys from three levels: local, state, and federal.

In return for such support, mass public educational systems are supposed to exhibit characteristics of rationality, i.e., being responsive to the public will as it is expressed in legally constituted bodies such as federal government, state legislatures, and locally elected/appointed boards of education.

In the case of emerging national public school reforms, more and more this responsiveness is assuming a distinctive school-based management focus, which includes parents, teachers, and, in some cases, students. The ability of schools to be responsive to public expectations, as legally expressed in law and policy, is crucial to their survival as publicly supported educational organizations in the years ahead. The TASA-CMSi Curriculum Audit™ is one method for ascertaining the extent to which a school system or sub-unit thereof, has been responsive to these expressed expectations and requirements in its context.



These elements apply to school districts concerned with assuring that all students in the system are adequately served and provided an equally successful educational experience, the main intent behind equity. To determine the extent to which these elements are present and functional with school systems, the TASA-CMSi Curriculum Audit™ examines data from multiple sources to determine whether or not the standards are met. The following represent the types of data collected:

### *Data Sources of the Curriculum Audit*

The major sources of data for the equity audit may include the following, depending on the services selected:



**Documents**

- These sources consist of curriculum guides, memoranda, state reports, accreditation documents, assessment information, student work artifacts, and any other source of information or data that would reveal elements of the written, taught, and tested curricula and the linkages among these elements.



**Interviews**

- The external experts will conduct interviews to shed light on the same elements often included in written documents or reports and to reveal interrelationships and contextual understanding. Interviews will be held with all board members, the superintendent, top-level administrative staff, building principals, some classroom teachers, and some parents. The external experts will also interview those who request an audience.



**Online Surveys**

- Selected stakeholders (teachers, administrators, community members, parents, and students, depending on district preference) will be offered a comprehensive, online survey prior to or at the time of the site visit or off-site audit (simultaneous with the submission of documentation). The intent of the survey is to offer every stakeholder an opportunity to speak to the strengths and weaknesses of the system. Samples of the questions on these surveys are available.



**Site Visits**

- The audit team will schedule a visit to school sites in the district. Site visits reveal conditions in which students are learning and the related expecta-tions for their performance that teachers and school leaders may hold. The school context is invaluable in revealing additional areas of inconsistency that may from a lack of alignment between district expectations and site-level implementation of those expectations.

Data from these sources are reviewed and compared with the curriculum audit standards to determine gaps and weaknesses across the system. These weaknesses are described in findings in the final written report and have supporting data from multiple sources. The findings are then followed by detailed recommendations that offer specific actions to be taken to rectify and ameliorate the problems in a reasonable amount of time, commensurate with district capacity. The standards for the audit are described in the **Scope of Work**.

### *Professional Standards for the Auditors*

The members of the audit team will be highly trained and experienced in conducting audits of systems of the magnitude of the Goose Creek Consolidated Independent School District. The audit team is guided by a set of generally accepted auditing principles. While this is not a financial audit, it is governed by some of the same principles. These are:

**Expertise**

All auditors have experience in conducting the affairs of a school system at all levels audited. The audit team will include external experts who have been teachers, specialists, administrators, and/or researchers with proven expertise in curriculum and assessment analysis.

**Independence**

No audit team member has any vested interest in the findings or recommendations of the audit. None is employed by the district or has any prior relationship to or conflict of interest with management or the governing board of the district.

**Objectivity**

Events and situations that comprise the database for the audit are derived from documents, interviews, or site visits. This public database and subsequent judgments made upon it must be verifiable and grounded. Findings must be factually established.

**Consistency**

This audit will use the same standards and basic methods found in the copyrighted curriculum audit process. Audits are not normative (comparing one system to another). School systems, as the units of analysis, are compared to a set of standards and positive/negative discrepancies cited, with supporting data and recommendations for improvement.

**Materiality**

Auditors have broad implied and discretionary power to focus on and select those findings that they consider most important to describing how the curriculum management system is functioning in a school district, and how that system must improve, expand, delete, or re-configure various functions in order to attain an optimum level of performance.

**Confidentiality**

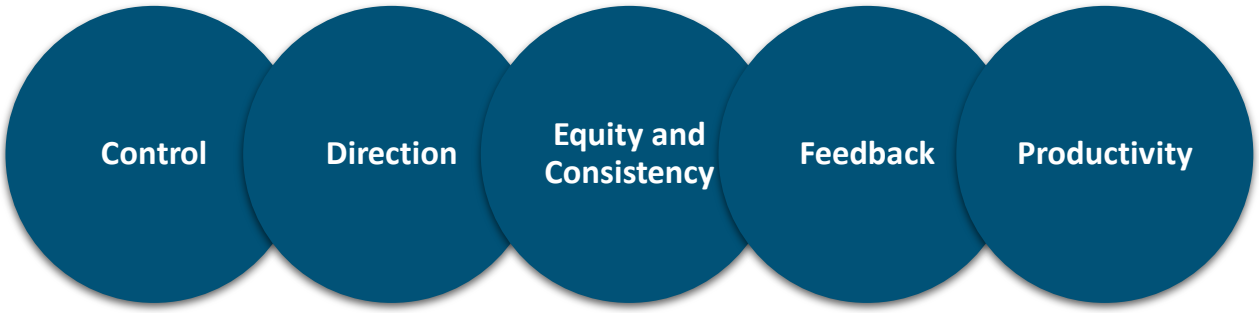
External experts must reveal all relevant information to the users of the audit, except in cases where such disclosure would compromise the identity of employees or patrons of the system. This means that the Goose Creek Consolidated Independent School District will not seek or request disclosure of identifying information regarding anyone providing information to the audit team, and that such agreement is not waived in litigation. Confidentiality is respected in audit interviews.

# Scope of Work

### *Services and Analyses to be Performed*

The CMSi Curriculum Management Audit uses five standards against which to compare, verify, and comment upon the Goose Creek Consolidated Independent School District's existing curricular management practices. These standards have been extrapolated from an extensive review of management principles and practices and have been applied in all previous curriculum management audits. As a result, the standards reflect an ideal management system, but not an unattainable one. They describe working characteristics that any complex work organization should possess in being responsive and responsible to its clients.

The five standards employed in the CMSi Curriculum Management Audit are:




A finding within a Curriculum Management Audit is simply a description of the existing state, negative or positive, between an observed and triangulated condition or situation at the time of the CMSi audit, and its comparison with one or more of the five audit standards.

Findings in the negative represent discrepancies below the standard. Findings in the positive reflect meeting or exceeding the standard. As such, audit findings are recorded on nominal and ordinal indices and not ratio or interval scales. As a general rule, audits do not issue commendations, because it is expected that a school district should be meeting every standard as a way of normally doing its business. Commendations are not given for good practice. On occasion, exemplary practices may be cited.

Unlike accreditation methodologies, audits do not have to reach a forced, summative judgment regarding the status of a school district or sub-unit being analyzed. Audits simply report the discrepancies and formulate recommendations to ameliorate them.

More detail concerning what auditors look for under each of the five standards is presented in the following section.

## *The Standards and Their Indicators*



### Standard One: Control

Under **Standard One**, auditors will review the scope and quality of policy (governance) and planning across the school system. A school system meeting Curriculum Management Audit™ Standard One is able to demonstrate its control of resources, programs, and personnel. Common indicators are:

- a curriculum policy framework that:
  - is centrally defined and adopted by the board of education
  - establishes an operational framework for management that permits accountability
  - reflects state requirements and local program goals
  - reflects the necessity to use achievement data to improve school system operations
  - defines and directs change and innovation within the school system to permit focus of its resources on priority goals, objectives, and mission
- a functional administrative structure that facilitates the design and delivery of the system's curriculum (programs and services) and achievement of goals
- a direct, uninterrupted line of authority from governing board to the superintendent/chief executive officer and other central office officials to principals and classroom teachers
- documentation of school board and central office planning for the attainment of goals, objectives, and mission over time.
- organizational development efforts which are focused to improve system effectiveness



### Standard Two: Direction

Under **Standard Two**, auditors examine the scope, quality, and alignment of the educational program within the school system. An educational system meeting Standard Two demonstrates clearly established learner expectations and definitions of instructional content for effective teaching and learning. Common indicators are:

- a clearly established, system-wide set of goals and objectives that addresses all programs and courses and is adopted by the board of education
- demonstration that the system is contextually responsive to national, state, and other expectations as evidenced in local initiatives
- operations set within a framework that carries out the system's goals and objectives
- evidence of comprehensive, detailed, short- and long-range curriculum management planning
- knowledge, local validation, and use of current best curricular practices

- written curriculum that addresses both current and future needs of students
- major programmatic initiatives designed to be cohesive
- provision of explicit direction for the superintendent and professional staff
- a framework that exists for systemic curricular change

The analyses include a comprehensive review of the school system's curriculum documents for scope and quality, using expectations and criteria from the Curriculum Management Improvement Model (CMIM). The CMIM reflects the philosophy and approach inherent to the five standards and congruent with best practice



## Standard Three: Equity and Consistency

Under **Standard Three**, auditors review the design and delivery of the educational program to determine equity, connectivity, and overall alignment. A successful school system meeting Standard Three will demonstrate a highly-developed, articulated, and coordinated curriculum (programs and services) in the organization that is effectively monitored by the administrative and supervisory staffs at the central and site levels. Common indicators are:

- documents/sources that reveal internal connections at different levels in the system
- predictable consistency through a coherent rationale for content delineation within the curriculum
- equality of curriculum/course access and opportunity
- allocation of resource flow to areas of greatest need
- a curriculum that is clearly explained to members of the teaching staff and building-level administrators and other supervisory personnel
- specific professional development programs to enhance curricular design and delivery
- a curriculum that is monitored by central office and site supervisory personnel
- teacher and administrator responsiveness to school board policies, currently and over time

Auditors will visit classrooms in every school across the system to collect data concerning dominant teacher and student practices observed. Information will be recorded regarding the instructional practices observed and reported back to school system stakeholders. The criteria for instructional best practices will be extrapolated from district policy and documents, unless the school system specifically requests CMIM criteria be used.



## Standard Four: Feedback

Under **Standard Four**, the auditors will examine the overall scope and quality of the assessment system in providing data (feedback) for use in decision making at all levels of the system: classroom, building, and district. A school system meeting Standard Four has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives. Common indicators are:

- a formative and summative assessment system linked to a clear rationale in board policy
- knowledge, local validation, and use of current best practices for curriculum and program assessment
- use of a student and program assessment plan which provides for diverse assessment strategies for varied purposes at all levels -- district, school, and classroom
- a way to provide feedback to the teaching and administrative staffs regarding how classroom instruction may be evaluated and subsequently improved
- a timely and relevant data base upon which to analyze important trends in student achievement
- a vehicle to examine how well specific programs are actually producing desired learner outcomes of results
- a data base to compare the strengths and weaknesses of various programs and program alternatives, as well as to engage in equity analysis
- a data base to modify or terminate ineffective educational programs
- a method/means to relate to a programmatic budget and enable the school system to engage in cost-benefit analysis
- organizational data gathered and used to continually improve system functions

Auditors will analyze the quality of existing assessments in yielding essential data regarding student performance and achievement. When possible, auditors will also evaluate the alignment of assessments with the written curriculum and report any discrepancies.



## Standard Five: Productivity

Under **Standard Five**, auditors examine the degree to which school systems are equipped to attain goals and improve the delivery of the educational program and services while maintaining (or decreasing) current resources. While the attainment of improved productivity in a school is a complex process, caused in part by the lack of a tight organizational structure (referred to as "loosely coupled"), common indicators of an educational system meeting Standard Five are:

- planned and actual congruence among curricular objectives, results, and financial allocations
- a financial data base band network that are able to track costs to results, provide sufficient fiduciary control, and is used as a viable data base in making policy and operational decisions
- specific means that have been selected or modified and implemented to attain better results in the schools over a specified time period
- a planned series of interventions that have raised pupil performance levels over time and maintained those levels within the same cost parameters as in the past
- school facilities that are well-kept, sufficient, safe, orderly, and conducive to effective delivery of the instructional program
- support systems that function in systemic ways
- district and school climate that are conducive to continual improvement

### *The Audit Process: Roles, Responsibilities, and Timeline*

The lead auditor will be responsible for overall coordination of the work, employment of the external experts, preparation of the report, and delivery of the report to the client, the Goose Creek Consolidated Independent School District. All work will be performed and reported in accordance with the guidelines and standards described in this proposal.

District leaders will identify a liaison (see responsibilities below) who will work with the lead auditor to schedule the site visits, secure all documentation, assist with the administration of the online surveys, and coordinate the auditors' site visit and interviews. The documentation requested for the audit is presented in Appendix A.

The final report to the Goose Creek Consolidated Independent School District will include a description of the standards employed, the process followed, the findings of the audit team with documentation, and a set of recommendations for action by the governing board and administrative staff of the system. The timeline for performance of the work is described below:

## *Typical Timeline for the Proposed Audit*

(timeframes vary based on services selected and district schedules and response times)

**Week 1**

**Process to secure contract finalized.**

**District Responsibilities:**

- Identify liaison and preferred site visit dates (if site visit included)
- Collect necessary documents and data and submit to lead auditor
- Schedule interviews and visits to schools (if included)

**Lead Auditor Responsibilities:**

- Meet (virtually or in person) with superintendent and liaison in preparation for the audit
- Identify audit team members
- Submit sample surveys to liaison for review and approval

**Weeks 2-6**

**District Responsibilities:**

- Finalize surveys and disseminate to appropriate stakeholder groups
- Finalize site visit and interview schedule (virtual and/or in person)
- Finalize submission of all documentation and data to the lead auditor and audit team
- Oversee site visit with the audit team

**Lead Auditor and Audit Team Responsibilities:**

- Review all documentation and data
- Conduct interviews with all stakeholders
- Collect and analyze survey data
- Conduct site visit

**Weeks 6-12**

**Lead Auditor and Audit Team Responsibilities:**

- Discuss draft Findings and Recommendations with Superintendent
- Finalize analyses and report production

**Weeks 11-13**

**District Responsibilities:**

- Receive final report and prepare implementation and dissemination strategies
- Provide progress report to the Board on response to audit recommendations

**Lead Auditor Responsibilities:**

- Present final report to the board (if included)
- Meet with district leaders to plan response to audit findings and recommendations (if included)



### *Notice of Indemnification*

Approval of this proposal by the Goose Creek Consolidated Independent School District indicates agreement to accept the proposed conditions of work and to hold the Texas Association of School Administrators and Texas Curriculum Management Audit Center (TCMAC) and the auditors performing the work harmless from any and all claims and expenses arising from causes of action that may be brought as the result or related to provision of services under this proposal to the Goose Creek Consolidated Independent School District.

***Total Budget for Selected Items***

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|---|---|
| Total Cost, Selected Items: | $140,059 plus expenses (estimated below) |
| Expenses (on site only): | Not to exceed $24,000, billed as incurred |
| **TOTAL BUDGET:** | **$164,059** |

***Payment Schedule***

| | |
|---|---|
| Upon signed approval and authorization of the work | 1/2 of the total project amount |
| Upon completion of the site visit | 1/2 of the total project amount<br>Reimbursement for out of pocket expenses (travel, lodging, printing, etc.) |
| Upon delivery of the draft audit report, prior to delivery of final audit report | All invoiced costs must be paid before delivery of final audit report. |

# Appendix A: Documents Collected for Review

| Standard / Document | Document | Examples of Documentation |
|---|---|---|
| | **STD 1** | |
| 1.010 | Background information about the district | names and addresses of schools; names of principals; enrollment by school; demographics of students by school; a map of the district; information about the community; any other information helpful in orienting the team to the district |
| 1.020 | History of the school system | a narrative (not to exceed 3 pages) which presents a history of the district |
| 1.030 | Demographic data | enrollment projections and trends for a period of five years |
| 1.040 | Audit statement | Why did you undertake the audit? What do you want to accomplish from it? How will the information be used? |
| 1.050 | Sample of internal memoranda | administrative officers to principals, principals to teachers, etc., regarding curriculum, testing, evaluation, and programming |
| 1.060 | Bond sales documents | |
| 1.070 | Mission statement and goals for district | |
| 1.080 | Mission statement and goals for schools | |
| 1.090 | One complete set of Board policies | |
| 1.100 | One complete set of administrative regulations | |
| 1.110 | List of board members | include their length of tenure for the past 10 years of all BOE members |
| 1.120 | List of superintendents | include their length of tenure for the past 10 years of all BOE members |
| 1.130 | District accreditation report | most recent copy of this report or any other external audits or consultant reports conducted during previous five years |
| 1.140 | Job descriptions | all administrative or supervisory staff, teachers, and other instructional staff |
| 1.150 | Table of organization | include names of personnel in positions |
| 1.160 | Staff and faculty handbooks | |
| 1.170 | Latest OCR reports | |
| 1.180 | Employee contracts | for professional personnel |
| 1.190 | Bargaining agreements | |
| 1.200 | Appraisal procedures | administrators, teachers |
| 1.210 | Salary schedules | administrators, teachers |
| 1.220 | Actual teacher evaluations | a five percent random sample (do not put these in document room - they will be reviewed on site) |
| 1.230 | Planning documents | long-range or strategic plans; district improvement plans; school improvement plans; department plans; federal or state plans; staff development plans; technology plans; site based decision plans; assessment plans; facilities plans; etc. |
| 1.240 | Board minutes | from previous three years |
| 1.250 | List of committees | purpose, standing/ad hoc; person responsible; duties; accomplishments |
| 1.260 | District Improvement Plans | |
| 1.270 | School Improvement Plans | |
| | **STD 2** | |
| 2.010 | Curriculum guides | send all available guides to the designated auditors |
| 2.020 | Other curriculum documents that guide teachers | |
| 2.030 | Surveys | staff, community, student - conducted on the instructional program |
| 2.040 | Textbook or instructional materials adoption process | procedures used for this; materials that describe the curriculum revision process |

| | | |
|---|---|---|
| 2.050 | Minutes of curriculum meetings | |
| 2.060 | Course description books | |
| 2.070 | Federal program implementations | ESL, bilingual, military dependent, etc. |
| 2.080 | State program implementation | compensatory funds, grants, etc. |
| | STD 3 | |
| 3.010 | Master schedule for each building | |
| 3.020 | Grade distribution reports | |
| 3.030 | Demographic data by school | 3 years - disaggregated by gender, ethnicity, and grade;<br>Disaggregated by subgroups: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch |
| 3.040 | Class size data by school and grade | |
| 3.050 | Student assessment reports by school | previous five years |
| 3.060 | Retention | 3 years - disaggregated by grade, gender, ethnicity, SUBGROUP: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch |
| 3.070 | Enrollment in special programs | 3 years - disaggregated by grade, gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch |
| 3.080 | Instructional time allocations | |
| 3.090 | Library book count | by building and district |
| 3.100 | Computers | by building and district |
| 3.110 | Staff development plans | |
| 3.120 | Homework policies | |
| 3.130 | Work schedules | art, music, PE, library at elementary levels |
| 3.140 | Staffing formulas | |
| 3.150 | Documents on grouping, retention, placement, etc. | |
| 3.160 | Discipline referral statistics | Disaggregated by gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch |
| 3.170 | Guidelines for fund raising | |
| | **STD 4** | |
| 4.010 | Tests administered | list of all district tests administered by subject, grade, exemptions allowed |
| 4.020 | Student test data | 5 years - disaggregated by grade, gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch |
| 4.030 | Program evaluation model | description of district model for evaluating programs |
| 4.040 | Program evaluations | any evaluations conducted during last 5 years |
| 4.050 | Student assessment plan | a description of testing philosophy and practice in the district |
| 4.060 | Follow-up studies | any conducted during the past 5 years |
| 4.070 | State testing program | description of program and technical information |
| 4.080 | Any nationally-normed assessments (Stanford 10, ITBS, etc.) | district performance (by grade level) disaggregated by building, gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch (3+ years) |
| | **STD 5** | |
| 5.010 | Approved district budget | 5 years |
| 5.020 | Budget planning process description | |
| 5.030 | CPA's audit | 5 years |
| 5.040 | Facilities studies | |
| 5.050 | Program innovations | undertaken in previous 10 years |
| 5.060 | Bond sale documentation | |
| 5.070 | District Technology Plan | description of technology plan |
| 5.080 | Assessed valuation | 5 years |
| 5.090 | Building capacity levels | |