

**FIRST QUARTERLY REPORT
YEAR 4**

For

CURRICULUM MANAGEMENT AUDIT

KELLER INDEPENDENT SCHOOL DISTRICT

**Presentation to the Board of Trustees
December 18, 2008**

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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	1 st 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)
July 28, 2008	Board approved \$182,680 – Implementation for Year 4
September 8, 2008	4 th Quarterly Progress Report to Board (Year 3)
December 18, 2008	1 st Quarterly Report to Board (Year 4)
March 12, 2009	2 nd Quarterly Report to Board (Year 4)
June 18, 2009	3 rd Quarterly Report to Board (Year 4)
September 10, 2009	4 th Quarterly Report to Board (Year 4)

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
73	Direct the Superintendent to design a comprehensive, long-range plan to be presented to the Board for approval. The plan should contain components addressing facilities planning, curriculum management planning, and technology integration planning.	G.3.3	233- 234	4	Governance	25%	Board/ Veitenheimer	Mon 8/1/05	Mon 8/3/09
84	^Develop written (scope & sequence) curriculum for district-wide courses. In addition, curriculum for elective and enrichment courses must be written.	S.2.2.2-3	74-88	4	Administrative	100%	Lopez/ Lockhart	Mon 8/1/05	Mon 6/11/07
90	Assess the current (developing scope & sequence and new) curriculum through a specifically designed evaluation procedure.	A.3.3	234	4	Administrative	25%	Lopez/ Barrios	Thu 6/1/06	Mon 8/3/09
91	Adopt and fully implement the expectation in new EG (Local) that requires the Superintendent's approval prior to the implementation of any new programs or interventions.	A.3.4	234	4	Administrative	100%	Lopez/ Barrios	Mon 1/2/06	Fri 9/12/08
92	Design a curriculum management system to include the following:~~	A.3.5	234	4	Administrative	90%	Lopez	Mon 8/1/05	Mon 8/3/09
94	~~A curriculum review cycle for all disciplines that mandates updating based on state testing standards;	A.3.5	234	4	Administrative	85%	Lopez/ Lockhart	Wed 10/26/05	Mon 8/3/09
95	~~An internal as well as external validation process for all curriculum objectives. This step is particularly important given the lack of congruity identified by auditors;	A.3.5	234	4	Administrative	50%	Lopez/ Lockhart	Wed 10/26/05	Mon 8/3/09
100	~~Timing, scope, and procedures for curriculum review and revision;	A.3.5	235	4	Administrative	50%	Lopez	Wed 10/26/05	Mon 8/3/09
103	~~A process for communicating curricular revisions to the Board, staff, and community.	A.3.5	235	4	Administrative	10%	Lopez	Thu 6/1/06	Mon 8/3/09
104	Design quality curriculum using the following steps:~~	A.3.6	235	4	Administrative	75%	Lopez	Mon 8/1/05	Mon 8/3/09
109	~~Integrate instructional technology as a tool for the delivery of the curriculum;	A.3.6	236	4	Administrative	75%	Griffin/ Ham/ Lockhart	Mon 8/1/05	Mon 8/3/09
110	~~Design life applications for student activities within the curriculum;	A.3.6	235	4	Administrative	70%	Lockhart	Mon 8/1/05	Mon 8/3/09
112	~~Develop specific examples and model lessons on how to approach key concepts or skills in the classroom, including a variety of techniques for enhancing and/or modifying for special needs of students;	A.3.6	235	4	Administrative	15%	Hughes/ Lockhart/ Martin	Fri 6/1/07	Mon 8/3/09

ID	DESCRIPTION	IDENTIFIER	PAGE	YEAR	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
114	~~Obtain feedback from the curriculum users regarding the degree to which all components are easily understood and incorporated in daily lesson planning;	A.3.6	235	4	Administrative	10%	Lockhart/Hood	Wed 8/17/05	Mon 8/3/09
115	~~Use external consultants or "friendly critics" to validate the curriculum content and products during the design stage;	A.3.6	236	4	Administrative	40%	Lockhart	Tue 9/13/05	Mon 8/3/09
117	~~Evaluate the curriculum's effectiveness in terms of student achievement on state-mandated tests and College Board and college entrance tests;	A.3.6	236	4	Administrative	25%	Lockhart/ Barrios	Tue 5/1/07	Mon 8/3/09
118	~~Revise field-tested curriculum based on feedback and results of student assessment;	A.3.6	236	4	Administrative	25%	Lockhart	Tue 5/1/07	Mon 8/3/09
130	Provide staff development for all personnel involved with the design, delivery, and monitoring of the (scope & sequence) curriculum including the following steps:~~	A.3.8	236	4	Administrative	60%	Lopez/Hood	Fri 1/6/06	Mon 8/3/09
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	4	Administrative	95%	Hood	Mon 10/3/05	Mon 8/3/09
133	~~Establish a clearinghouse responsibility for appropriate personnel so that all staff development will be associated with documented needs, be aligned with district goals/objectives, and be evaluated in terms of its impact on student achievement;	A.3.8	236	4	Administrative	75%	Lopez/Hood	Mon 10/3/05	Mon 8/3/09
134	~~Require application of skills and learning with appropriate follow-up coaching and evaluation for all new concepts and skills learned;	A.3.8	236	4	Administrative	50%	Hood	Mon 10/3/05	Mon 8/3/09
136	~~Require an evaluation process for all staff development that is ongoing, has multiple sources of information, focuses on all levels of the organization, is based on actual changed behavior, and reflects student achievement;	A.3.8	237	4	Administrative	50%	Hood	Thu 9/1/05	Mon 8/3/09
138	~~Develop and implement a district staff development program that includes the 14 characteristics as identified in Exhibit 3.3.2.	S.3.3.2	135- 136	4	Administrative	40%	Hood	Thu 9/1/05	Mon 8/3/09
139	Design an adequate feedback and assessment system that would include the following features:~~	A.3.9	237	4	Administrative	90%	Lopez/ Barrios	Thu 5/26/05	Mon 8/3/09
148	~~A cycle for program evaluation that has been agreed upon with results used to make curriculum and program decisions;	A.3.9	237	4	Administrative	25%	Barrios	Thu 9/1/05	Mon 8/3/09

ID	DESCRIPTION	IDENTIFIER	PAGE	YEAR	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
155	Clearly communicate that the district assessment process is a system-wide decision. Align benchmark assessments with the content standards and grade level/course level objectives of the curriculum including the following steps:~~	A.3.10	237	4	Administrative	60%	Lopez	Mon 8/1/05	Mon 8/3/09
158	~~Phase in the development of benchmark standards over a multi-year process so that the effort is supported with staff development and technology and sustained in the annual budget process.	A.3.10	237	4	Administrative	20%	Lopez	Mon 8/1/05	Mon 8/3/09
159	^Develop and implement a plan to reduce the achievement gaps that exist between ethnicity groups in math, science, social studies, and reading performance.	S.3.2.6 Exh.	129	4	Administrative	20%	Lopez	Mon 8/1/05	Mon 8/3/09
164	~~Require that the task force recommend approval/continuation of the program to the Superintendent based on the developed language agreed upon by the team;	A.3.11	238	4	Administrative	85%	Barrios/ Lopez	Mon 8/1/05	Mon 8/3/09
166	~~Implement new programs at the district/campus level only after they have been presented and recommended to the Superintendent of Schools/designee and have been evaluated by the district task force;	A.3.11	238	4	Administrative	90%	Barrios/ Lopez	Thu 9/1/05	Mon 9/7/09
167	^Develop a district policy/administrative regulation that provides clear direction on how programs are to be brought into the district and indicate that they are aligned with curriculum.	S.4.3	167	4	Administrative	90%	Barrios/ Lopez/ Lockhart	Thu 9/1/05	Mon 9/7/09
168	~~Include methods to periodically report program evaluation and results to the KISD Board of Trustees;	A.3.11	238	4	Administrative	75%	Barrios/ Lockhart/ Lopez	Fri 3/31/06	Mon 9/7/09
169	^Develop district policies/administrative regulations to provide direction for program design, adoption, implementation, monitoring, evaluation, and alignment with curriculum.	S.4.3.2 Exh.	129	4	Administrative	90%	Barrios/ Lopez/ Holacka	Fri 3/31/06	Mon 9/7/09
170	~~Strengthen and retain programs that are having the most effect on student achievement and are within the parameters of the district curriculum-based process; and	A.3.11	237	4	Administrative	25%	Lopez/ Lockhart	Mon 9/10/07	Mon 8/3/09
171	~~Discontinue programs that do not produce the results needed.	A.3.11	237	4	Administrative	25%	Lopez/ Barrios	Mon 10/3/05	Mon 8/3/09

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	4	Governance	25%	Veitenheimer	Mon 8/1/05	Mon 8/3/09
186	Implement major steps for designing a performance-driven (value added) budget.~~	A.4.3	239	4	Administrative	75%	Morrison	Mon 8/1/05	Mon 8/3/09
189	~~Identify various educational activities or programs and group them into broad areas of need or purpose served (value added).	A.4.3	239	4	Administrative	100%	Morrison/Lopez	Mon 8/1/05	Thu 12/18/08
190	~~Build budget packages within each of the subgroups by the priority with which they deliver the objectives of the areas of need or purpose.	A.4.3	239	4	Administrative	100%	Morrison	Mon 8/1/05	Thu 12/18/08
191	~~Assign the responsibility or preparing the budget packages for each of the identified programs to specific administrators. Each package represents a level of activity that stands alone, but that builds on the previous package.	A.4.3	239	4	Administrative	100%	Morrison	Mon 8/1/05	Thu 12/18/08
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	4	Administrative	100%	Lockhart/ Morrison/ Lopez/ Barrios	Mon 8/1/05	Thu 12/18/08
195	~~The business office converts the line-item budget into program costs to give each program manager their beginning funding level to work with.	A.4.3	239	4	Administrative	100%	Morrison	Mon 8/1/05	Thu 12/18/08
196	~~Budget packages, including costs, are compiled into a worksheet with instructions for evaluating and ranking.	A.4.3	239	4	Administrative	100%	Morrison	Mon 8/1/05	Thu 12/18/08
197	~~Budget program packages are presented to Cabinet (Budget Advisory Committee) for evaluation and ranking. Budget requests need to compete with each other for funding based upon evaluation of need and relationship to achievement of program effectiveness.	A.4.3	239-240	4	Administrative	100%	Morrison	Mon 8/1/05	Thu 12/18/08
199	~~Submit Cabinet (Budget Advisory Committee) recommendations to the Superintendent, who in turn reviews and gives consideration for recommendation to the Board for approval (value added).	A.4.3	240	4	Administrative	100%	Morrison	Mon 8/1/05	Thu 12/18/08
200	~~Finalize budget allocations based on revenues available, the appropriate levels to be authorized, and the program funding priorities and rankings by the Superintendent.	A.4.3	240	4	Administrative	100%	Morrison	Mon 8/1/05	Thu 12/18/08

ID	DESCRIPTION	IDENTIFIER	PAGE	YEAR	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
201	~~Have Board review recommendations, evaluate priorities, establish final programs and services to be funded and at what level, and adopt the budget.	A.4.3	240	4	Administrative	100%	Morrison	Tue 7/1/08	Thu 12/18/08