Schertz-Cibolo-Universal City Independent School District

Review of the CURRICULUM MANAGEMENT SYSTEM

Conducted by Resources for Learning, LLC
for the Legislative Budget Board

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February 23, 2009

Dr. Belinda l s t k a
Superintendent
Schertz-Cibolo-Universal City Independent School District

Dear Dr. l s t k a :

The attached report reviews the management and performance of the Schertz-Cibolo-Universal City Independent School District's (SCUCISD) curriculum management system.

The report's recommendations will help Schertz-Cibolo-Universal City ISD improve its overall performance as it provides services to district students and staff. The report also highlights model practices and programs being provided by SCUCISD's curriculum management system.

The Legislative Budget Board engaged Resources for Learning, LLC, to conduct and produce this review, with LBB staff working in a contract oversight role.

The report is available on the LBB website at http://www.lbb.state.tx.us.

Respectfully submitted,

John O'Brien
Director
Legislative Budget Board

cc: Mr. George Ricks
       Mr. Scott B. Harrod
       Mr. Terry Hinze
       Mr. Edward Finley, Jr.
       Mr. Gary Inmon
       Ms. Katherine W. Peel
       Mr. David Pevoto

SCHERTZ-CIBOLO-UNIVERSAL CITY ISD

A. SITE HISTORY

This section provides contextual information about the district, including recent trends in student demographics and performance and a general comparison of property wealth with the state. This information is based on Academic Excellence Indicator System (AEIS) reports. Historical information about curriculum use in the district and the impetus and processes for adopting the current curriculum were gathered through interviews, focus groups, and a review of relevant documents.

1. STARTING POINTS

Schertz-Cibolo-Universal City Independent School District (SCUCISD) is a fast-growth district, buffering two expanding metropolitan areas, San Antonio and Austin. At the time of onsite work in March 2008, the district comprised 13 campuses, including six elementary schools, two intermediate schools, two junior high schools, two high schools, and one alternative or transitional school. Student enrollment in the district has increased dramatically in recent years, growing from 6,446 students in 2001–02 to 10,358 in 2007–08. A recent bond issue supported the construction of five new schools to accommodate the growth, one of which, John A. Sippel Elementary, opened in fall 2008. The district also maintains about 80 portable buildings across the district to provide for flexibility due to increasing enrollment. With the growth in enrollment, the district also has experienced an increase in diversity. **Exhibit 1** provides SCUCISD enrollment and demographic data from 2003–04 through 2007–08.

This report uses district performance indicators under the federal and state accountability systems. Under the No Child Left Behind Act (NCLB), federal accountability provisions that formerly applied only to districts and campuses receiving Title I, Part A funds now apply to all districts and campuses. All public school districts, campuses, and the state are evaluated annually for Adequate Yearly Progress (AYP). In terms of federal accountability standards, 12 campuses in the SCUCISD *Met AYP*

EXHIBIT 1
SCUCISD ENROLLMENT AND DEMOGRAPHIC PROFILE
2003–04 THROUGH 2007–08

SCHOOL YEAR	TOTAL STUDENTS	STUDENT GROUPS†						
		AA	H	W	NA	A/PI	ED	LEP
2007–08	10,358	12.0%	31.0%	54.0%	0.7%	3.1%	24.4%	3.3%
2006–07	9,470	12.0%	29.0%	55.8%	0.6%	2.6%	24.1%	2.8%
2005–06	8,380	11.8%	26.6%	58.6%	0.5%	2.5%	24.8%	2.6%
2004–05	7,612	11.0%	26.2%	60.1%	0.3%	2.4%	24.6%	2.5%
2003–04	7,235	10.2%	25.5%	61.9%	0.3%	2.1%	24.8%	2.6%

†Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient
SOURCE: Texas Education Agency, Academic Excellence Indicator System (AEIS) District Reports, 2003–04 through 2006–07; Texas Education Agency, Student Enrollment and Standard Reports and Core Products, 2007–08.

in 2007. One campus, Corbett Junior High, *Missed AYP* due to mathematics performance.

Under the Texas Accountability Rating System, SCUCISD was rated *Academically Acceptable* in 2006–07, *Recognized* in 2005–06, *Academically Acceptable* in 2004–05, and *Recognized* in 2003–04. In 2006–07, of the nonalternative campuses in SCUCISD, four campuses were rated *Recognized*, and eight campuses were rated *Academically Acceptable*.

The performance indicators of particular interest for this report are results on the Texas Assessment of Knowledge and Skills (TAKS). TAKS performance data are reported in AEIS by grade, by subject, and by all grades tested and are disaggregated by student groups: ethnicity, gender, special education, economically disadvantaged status, limited English proficient (LEP) status, and at-risk status.

Exhibits 2 through 5 provide data on state and SCUCISD student performance on TAKS from 2004–05 through 2006–07.

Student performance in mathematics improved from 2004–05 through 2006–07 and was above the state average. In a comparison of state and district averages among student groups, most student groups performed consistently at or above their state peers for the three-year period. Groups which performed below their state peers during the three-year period include Native American students in 2004–05, Asian/Pacific Islander students in 2005–06 and 2006–07, and LEP students in 2004–05 and 2006–07. (See **Exhibit 2**)

In science, the district also showed a general trend of improved performance from 2004–05 through 2006–07, with district scores consistently higher overall than those of the state. In a comparison of state and district averages among student groups,

most students performed at or above their state peers for the three-year period. Groups which performed below their state peers during this time frame include Native American students in 2005–06 and Asian/Pacific Islander students in 2006–07. (See **Exhibit 3**)

The three-year performance trend in English language arts and reading (ELA/reading) also shows SCUCISD student performance consistently higher than the state average from 2004–05 through 2006–07. In a comparison of state and district averages among student groups however, several groups performed below their state peers from 2004–05 through 2006–07. These include White students in 2004–05, Native American students in 2005–06, and Asian/Pacific Islander students in 2004–05 and 2006–07. (See **Exhibit 4**)

Social studies performance by SCUCISD students was consistently above the state average from 2004–05 through 2006–07. During this time period, all student groups performed consistently at or above their state peers with the exception of Asian/Pacific Islander students in 2005–06 and 2006–07. (See **Exhibit 5**)

Across the four core subject areas, most student groups performed at or above state averages from 2004–05 through 2006–07 with the exception of Native American and Asian/Pacific Islander students in several subject areas and years. Additionally, the passing average of LEP students was consistently under 70% in all four subjects over the three-year period. While these students made up a relatively small percent of the SCUCISD student population in 2007–08, their numbers have continued to grow along with the district's overall student population since 2003–04.

EXHIBIT 2
TAKS PERFORMANCE HISTORY—MATHEMATICS
STATE AND SCUCISD AVERAGES
2004–05 THROUGH 2006–07

SCHOOL YEAR	AVERAGES		STUDENT GROUP† COMPARISONS STATE AND DISTRICT AVERAGES													
			AA		H		W		NA		A/PI		ED		LEP	
	STATE	DISTRICT	S	D	S	D	S	D	S	D	S	D	S	D	S	D
2006–07	77%	85%	64%	76%	71%	81%	87%	89%	79%	85%	93%	90%	69%	76%	62%	56%
2005–06	75%	83%	61%	75%	68%	79%	86%	87%	79%	85%	92%	89%	66%	77%	58%	59%
2004–05	72%	80%	57%	69%	64%	73%	84%	84%	76%	65%	90%	90%	62%	66%	54%	47%

†Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient
SOURCE: Texas Education Agency, AEIS District and State Reports, 2004–05 through 2006–07.

EXHIBIT 3
TAKS PERFORMANCE HISTORY—SCIENCE
STATE AND SCUCISD AVERAGES
2004–05 THROUGH 2006–07

SCHOOL YEAR	AVERAGES		STUDENT GROUP† COMPARISONS STATE AND DISTRICT AVERAGES													
			AA		H		W		NA		A/PI		ED		LEP	
	STATE	DISTRICT	S	D	S	D	S	D	S	D	S	D	S	D	S	D
2006–07	71%	82%	56%	75%	61%	75%	85%	87%	77%	92%	88%	80%	60%	69%	39%	59%
2005–06	70%	83%	54%	77%	59%	73%	85%	87%	79%	75%	86%	86%	58%	74%	35%	44%
2004–05	66%	77%	49%	69%	53%	69%	81%	81%	73%	80%	83%	87%	51%	60%	28%	40%

†Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient
SOURCE: Texas Education Agency, AEIS District and State Reports, 2004–05 through 2006–07.

EXHIBIT 4
TAKS PERFORMANCE HISTORY—ENGLISH LANGUAGE ARTS/READING
STATE AND SCUCISD AVERAGES
2004–05 THROUGH 2006–07

SCHOOL YEAR	AVERAGES		STUDENT GROUP† COMPARISONS STATE AND DISTRICT AVERAGES													
			AA		H		W		NA		A/PI		ED		LEP	
	STATE	DISTRICT	S	D	S	D	S	D	S	D	S	D	S	D	S	D
2006–07	89%	93%	84%	91%	84%	90%	95%	95%	91%	97%	95%	91%	83%	86%	67%	69%
2005–06	87%	93%	82%	93%	82%	90%	94%	94%	90%	89%	94%	95%	81%	88%	63%	64%
2004–05	83%	88%	76%	86%	77%	84%	91%	90%	87%	88%	92%	91%	76%	81%	58%	63%

†Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient
SOURCE: Texas Education Agency, AEIS District and State Reports, 2004–05 through 2006–07.

EXHIBIT 5
TAKS PERFORMANCE HISTORY—SOCIAL STUDIES
STATE AND SCUCISD AVERAGES
2004–05 THROUGH 2006–07

SCHOOL YEAR	AVERAGES		STUDENT GROUP† COMPARISONS STATE AND DISTRICT AVERAGES												
			AA		H		W		NA		A/PI		ED		LEP	
	STATE	DISTRICT	S	D	S	D	S	D	S	D	S	D	S	D	S	D
2006–07	89%	95%	84%	95%	84%	92%	95%	97%	93%	>99%	96%	93%	83%	90%	53%	64%
2005–06	87%	92%	81%	92%	80%	86%	94%	94%	91%	>99%	95%	91%	79%	86%	49%	63%
2004–05	88%	92%	82%	90%	82%	88%	94%	94%	92%	>99%	95%	96%	80%	80%	52%	69%

†Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient
SOURCE: Texas Education Agency, AEIS District and State Reports, 2004–05 through 2006–07.

To provide a measure of school district property value, the Texas Comptroller of Public Accounts (Comptroller) conducts a study each year that uniformly evaluates the property values within school district boundaries. Locally assessed values may vary from the Comptroller's study values. The values certified by the Comptroller's Property Tax Division are standardized in that they are deemed to be comparable across the state. Note that the values shown are final for tax year 2006. This is not the property value used for school funding calculations. Using the *Value per Student* measure from AEIS reports provides one definition of "wealth." This calculation refers to school district property value, or Standardized Local Tax Base, *divided by* the total number of students. At the state level, the per-pupil amount is created by dividing by the total number of students in districts with property value. Some districts do not have property value; their students are not included. For SCUCISD, the standardized local tax base per-pupil value is $248,007 compared to the state per-pupil value of $305,208.

2. CURRICULUM HISTORY

From fall 2000 through spring 2007, SCUCISD relied on internally-developed curriculum docu-ments in each of the four core areas. The district developed an internal process for creating vertically aligned scope and sequence documents based on work with Dr. Margaret Montgomery through the Texas Association of School Administrators. Staff described the process as being conducted by vertical teams of teacher volunteers each summer. Teachers reviewed benchmark and TAKS data to identify weak objectives and discussed appropriate skill development to create and refine the scope and sequence documents. Teachers were paid $100 per day for their time, and, over the years, staff said the district had made a significant investment in this process. However, as the district grew, district staff said it became more difficult to facilitate the summer sessions. District staff viewed this work as an ongoing process to develop and refine the curriculum that would require substantial resources to continue.

Teachers said they supplemented the scope and sequence documents with their own resources, including textbooks and other sources, to create lessons. They said even though work on intradistrict vertical alignment had become more informal in recent years, the framework was enough to ensure consistency from one grade level or course to the

next. Teachers said they regretted that there was not more time for formal collaboration, such as through teaming or summer alignment working groups, but they were satisfied that the internally developed scope and sequence documents and informal sharing of resources was sufficient.

District staff reported that the scope and sequence documents only provided a surface alignment that was not deep enough to be useful. Further, this approach to curriculum lacked common assessments, instructional strategies, and lesson plans. The scope and sequence documents were only available on paper and, at one point when teachers tried to create and share model science lessons based on these documents, they had trouble uploading and accessing lessons. Some staff also suggested that the internally developed materials lacked validity because content area specialists did not develop them.

Overall, the district-developed scope and sequence documents were inconsistently used and often viewed as optional, resulting in inconsistent content, delivery, and timing of the curriculum.

3. IMPETUS FOR CHANGE/DATA-DRIVEN ADOPTION

The district's decision to investigate a different approach to curriculum was influenced by three considerations: student performance, consistency and alignment of content, and efficiency.

For a more in-depth analysis of student performance, SCUCISD staff examined how student groups in the district performed in mathematics and science compared to state averages for each student group. These data indicated that in mathematics SCUCISD student groups performed above the overall state average across student groups, with the exception of

students categorized as LEP. In science, all student groups in SCUCISD performed above the overall state average by student group. However, the district also looked at how students would perform using 2008–09 accountability standards in which the student passing standard would remain at panel recommendation for students in all grades and all subjects but would also include grade 8 science. In 2008–09, the passing standard for an *Academically Acceptable* campus rating increases in mathematics from 45 percent passing to 50 percent passing and in science, the standard increases from 40 percent passing to 45 percent passing. SCUCISD central office administrators were concerned about how the district's students would perform against these increased standards.

Additionally, district staff examined performance on College Readiness Indicators in AEIS. College Readiness Indicators were created in response to legislative action and an executive order from the governor. The performance section of AEIS reports has been restructured to group certain indicators under this heading. These indicators help provide a picture of college preparedness and can be used by educators as they work to ensure that students are able to perform college-level course work at institutions of higher education. The first indicator presented in **Exhibit 6** is the Advanced Course/Dual Enrollment Completion indicator. This includes completion of Dual Enrollment courses, defined as those for which a student is given both high school and college credit. SCUCISD performance on the Advanced Placement/Dual Enrollment Completion indicator suggests that district performance is below state performance for all student groups.

The second indicator of college readiness presented in **Exhibit 6** is composed of the percentage of

EXHIBIT 6
COLLEGE READINESS INDICATORS
ADVANCED COURSE/DUAL ENROLLMENT COMPLETION & RHSP/DAP GRADUATES
COMPARISON OF STATE AND SCUCISD STUDENTS
2005–06

**	PERCENT OF ALL STUDENTS		PERCENT OF STUDENT GROUPS†													
			AA		H		W		NA		A/PI		ED		LEP	
	††S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D
1	21	14	14	11	17	9	26	16	21	7	43	26	15	6	9	*
2	76	59	68	64	76	49	76	62	74	*	90	70	72	43	58	*

*Numbers less than five have not been cited due to the Family Educational Rights and Privacy Act (FERPA) 34CFR Part 99.1 and Texas Education Agency procedures OP 10-03.
**1 = Advanced Course/Dual Enrollment Completion; 2 = RHSP/DAP Graduates
†Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient
†† S = State; D = District
SOURCE: Texas Education Agency, AEIS District and State Reports, 2004–05 through 2006–07.

graduates completing the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP). The RHSP is the required program for all freshmen entering high school in 2007 and beyond. The 26-credit plan incorporates additional required mathematics and science courses. Each student must earn credit in four mathematics and four science courses in order to graduate under this plan. This program requires participation in challenging academic courses and prepares students for success in a technical school, a two-year or four-year college, or a university program. The DAP requires students to complete the 26-credit RHSP with a third credit in a language other than English. Students may not use Integrated Physics and Chemistry or Principles of Technology as science credits if they are pursuing the DAP. In addition, students must also complete advanced measures that reflect college-level work.

These two indicators help provide a picture of college preparedness at a given high school and can be used by educators as they work to ensure that students are able to perform college-level course work at institutions of higher education. SCUCISD staff identified gaps between district performance and state performance on both indicators, especially by student group.

SCUCISD also tracks college enrollment and persistence. District staff and a board member stated that the district wants to prepare students for success beyond high school and has, therefore, been tracking postsecondary indicators since 2004. In March 2008, the Director of Secondary Education presented information on both TAKS performance and College Readiness Indicators as part of secondary staff development to share the importance of these indicators with staff.

The second consideration—consistency and alignment of content—has become more of an issue as the district has grown, and many students who had not previously attended SCUCISD campuses have entered the district. Additionally, staff said mobility within the district has increased. In particular, staff mentioned that students transferring to the district's alternative campus from other SCUCISD schools highlighted the need for consistency and alignment of content. Staff said students in the same grade level would

enter the alternative school having covered content in different sequences.

Staff also discussed how narrowing and specifying the Texas Essential Knowledge and Skills (TEKS) to the appropriate content to be taught in preparation for the TAKS test presented challenges for teachers. For example, a staff member described meeting with a teacher who wanted to know if a cylinder included edges because different resources provided conflicting information and the TEKS were not clear. Therefore, district staff made a priority of ensuring consistency and quality in every classroom.

Finally, in terms of efficiency, district staff suggested that after years of time and expense invested in local development of scope and sequence documents, the documents produced from this effort were inconsistently used and resulted, at best, in a surface vertical alignment between grade levels. Additionally, due to budget constraints, district staff decided to focus resources on teacher salaries so SCUCISD could compete with neighboring districts to bring in and retain high-quality teachers. The rationale was that existing research-based curricula could be purchased, updated, and maintained more efficiently than the district's existing curricula could be updated and maintained.

The superintendent met with Campus Improvement Teams in spring 2007 to discuss improvements that could be made to the curriculum. Campus staff was satisfied with the curricula being used at individual schools but indicated a need for consistency across the district, as students moving between schools were not in the same place. District staff knew the decision to move to a common curriculum would be difficult, especially since the district's TAKS performance

levels were higher than state averages. However, staff said the change was necessary to prepare all students for postsecondary success and future higher accountability standards.

District staff then began assessing available curriculum systems. Staff involved in this process included the Directors of Elementary and Secondary Education, all campus principals, and two district technology representatives. Staff members reviewed three curriculum systems and determined that only one was cost appropriate to the district's budget.

Pearson provided estimates to the district for curriculum systems at several levels. For districtwide services for approximately 10,000 students, the Pearson estimate totaled $59,200, or $5.92 per student. This did not include modules for testing and student data, which would have increased the cost to over $100,000, or $10 per student. Pearson also provided estimates for more limited services, including an estimate for two high schools at a cost of $40,300; and an estimate for the two junior high schools in addition to the high schools at an additional $5.92 per student, or $8,873.

Triand provided the district with an estimate of over $100,000 to provide its curriculum system for all 10,000 SCUCISD students, or $10 per student.

The estimated cost provided to the district for CSCOPE was approximately $70,000. Offered through Regional Education Service Center XIII (Region 13), CSCOPE required a one-time set up fee of $5,750; an annual fee of $6,000; and a one-time development and implementation cost of $56,750 for the entire district for a combined total of $68,500. These costs were based on a Region 13 estimate of $6.00 per student for approximately 9,458 students in 2006–07. Using actual

enrollment for the 2007–08 implementation year brought the per pupil cost to $6.61. The CSCOPE contract also includes implementation expansion, provisions for additional services with-out charges beyond the annual subscription fee, and no additional direct costs associated with system updates, such as changes in the TEKS or textbook adoptions.

District staff found CSCOPE to be competitively priced. In addition, district staff had found from experience with vendors that significant changes, such as new textbooks or updated TEKS, could have long-term cost implications and require purchase of a new version of software or substantial additional charges for updates. Thus, CSCOPE's provision for additional services without charges beyond the annual subscription fee and no additional direct costs associated with system updates was attractive.

Additionally, the two more expensive systems were purely curriculum management systems; curricular content, such as scope and sequences and benchmark tests, would have to be created by the district or a third party and uploaded to the district's server. The CSCOPE curriculum system, on the other hand, included curricular content and was determined to be a cost-effective and flexible solution. It was also supported by Region 13. Other features of CSCOPE supporting its adoption included the following:

- TEKS and TAKS alignment;

- online delivery;

- coverage of all grades and core topics;

- ongoing updates; and

- a consistent delivery model.

Also, using the centralized system and curriculum provided by CSCOPE eliminated duplicative efforts by staff at different campuses.

Central office staff made the decision to purchase CSCOPE and implement only specific components in science and mathematics in the 2007–08 school year. This decision was made with minimal input by campus-level staff or the school board. After CSCOPE was purchased, district staff made a presentation to the school board on August 28, 2007, introducing board members to the curriculum system. While not including more stakeholder input was not ideal, central office staff made the decision to expedite implementation and understood it could be problematic but viewed it essential to move forward with a common curriculum in a timely manner.

B. DESCRIPTION AND IMPLEMENTATION OF CURRICULUM

This section describes the curriculum and/or curriculum management systems implemented in the district, the implementation plan and process, and staff reactions to implementation. Costs, technical assistance, and additional resources used in the district are also described. Data was collected from district documents, a review of curriculum documents and product documentation available through websites, interviews, and focus groups.

1. DESCRIPTION OF CURRICULUM AND/OR CURRICULUM MANAGEMENT SYSTEM PRODUCT

The Texas Education Service Center Curriculum Collaborative (TESCCC), which represents service centers from all areas of the state, developed CSCOPE to provide a quality curriculum support system to Texas K–12 schools. CSCOPE is described on the collaborative's website as "a comprehensive, customized, user-friendly

curriculum support system." In addition to the curriculum, CSCOPE offers an accountability process to ensure quality implementation. Supporting documentation for CSCOPE states that the curriculum component is based on best practice models from researchers, such as Dr. Robert Marzano and Dr. Fenwick English, and that all lessons are aligned with the TEKS and the TAKS.

Exhibit 7 provides a summary of the key features and components of CSCOPE.

The content of CSCOPE is integrated with a specific research-based pedagogical model, the 5E Model, which was created in 1989 by Cornell University's Biological Science Curriculum Study Group. The 5E Instructional Model is based on interactive exploration. During the introduction of new material, students use their prior knowledge on the subject as a framework for further learning. The 5 E's of the model include: Engage, Explore, Explain, Elaborate, and Evaluate, as described in **Exhibit 8**.

EXHIBIT 7
CSCOPE CURRICULUM DESCRIPTION

KEY FEATURES OF THE CSCOPE CURRICULUM:
- K–12 systemic model in the four core content areas
- common language, structure, and process for curriculum delivery
- aligned written, taught, and tested curriculum
- clarified and specified TEKS/TAKS expectations assembled in a vertical alignment format
- customizable instructional plans that allow district resources to be integrated into the system
- lessons in both English and Spanish

KEY COMPONENTS OF THE CSCOPE CURRICULUM:

1. Component Descriptions—This document contains component descriptions and uses for Educators in the CSCOPE Curriculum System.
2. Vertical Alignment Documents—Vertical alignment documents present aligned standards among grade levels.
3. Instructional Focus Documents—Instructional focus documents are used to group the specified standards from the vertical alignment documents into a logical sequence for instruction.
4. Sample Lessons—The lessons provide a comprehensive resource of exemplar instructional activities. The lessons in CSCOPE are developed using the 5E model for instruction. Each lesson is defined to provide opportunities for students to engage, explore, explain, evaluate, and elaborate their learning.
5. Year at a Glance—The Year at a Glance document is designed to present a quick snapshot of the entire year's instructional plan.

SOURCE: CSCOPE, http://www.cscope.us/curriculum.html, May 2008.

EXHIBIT 8
CSCOPE PEDAGOGICAL APPROACH

ENGAGE:
This stage is meant to engage the learner by the teacher asking questions or telling a story about an unusual event to pique the student's curiosity.

EXPLORE:
In this stage, the student has the opportunity to work through the problem with hands-on experience to discuss the problem with other students, and to receive minimal guidance from the instructor. This will help the student to become more familiar with the problem and to generate additional interest in solving the problem.

EXPLAIN:
During this stage, students begin to learn the terminology (definitions, explanations, and relationships) surrounding the material.

ELABORATE:
This is the stage where the students use what they have learned in order to solve the initial problem. They should also be able to use the concepts learned in the Explain stage to solve additional problems. Once again, the instructor listens for their understanding of the concepts and terminology but does not provide direct answers or introduce new material.

EVALUATE:
During this stage, instructors can access their students' learning. This may be accomplished through a variety of assessments, including the student's self-assessment.

SOURCE: CSCOPE, http://www.cscope.us/curriculum.html, May 2008.

2. DESCRIPTION OF IMPLEMENTATION

In 2007–08, SCUCISD implemented CSCOPE in all grade levels for the content areas of mathematics and science. The district chose to delay implementation in ELA/reading and social studies, partly because the ELA TEKS were undergoing state revision during the 2007–08 school year.

Prior to the purchase and implementation of CSCOPE, three Curriculum Specialists had been hired: a Science Area Coordinator, a Mathematics Area Coordinator, and a Technology Curriculum Support Specialist. These staffers, along with lead teachers from each campus, attended an introductory CSCOPE training in late summer 2007. Approximately 60 K–12 science teachers participated in two days of science training, and approximately 60 K–12 mathematics teachers participated in two days of mathematics training. Additionally, 187 K–12 teachers participated in one day of CSCOPE technology training which focused on product navigation.

Upon returning to school for the 2007–08 academic year, campus administrators informed the rest of the mathematics and science teaching staff that teachers were expected to implement specific components of the CSCOPE product that year. Teachers in mathematics and science were required to implement the CSCOPE Year at a Glance, the Pacing Calendar, the Vertical Alignment Documents, and the Instructional Focus Documents for each unit of study. All other components of CSCOPE, including the Exemplar Lessons, were available but not required by the district, though some campuses required other components of the system to be implemented.

ELA/reading and social studies staff had access to all CSCOPE materials and were asked to begin reviewing the scope and sequence and other components for implementation in the 2008–09 academic year. However, because those teachers were not required to use CSCOPE in 2007–08, ELA and social studies staff reported continued use of the internally developed scope and sequence documents throughout the 2007–08 school year.

Campus-level implementation of CSCOPE met resistance for several reasons. First, campus-level staff had little input into the adoption of the curriculum. Staff viewed this as a deviation from the district's common operating practices, in that the district had been respectful and inclusive of their opinions in the past, citing the example of staff input on textbook adoption committees. The initial CSCOPE mathematics implementation was further complicated by the fact that staff at the secondary campuses had selected new mathematics textbooks in the spring through a participatory process and spent the summer preparing for their use. One textbook was selected for grades 7–12, while grade 6 had selected two separate textbooks; one that aligned with the grade 7–12 textbook and one that did not. Once the scope and sequence for CSCOPE was implemented, one of the selected texts for grade 6 was no longer appropriate for use because of the inflexible nature of its scope and sequence. These textbooks were returned so the district could order enough of the aligned textbook for all grade 6 students, thus completing the vertical alignment for grades 6–12.

Generally, acceptance of the scope and sequence depended on need or how far it deviated from what was already in use by campus staff. Science staff reported more initial support for CSCOPE implementation because at the elementary level they did not previously have a science curriculum, and at the secondary level, CSCOPE and the science scope and sequence were closely aligned. In

mathematics, however, the introduction and timing of some concepts was reported as counterintuitive.

Most staff reported that districtwide training on the CSCOPE system provided at the start of the school year was inadequate. Already surprised by the abrupt introduction of CSCOPE, staff reported being overwhelmed by the amount of material in the system. District staff reported that more training on certain documents, such as the Instructional Focus Documents and Vertical Alignment Documents, would have been useful in helping teachers understand the underlying structure and sequencing of CSCOPE.

Finally, many of the components of the system were difficult to implement, contained errors, or were incomplete or insufficient for staff needs. Campus-level staff reported trying to implement CSCOPE lessons and encountering difficulties using them. Staff said that because of the pedagogical approach of CSCOPE, the lessons required materials and supplies that were not readily available at the school upon implementation of the curriculum. While the district allocated funds to the campuses in fall 2008 for assistance in purchasing supplies or materials needed for CSCOPE lessons, few campuses took advantage of these additional resources. This left teachers feeling unprepared to provide appropriate instruction using the CSCOPE lessons. In addition, staff reported that some lessons contained errors and were not well edited, creating frustration and concern about CSCOPE's credibility. Finally, some CSCOPE materials were still being developed and were not available so campus staff could plan prior to instruction. For example, the high school Chemistry curriculum was incomplete. One administrator described the lesson portion of CSCOPE as a "beta version" of

the product. Other issues campus staff noted with the system pertain to the lack of differentiation offered within lessons and the lack of activities and homework provided. Campus staff indicated that with CSCOPE they continue to pull from additional resources to supplement what is provided by the system.

Campus staff viewed the three Curriculum Specialist positions as helpful in supporting CSCOPE implementation, but still described the implementation process as overwhelming.

Interviews with district staff and the board indicate that both groups of stakeholders clearly understood how difficult the initial CSCOPE implementation process had been for campus staff. However, the superintendent believed that without the resolve to see through this transition, CSCOPE implementation would not continue and the district would be without a consistent curriculum five years from now. While the change was unpopular, district leadership viewed it is as necessary, with the worst being behind them. District staff expects the CSCOPE product to improve and teacher comfort with the materials to increase over time.

Exhibit 9 summarizes the status of CSCOPE curriculum components in SCUCISD. At the time of onsite work in March 2008 only certain CSCOPE documents were required for implementation by mathematics and science teachers, lesson plans were available and were in use at some campuses. For the purpose of this review, only specific elements of curriculum support in the four core subject areas for grades 2, 4, 7, and 11 were analyzed. Analyses indicated that all three curriculum support components (curriculum system, scope and sequence, and lesson plans) are available through CSCOPE, although lesson plans

EXHIBIT 9
STATUS OF SCUCISD CSCOPE CURRICULUM COMPONENTS
MATHEMATICS AND SCIENCE
MARCH 2008

CURRICULUM SUPPORTS	IN PLACE	TEKS ALIGNED	TAKS ALIGNED	GRADE LEVELS	SUBJECT AREA*				UPDATE
Curriculum System	✓ Yes No {CSCOPE}	✓ Yes No	✓ Yes No	✓ 2 ✓ 4 ✓ 7 ✓ HS	✓M ✓M ✓M ✓M	R R E E	✓S ✓S ✓S ✓S	SS SS SS SS	✓ Yes No {ongoing}
Scope & Sequence	✓ Yes No {CSCOPE}	✓ Yes No	✓ Yes No	✓ 2 ✓ 4 ✓ 7 ✓ HS	✓M ✓M ✓M ✓M	R R E E	✓S ✓S ✓S ✓S	SS SS SS SS	✓ Yes No {ongoing}
Lesson Plans	✓ Yes No {CSCOPE}	✓ Yes No	✓ Yes No	✓ 2 ✓ 4 ✓ 7 ✓ HS	✓M ✓M ✓M ✓M	R R E E	✓S ✓S ✓S S	SS SS SS SS	✓ Yes No {ongoing}

*M=Mathematics, R=Reading, E=English Language Arts, S=Science, SS=Social Studies
SOURCE: SCUCISD district curriculum documents, March 2008.

for Chemistry were incomplete at the time of onsite data collection. These components, which address all grade levels and subject areas reviewed for this report, are aligned with the TEKS and TAKS and will be regularly updated by CSCOPE.

3. CONTRACTED SERVICES FOR CURRICULUM DEVELOPMENT/DELIVERY

Educational service centers (ESCs) provide most external assistance to SCUCISD. The district is a part of Region 13, but even prior to CSCOPE, has contracted with both Region 13 and Region 20 for curriculum-related services, depending on the availability of ESC personnel. Currently, the district receives more support through Region 13 because of the services offered through CSCOPE, although at the time of onsite work Region 20 was preparing to support CSCOPE. Region 20 does provide training on the 5E Model for the district.

4. COSTS INCURRED IN OBTAINING CURRICULUM GUIDES/SERVICES

Prior to the implementation of CSCOPE, the district facilitated scope and sequence alignment activities each summer, with participation from department chairs, teacher leaders, and other teachers. The size of groups varied from year to year. For example, in 2003–04, 31 teachers participated in the vertical alignment process for mathematics; in 2005–06, 10 teachers participated. A similar process and participation pattern occurred in science. In addition, district-provided documentation indicated that 21 teachers participated in vertical alignment work in ELA/reading and another 21 teachers participated in social studies. The scope and sequence documents provided for science, ELA/reading, and social studies documents were not dated, so the timeline for the alignment activities in these subject areas was undeterminable. Staff members were paid $100 per day for approximately five days each to

participate in this process. A conservative cost for this effort is estimated at $32,000 per alignment cycle; when the larger group numbers are included, the process cost is $50,000 each cycle. Assuming this cycle began in the fall of 2000 and continued through summer 2006 and occurred every two years, the total cost ranged between $128,000 and $200,000. The district stated that summer development work will continue, but will now be focused on aligning the district's resources with the CSCOPE curriculum.

In 2007–08, SCUCISD employed five full-time staff in the area of curriculum. These include the Directors of Elementary and Secondary Education, the two Subject Area Coordinators, and the Support Specialist. (See **Exhibit 10**)

EXHIBIT 10
SCUCISD CURRICULUM STAFF POSITIONS AND BASE SALARIES 2007–08

POSITION	BASE SALARY
Director, Elementary Education	$95,732
Director, Secondary Education	$96,862
Mathematics Area Coordinator	$62,360
Science Area Coordinator	$58,362
Curriculum Support Specialist	$60,419
Total Salary Costs*	**$373,735**

*Total excludes additional cost for benefits.
Source: SCUCISD salary schedule and interviews with district staff, spring 2008.

The base salaries associated with the district's five curriculum staff positions total approximately $374,000. Using an estimated benefits rate of 12 percent, the total salary cost to SCUCISD is approximately $418,880 annually for these positions.

Other significant curriculum-related costs incurred by SCUCISD, beyond salaries, include costs for

CSCOPE contracted services and training. As stated previously, CSCOPE requires a one-time set up fee of $5,750; an annual fee of $6,000; and a one-time development and implementation cost of $56,750 for the entire district for a combined total of $68,500. The CSCOPE contract also includes implementation expansion, provisions for additional services without charges beyond the annual subscription fee, and no additional direct costs associated with system updates, such as changes in TEKS or textbook adoptions.

SCUCISD anticipated spending approximately $52,000 on training costs related to CSCOPE for teachers during the 2007–08 school year, including $7,200 for curriculum revisions. This is based on estimates for stipends for teachers who are paid $100 per day for training if the training extends beyond the number of days in their contract. **Exhibit 11** summarizes the CSCOPE training schedule and costs for days beyond contract in the 2007–08 school year.

The Texas Education Agency (TEA) does not require districts to report expenditures on curriculum separately from other instructional expenditures. Therefore, curriculum expenditures are generally coded as instruction or instruction-related.

For the 2006–07 school year, SCUCISD spent an average of $3,640 per pupil, which represents 61.3% of all operating expenditures per pupil, on curriculum- and instructional-related services. These expenditures include salaries, training, materials, and activities related to curriculum and direct instruction of students in the classroom, including the purchase of the CSCOPE system.

EXHIBIT 11
SCUCISD CSCOPE-RELATED TRAINING
2007–08

DATE	SUBJECT	GRADE LEVELS	NUMBER OF TEACHERS	TOTAL COST @ $100 PER DAY
07/09/2007	Science	K–12	51	$5,100
07/10/2007	Science	K–12	47	$4,700
07/11/2007	Mathematics	K–12	64	$6,400
07/12/2007	Mathematics	K–12	59	$5,900
06/09/2008	5E Model	9–12	40	$4,000
06/16/2008	Scope and Sequence revision	9–12	72	$7,200
Total CSCOPE-Related Training Costs, 2007–08				**$33,300**

SOURCE: SCUCISD district staff development records and interviews with district staff, spring 2008.

5. OTHER CURRICULAR RESOURCES USED IN DISTRICT

Because of the perceived deficiencies in CSCOPE reported by district and campus staff, teachers continue to use existing resources to supplement CSCOPE lessons or implement their existing lessons. These resources include textbooks, workbooks, prior lessons, software programs, and the Internet. For example, in grade four mathematics, teachers continue to use a number of existing resources to supplement CSCOPE, including Math 4 Today, Accelerated Math, Compass Math, Math Blaster, TAKS Master Math, Motivation Math, Vocabulary Adventures, Everyday Math, Kim Sutton Math Activities, Mountain Math, and Moose Math.

In ELA/reading and social studies, SCUCISD teachers still use the individual scope and sequence documents developed by teacher groups. Based on the analysis of these documents for grades 2, 4, 7, and high school courses aligned with grade 11 (English III and U.S. History), the internally developed scope and sequence documents are not cohesive or consistent in components or details. Additionally, they are not sufficient in specificity to provide a new teacher enough supporting detail for developing an effective lesson.

In ELA/reading, the district-provided grade 2 reading scope and sequence for the entire school year was an undated, four-page document that provided the TEKS identifier, a one-to-two word description of the skill being taught, and a one-to-four-word detail of the TEKS. No evidence of alignment to TAKS was provided in this document. A grade 4 scope and sequence document dated 2005–06 was similar to the grade 2 document but did include a column identifying the aligned TAKS objective. Grade 7 scope and sequence documents were combined with grade 8 and were dated 2007–08. These included TEKS/TAKS alignment and a brief description of alignment with specified objectives. However, these documents were supported by a 46-page CSCOPE description of what should be emphasized for each of the TEKS. The English III course included a two-page syllabus dated 2007–08. It contained column headings describing the literature unit, grammar and composition, vocabulary, and test prep. It did not include TEKS or TAKS references or alignment.

A similar pattern emerged when examining social studies. The grade 2 district-provided scope and sequence document dated 2005–06 consisted of a three-page document that provided the dates

for each nine-week period, a unit title, TEKS objectives, and textbook resources. There was no reference to TAKS alignment. The grade 4 scope and sequence document dated 2005–06 consisted of a one-page table covering the four nine-week periods identifying the subject, TEKS, and TAKS. The grade 7 document was not dated but included six pages and provided week-by-week information of what to teach, including identified and briefly detailed TEKS. Finally, the U.S. History scope and sequence document was a three-page document with a two-page table with column headings including: Themes and Time Periods, Weeks (to teach), TAKS, and TEKS. The second and third pages described each TAKS objective and TEKS student expectation.

Exhibit 12 provides an overall assessment of SCUCISD-developed curriculum components, of which the scope and sequence documents provide the basic curriculum that was used by SCUCISD

staff in 2007–08 for ELA/reading and social studies. Generally, the documents lacked vertical consistency. For example, not all documents included TAKS-aligned objectives, and not all documents provided even brief descriptions of TEKS student expectations. The lack of consistency and lack of detail included in these documents indicated poor alignment with TEKS and TAKS and insufficient specificity in terms of the TEKS and the TAKS. Additionally, there are no centrally available lesson plans for these grade levels and subject areas.

C. STRUCTURE TO SUPPORT IMPLEMENTATION

This section describes the structures to support implementation based on a review of board policy documents, district organizational charts and job descriptions, and interview and focus group data.

EXHIBIT 12
STATUS OF SCUCISD INTERNALLY DEVELOPED CURRICULUM COMPONENTS
ELA/READING AND SOCIAL STUDIES
MARCH 2008

CURRICULUM SUPPORTS	IN PLACE	TEKS ALIGNED	TAKS ALIGNED	GRADE LEVELS	SUBJECT AREA*				UPDATE
Curriculum System	Yes ✓ No	Yes No	Yes No	2	M	R	S	SS	Yes No
				4	M	R	S	SS	
				7	M	E	S	SS	
				HS	M	E	S	SS	
Scope & Sequence	✓ Yes No {Local}	Yes ✓ No	Yes ✓ No	✓ 2	M	✓R	S	✓SS	Yes No {ongoing}
				✓ 4	M	✓R	S	✓SS	
				✓ 7	M	✓E	S	✓SS	
				✓ HS	M	✓E	S	✓SS	
Lesson Plans	Yes ✓ No	Yes No	Yes No	2	M	R	S	SS	Yes No
				4	M	R	S	SS	
				7	M	E	S	SS	
				HS	M	E	S	SS	

*M=Mathematics, R=Reading, E=English Language Arts, S=Science, SS=Social Studies
SOURCE: SCUCISD district curriculum documents, March 2008.

1. SUPPORTING DISTRICT AND BOARD POLICIES

The district contracts with the Texas Association of School Boards (TASB) for its policy development and updates. TASB categorizes all policies according to seven major areas of school operations: basic district operations, local governance, business and support services, personnel, instruction, students, and community government relations. TASB developed all policies designated as (LEGAL) or (EXHIBIT) to comply with legal entities that define district governance. In addition, local policies can be created to reflect local school board decisions. TASB designates such policies as (LOCAL) or (REGULATION).

The SCUCISD Board of Trustees has adopted six policies that reference curriculum for the grade levels and core areas considered in this review. All but one policy are legal.

AE (EXHIBIT) Educational Philosophy Objective 4 of this policy states a "well balanced and appropriate curriculum will be provided to all students."

BQ (LEGAL) Planning and Decision-Making Process This policy states that the board will clearly define the roles and duties of district and campus staff in the area of curriculum.

EHAA (LEGAL) Basic Instructional Program: Required Instruction (All Levels) This policy states the district shall provide instruction in the essential knowledge and skills at appropriate grade levels in the foundation (four core areas) and enrichment curriculum according to *Texas Education Code (TEC) §28.002(c)*. This policy also states that all children in the district participate actively in a balanced curriculum designed to meet individual needs through *TEC §28.002(g)*.

EHAB (LEGAL) Basic Instructional Program: Required Instruction (Elementary) and *EHAC (LEGAL) Basic Instructional Program: Required Instruction (Secondary)* provide similar provisions to *EHAA (LEGAL)*.

EFA (LOCAL) Instructional Resources: Instructional Materials Selection and Adoption This policy states that although trained professional staff members are afforded the freedom to select instructional resources for their use in accordance with this policy and the state mandated curriculum, the ultimate authority for determining and approving the curriculum and instructional program of the district lies with the board.

Other SCUCISD policies may reference curriculum but are not related to the grade levels or four core areas of interest to this report.

Of the six relevant policies, only one reflects local school board decisions. No policies reference or detail a specific process for curriculum adoption, implementation, review, and update. For example, policies are not in place that provide common standards for what is to be taught, how it is to be presented in written form, and how it should be evaluated.

2. ORGANIZATIONAL STRUCTURE AND EFFECTIVENESS AS RELATED TO CURRICULUM

In the area of curriculum, the Mathematics and Science Area Coordinators and the Technology Curriculum Support Specialist report to the Director of Secondary Education and the Director of Elementary Education. These two positions report to the Superintendent who reports to the Board of Trustees. District staff stated that the central office structure was intentionally flat because as a district they made teacher salaries a priority in order to

compete with neighboring districts to attract quality teachers. In fact, in recent years the district has begun to increase starting teacher salaries to match their neighboring districts. Thus, adequately staffing campuses is the district's first priority.

Exhibit 13 illustrates SCUCISD's 2007–08 district organization as it relates to curriculum.

The Directors of Elementary and Secondary Education work closely with campus administrators and the three Curriculum Specialists. While some staff interviewed indicated that principals report directly to the superintendent, other interviews indicated more coordination on curriculum-related issues between the directors and principals than between the superintendent and principals.

The three curriculum support positions assist the Directors of Elementary and Secondary Education in implementing CSCOPE in science and mathematics. These positions are critical because the directors have duties in many other districtwide functions, including discipline, advanced academics, principal monitoring, facilities and facilities planning, and curriculum for the Secondary Director. The Elementary Director's responsibilities include the areas of curriculum,

EXHIBIT 13
SCUCISD CURRICULUM ORGANIZATION 2007–08
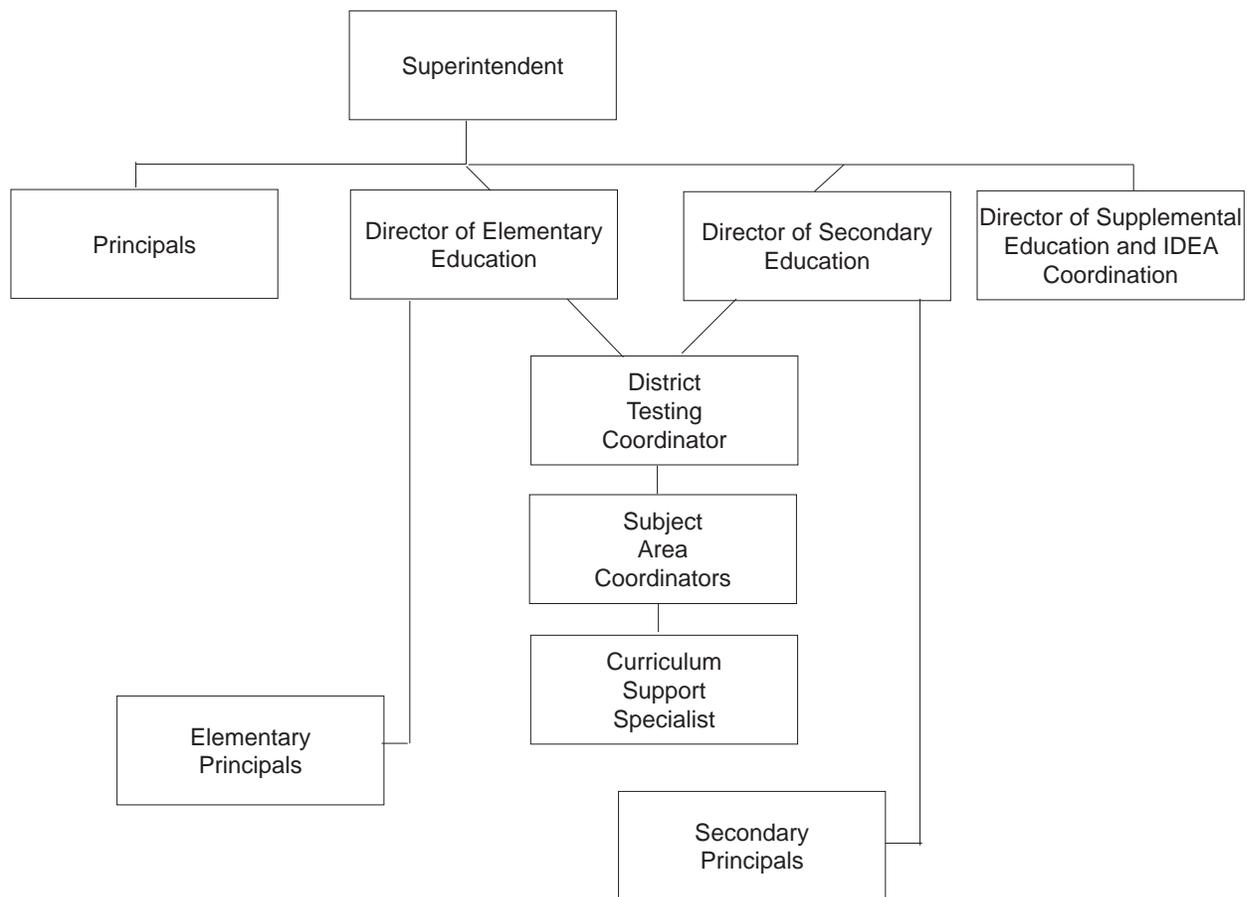
SOURCE: SCUCISD Organizational Chart, 2007–08.

federal programs (evaluation only), compensatory education, migrant, homeless, and gifted and talented services for grades K–6.

Major curriculum-related duties for the Directors of Elementary and Secondary Education include the following responsibilities:

- direct instructional and curriculum services to meet students' needs;

- plan, implement, and evaluate instructional programs with teachers and principals, including learning objectives, instructional strategies, and assessment techniques;

- apply research and data to improve the content, sequence, and outcomes of the teaching-learning process;

- work with appropriate staff to develop, maintain, and revise curriculum documents based on systematic review and analysis;

- involve instructional staff in evaluating and selecting instructional materials to meet student learning needs;

- ensure the use of technology in the teaching-learning process;

- plan the necessary time, resources, and materials to support accomplishment of education goals;

- participate in the district-level decision-making process to establish and review the district's goals and objectives and major classroom instructional programs of the district;

- obtain and use evaluative findings (including student achievement data) to examine curriculum and instruction program effectiveness;

- secure consultants, specialists, and other community resources to assist principals and instructional staff in attaining objectives; and

- provide effective staff development activities that incorporate the mission of the district, program evaluation outcomes, and input from teachers and others.

The two subject area coordinators respond primarily to teacher requests for assistance with implementing CSCOPE. Interviews indicated that staff members in these positions are providing embedded and ongoing training for teachers in the use of CSCOPE documents and content on a daily basis. Additionally, a primary role for the technology support position has been providing teacher support and training in access and navigation of the CSCOPE curriculum management system.

Major curriculum-related duties for the Mathematics and Science Area Coordinators include the following responsibilities:

- coordinate the review, development, and revision of all subject area programs and related curriculum documents and materials, including scope and sequence, curriculum guides, course outlines, and teaching plans;

- work cooperatively with directors and campus principals in developing and supervising the instructional programs in assigned subject area;

- assist with testing programs for the assigned subject area;

- coordinate the ordering, use, and adoption of instructional materials and textbooks for assigned subject area; and

- obtain and use evaluative findings (including student achievement data) to examine curriculum and instruction program effectiveness for the assigned subject area.

Major curriculum-related duties for the Technology Curriculum Support Specialist include the following responsibilities:

- develop, manage, maintain, and support curriculum management software;

- provide training and support to district and campus instructional staff;

- assist with the interpretation and analysis of district and campus assessment data;

- coordinate and plan the integration of curriculum with district technology staff; and

- assist in analyzing test data for use in curriculum planning.

CSCOPE implementation was a primary focus for the directors and the three curriculum support positions during 2007–08. If the same level of attention is required as CSCOPE expands in the district, more personnel might be required so that other duties are not neglected.

Two organizational issues affecting CSCOPE implementation include districtwide communication of required CSCOPE implementation for 2007–08 and future plans for expanded implementation of CSCOPE. Campus-level staff reported confusion about the components of CSCOPE that were required for implementation. Some staff understood only the scope and sequence was required; others understood that more was required. Some other campus staff understood that until the deficiencies in CSCOPE were addressed,

the district would only require the scope and sequence documents to be implemented.

Interviews also indicated that the district lacked a clear message about the sustainability and expansion of CSCOPE. When asked if CSCOPE would continue and if implementation would expand to other core areas, responses varied by satisfaction with current implementation. Generally, elementary campus staff supported the continuation of CSCOPE in mathematics and science, but support waned for expansion into other areas. Campus-level staff across the district voiced concerns about implementing CSCOPE in ELA and social studies. Objections were often based on the fact that test scores in those areas were strong and, therefore, did not merit a change in the district's curriculum. Additionally, staff suggested that the grade-level book selections in CSCOPE contradicted local choices and would create resource deficits in ELA/reading, as well as change which novels were taught at which grade levels. Secondary ELA and social studies teachers did not welcome the implementation of CSCOPE and implied it was optional or at least undecided for the moment. The lack of a unified message about future implementation created uncertainty for SCUCISD staff.

3. SCHOOL AND DISTRICTWIDE MONITORING TO ENSURE IMPLEMENTATION

Monitoring of the effectiveness of the curriculum in SCUCISD occurred at two levels: implementation and student performance. District leaders were concerned with smoothing the CSCOPE implementation process and made meeting with campus-level staff a priority. The Director of Elementary Education met with teachers at each elementary campus to listen to their feedback and collect information for improving

implementation. The Director of Secondary Education met with the teachers from both the math and science departments at the five secondary campuses to collect the same information. Additionally, campus administrators monitored the implementation process through close contact with instructional staff. Staff said they appreciated this support.

While staff indicated that one measure of effectiveness would be the level of support CSCOPE provided new teachers, it was too early in the implementation process to assess this outcome. Early indications suggest that new teachers may be struggling more since the experienced colleagues they would normally turn to for assistance were also experiencing a steep learning curve during this first year of CSCOPE implementation. Another indicator of effectiveness would be consistency in pacing across the district. The alternative campuses provide an indicator of this measure since they receive students from across the district. Reports from these campuses suggest that consistency has increased across the district.

Staff also reported that teachers are required to submit lesson plans but that they were not really used to monitor curriculum. For an additional measure of implementation, campus administrators and assistant administrators observed lesson delivery and uniformly reported satisfaction with both the level of consistency and instructional delivery. The district did not require a minimum number of observations, and district staff was comfortable with the level of monitoring currently occurring on campuses. Observations were structured around the Professional Development and Appraisal System (PDAS), the state's approved instrument for appraising teachers and identifying areas that would benefit from staff

development and the 5E Instructional Model of delivery. Administrators used information collected from observations as opportunities to provide mentoring or training. However, as the district continues to grow, a more uniform policy concerning systematic observations and reporting may be necessary to ensure consistent and appropriate implementation of the curriculum.

The second level of assessing curriculum effectiveness included student performance on benchmark tests and TAKS. Teachers across all school levels demonstrated a sophisticated understanding of using disaggregated student data to inform instructional choices. Benchmark assessments are administered twice a year. Teachers are provided data through AEIS-It, the base software for district data analysis, and use this information to target specific students and TEKS objectives. The district will use this information to assess CSCOPE.

D. DISTRICT ACCOMPLISHMENTS, FINDINGS, AND RECOMMENDATIONS

This section provides a summary and description of accomplishments, findings, and recommendations based on document review, site visit data, and cost analysis. District practices are compared to professional standards.

The standards guiding the identification of accomplishments, findings, and recommendations provided in this review come from the combined efforts of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the National Study of School Evaluation (NSSE). These standards, the AdvancED Accreditation Standards for Quality School Systems, are tightly aligned with the research on factors that impact student

performance and were developed with broad input from practitioners and education experts. (See **Exhibit 14**)

EXHIBIT 14
AdvancED ACCREDITATION STANDARDS FOR QUALITY SCHOOL SYSTEMS

Standard 1: Vision and Purpose The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.	**Vision and Purpose** 1.1 Establishes a vision for the system in collaboration with its stakeholders 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support 1.3 Identifies system-wide goals and measures to advance the vision 1.4 Develops and continuously maintains a profile of the system, its students, and the community 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services 1.6 Reviews its vision and purpose systematically and revises them when appropriate
Standard 2: Governance and Leadership The system provides governance and leadership that promote student performance and system effectiveness.	**Governance** 2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system 2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system 2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations 2.4 Implements policies and procedures that provide for the orientation and training of the governing board 2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources 2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations 2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations **Leadership** 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness 2.9 Creates and supports collaborative networks of stakeholders to support system programs 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership 2.12 Assesses and addresses community expectations and stakeholder satisfaction 2.13 Implements an evaluation system that provides for the professional growth of all personnel

EXHIBIT 14 (CONTINUED)
AdvancED ACCREDITATION STANDARDS FOR QUALITY SCHOOL SYSTEMS

Standard 3: Teaching and Learning The system provides research-based curriculum and instructional methods that facilitate achievement for all students.	**Teaching and Learning**
	3.1 Develops, articulates, and coordinates curriculum based on clearly-defined expectations for student learning, including essential knowledge and skills
	3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills to investigate new approaches to applying their learning
	3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
	3.4 Supports instruction that is research-based and reflective of best practice
	3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
	3.6 Allocates and protects instructional time to support student learning
	3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
	3.8 Supports the implementation of interventions to help students meet expectations for student learning
	3.9 Maintains a system-wide climate that supports student learning
	3.10 Ensures that curriculum is reviewed and revised at regular intervals
	3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
Standard 4: Documenting and Using Results The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.	**Documenting and Using Results**
	4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and free of bias
	4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
	4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
	4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
	4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness
	4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
	4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations
Standard 5: Resources and Support Systems The system has the resources and services necessary to support its vision and purpose, and to ensure achievement for all students.	**Human Resources**
	5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities
	5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)
	5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
	5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable
	Financial Resources
	5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement
	5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures

EXHIBIT 14 (CONTINUED)
AdvancED ACCREDITATION STANDARDS FOR QUALITY SCHOOL SYSTEMS

Standard 6: Stakeholder Communications and Relationships The system fosters effective communications and relationships with and among its stakeholders.	**Stakeholder Communications and Relationships**
	6.1 Fosters collaboration with community stakeholders to support student learning
	6.2 Uses system-wide strategies to listen and communicate with stakeholders
	6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
	6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
	6.5 Provides information that is meaningful and useful to stakeholders
Standard 7: Commitment to Continuous Improvement The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.	**Commitment to Continuous Improvement**
	7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)
	7.2 Engages stakeholders in the processes of continuous improvement
	7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning
	7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels
	7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals
	7.6 Monitors and communicates the results of improvement efforts to stakeholders
	7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement
	7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide
	7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts

SOURCE: AdvancED Accreditation Standards for Quality School Systems, March 2008.

ACCOMPLISHMENTS

> **The district engages in systematic data analysis to inform instructional decisions.**

SCUCISD uses AEIS-It software for comprehensive test data analysis, including data disaggregation. Both district and campus staff are familiar with state and federal accountability indicators. School administrators provide time and resources for teachers to review data to inform instructional choices. Campus staff receives training and engages in ongoing review of student data to assess areas of student strength and weakness. Teachers are conversant about individual student needs as well as common objectives needing reteaching or additional emphasis. As a result, administrators and teachers can make data-driven instructional choices based on performance results and student needs.

This practice reflects the following professional standards: (2.8) provides for systematic analysis and review of student performance and school and system effectiveness; and (4.2) ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning;

> **District leadership made the decision to implement a new curriculum system based on multiple data points, indicating the need for improvement in student performance.**

District leadership made the decision to implement a new curriculum system based on multiple data points, indicating the need for improvement in student performance.

The district demonstrated awareness and attention to indicators beyond the current TAKS accountability standards in making curriculum choices. Specifically, district leaders looked at college readiness indicators and found that SCUCISD students performed below state averages, indicating they were not adequately prepared for postsecondary options. Additionally, the district was concerned with a lack of instructional consistency across campuses and a lack of vertical alignment between grade levels that resulted in gaps in student knowledge. District leadership also considered future accountability standards in its review of student performance. Staff found that while the district performed better than the state on many current indicators, it was not preparing students to meet the 2009 standards. This review of performance indicators resulted in the decision to adopt a vertically aligned curriculum system aligned with TEKS and TAKS.

This practice reflects the following professional standards: (3.7) maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment; and (7.4) ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels.

> **The district's curriculum choice reflected an understanding of the importance of alignment with TEKS and TAKS objectives and research-based standards.**

SCUCISD adopted a professionally developed, vertically aligned curriculum package specifically aligned with TEKS and TAKS objectives. This eliminated the use of district-developed scope and sequences in two subject areas, mathematics and science, and addressed a staff-identified need for providing more specificity to the TEKS. The CSCOPE curriculum promotes the 5E Instructional Model, a research-based, student-centered instructional approach. The result of selecting a curriculum system with the described characteristics should be a consistently implemented curriculum that eliminates gaps in student knowledge and promotes student learning through engagement, impacting student performance.

This practice reflects the following professional standards: (3.1) develops, articulates, and coordinates a curriculum based on clearly-defined expectations for student learning, including essential knowledge and skills; (3.2) establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills to investigate new approaches to applying their learning; and (3.4) supports instruction that is research-based and reflective of best practice.

> **The district's choice in their curriculum system reflected attention to capacity, efficiency, and long-term sustainability.**

SCUCISD's selected curriculum system is compatible with its technology capacity and includes tools to support alignment, the collection of exemplar lessons, sharing of activities, and monitoring. The adoption of this curriculum system also eliminates inefficiency in several ways. The CSCOPE external providers are responsible for review and revision of the curriculum at regular intervals, ensuring alignment with any changes in state standards. The district choice to delay implementation in subject areas undergoing state revision also reflects a focus on efficiency in terms of avoiding teacher investment in familiarizing themselves with a curriculum that may change. Additionally, because the external provider supports system maintenance, resources that would be spent annually on internal revisions can be reallocated. The ongoing external system support also ensures sustainability of the curriculum system. Providing an efficient and sustainable system results in the availability of district resources for other uses and allows for long-term planning around the current system.

This practice reflects the following professional standards: (3.10) ensures that curriculum is reviewed and revised at regular intervals; and (5.5) engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement.

> **The district created administrative positions to support long-term curriculum goals.**

SCUCISD created three administrative positions to support long-term curriculum goals and assist with curriculum implementation. Positions included Mathematics and Science Area Coordinators and a Technology Curriculum Support Specialist. These professionals assist campus-level staff with the curriculum implementation and training. This practice helps to protect instructional time by providing campus staff with immediate assistance and ongoing training in understanding the new curriculum and shifting some of the responsibilities for curriculum implementation.

This practice reflects the following professional standards: (5.2) establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state laws and regulations; and (7.9) provides direction and assistance to its schools and operational units to support their continuous improvement efforts.

FINDINGS AND RECOMMENDATIONS

> **SCUCISD lacks specific local board policy explaining processes for curriculum adoption and implementation.**

While SCUCISD has a standard legal board policy broadly defining curriculum and requiring the implementation of "a balanced curriculum" in place, the lack of specific local policy related to curriculum adoption and implementation processes has resulted in fragmented adoption and implementation of the new curriculum. Consequently, the level of curriculum implementation and components implemented

are varied across the district. For example, the implementation of sequencing and pacing is inconsistent in mathematics. Additionally, well-articulated vertical curricula in ELA/reading and social studies specifying the knowledge and skills covered at each grade level are lacking. Without a well-articulated vertical curriculum implemented in all core subject areas, gaps in knowledge or duplication of content across grade levels could occur.

The district should adopt local board policies that provide specific direction related to curriculum adoption and implementation. These policies should define the curriculum, outline the curriculum development and adoption process including a time-line for such, require implementation of scope and sequence and vertical alignment documents, coordinate the curriculum with assessment procedures, provide for staff development related to curriculum, provide for an ongoing review and revision process, and align the budget process with these curricular priorities.

This recommendation reflects the following professional standards: (1.2) communicates the system's vision and purpose to build stakeholder understanding and support; (2.1) establishes and communicates policies and procedures that provide for the effective operation of the system; (2.5) builds public support, secures sufficient resources, and acts as a steward of the system's resources; (2.9) creates and supports collaborative networks of stakeholders to support system programs; (3.10) ensures that curriculum is reviewed and revised at regular intervals; and (7.9) provides direction and assistance to its schools and operational units to support their continuous improvement efforts.

> **SCUCISD lacked a systematic process for garnering board or campus-level staff input and buy-in for its new curriculum system.**

SCUCISD district leaders made a decision to review and adopt a curriculum system with little communication with or input from school board members or campus staff. Many of the choices were made during the summer with implementation scheduled for the following fall, leaving inadequate time for staff to adjust to the change. During summer 2007, the vendor provided lead teachers and the three curriculum support positions with an overview of the curriculum. The district planned to use a trainer-of-trainers model for districtwide redelivery. However, due to the comprehensive nature of the curriculum and curriculum system and the rush to implement it, this approach was inadequate. When staff returned in fall 2007 to learn of the new curriculum adoption and implementation, the training provided was reported by many teachers to be overwhelming and lacking in needed follow-up. Further, campus staff initially did not view the district curriculum support positions as experts in the use of the new curriculum, since their experience working with it was limited as well. These choices created a contentious situation, with little stakeholder support for the implementation of the new curriculum. Stakeholders reported frustration with the adoption and implementation processes of the curriculum system. This frustration resulted in obstacles to implementation, such as criticism of the curriculum system, unwillingness to implement the system, conflicting perceptions by campus-level staff about the future implementation of the curriculum system, and, in some cases, tension between teachers and campus administrators and district administrative staff.

The district should develop a systematic approach for collecting stakeholder input before adopting or revising any future curriculum materials. For example, a process similar to that used for textbook adoption could be appropriate. Additionally, the process should include a clear and reasonable timeline for stakeholder training, feedback, and implementation, including adequate time to hire and train any additional required personnel.

By implementing a process for systematically collecting stakeholder input and providing adequate time and personnel for adoption, training, and implementation, the district can facilitate a successful expansion of the curriculum system into the areas of ELA/reading and social studies in the future. Developing a process for seeking stakeholder input and buy-in will foster collaboration with stakeholders to support student learning. Additionally, focused training that includes sufficient time for learning and a systematic process for follow-up will build stakeholder understanding, support, and effectiveness in implementing the curriculum.

This recommendation reflects the following professional standards: (1.2) communicates the system's vision and purpose to build stakeholder understanding and support; (3.9) maintains a system-wide climate that supports student learning; (6.1) fosters collaboration with community stakeholders to support student learning; and (6.2) uses system-wide strategies to listen and communicate with stakeholders.

> **SCUCISD district leaders and campus administrators have not communicated a clear and unified message about the expectations for future curriculum implementation.**

SCUCISD campus-level staff reported a lack of understanding about the district's expectations for curriculum implementation beyond 2007–08. Some staff understood the district would only continue with the CSCOPE curriculum implementation in mathematics and science. Other staff understood that the CSCOPE curriculum in ELA/reading and social studies would be adopted and implemented in the near future. Still other staff reported the continued implementation of the CSCOPE curriculum in any subject area was negotiable. The lack of a clear and unified message resulted in a range of responses to the curriculum from fragmented support to blatant resistance that extended beyond an isolated few staffers.

Without initial buy-in, a clear message for future implementation is essential to the sustainability and success of the district's curriculum program. Successful expansion relies on district and campus leadership being "on message" about the future of curriculum implementation. The district's commitment to the effort will be more credible if the district gives staff adequate time to receive training on and implement the curriculum. It is also important to avoid presenting the new curriculum as another supplemental resource. If a clear message is lacking, the investment in the curriculum system will not be maximized due to incomplete and inconsistent implementation.

The district should clearly articulate expectations for the future implementation of the CSCOPE curriculum management system. The directive should come as a unified message from the district

and the school board, and be clear and detailed with timelines for implementation, schedules for initial and follow-up training, and adequate staffing. By sending a strong message and providing a well-developed plan for implementation, all district staff will be able to align their expectations with district expectations allowing for a successful expansion of the curriculum. This approach will also maximize the district's investment in the curriculum system by ensuring its sustainability.

This recommendation reflects the following professional standards: (1.2) communicates the system's vision and purpose to build stakeholder understanding and support; (1.5) ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services; and (2.1) establishes and communicates policies and procedures that provide for the effective operation of the system.

> **SCUCISD lacks sufficient staffing and the appropriate organizational structure to support full and efficient implementation and operation of its curricular efforts.**

The Directors of Elementary and Secondary Education in SCUCISD are responsible for numerous areas of district functions, including federal programs, compensatory education, gifted and talented K–6, migrant, and homeless for elementary; and discipline, principal monitoring, advanced academics, curriculum, and design of facilities for secondary. Though principals report to both the superintendent and the directors, the primary communication channel is between the directors and the principals, as the directors are responsible for principal evaluations and work

most closely with principals on a daily basis. The Mathematics, Science, and Technology support positions are increasingly viewed as resources for practical implementation issues and training needs, but interview data indicated that the directors still carry a large portion of the responsibility for decision-making, communication, and monitoring of curriculum implementation. As currently structured, SCUCISD is inadequately staffed given the district's plans to expand CSCOPE implementation into ELA/reading and social studies in future years, which will require the creation of additional coordinator positions in these subject areas. Also, central office staffing may require additional support as district growth continues and the directors gain additional oversight responsibilities.

Exhibit 15 depicts the 2007–08 SCUCISD curriculum organizational structure.

Without sufficient or restructured staffing, efforts to fully implement CSCOPE in the four core subject areas could result in a continuation of fragmented curriculum implementation. Additionally, as the district grows, some of the directors' responsibilities may be neglected or not completed in a timely manner due to the flat structure of the central office and the overextension of these two positions.

SCUCISD should revise the organizational structure, including creating additional positions and redirecting the reporting structures to facilitate efficiency and alignment within functional areas to create a more efficient and supportive environment for district curriculum efforts.

Under the revised organizational structure, the Director of Supplemental Education and IDEA Coordination would maintain all current responsibilities, but would also assume responsibilities for gifted and talented and advanced

EXHIBIT 15
SCUCISD CURRICULUM ORGANIZATION
2007–08

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│ Principals │ │Elementary        │ │Secondary         │ │Education and IDEA       │
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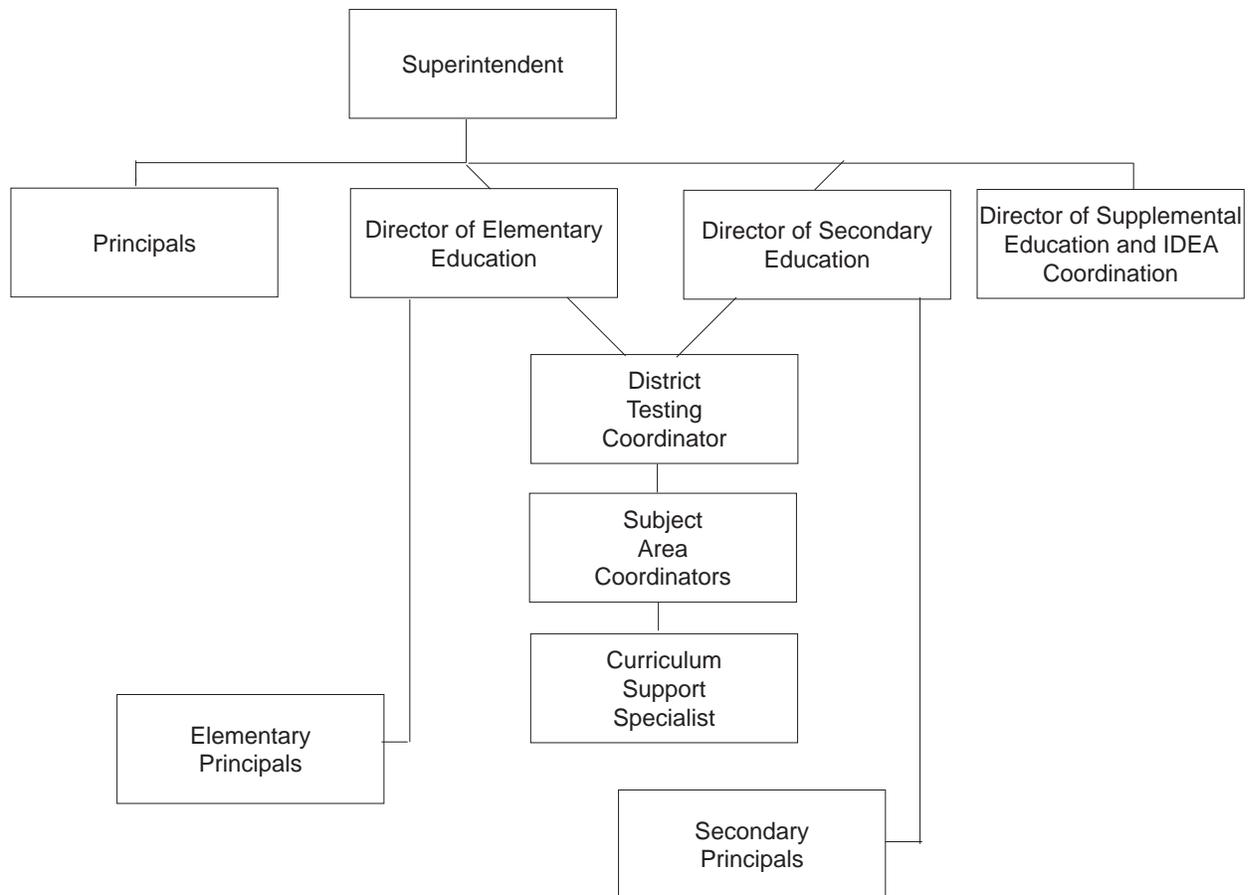
SOURCE: SCUCISD Organizational Chart, 2007–08.

academics programs for grades K–12 from the Directors of Elementary and Secondary Education. Currently, SCUCISD curriculum is supported by the Mathematics, Science, and Technology support positions, which serve the district's K–12 content-related and training needs regarding the curriculum. With the continued use and planned expansion of CSCOPE, the creation of additional subject area coordinator positions will be required. It would best serve the district's staff and students to have coordinator positions in mathematics, science, and ELA/reading at both the elementary and secondary levels, for a total of six subject area coordinator positions. The districtwide support

position for technology should be maintained within this revised structure. Additionally, although social studies is not currently an area of concern for the district, consideration should be given to the creation of elementary and secondary coordinator positions to support this subject area in the future. The three elementary subject area positions would report to the Director of Elementary Education, and the three secondary subject area positions would report to the Director of Secondary Education. The District Testing Coordinator and Technology Curriculum Support Specialist would report to both directors as was the practice under the district's 2007–08 organizational structure.

An additional area of concern is the district's growing LEP population. **Exhibits 2 through 5** show that this student group scored consistently below 70% on the TAKS test in all four subject areas from 2004–05 through 2006–07. As the district grows and the number of LEP students continues to increase, a position dedicated to the learning needs of this population will be required. Creation of an additional coordinator position responsible for the needs of the LEP/ESL/Bilingual/Migrant population would address this area of concern. This position would initially report to the Director

of Elementary Education, but the district might reconsider the placement of this position within the reporting structure in the future, depending on the growth and needs of this student group. Principals should continue to report primarily to the Directors of Elementary and Secondary Education. This revised organizational structure would create a more efficient and supportive environment for district curriculum efforts.

Exhibit 16 illustrates the proposed SCUCISD curriculum organization, to be fully implemented

EXHIBIT 16
SCUCISD PROPOSED CURRICULUM ORGANIZATION
2009–10 THROUGH 2013–14
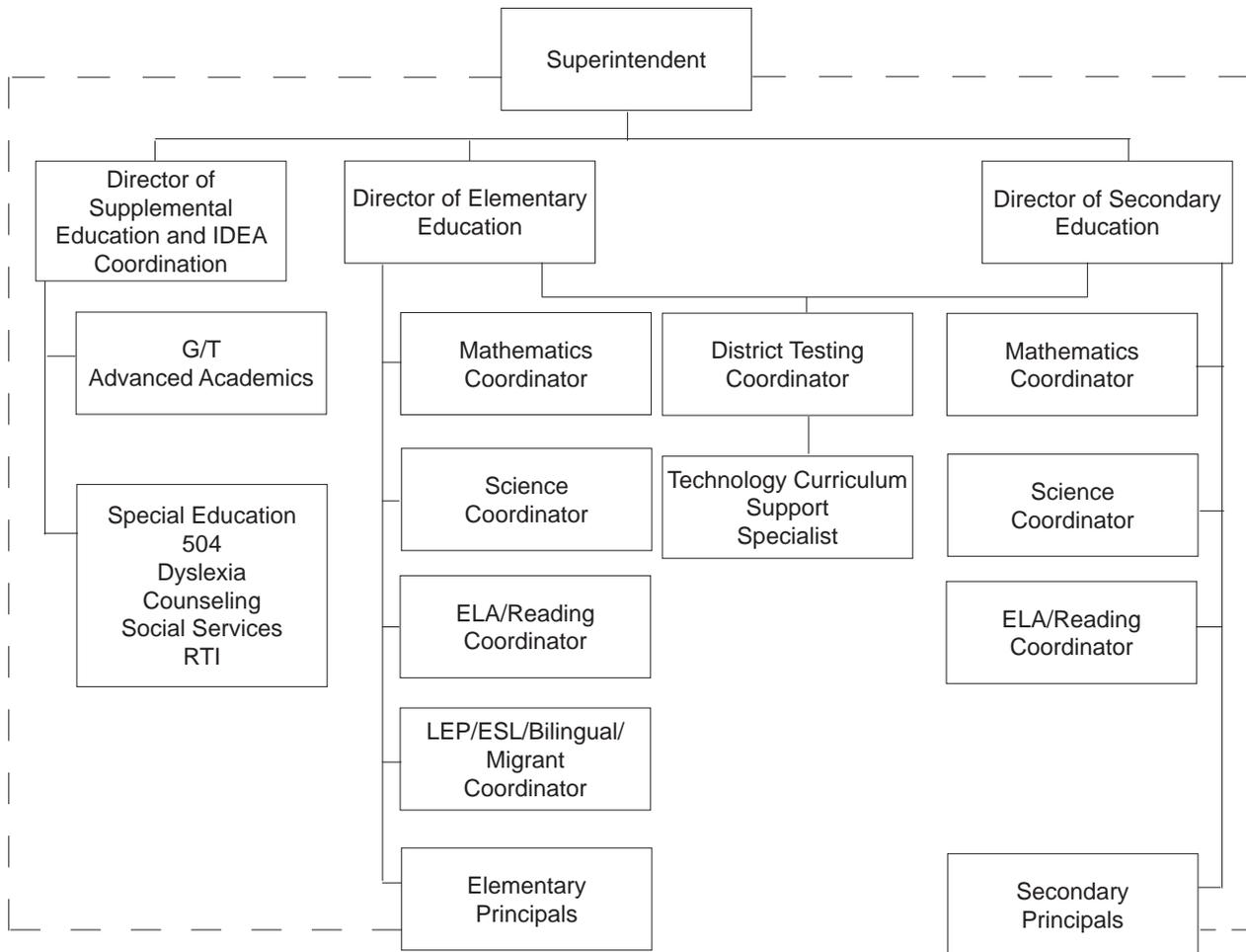
NOTE: Principals report primarily to the Directors of Education, but also to the Superintendent.
SOURCE: Legislative Budget Board, fall 2008.

by 2010–11, as described in the preceding paragraph.

Reorganizing the district's organizational structure, including creating positions for additional coordinators and redirecting the reporting structures to facilitate efficiency and alignment within functional areas will improve communication, planning, resource allocation, and overall efficiency in the district.

The fiscal impact of creating four additional subject area coordinator positions and the LEP/ESL/Bilingual/Migrant Coordinator position is based on the average salary of the two existing subject area coordinator positions, which is $60,361. Benefits for these positions are calculated to be 12 percent of the average salary or $7,243, which brings the total cost for each position to $67,604 ($60,361 + $7,243 = $67,604). For 2009–10, the district should create the LEP/ESL/Bilingual/Migrant Coordinator and one ELA/reading Coordinator positions. The remaining Mathematics, Science, and ELA/reading Coordinator positions should be created for 2010–11. Costs for the 2009–10 will total $135,208 ($67,604 x 2) and costs for 2010–11 will be an additional $202,812 ($67,604 x 3), with the overall five-year cost to the district for creating these five positions totaling $1,487,288.

This recommendation reflects the following professional standards: (2.10) provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals; (5.2) establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations; (5.4) ensures that staff are sufficient in number to meet the vision and purpose of the school system

and to meet federal and state law and regulations; and (7.9) provides direction and assistance to its schools and operational units to support their continuous improvement efforts.

> **SCUCISD lacks a formal plan for monitoring curriculum implementation.**

SCUCISD monitors curriculum implementation through several strategies, including benchmarking, lesson plan review, and classroom observations. The use of benchmarking and data review was appropriate and sufficient in the district. However, lesson plan monitoring and classroom observations both lacked systematic and consistent approaches. Teachers are required to submit lesson plans for administrative review, but there is no standard procedure for how lesson plans are monitored by campus administrators to provide feedback on curriculum delivery. Teachers reported rarely receiving feedback on lesson plans. Administrators and teachers both said that submission of lesson plans was more a formality than a useful strategy for monitoring curriculum implementation.

Additionally, there is no formal classroom observation plan for monitoring curriculum implementation. Classroom observations do not occur consistently across the district; nor is consistent feedback provided after monitoring occurs. While staff at all levels were satisfied with this approach and indicated it was adequate given the district's current method of using multiple curricular resources, as the district continues to grow and implementation of CSCOPE expands, this approach may no longer be adequate.

Without a consistent and valid approach to monitoring curriculum delivery, it is difficult to know if teachers are consistently using appropriate

content, sequencing, or specified instructional approaches across the district. As a result, adjustments to curriculum or pacing, sequencing, and/or instructional approaches may not occur at appropriate intervals or at all. Additionally, without monitoring, it is difficult to determine if instructional consistency is increasing across the district, which was one of the primary reasons for purchasing the new curriculum system. Thus, systematically monitoring curriculum delivery must become a priority in SCUCISD.

The district should develop a standardized process for curriculum monitoring. The process should include a strategy for sampling different lesson plans by grade level or topic area at regular intervals. It should also include centrally storing lesson plans so that campus monitors have access to lesson plans. This approach serves two purposes: it would make the process of review and feedback more efficient by allowing monitors to respond electronically, and lesson plans would be available prior to classroom observations, providing a context for what should be occurring in the observed class. Additionally, the district should develop a systematic observation plan. Each campus should have an observation team trained and required to conduct observations beyond those required for PDAS. Structured time or processes should be developed for consistently providing feedback to teachers. Results from classroom observations should also be linked to professional development opportunities when appropriate so that information systematically collected from observations is used to improve curriculum delivery. These strategies should be supported by local board policies and/or administrative regulations.

Providing a formal and systematic monitoring plan allows campuses and the district to adequately

monitor curriculum delivery while also providing validity and reliability to the process. These strategies also will allow the results of monitoring to guide adjustments in both curriculum content and instructional delivery.

This recommendation reflects the following professional standards: (4.3) conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance; (7.6) monitors and communicates the results of improvement efforts to stakeholders; and (7.7) evaluates and documents the effectiveness and impact of its continuous process of improvement.

FISCAL IMPACT

RECOMMENDATION	2009–10	2010–11	2011–12	2012–13	2013–14	TOTAL 5-YEAR (COSTS) SAVINGS	ONE-TIME (COSTS) SAVINGS
Adopt local board policies that provide specific direction related to curriculum adoption and implementation.	$0	$0	$0	$0	$0	$0	$0
Develop a systematic approach for collecting stakeholder input before adopting or revising any future curriculum materials.	$0	$0	$0	$0	$0	$0	$0
Clearly articulate expectations for the future implementation of the CSCOPE curriculum management system.	$0	$0	$0	$0	$0	$0	$0
Revise the organizational structure, including creating additional positions and redirecting the reporting structures to facilitate efficiency and alignment within functional areas to create a more efficient and supportive environment for district curriculum efforts.	($135,208)	($338,020)	($338,020)	($338,020)	($338,020)	($1,487,288)	$0
Develop a standardized process for curriculum monitoring.	$0	$0	$0	$0	$0	$0	$0
TOTAL	**($135,208)**	**($338,020)**	**($338,020)**	**($338,020)**	**($338,020)**	**($1,487,288)**	**$0**