THIRD QUARTERLY REPORT
YEAR 2

For

CURRICULUM MANAGEMENT AUDIT

KELLER INDEPENDENT SCHOOL DISTRICT

Presentation to the Board of Trustees
June 11, 2007

TABLE OF CONTENTS

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	1st Quarterly Progress Report to Board (Year 1)
March 27, 2006	2nd Quarterly Progress Report to Board (Year 1)
June 12, 2006	3rd Quarterly Progress Report to Board (Year 1)
August 28, 2006	Board approved $188,540 – Implementation for Year 2
September 11, 2006	4th Quarterly Progress Report to Board (Year 1)
December 11, 2006	1st Quarterly Progress Report to Board (Year 2)
March 26, 2007	2nd Quarterly Progress Report to Board (Year 2)
June 11, 2007	3rd Quarterly Progress Report to Board (Year 2)
September 10, 2007	4th Quarterly Progress Report to Board (Year 2)

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 2:

Restructure the Table of Organization and Job Descriptions to Provide Effective Systems Management.

ID	DESCRIPTION	IDENTIFIER	PAGE	YEAR	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
33	**Direct the Superintendent to begin the process of creating job descriptions for positions that do not have them/weed out all job descriptions that are duplicated or that relate to positions that do not exist in the organization of the district.**	**G.2.4**	**226**	2	**Governance**	**100%**	**Board/ Veitenheimer/ Benz**	**Mon 8/1/05**	**Mon 10/23/06**
34	^Job descriptions need to be developed for all district employees.	S.1.2.4 Exh.	50-51	2	Administrative	100%	Benz	Mon 8/1/05	Mon 10/23/06
53	**Create new job descriptions or revise existing job descriptions so that they reflect what the job actually requires and how the positions link to the curricular program of the district.**	**A.2.17**	**228**	2	**Administrative**	**100%**	**Cabinet/ Benz**	**Mon 11/1/04**	**Mon 3/26/07**
55	^All job descriptions must include signatures indicating the job has been reviewed and approved by appropriate personnel.	S.1.2.4	47-50	2	Administrative	100%	Benz	Mon 8/1/05	Mon 3/26/07

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
65	**Create/adopt policies to require comprehensive, long-range planning in the district. Include requirement for facilities planning for new structures and preventative maintenance for existing structures. Include planning calendar in the policy.**	**G.3.1**	**233**	2	**Governance**	**100%**	**Board/ Veitenheimer**	**Mon 8/1/05**	**Mon 3/5/07**
68	**School (Campus Improvement Plans) must be linked with the district long-range plans and all plans must include measurable objectives.**	**S.1.3.5 Exh.**	**55- 60**	2	**Administrative**	**100%**	**McBurnett/ Smith/ Manning**	**Mon 8/1/05**	**Mon 10/2/06**
75	**Require the Superintendent to make periodic reports to the Board on the results of the assessment process to ensure that data are linked to the district long-range plan & the campus improvement plans.**	**G.3.5**	**234**	2	**Governance**	**100%**	**Board/ Veitenheimer**	**Tue 9/20/05**	**Mon 10/2/06**
77	**Instructional strategies used in classrooms should reflect district values & expectations.**	**S.1.c.2.4**	**112**	2	**Administrative**	**95%**	**Pool**	**Mon 10/10/05**	**Mon 9/10/07**
78	**Require reports from Superintendent that disaggregate all data so that equal access to a quality curriculum is assured for all students. Provide additional resources to create equity of services if data identifies areas needing attention.**	**G.3.6**	**234**	2	**Governance**	**100%**	**Board/ Veitenheimer**	**Mon 8/1/05**	**Mon 8/3/09**
81	^State (AMI, ARI, Gifted/Talented) and federal programs (Title I/LEP) must be revised in order to connect to local curriculum.	S.2.4	102 -106	2	Administrative	100%	Harmon/Pool	Wed 3/1/06	Mon 6/11/07
82	^Programs such as BRIDGE, Bilingual/ESL, and Dyslexia need program cohesiveness and alignment to serve specific populations of students.	S.2.4.1 Exh.	103	2	Administrative	100%	Harmon/Pool	Mon 8/28/06	Mon 6/11/07
86	^Plan and implement comprehensive staff development workshops that address reading, writing, math, and science.	S.3.3.5 Exh.	141- 142	2	Administrative	100%	Swan/Harmon	Thu 9/1/05	Mon 6/11/07
87	**Commit adequate resources to support the curriculum development & review cycle & the training needed to assist staff in designing and delivering a high quality curriculum to all students of the district.**	**G.3.7**	**234**	2	**Governance**	**100%**	**Board/ Veitenheimer**	**Mon 8/1/05**	**Mon 6/11/07**
101	**~~Selection procedures for instructional resources that ensures the congruity between the resources and the district objectives;**	**A.3.5**	**235**	2	**Administrative**	**80%**	**Barrios/Harmon**	**Fri 1/6/06**	**Mon 9/10/07**
109	**~~Integrate instructional technology as a tool for the delivery of the curriculum;**	**A.3.6**	**236**	2	**Administrative**	**60%**	**Griffin/ Ham/ Harmon**	**Mon 8/1/05**	**Wed 10/31/07**
121	**~~Secure sufficient financial resources to accomplish the design and delivery process.**	**A.3.6**	**236**	2	**Administrative**	**95%**	**Morrison/Pool**	**Mon 8/1/05**	**Mon 9/10/07**

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**	2	**Administrative**	**90%**	**Smith/ Pool/ McBurnett/ Manning/ Harmon**	**Mon 8/1/05**	**Mon 9/10/07**
123	**~~Specify time-on-task (how many students in the room are on-task and/or off-task when observed);**	**A.3.7**	**236**	2	**Administrative**	**100%**	**McBurnett/ Smith/Manning/ Harmon**	**Tue 11/1/05**	**Wed 11/1/06**
124	**~~Determine the curriculum objective and the cognitive level of the objective that is being taught in the classroom;**	**A.3.7**	**236**	2	**Administrative**	**100%**	**McBurnett/ Smith/Manning/ Harmon**	**Tue 11/1/05**	**Mon 3/26/07**
125	**~~Compare taught objectives to the district curriculum for congruence;**	**A.3.7**	**236**	2	**Administrative**	**100%**	**McBurnett/ Smith/Manning/ Harmon**	**Tue 11/1/05**	**Mon 3/26/07**
126	**~~Determine alignment of activities/resources to the objectives being taught;**	**A.3.7**	**236**	2	**Administrative**	**100%**	**McBurnett/ Smith/Manning/ Harmon**	**Tue 11/1/05**	**Mon 3/26/07**
127	**~~Determine effective teaching practices taking place;**	**A.3.7**	**236**	2	**Administrative**	**75%**	**Smith/ McBurnett/ Manning/Harmon**	**Tue 11/1/05**	**Mon 9/10/07**
128	**~~Specify other objectives and teaching practices observed on walls, charts, chalkboards, centers, etc.; and**	**A.3.7**	**236**	2	**Administrative**	**100%**	**McBurnett/ Smith/Manning/ Harmon**	**Tue 11/1/05**	**Wed 11/1/06**
129	**~~Plan when feedback will be given to the teacher and whether the feedback will be provided in writing or orally.**	**A.3.7**	**236**	2	**Administrative**	**100%**	**McBurnett/ Smith/Manning/ Harmon**	**Tue 11/1/05**	**Wed 11/1/06**
141	**~~Strong accountability leadership that reports to the Superintendent or other high level administrator;**	**A.3.9**	**237**	2	**Administrative**	**100%**	**Pool**	**Mon 8/1/05**	**Mon 11/27/06**
149	**~~Alignment of state and local tests with the curriculum with a clear delineation of where gaps exist;**	**A.3.9**	**237**	2	**Administrative**	**100%**	**Harmon**	**Mon 8/1/05**	**Mon 3/26/07**
152	**~~Ongoing evalauation of the assessment plan; and**	**A.3.9**	**237**	2	**Administrative**	**90%**	**Barrios/Pool**	**Mon 2/20/06**	**Mon 9/10/07**
156	**~~Align benchmark standards with the Texas Assessment of Knowledge and Skills and develop other content/course assessments where needed;**	**A.3.10**	**237**	2	**Administrative**	**100%**	**Harmon**	**Mon 8/1/05**	**Mon 6/11/07**
157	**~~Align benchmark standards with the curriculum design process to develop Pre-K through grade 12 curriculum; and**	**A.3.10**	**237**	2	**Administrative**	**75%**	**Harmon**	**Mon 8/1/05**	**Fri 8/3/07**

ID	DESCRIPTION	IDENTIFIER	PAGE	YEAR	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
161	~~**Create language for the evaluation of all current district programs including need, costs, number of students served, implementation timelines, program modifications based on evaluation;**	**A.3.11**	**237**	2	**Administrative**	**80%**	**Barrios**	**Mon 10/3/05**	**Mon 9/10/07**
162	~~**Base language on best research and practice associated with evaluation of school programs and services;**	**A.3.11**	**237**	2	**Administrative**	**80%**	**Barrios**	**Mon 10/3/05**	**Mon 9/10/07**
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**	2	**Administrative**	**75%**	**Barrios**	**Mon 8/1/05**	**Mon 9/10/07**
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**	2	**Administrative**	**75%**	**Barrios**	**Mon 8/1/05**	**Mon 9/10/07**
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**	2	**Administrative**	**75%**	**Barrios**	**Thu 9/1/05**	**Mon 9/10/07**
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**	2	**Administrative**	**80%**	**Barrios**	**Thu 9/1/05**	**Mon 9/10/07**
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**	2	**Administrative**	**75%**	**Barrios/Pool/ McBurnett/ Harmon**	**Thu 9/1/05**	**Mon 9/10/07**
168	~~**Include methods to periodically report program evaluation and results to the KISD Board of Trustees;**	**A.3.11**	**238**	2	**Administrative**	**75%**	**Barrios/ Pool/ Harmon**	**Fri 3/31/06**	**Mon 9/10/07**
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**	2	**Administrative**	**75%**	**Barrios/Pool/ McBurnett**	**Fri 3/31/06**	**Mon 9/10/07**
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**	2	**Administrative**	**50%**	**Pool/McBurnett/ Smith/ Manning**	**Thu 9/1/05**	**Mon 9/10/07**
174	**Assign the responsibility of gathering data to be used to assess equity issues within the district to a specific person. Require reports made to the Board at least annually. Require action plan be incorporated into district plan.**	**A.3.13**	**238**	2	**Administrative**	**100%**	**Barrios/ McBurnett/ Smith/ Manning**	**Mon 8/1/05**	**Mon 3/26/07**

ID	DESCRIPTION	IDENTIFIER	PAGE	YEAR	FUNCTION	STATUS	DEPT./PERSON	INITIATE	COMPLETE
175	**Develop and implement a plan to reduce inequities that exist in the identification of gifted/talented minority students.**	**S.3.2**	**126**	2	**Administrative**	**100%**	**Harmon/Cooper**	**Mon 8/1/05**	**Mon 6/11/07**
176	**Develop and implement a plan to reduce the inequities that exist in the identification of gender in the area of special education students.**	**S.3.2**	**126**	2	**Administrative**	**100%**	**Hughes**	**Thu 6/1/06**	**Mon 6/11/07**
178	**Develop and implement a plan to reduce some equity group disparities that exist in number and percentage of placements in AEP, expulsions, and in-school suspensions.**	**S.3.2.4**	**128**	2	**Administrative**	**50%**	**McBurnett/ Smith/ Manning/ Barrios**	**Mon 8/1/05**	**Mon 9/10/07**

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
183	Require that district personnel have the training and resources needed to design and implement performance-driven budgeting.	G.4.4	239	2	Governance	100%	Veitenheimer	Mon 8/1/05	Wed 3/7/07
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	2	Administrative	90%	McBurnett/ Morrison	Mon 8/1/05	Wed 8/1/07
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	2	Administrative	30%	Harmon/ 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	2	Administrative	10%	Harmon/ Morrison	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	2	Administrative	75%	Morrison	Mon 8/1/05	Thu 11/1/07