



**Port Neches-Groves
Independent School District**

**Review of the
CURRICULUM MANAGEMENT
SYSTEM**

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

March 2009



LEGISLATIVE BUDGET BOARD

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March 19, 2009

Dr. Lani Randall
Superintendent
Port Neches-Groves Independent School District

Dear Dr. Randall:

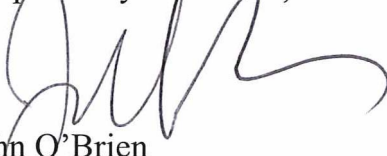
The attached report reviews the management and performance of the Port Neches-Groves Independent School District's (PNGISD) curriculum management system.

The report's recommendations will help Port Neches-Groves 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 PNGISD'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. Rusty Brittain
Mr. Darren McCutcheon
Mr. James E. Green
Ms. Abby Deaton
Mr. Harvey R. Brown
Ms. Carol Broussard
Dr. Gary Stretcher

PORT NECHES-GROVES 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 developing and reviewing the current curriculum were gathered through interviews, focus groups, and a review of relevant documents.

1. STARTING POINTS

Port Neches-Groves Independent School District (PNGISD), located near the Texas/Louisiana border, is approximately 17 miles southeast of Beaumont. The district serves two cities, Port Neches and Groves. It is located in a highly industrialized area that is home to many refineries.

PNGISD was declared a Chapter 41 school district in 2001–02. Chapter 41 designation refers to Chapter 41 of the Texas Education Code, which pertains to school districts with property wealth in excess of a statutory wealth threshold per weighted student and subject to recapture provisions. Chapter 41 regulations provide school districts with property wealth in excess of statutory limit per Weighted Average Daily Attendance (WADA) with five options to reduce their property wealth to the legal threshold. These options include the following: (1) district consolidation by board action; (2) detachment and annexation of property by board action; (3) purchase of attendance credits from the state (vote required); (4) contract with other districts for educating their students (vote

required); and (5) tax base consolidation. The current maximum property value per WADA, above which districts are subject to the provisions of Chapter 41, is \$319,500. Since being declared a Chapter 41 district, PNGISD has returned \$64 million to the state.

PNGISD comprises 12 campuses, including one preschool, six elementary schools (four serving grades K–3 and two serving grades 4 and 5), two middle schools, one high school, an alternative education center, and a Juvenile Justice Alternative Education Program (JJAEP). In 2007, a \$123 million bond was passed to pay for renovations to six elementary campuses and one alternative campus, build two new middle schools to replace the current middle school structures, renovate and build additions to the high school, renovate the football stadium, and purchase buses. Additionally, the bond program is funding technology upgrades at all 12 campuses.

From 2003–04 through 2007–08, student enrollment in PNGISD declined by approximately 100 students. During this five-year period, the Hispanic student population increased, while the White student population decreased. **Exhibit 1** provides PNGISD enrollment and demographic data for 2003–04 through 2007–08.

This report uses district performance indicators under the federal and state accountability systems. Under the No Child Left Behind (NCLB) Act, 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 2007, nine campuses in

EXHIBIT 1
PNGISD 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	4,636	2.5%	11.0%	81.0%	0.6%	4.8%	24.9%	2.1%
2006–07	4,641	2.5%	10.1%	82.5%	0.8%	4.1%	25.4%	1.9%
2005–06	4,640	2.5%	8.8%	84.0%	0.9%	3.9%	29.2%	1.9%
2004–05	4,737	2.4%	8.5%	84.8%	0.8%	3.5%	24.0%	1.5%
2003–04	4,746	1.8%	7.9%	86.7%	0.5%	3.0%	21.4%	1.6%

†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.

PNGISD *Met AYP*. The remaining three campuses were *Not Rated*.

Under the Texas Accountability Rating System, PNGISD 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 PNGISD, four campuses were rated *Exemplary*, one campus was rated *Recognized*, and four 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 PNGISD student performance on TAKS from 2004–05 through 2006–07.

Overall district performance in mathematics was stable from 2004–05 through 2006–07 and higher than the state average. Most student groups remained stable or showed slight improvement

in performance over the three-year period. In a comparison of state and district averages among student groups, Native American and economically disadvantaged students performed consistently above their state peers across the three year period, while White and Asian/Pacific Islander students performed consistently below their state peers during the same time period. In addition, Hispanic student performance declined over the three-year period, with performance above their state peers in 2004–05 and 2005–06, but below them in 2006–07. (See **Exhibit 2**)

Exhibit 3 indicates that district performance varied in science but was consistently above the state average from 2004–05 through 2006–07. In a comparison of state and district averages among student groups, African American, economically disadvantaged, and LEP students performed above their state peers all three years, but performance increased only for LEP students over this three-year period. White and Asian/Pacific Islander students performed consistently below their state peers during the same time period, with varied performance by each group over the three-year period. Additionally, Hispanic students performed above their state peers in 2004–05 and 2005–06,

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

SCHOOL YEAR	AVERAGES		STUDENT GROUP† COMPARISONS STATE AND DISTRICT AVERAGES													
	STATE	DISTRICT	AA		H		W		NA		A/PI		ED		LEP	
			S	D	S	D	S	D	S	D	S	D	S	D	S	D
2006–07	77%	81%	64%	69%	71%	69%	87%	82%	79%	>99%	93%	85%	69%	73%	62%	40%
2005–06	75%	80%	61%	58%	68%	73%	86%	80%	79%	93%	92%	86%	66%	75%	58%	68%
2004–05	72%	80%	57%	57%	64%	74%	84%	81%	76%	82%	90%	82%	62%	72%	54%	53%

†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 PNGISD AVERAGES
2004–05 THROUGH 2006–07**

SCHOOL YEAR	AVERAGES		STUDENT GROUP† COMPARISONS STATE AND DISTRICT AVERAGES													
	STATE	DISTRICT	AA		H		W		NA		A/PI		ED		LEP	
			S	D	S	D	S	D	S	D	S	D	S	D	S	D
2006–07	71%	77%	56%	60%	61%	60%	85%	78%	77%	*	88%	78%	60%	68%	39%	60%
2005–06	70%	82%	54%	75%	59%	75%	85%	83%	79%	71%	86%	64%	58%	76%	35%	50%
2004–05	66%	77%	49%	76%	53%	65%	81%	79%	73%	43%	83%	71%	51%	62%	28%	33%

†Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient

*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.

SOURCE: Texas Education Agency, AEIS District and State Reports, 2004–05 through 2006–07.

but performance decreased and fell below that of their peers in 2006–07.

In English language arts and reading (ELA/reading), overall district performance improved and was above the state average from 2004–05 through 2006–07. In a comparison of state and district averages among student groups, most student groups varied in their scores across the three-year period, but generally showed improvement. African American, Hispanic, and economically disadvantaged students performed at or above the state average for all three years. Asian/Pacific Islander and LEP student scores decreased, and these groups performed consistently

below their peers during the same time period. (See **Exhibit 4**)

In social studies, district performance varied but remained above the state average from 2004–05 through 2006–07. In a comparison of state and district averages among student groups, only students classified as economically disadvantaged performed above their state peers all three years. However, in 2006–07 the Hispanic and White student groups performed at the same level as their state peers, and in 2005–06, Hispanic and LEP students performed above their state peers. All student groups had comparable or higher performance than their state peers in 2004–05. (See **Exhibit 5**)

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

SCHOOL YEAR	AVERAGES		STUDENT GROUP† COMPARISONS STATE AND DISTRICT AVERAGES													
	STATE	DISTRICT	AA		H		W		NA		A/PI		ED		LEP	
			S	D	S	D	S	D	S	D	S	D	S	D	S	D
2006–07	89%	93%	84%	88%	84%	88%	95%	94%	91%	92%	95%	83%	83%	88%	67%	29%
2005–06	87%	92%	82%	91%	82%	87%	94%	93%	90%	87%	94%	88%	81%	89%	63%	60%
2004–05	83%	90%	76%	76%	77%	88%	91%	91%	87%	82%	92%	89%	76%	84%	58%	53%

†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 PNGISD AVERAGES
2004–05 THROUGH 2006–07**

SCHOOL YEAR	AVERAGES		STUDENT GROUP† COMPARISONS STATE AND DISTRICT AVERAGES													
	STATE	DISTRICT	AA		H		W		NA		A/PI		ED		LEP	
			S	D	S	D	S	D	S	D	S	D	S	D	S	D
2006–07	89%	94%	84%	82%	84%	84%	95%	95%	93%	*	96%	93%	83%	87%	53%	50%
2005–06	87%	90%	81%	58%	80%	94%	94%	91%	91%	*	95%	80%	79%	85%	49%	64%
2004–05	88%	94%	82%	85%	82%	96%	94%	93%	92%	>99%	95%	95%	80%	88%	52%	>99%

†Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient

*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.

SOURCE: Texas Education Agency, AEIS District and State Reports, 2004–05 through 2006–07.

Across the four core content areas, overall district performance was higher than the state average during the three-year period. Student group performance varied across all four content areas from 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 PNGISD, the standardized local tax base per-pupil value is \$612,936 compared to the state per-pupil value of \$305,208.

2. CURRICULUM HISTORY

From fall 1997 to spring 2000, PNGISD supported teacher-developed curriculum guides and/or scope and sequence guides. The development process occurred over each summer and involved one to two teacher volunteers per grade level and/or content area at grades K–12 organizing materials and creating an overall structure for the curriculum guides.

All curriculum guides shared a common structure. They were typically developed to include units, associated TEKS, required materials, suggested activities, resources to support activities, and assessment resources. However, the level of detail varied by content area and grade level, and the guides were not vertically aligned. Additionally, some curriculum guides were based almost exclusively on textbook structures. Curriculum guides were not available electronically. Staff reported that use of the guides was not required and was inconsistent. Staff also indicated that, in lieu of the district's curriculum guides, elementary teachers relied on textbooks and other self-identified resources to determine the curriculum to be taught.

In 1997, the district produced an electronic lesson planning template for use by district teachers, but the effort was cumbersome and ineffective. Also at this time, PNGISD did not have the capacity to conduct districtwide data disaggregation independently, as they relied on a centralized Disk Operating System (DOS) program developed in the 1980s that was slow and cumbersome. However, the district did subscribe to the Regional Education Service Center V (Region 5) statewide Test Analysis Program (TAP) for data analysis. Although data analysis was not available to each teacher through their computer, student data was

provided to all teachers through the district's data coordinator. As a result of these factors, there was no practical approach to automated student performance data analysis and disaggregation of data. The district wanted to move to a model where analyzed assessment data is disaggregated for each campus by grade level and objective.

3. IMPETUS FOR CHANGE/DATA-DRIVEN ADOPTION

Several factors motivated district staff to look for other curriculum options besides their district-developed curriculum guides. One factor was the district's recognition of the need to house curriculum online for easier access. Additionally, the structure of the district's elementary campuses, which were split between grades K–3 and 4–5, created a barrier to curriculum alignment. Finally, the district lacked a K–12 vertically aligned curriculum and had not invested the resources to support an alignment process. While the district's approach of providing multiple curriculum resources to staff offered flexibility for individual teachers, it became a barrier to instructional consistency. Further, there was no districtwide evidence that the curriculum resources that had been developed by PNGISD teachers were based on student needs or student performance. However, based on historical student academic performance on state assessments, individual campuses and teachers utilized district curriculum resources to meet student needs.

In summer 2000, central office administrators and representatives from each campus attended an Association for Supervision and Curriculum Development conference presentation on curriculum mapping entitled "Mapping the Big Picture: Integrating Curriculum and Assessment K–12." PNGISD staff were interested in the ideas presented

at the conference and shared this information with other district staff.

In 2001, a new Assistant Superintendent for Curriculum and Instruction was hired and provided impetus and support for the curriculum mapping project. In 2004, the district leadership and organizational structure changed. The assistant superintendent became the superintendent, the High School Assistant Principal for Curriculum added middle school curriculum duties, and an Elementary Curriculum Coordinator was hired. The district continued the process of developing and revising curriculum maps as guides that teachers could use in determining content. In 2004, curriculum guides at all levels were phased out as the primary curriculum documents when the curriculum maps were implemented as the district curriculum.

B. DESCRIPTION AND IMPLEMENTATION OF CURRICULUM

This section describes the curriculum 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, interviews, and focus groups.

1. DESCRIPTION OF CURRICULUM/CURRICULUM MANAGEMENT SYSTEM AND IMPLEMENTATION

During onsite work, district staff identified curriculum maps as the current and most widely used documents available to guide content and instruction. Central office leadership reported the curriculum maps provided consistency, ease of use, and were more teacher friendly than the curriculum guides previously developed by the district. Staff indicated that the curriculum maps

provide a guide for choosing content because the maps narrow the TEKS without limiting the flexibility of how instruction is carried out. Since the development of the curriculum maps, district staff stated there has been less emphasis on using the curriculum guides. The Secondary Curriculum Coordinator stated that a current goal of the district was to explore curriculum systems that included lesson plan integration.

The district's curriculum maps provide a general scope and sequence but are not specific enough to serve as lesson plans; nor was this function their intent. Staff suggested that additional training is needed to help teachers learn how to make this bridge between the curriculum map and lesson plans. At the time of onsite work in April 2008, lesson plans were minimally and inconsistently monitored by administration and did not share a common format or common elements.

Staff indicated the first step of the curriculum mapping process involved translating previously developed curriculum guides and scope and sequence documents into the curriculum map format, a process which occurred from 2000 through 2002. In summer 2000, representatives from each campus and central office administrators attended another curriculum map training in Austin, and then came back and trained teachers at their campuses. Staff followed the general process for developing curriculum maps based on the Dr. Heidi Jacobs model but excluded essential questions, specific assessment concepts, and lesson prompts. During that time period, the district also initiated staff development for higher level questioning techniques and brain-based learning.

Based on interviews and information collected during onsite work, there is no evidence that the initiation of the curriculum mapping process

was driven by student performance data. District officials contend though that the curriculum mapping process was driven by the TEKS and TAKS objectives required for mastery at each grade level. Review and revisions to curriculum maps occur, but it appears that most review and revision is based on teacher and administrator feedback rather than evaluation of student performance data. Each spring, beginning in 2001, staff members complete a survey on the usefulness of and satisfaction with curriculum maps. Based on these results, teacher volunteers make revisions over the summer. For example, one teacher indicated that no curriculum map existed for grade 4 writing in 2006–07. Instead, teachers were looking at previous lesson plans and the textbook and sharing informally. The curriculum survey identified this need, which led to a one-day meeting of grade 4 teachers to develop a writing curriculum map in summer 2007.

For curriculum revision purposes, curriculum survey results regarding the curriculum maps are shared with staff districtwide. District sign-in sheets indicated that in summer 2005, 16 K–5 teachers spent one day revising the reading curriculum maps, with each grade level working in teams of two to three people. A similar process was documented for mathematics, science, and social studies. In 2007, four teachers and the Elementary Curriculum Coordinator spent one day revising the grade 4 science curriculum map. The same process occurred for grades 2, 4, and 5 ELA/reading and writing. At the secondary level in 2005, two teachers revised the resource English III curriculum map. In 2006, six teachers revised the high school TAKS-prep writing curriculum maps, and one teacher revised the Algebra II curriculum map. Other curriculum map revisions occurred during this period, but the grade level and content areas were not included in this review. According

to the district, revision to curriculum maps is typically delayed until one year after the adoption of new textbooks in order for staff to be able to accurately assess alignment between textbooks and existing maps.

Vertical alignment in the district's curriculum maps has been acknowledged as lacking and as a concern by PNGISD personnel. Structuring time and providing training and support for conducting a thorough vertical alignment process initially occurred in 2002–03. At that time teachers were given release time to meet in the core subject areas, grades K–12, to identify the strengths and weaknesses of district students on specific objectives. That process has not continued on an annual basis, but rather, teachers tend to meet by grade level during staff development time. The Elementary and Secondary Curriculum Coordinators meet with staff at each campus at least once per semester, but the meeting focus is not necessarily vertical curriculum alignment. When vertical alignment conversations do occur, they are organized into elementary and secondary discussions and rarely span the K–12 continuum. Staff noted that no time is allocated for alignment discussions between elementary and middle school teachers.

The lack of vertical alignment became magnified with the implementation of the science TAKS test in grade 5. The split configuration of elementary campuses (four serving K–3 and two serving grades 4–5) has resulted in a lack of alignment in science across grades. Previously, lower elementary teachers focused lessons primarily on teaching life science and were not teaching earth science objectives. The Elementary Curriculum Coordinator worked with teachers in grades 2–4 to analyze the curriculum maps to determine where to add earth science

objectives. The grade 5 teachers provided science training for other elementary teachers, beginning at the kindergarten level.

As stated previously, the role of student performance in driving districtwide curriculum map reviews and vertical alignment is unclear. District staff development calendars from 2005 through 2007 indicated some focus on this topic. For example, in August 2007, grades K–5 teachers attended an hour-and-a-half session examining the alignment between mathematics TEKS student expectations and TAKS objectives. In August 2006, grades 3–5 teachers attended a three-hour session focused on TAKS data. The 2005 districtwide staff development guide indicated one day set aside for K–5 curriculum map review.

Underscoring the need for an aligned curriculum based on student performance data, the district also indicated the need for better tracking and use of such data. To address this need, the district has purchased and implemented several assessment products. For grades 3–8, the district subscribes through Region 5 to WebCCAT, an online bank of test questions mapped to the TEKS. The district also purchased web-based assessments for grades 3–10 in mathematics, reading, science, and social studies from Regional Education Service Center IV (Region 4). In 2006–07, the district purchased Pearson Benchmark for grades 3, 5, and 8; Pearson

Inform was also purchased in order to house data and use as a tool for data disaggregation. All campus administrators were trained on the Pearson software in fall 2006. However, at the time of data collection for this report, the district planned to discontinue the use of the Pearson products because the two products are not integrated, and staff judged Pearson Benchmark difficult to use.

While curriculum guides are still available as a curriculum resource, staff reported using curriculum maps as their primary curriculum resource rather than the curriculum guides as of onsite work in April 2008. However, curriculum guides were provided to the review team by the district during onsite work as evidence of other components of the district curriculum in addition to curriculum maps. **Exhibit 6** shows the timeline of development of the PNGISD curriculum maps and guides.

The analysis that follows is based on a review of PNGISD’s curriculum map and curriculum guide documents for grades 2, 4, 7, and the high school courses aligned with grade 11 (Algebra II, Chemistry, English III, and U.S. History). Curriculum maps are accessible online to district employees via the PNGISD website. Documents were analyzed by content area and grade level. Dates for document development are included as appropriate; however, dates were not provided for all curriculum maps and guides.

**EXHIBIT 6
DEVELOPMENT OF PNGISD CURRICULUM MAPS AND GUIDES
1997 THROUGH 2008**

EVENT	DATE
Curriculum Guide Development, Grades 6–12	1997–2000
Curriculum Map Training	Summer 2000
Curriculum Map Development, Grades PreK–12	Summer 2001
Curriculum Map Implementation, Grades PreK–12	2001–02
Curriculum Map Revisions	Began in 2002 and has continued annually

SOURCE: PNGISD Curriculum Documents, 1997 through 2008.

A. MATHEMATICS

(1) Grade 2

Curriculum maps were divided into six-week periods by content covered and assessments and resources available. Content included brief descriptions of the topic, followed by the TEKS and a time period for teaching. An assessments/resources section identified several sources for activities, lesson plans, and test items. The content in this section was repeated for each six-week period. There was no specific alignment with grade 3 TAKS objectives.

No curriculum guide exists for this grade level and content area.

(2) Grade 4

The district-provided curriculum map was labeled “scope and sequence.” It was a five-page table that included the following headings: skill (with a brief description of the skill), TEKS, TAKS objective, number of days to teach, notes, and textbook page number references.

No curriculum guide exists for this grade level and content area.

(3) Grade 7

Curriculum maps were divided into six-week periods by content, skills, and assessments. Content included brief descriptions of the topic. Skills included a brief description of the TEKS and the TEKS identifier. No specific time period for teaching was included. The assessment section included items labeled quiz, exam, and class project, repeated across all six-week periods. There was no specific alignment with TAKS objectives.

At the time of onsite work in April 2008, no curriculum guide was provided for this grade level and content area. However, the district subsequently provided the review team with a curriculum guide for this grade level and content

area dated summer 2008. It included 12 units, each with sections that included an overview, lesson objectives with associated TEKS, materials, learning activities, and evaluation activities. Additionally, the guide contained a section with related practice TAKS assessments by objective.

(4) Algebra II

Curriculum maps were divided into six-week periods by content, skills, and assessments. Content included brief descriptions of the topic by textbook chapter. Skills included a brief description by textbook chapter, and TEKS associated with each chapter. No specific time period for teaching was included. The assessment section included end-of-chapter tests.

The curriculum guide Algebra II was dated 1999. It included the Texas Education Agency (TEA) Algebra II course description from 1997, a copy of the TEKS, a list of vocabulary words from Kindergarten through grade 5, a document outlining each textbook chapter that included number of days to teach, an overview, objectives, materials, lesson objectives with associated TEKS, and evaluations or assessments.

B. SCIENCE

(1) Grade 2

Curriculum maps were divided into six-week periods by content and skills, and assessments and resources covered. Content included brief descriptions of the topic, followed by the TEKS and a time period for teaching. Assessments and resources identified several sources for activities, lesson plans, and web resources. There was no specific alignment with grade 3 TAKS objectives.

No curriculum guide exists for this grade level and content area.

(2) Grade 4

The district-provided curriculum map was labeled “scope and sequence.” It was a table that included the following headings: skill (with a brief description of the skill), TEKS, TAKS objectives, number of days to teach, notes, and resources.

No curriculum guide exists for this grade level and content area.

(3) Grade 7

Curriculum maps were divided into six-week periods by content, skills, and assessments. Content included brief descriptions of the topic. Skills included a brief description of the TEKS and the TEKS identifier. No specific time period for teaching was included. The assessment section included items such as grade, report, and test, repeated across all periods. There was no specific alignment with TAKS objectives.

The curriculum guide was dated 2004. It included six units, each with sections that included an overview, objectives with associated TEKS, materials, learning activities, enrichment activities, and evaluations or assessments. The guide was largely textbook-driven. The document did not include explicit alignment with TAKS objectives.

(4) Chemistry

Curriculum maps were divided into six-week periods by content, skills, and assessments. Content included brief descriptions of the topic. Skills included a brief description and associated TEKS. No specific time period for teaching was included. The assessment section repeated the same five items across all six-week periods.

The curriculum guide was dated 2005. It included seven units, each with sections that included an overview, objectives with associated TEKS, materials, learning activities, and evaluations or assessments. The guide also included science

vocabulary for grades K–5 and lab activities for each unit copied from a vendor workbook.

C. ELA/READING*(1) Grade 2*

Curriculum maps were divided into six-week periods by content, skills, and assessments covered. Content included brief descriptions of the topic, followed by the TEKS and a time period for teaching. Assessments identified several sources for reading resources, web resources, and an assessment item bank. There was no specific alignment with grade 3 TAKS objectives.

No curriculum guide exists for this grade level and content area.

(2) Grade 4

Curriculum maps were divided into six-week periods by content and skills, and assessments and resources covered. Content and skills included a brief description of the skill and number of days taught, TEKS, and TAKS objectives. The assessments and resources section identified several sources for reading material, web resources, and a bank of assessment items.

No curriculum guide exists for this grade level and content area.

(3) Grade 7

Curriculum maps were divided into six-week periods by content, skills, and assessments. Content included brief descriptions of the topic. Skills included a brief description of the TEKS and the TEKS identifier. No specific time period for teaching was included. The assessment section included items such as tests, quizzes, projects, and papers repeated across all six-week periods. There was no specific alignment with TAKS objectives.

The curriculum guide was dated 2003, and included the following:

- novels studied by grades 6–8;
- novels studied by grades 9–12;
- a table of major grammar and usage concepts showing when in grades 6–12 each item is introduced, reinforced, mastered, or exhibited correct use;
- a table of elements of writing for grades 6–8 indicating strategies to stress and eliminate;
- a copy of the TEA grade 7 ELA course description and TEKS from 1997;
- 13 units of study (ten on stories or novels and three on vocabulary, grammar, and research) that each included overviews, objectives with associated TEKS, materials, suggested activities, and evaluations or assessments;
- optional novel units with the same sections as above; and
- an assortment of resources and activities.

(4) English III

The curriculum map was divided into six-week periods by content, skills, and assessments. Content included reference to the textbook, supplementary reading, historical background, and vocabulary. The skills section included a brief description of the grammar, composition, and literature covered and the associated TEKS. No specific time period for teaching was included. The assessment section identified writing samples, tests, and research papers. There was no specific alignment with TAKS objectives.

The curriculum guide was dated 2001, and included the following:

- a table of major grammar and usage concepts showing when in grades 9–12 each item is introduced, reinforced, mastered, or exhibited correct use;
- novels studied by grades 9–12;
- a table of elements of writing for grades 9–12 indicating strategies to stress and eliminate;
- a copy of the TEA grade 11 TAKS Information Booklet from 2002;
- ELA vocabulary for K–5;
- a copy of the TEA English III course description and TEKS from 1997;
- nine units of study, including seven on novels and two on grammar/usage and research, that included overviews, objectives with associated TEKS, materials, activities, and evaluations or assessments; and
- an assortment of resources and activities for most units.

D. SOCIAL STUDIES

(1) Grade 2

Curriculum maps for social studies were divided into six-week periods by content and skills, and assessments and resources covered. Content included brief descriptions of the topic, followed by the TEKS and a time period for teaching. The assessments and resources section identified several sources for activities, lesson plans, web resources, and a bank of assessment items. There was no specific alignment with grade 3 TAKS objectives.

No curriculum guide exists for this grade level and content area.

(2) *Grade 4*

The curriculum map was divided into six-week periods by skills, assessments, and resources covered. Skills included a brief description of the skill, number of days taught, and associated TEKS. The assessments section identified several sources including textbooks, United Streaming, and an assessment item bank that was repeated for all six-week periods. There was no specific alignment with TAKS objectives.

No curriculum guide exists for this grade level and content area.

(3) *Grade 7*

The curriculum map was divided into six-week periods by content, skills, and assessments. Content included brief descriptions of the topic, textbook chapter(s), and a designated time period to teach the content. Skills included a brief description of the TEKS and the TEKS identifier. The assessments section included items such as projects, tests, and packets repeated across all six-week periods. There was no specific alignment with TAKS objectives.

The curriculum guide was dated 2004. It included six units, each with sections including an overview, objectives with associated TEKS, materials, activities, and evaluations or assessments. The guide was largely textbook-driven. There was no specific alignment with TAKS objectives.

(4) *U.S. History*

The curriculum map for U.S. History was divided into six-week periods by content, skills, and assessments. Content included brief descriptions of the topic and associated textbook chapters. Skills included a brief description and associated TEKS. No specific time period for teaching was included. The assessment section repeated the same three items across all six-week periods. There was no specific alignment with TAKS objectives.

The curriculum guide was dated 2004. It included eight units, each with sections including an overview, objectives with associated TEKS, materials, activities, and evaluations or assessments. The guide was largely textbook-driven. The document did not include explicit alignment with TAKS. It did include a copy of the TEKS from 1997, Social Studies vocabulary for K–5, and a copy of the TEA grade 11 social studies TAKS Information Booklet from 2002.

Exhibit 7 provides an overall assessment of the district's internally developed curriculum maps and curriculum guides in the four core areas across grades 2, 4, 7, and 11. A review of the documents indicated a lack of vertical alignment; for example, the same TEKS are repeated across multiple grading periods for a single grade level and there is no evidence of what is taught at the grade level prior or after. While all documents identified TEKS associated with general units of study, the curriculum maps lacked specificity or emphasis on specific TEKS based on performance on TAKS objectives. Only grade 4 mathematics, science, and reading included TAKS objective alignment, but no evidence was found linking this to student performance data. The assessment category for most curriculum maps is generic and copied across all periods within a grade level and content area. The curriculum guides provided more specificity, but staff indicated these are not the primary curriculum resource, are inconsistently implemented, and many of the guides are textbook-driven. Additionally, no curriculum guides exist for any of the four core subject areas in the elementary grades. No centrally available lesson plans are provided at the district level. Rather, lesson plans are created individually by teachers.

**EXHIBIT 7
STATUS OF PNGISD INTERNALLY CURRICULUM SUPPORTS
2007–08**

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

*M=Mathematics, R=Reading, E=English Language Arts, S=Science, SS=Social Studies

NOTE: Only grade 4 Mathematics, Science, and Reading Curriculum maps included TAKS objective alignment.

SOURCE: PNGISD Curriculum Documents, 1999 through 2008.

As the main components of PNGISD’s curriculum system, the limited detail and variability of the curriculum maps and guides indicate an overall lack of alignment with TEKS, minimal vertical alignment within and among grade levels, and only sporadic explicit alignment with TAKS objectives.

2. CONTRACTED SERVICES FOR CURRICULUM DEVELOPMENT/DELIVERY

The district contracts with external entities for some curriculum content components and teacher training. This section includes only costs associated with significant curriculum support efforts.

Beginning in 2005–06, PNGISD entered into a contract with Region 5 for the Curriculum Leadership Cooperative (CLC). The CLC was created in 1990 to provide ongoing curriculum support

to districts in the region. The cooperative provides curriculum documents and professional development to participating districts. The CLC documents consist of standards-based scope and sequences, benchmarks and goals, skill spreadsheets, and resources for the four core areas in grades K–12. All documents are vertically and horizontally aligned, as well as TEKS and TAKS aligned. Although the district subscribes to the CLC, staff indicated CLC curriculum documents are minimally used.

In 2006–07, PNGISD entered into a contract with Pearson for two products—Pearson Benchmark and Pearson Inform. Pearson promoted the two products as integrated, but the district’s experience with the software was less than satisfactory. The

district discontinued its use of the Pearson system at the end of the 2007–08 school year.

During onsite work in April 2008, PNGISD staff mentioned that the district was investigating Region 4's Comprehensive Curriculum Assessment Professional Development (CCAP) online instructional system, specifically the data and benchmarking components, for use beginning in 2008–09. District staff stated the system was attractive because it included curriculum, and the district had an existing relationship with Region 4.

However, in summer 2008, the superintendent indicated that PNGISD had changed their plans to make an immediate purchase of a packaged curriculum such as CCAP. The superintendent mentioned a number of reasons for this decision. First, PNGISD is currently using Pearson Inform as their data management software. The software had only been on the market for a year when PNGISD purchased it, and there have been some application problems to work through during its implementation. Second, CCAP's assessment/data management piece has been online for just one year,

and the curriculum piece will be coming online in the 2008–09 school year. The district would like to wait to see how CCAP evolves before investing in the system. Third, some district staff are interested in examining another packaged curriculum system before making a final decision about how to proceed with a new curriculum. Fourth, during summer 2008, there were several positions vacant in the district, including the Elementary Curriculum Coordinator and the newly created position of Middle School Curriculum Coordinator, as well as several campus principal positions. The superintendent wanted to fill these positions prior to selecting a new curriculum product so that all appropriate administrative stakeholders would have an opportunity to be part of the curriculum selection process.

Exhibit 8 summarizes PNGISD contracted expenditures related to curriculum from 2005–06 through 2007–08.

EXHIBIT 8
PNGISD CONTRACTED CURRICULUM SUPPORT EXPENDITURES
2005–06 THROUGH 2007–08

YEAR	VENDOR	PRODUCT/SERVICE	ANNUAL EXPENSE
2005–06	Region 5	CLC Curriculum Cooperative	\$7,500
2006–07	Pearson	Benchmark Software	\$34,250
		Inform Software	\$25,398
		Assessment Equipment	\$3,676
2007–08	Region 5	CLC Curriculum Cooperative	\$7,500
	Pearson	Benchmark Software	\$16,607
		Upload fee for test data	\$1,500
		Inform Software	\$13,649
	Region 5	WebCCAT Access	\$2,237
		CLC Curriculum Cooperative	\$7,500
Total Costs			\$119,817

SOURCE: PNGISD Contract Documents, June 2008.

3. COSTS INCURRED IN OBTAINING CURRICULUM GUIDES/SERVICES

District curriculum development, as previously described, is guided by a curriculum mapping process begun by the district in 2000, and all development costs are primarily internal expenses. In both summers 2006 and 2007, PNGISD paid district teachers to develop curriculum. Costs to the district for the curriculum writing efforts include \$8,800 in August 2006 and \$4,850 in August 2007.

The district posts individual teacher-developed curriculum units on its website. These units are developed based on areas of student need according to state assessment data, and include: the grade level, topic area, time frame for teaching, unit topic with conceptual framework, unit concepts and objectives, TEKS student expectations, key vocabulary, unit resource materials, sequence of activities, instructional modifications, enrichment activities, assessments, and websites/resources. For example, the grade 4 mathematics unit on problem solving covered all of the above items in two pages and was to be taught over a three week period.

The district also participates in interdisciplinary project-based learning through the Intel Curriculum Units. District teachers design and submit lessons for inclusion and the units are posted on the PNGISD website. Major unit components consist of the following: curriculum-framing questions, essential questions, unit questions, unit summary, targeted state frameworks/content standards/benchmarks, learning outcomes, procedures, time to teach, prerequisite skills, materials and resources, accommodations for differentiated instruction, student assessment, and key words. The district website indicates that there were three Intel units for grade 2, four units for grade 4, and seven

units for middle school grades that included at least one of the four core areas.

The Texas Education Agency 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. PNGISD does, however, create an internal budget document detailing curriculum expenses. For 2006–07, the district budgeted \$130,900 for curriculum, representing less than one percent of all instructional and instructional-related spending. For 2007–08, the curriculum budget was \$181,000.

For 2006–07, PNGISD spent an average of \$3,978 per pupil, or 64.4 percent 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.

4. OTHER CURRICULAR RESOURCES USED IN THE DISTRICT

PNGISD utilizes a number of resources for use in supplementing the internally developed curriculum maps, curriculum guides, Region 5 CLC documents, and Region 4 curriculum materials in the core subject areas previously described.

Since 1999, PNGISD teachers have used a number of supplemental instructional and assessment resources to support their curricular efforts. These resources include the Pearson Assessment Series (PASeries), Reading and Quick Phonic Screeners through Texas A&M University's Texas Reading Academy; Study Island Accelerated Curriculum; MySatori algebra tutorial; and Saxon Phonics.

Additionally, since 2003, the district has participated in the Texas Math Diagnostic System (TMDS). TMDS is a web-based diagnostic assessment tool provided free since 2002 to all Texas public and charter schools through the Governor's Math Initiative and TEA. TMDS allows teachers to pinpoint student math skill strengths and weaknesses and then tailor instruction accordingly. TMDS contains content for grades 3–12 and includes diagnostic tests that assess critical pre-Algebra skills at each grade level in grades 3–8, diagnostic tests that assess student learning in Algebra I, Algebra II, and Geometry, and a bank of items that educators may use to create their own assessments, quizzes, or homework. In 2007–08, the district also implemented the Texas Science Diagnostic System (TSDS). The system has since become the Texas Math and Science Diagnostic System (TMSDS), combining both math and

science into one diagnostic system. All content is available in both English and Spanish.

The district also utilizes training provided by Region 4. During onsite work, staff indicated that Region 4 offers an affordable pricing structure, as well as training through streaming video which reduces travel costs.

PNGISD's expenditures for supplemental curriculum resources, as well as utilization dates by district teachers, are shown in **Exhibit 9**.

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 9 PNGISD SUPPLEMENTAL CURRICULUM RESOURCES AND ASSOCIATED EXPENDITURES 1999–2000 THROUGH 2007–08

GRADE LEVEL(S)	RESOURCE	UTILIZATION DATES	COSTS
3, 5, 8	Pearson Assessment Series (PASeries)	1999–2006	**
3–4	Reading and Quick Phonic Screeners ~ Texas Reading Academy	1999–2006	**
2–8	Study Island Accelerated Curriculum	1999–2007	\$6,295
1	Saxon Phonics	1999–2008	\$8,473
5–8	Region 4 Math Scope and Sequence	2004–08	\$4,000
5–8	TMDS/TSDS/TMSDS	2003–08	*
	Region 4 Web-Based Performance Assessments:	2003–08	**
3–10	o Mathematics		
	o Reading		
	o Science		
	o Social Studies		
9	MySatori (algebra tutorial program)	2007–08	\$180
Total			\$18,948

*This resource is provided at no cost to all Texas school districts.

**District administration indicated that there were no costs associated with these resources.

SOURCE: PNGISD Financial Documents and Staff Interviews, May 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. Policies are 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 PNGISD Board of Trustees has adopted seven policies that reference curriculum for the grade levels and core areas considered in this review. Two board policies are local.

AE (EXHIBIT) Educational Philosophy

Objective 4 of this policy defines curriculum as “well balanced and appropriate” and states such a “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.

BQ (LOCAL) Planning and Decision-Making Process

This policy states that the board shall ensure that administrative procedures meet legal requirements in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the district’s planning process; and include implementation guidelines, time frames, and necessary resources. The superintendent shall report periodically to the board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process,

and progress on implementation of identified strategies.

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)*. It 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) Basic Instructional Program: Required Instruction (All Levels).

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 PNGISD board policies may reference curriculum but are not related to the grade levels or four cores areas of interest to this report. No policies reference or detail a specific process for curriculum adoption, implementation, and review. 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/or how it should be evaluated.

2. ORGANIZATIONAL STRUCTURE AND EFFECTIVENESS AS RELATED TO CURRICULUM

The PNGISD Superintendent previously served as the Assistant Superintendent for Curriculum and Instruction for the district from 2001–02 to 2003–04. During this time, PNGISD had a Secondary Curriculum Coordinator position but not an Elementary Curriculum Coordinator position; this position was created in 2004–05. Also in 2004–05, the Superintendent phased out the Assistant Superintendent for Curriculum and Instruction position and redistributed duties across other positions. In 2007–08, both the Secondary and Elementary Curriculum Coordinators reported to the Director of Special Programs.

The Superintendent described the curriculum staff as including the Director of Special Programs, the Secondary and Elementary Curriculum Coordinators, and the Director of Staff Development, Assessment, and Instructional Technology. Staff interviewed during onsite work indicated needing more support at the secondary level for middle school campuses, especially because the Secondary Curriculum Coordinator's office is located at the high school. Additionally, staff reported that due to budgetary concerns from the impact of Chapter 41, content-area specialist positions had been eliminated in recent years. At the time of onsite work in April 2008, more responsibility for curriculum implementation resided with campus principals and teachers than district curriculum staff.

Exhibit 10 illustrates PNGISD's district organization, as related to curriculum, for 2007–08.

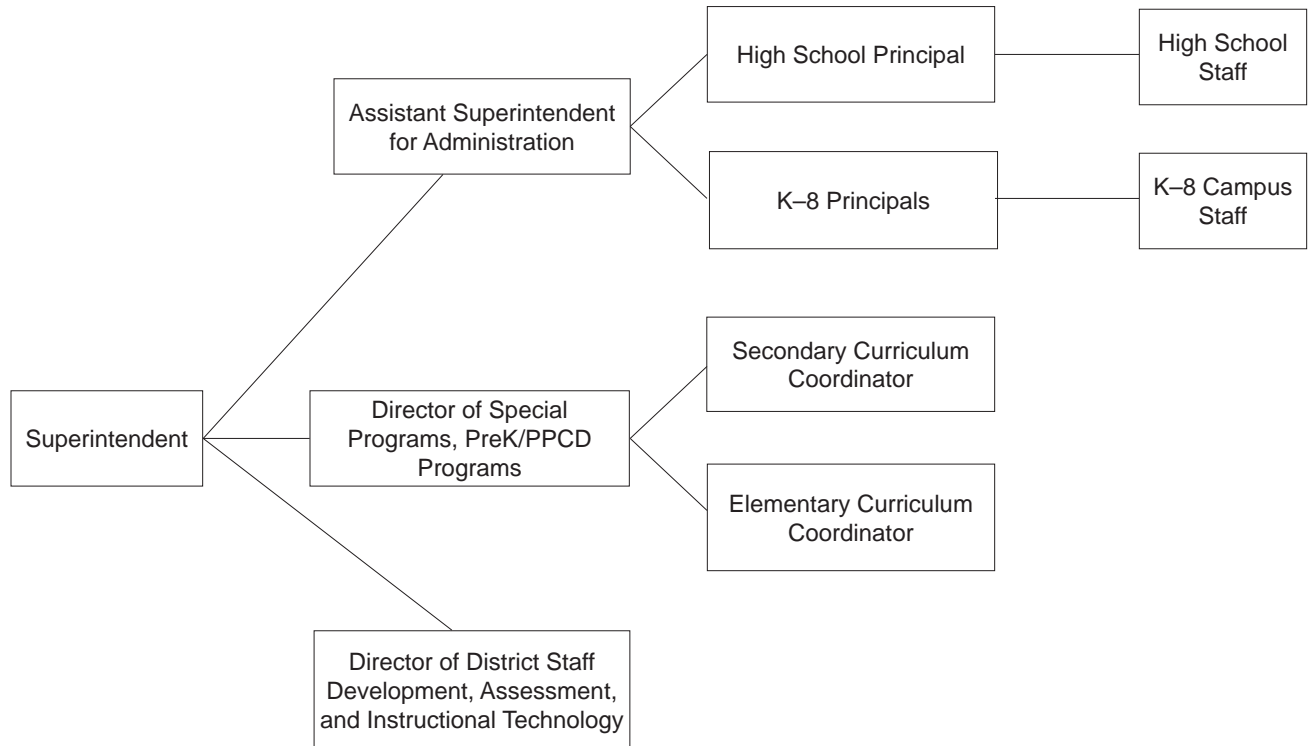
The job description provided for the Director of Special Programs includes duties primarily related to directing and managing special education.

The only specific duty related to supporting the general curriculum is “ensure curriculum renewal is continuous and responsive to student needs.” Because almost all other 12 responsibilities pertain specifically to special education services, it is unclear if the reference to curriculum renewal includes general education or special education. Further, few to no other duties under this position relate to supporting the general curriculum. Therefore, under this structure, the duties of the Secondary and Elementary Curriculum Coordinators may be isolated.

The job description for the Director of Staff Development, Assessment, and Instructional Technology indicates that this position is primarily responsible for overseeing technology in the district. Two out of eight listed duties, which are italicized in the list below, relate to the general curriculum. Duties for this position include the following:

- coordinate the district plan for integrating technology into district administrative and instructional programs;
- provide direction to the faculty and staff in the effective use of technology, including individual training and staff development activities;
- *play a significant leadership role in curriculum planning and in-service education for the professional staff;*
- *provide staff leadership to ensure understanding of the educational objectives of the district, and plan and administer programs of in-service educational activities for instructional personnel;*
- assist in integrating technology into the existing instructional curriculum;

EXHIBIT 10
PNGISD CURRICULUM ORGANIZATION
2007-08



SOURCE: PNGISD Organizational Chart, July 2007.

- provide guidance in the selection of technology equipment and materials used within instructional programs;
- assist principals in planning for training in utilization of technology on their campuses; and
- plan, implement, and evaluate staff development programs for instructional technology.
- The Secondary and Elementary Curriculum Coordinators have primary responsibility for overseeing curriculum implementation and are charged specifically with facilitating vertical alignment. These positions are also responsible for professional development as

it relates to the general curriculum. Duties include the following:

- work with principals and teacher committees in organizing and coordinating grade-level and departmental meetings in order to affect horizontal and vertical continuity and articulation of the instructional program throughout the district;
- assume a leadership role in developing curriculum for any course newly mandated by the Legislature or the board;
- coordinate all formal efforts of the professional staff in projects of curriculum improvement;

- interpret the curriculum and its philosophy to the board, the administration, the staff, and the general public;
- communicate the approved curriculum to the professional staff and maintain a list of approved instructional materials;
- communicate to the superintendent the requirements and needs of the district, as perceived by staff members;
- study, evaluate, and, as appropriate, recommend adoption of new instructional materials, methods, and programs and assist in budget preparation for newly approved instructional programs as related to instructional supplies, equipment, and materials;
- direct creation of and edit for publication all curriculum guides and materials prepared by and to be distributed among the instructional staff;
- play a significant leadership role in curriculum planning and in-service education for the professional staff;
- maintain a curriculum library for staff use;
- keep abreast of developments in curriculum and instruction and furnish leadership in determining their appropriateness for inclusion in the district educational program;
- encourage the development, publication, and use of new instructional materials by the professional staff;
- maintain a current curriculum manual to show graduation requirements, approved courses, credit allowed, and any pertinent information useful to parents and staff;
- work through alignment of curriculum involving teachers and principals;
- assess staff development needs for improvement of instruction;
- work with teachers and principals to plan staff development activities;
- develop and maintain a process for assuring that the program meets the needs of all students; and
- plan for continual improvement of the district instructional program.

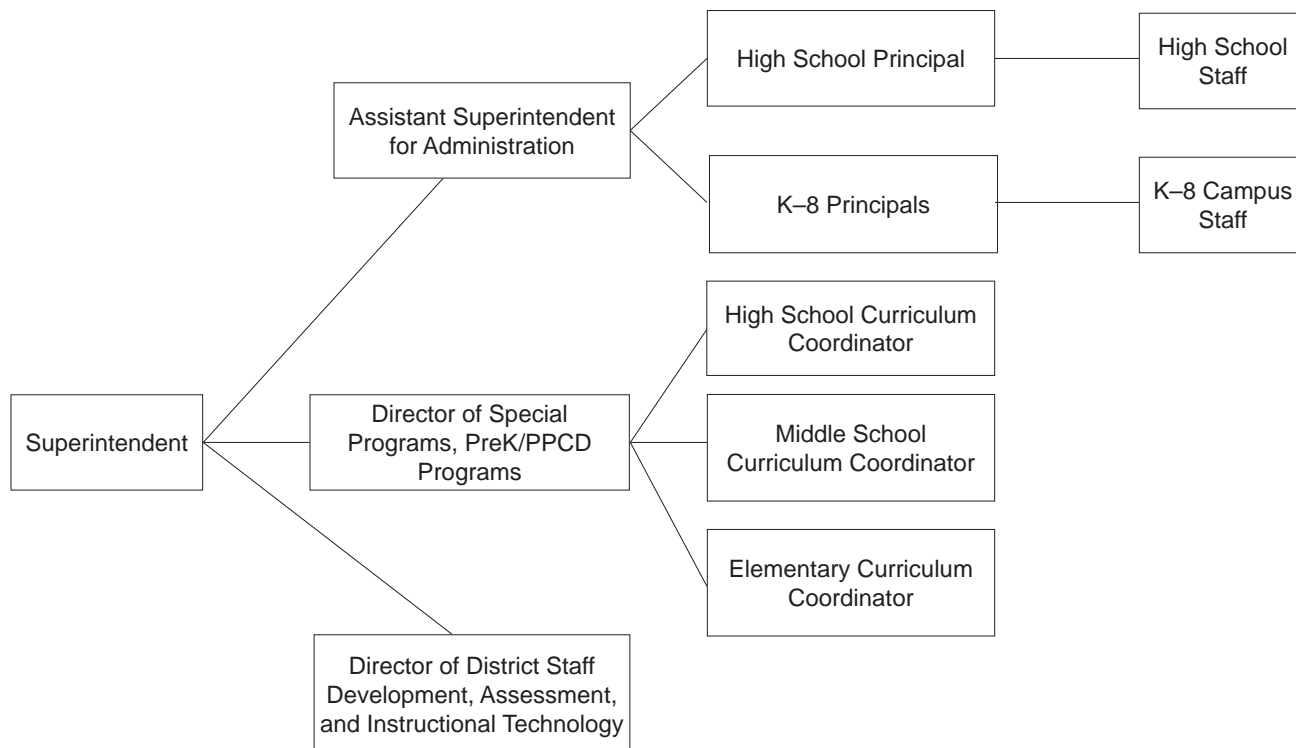
Within this organizational structure, responsibilities for professional development activities related to the general curriculum are duplicated between the Director of Staff Development, Assessment, and Instructional Technology and the Secondary and Elementary Curriculum Coordinators. Additionally, the Directors of Special Programs and Staff Development, Assessment, and Instructional Technology have few duties related to the general curriculum.

Since the completion of onsite work, the district created and filled a Middle School Curriculum Coordinator position and filled the vacant Elementary Curriculum Coordinator position. **Exhibit 11** reflects the changes made to the PNGISD organizational structure, as related to curriculum, for 2008–09.

3. SCHOOL AND DISTRICTWIDE MONITORING TO ENSURE IMPLEMENTATION

Staff reported that the process for formal monitoring of curriculum implementation consists of review by campus administrators of lesson plans. However, both central office and campus-level staff stated that the district lacked a systematic approach to lesson plan review.

**EXHIBIT 11
PNGISD CURRICULUM ORGANIZATION
2008-09**



SOURCE: PNGISD Organizational Chart, fall 2008.

Individual campuses determine their own policies, resulting in an inconsistent approach districtwide. For example, at one campus, plans are due each week. At another campus, plans are due at the end of the year. Campus staff indicated that they rarely receive feedback on lesson plans from administrators.

When asked about other forms of curriculum monitoring, most staff indicated that it occurs through general meetings between central office staff and campus-level staff. For example, the superintendent meets monthly with principals to discuss expectations, instruction, and student enrollment. Staff indicated that curriculum coordinators meet regularly with campus department heads and grade-level teachers. Additionally, campus administrators meet with

grade-level teams in elementary and middle schools. High school staff reported meeting by department. District staff did not express familiarity with the use of student performance data to monitor curriculum implementation and effectiveness. Because the district has transitioned between several testing and student performance information management systems in recent years, creating a systematic and consistent approach to analyzing student performance data has been a challenge.

In 2004-05, the Superintendent and one campus administrator were trained in the three-minute walkthrough process promoted by Dr. Carolyn Downey. The vendor-promoted purpose of this walkthrough is to support professional growth

through reflection and collaboration, as well as to promote curricular alignment. Other administrators were scheduled for training in 2005–06, but consequences from Hurricane Katrina delayed training until 2006–07, when this process was adopted districtwide. Staff reported the implementation of the process during 2006–07 varied by campus; on some campuses, administrators conducted four to five walkthroughs per week, while others had not conducted any walkthroughs during an eight-week period. Campus-level staff also indicated a lack of formative focus to the monitoring process, in that few teachers received feedback following a walkthrough.

For teacher appraisal purposes, the district uses the former state appraisal instrument, the Texas Teacher Appraisal System (TTAS), for evaluating teachers rather than the current state appraisal instrument, the Professional Development and Appraisal System (PDAS).

At the onset of the 2008–09 school year, PNGISD implemented a Curriculum Team, which is comprised of the Superintendent, the three Curriculum Coordinators, the Director of District Staff Development, Assessment, and Instructional Technology, and the Director of Special Programs. Beginning in August 2008, this team has met

monthly to address curriculum concerns expressed by teachers and administrators across the district.

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 12**)

**EXHIBIT 12
AdvancED ACCREDITATION STANDARDS FOR QUALITY SCHOOL SYSTEMS**

Standard 1: Vision and Purpose	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.	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

EXHIBIT 12 (CONTINUED)**Advanced ACCREDITATION STANDARDS FOR QUALITY SCHOOL SYSTEMS**

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	
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	

EXHIBIT 12 (CONTINUED)**Advanced ACCREDITATION STANDARDS FOR QUALITY SCHOOL SYSTEMS**

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	
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

EXHIBIT 12 (CONTINUED)

AdvancED ACCREDITATION STANDARDS FOR QUALITY SCHOOL SYSTEMS

Standard 7: Commitment to Continuous Improvement	Commitment to Continuous Improvement	
The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.	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.

ACCOMPLISHMENT

PNGISD created a position to support curriculum implementation at the middle school level.

PNGISD created a new position to support curriculum implementation at the district's two middle schools. Staff interviewed during onsite work indicated needing more support at the secondary level for the middle school campuses, especially because the Secondary Curriculum Coordinator is housed at the high school. Additionally, staff reported that due to budgetary concerns from the impact of Chapter 41, content-area specialist positions had been eliminated in recent years, resulting in further reductions in available curriculum support districtwide. The Middle School Curriculum Coordinator position created in spring 2008 has been charged with working to affect horizontal and vertical

continuity and articulation of the instructional program throughout the district. The creation of this position will help protect instructional time by providing middle school campus staff with immediate assistance and shifting some of the responsibilities for curriculum support and implementation away from middle school campus administrators and teachers.

This practice reflects the following professional standard: (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.

FINDINGS AND RECOMMENDATIONS

PNGISD lacks a curriculum management plan to guide long-range planning.

PNGISD lacks a curriculum management plan that directs the design, delivery, and management of a consistent districtwide curriculum and ensures the effectiveness of the curriculum over a period of time. Consequently, teachers rely on individual approaches and fragmented strategies for curriculum content and delivery. The district also spends resources on duplicative services, such as the WebCCAT curriculum assessment tool, Region 4 web-based performance assessments, and Pearson Benchmark Software. The curriculum maps and guides currently in use lack consistent vertical, TEKS, and TAKS alignment, and the district has not conducted a systematic needs assessment or curriculum audit to determine or prioritize areas of need within their curriculum system. Additionally, board policies adopted by the district do not reference or detail a specific process for curriculum adoption, implementation, and review.

Without a thorough and well-implemented curriculum management plan, the district lacks a systematic and coherent approach to curriculum development, alignment, review, and implementation. Therefore, variation in implementation of the curriculum and instructional practices across campuses occurs, which may compromise student learning. Failure to systematically manage curriculum development, review, and implementation leads to fragmentation, duplication of efforts, and inconsistencies which result in gaps in student knowledge.

The district should develop and implement a comprehensive curriculum management plan that includes board policies and administrative regulations to direct and provide quality assurance for curriculum development, review, delivery, and management. Prior to developing a plan, the district should conduct a needs assessment, as well as an audit of the curricular materials currently in use to determine curricular areas of priority. Results of this effort should inform the curriculum management plan, which should describe the district's curriculum philosophy, outline the curriculum development and adoption process and staff responsibilities, require implementation of fully aligned documents, and reinforce the need for systematic, ongoing review and development of curriculum. This approach would provide a clear mandate for district decision-making related to curriculum and would require leadership from a team representing district and campus administrators, teachers, and the community. An appointed advocate should lead the process and schedule meetings, establish agendas and timelines, and lead efforts to implement the team's decisions. The team should focus on developing a plan that ensures curriculum that is horizontally and vertically aligned both within the district as well as with the TEKS and the TAKS, and incorporates analysis of student performance data, as well as professional development, personnel, and resources to support implementation.

Providing a coherent curriculum management plan, including board policy and administrative regulations that provide common standards for what is to be taught, how it is to be presented in written form, and/or how it should be evaluated, provides district and campus staff with the authority and clear direction to implement a coherent, aligned curriculum across grades that is

modified based on district needs. The curriculum plan offers a planning document for the district to use in aligning professional development activities, personnel responsibilities, and resources with district curriculum goals.

This recommendation aligns with professional standards: (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); (7.4) 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; and (7.5) provides research-based professional development for system and school personnel to help them achieve improvement goals.

PNGISD does not consistently use student performance data to inform curricular decisions.

PNGISD has recognized the need to use disaggregated student performance data in creating an aligned curriculum. Through assistance from Regional Education Service Center VII (Region 7), the district provides teachers TEKS tutorial reports showing which students have not mastered specific TEKS objectives in each subject area. Additional reports provided by the district include TEKS student expectation mastery reports, which show the correlation to the TAKS tests, in addition

to the level of mastery achieved by the class and TAKS item-analysis reports for specific subject areas. However, the district has not implemented a comprehensive and systematic curricular model districtwide which ensures such data is used to inform curricular decisions. The district provides curriculum maps and guides which cover each grade level and content area, but there is no evidence that the process for development of these curricular materials was based on analysis of PNGISD student performance data, resulting in a curriculum that lacks alignment with student needs and state requirements.

Given the lack of a consistent curriculum, PNGISD teachers rely more on the broadly defined TEKS and textbooks to guide curricular choices rather than using the district-provided curriculum maps and guides. There is variation among teachers and campuses about the level of TEKS specificity to teach and the amount of time to spend on individual objectives. Therefore, teachers operate independently and informally in isolated campus teams, and are left to define alignment for themselves and identify textbooks and other ancillary resources to support content delivery and lesson development. Historically, when review and revision of the district's curricular resources has occurred, it has been based on teacher and administrator feedback rather than an evaluation of student performance.

In recent years, PNGISD has purchased and piloted several assessment products, including WebCCAT, Region 4 web-based assessments, and Pearson Benchmark. The district has either discontinued the use of these products or not used the data disaggregation tools available through the products to determine specific areas of curricular weakness districtwide. The variance

in student performance as a result of not using data disaggregation tools to determine curricular decisions can be seen in the district's TAKS results from 2004–05 through 2006–07 in **Exhibits 2 through 5**. Variance in PNGISD student performance occurs across all school years, subject areas, and student groups.

The district should implement a curricular model which uses student performance data to inform curricular decisions. Development of the model should include a review of all current curricular materials, including the district's curriculum maps and guides, as well as the assessment products the district has purchased in recent years. These materials and products should be reviewed to determine their level of alignment with one another as well as the TEKS and the TAKS. The review should also seek to determine the best method to integrate student performance data into the curricular revision process, as it currently is not a factor.

In spring 2008, PNGISD investigated the purchase of CCAP; however, the district delayed the purchase of a packaged curriculum, assessment, and data disaggregation product in order to investigate other curricular options and involve all appropriate stakeholders in the decision about a new curriculum. No matter how PNGISD chooses to proceed, with either current materials and products or the purchase of a new product, it is critical that the district begin integrating student performance data into its curricular decision-making process in order to ensure consistency of student expectations, learning standards, and outcomes.

This recommendation reflects the following professional standards: (3.1) develops, articulates, and coordinates curriculum based on clearly-

defined expectations for student learning, including essential knowledge and skills; and (3.3) ensures that system-wide curricular and instructional decisions are based on data and research at all levels.

PNGISD lacks a formal process for monitoring curriculum implementation.

PNGISD currently monitors curriculum implementation through several uncoordinated and nonsystematic strategies, including lesson plan review, meetings, and classroom walkthroughs. According to staff interviewed during onsite work, lesson plan monitoring and classroom walkthroughs both lacked consistent and systematic approaches. Districtwide, teachers are not consistently required to submit lesson plans for administrative review, nor is there a standard procedure for how lesson plans are monitored to provide feedback and ensure professional growth and districtwide curricular consistency. Additionally, there is no formal classroom observation plan for monitoring curriculum implementation. Classroom walkthroughs do not occur consistently, nor is consistent feedback provided after monitoring occurs. Board policies which reference curriculum do not address the process for monitoring its implementation.

Since 2004–05, PNGISD has been training administrators in the three-minute classroom walkthrough process. In adopting this monitoring model, the district took a first step toward ensuring districtwide consistency in instruction. However, there is no district policy or expectation regarding the walkthrough process; as such, the number of walkthroughs conducted by administrators

varies by campus, and teachers report there is little feedback provided after walkthroughs when they do occur. Increasing administrator visibility in classrooms in informal and collaborative environments promotes professional growth. However, without a consistently implemented approach to monitoring curriculum delivery it is difficult to know if teachers districtwide are using appropriate content, sequencing, or approved research-based instructional approaches across the district. As a result, adjustments to instructional methods may not occur at appropriate intervals or at all. Additionally, without monitoring, it is difficult to determine if instructional consistency occurs across the district.

The district should implement a formal, systematic process for monitoring curriculum implementation. This process should include requiring teachers to create lesson plans electronically and submit them on a regular basis, and centrally storing the lesson plans so that principals have access to them at all times. This approach serves two purposes. One, it would make the process of review and feedback more efficient by allowing principals or other reviewers to monitor lesson plans and interact with staff electronically. Lesson plans would be available prior to classroom observations, providing a context for what should be occurring in the observed class. Two, the district could implement a systematic approach to classroom walkthroughs. Consistent processes could be developed for observing and providing formative feedback to teachers. Results from classroom walkthroughs could also be linked to professional development opportunities, when appropriate, so that information systematically collected from observations is used to improve curriculum delivery. This process should be supported by the

development and adoption of local board policies and/or administrative regulations.

Providing a formal and systematic monitoring process allows campuses and the district to adequately monitor curriculum delivery, while also providing validity and reliability to the process. Formalization of the monitoring process will also serve 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.

PNGISD's current organizational structure inhibits adequate administrative support of the district's curricular efforts.

In spring 2008, PNGISD hired a Middle School Curriculum Coordinator and filled the vacant Elementary Curriculum Coordinator position. Given the prior recommendations that the district should engage in an intensive curriculum needs assessment resulting in developing a curriculum management plan and ensuring that the district is providing a vertically aligned and consistent district curriculum, the 2008–09 district organizational structure, as related to curriculum, requires further review.

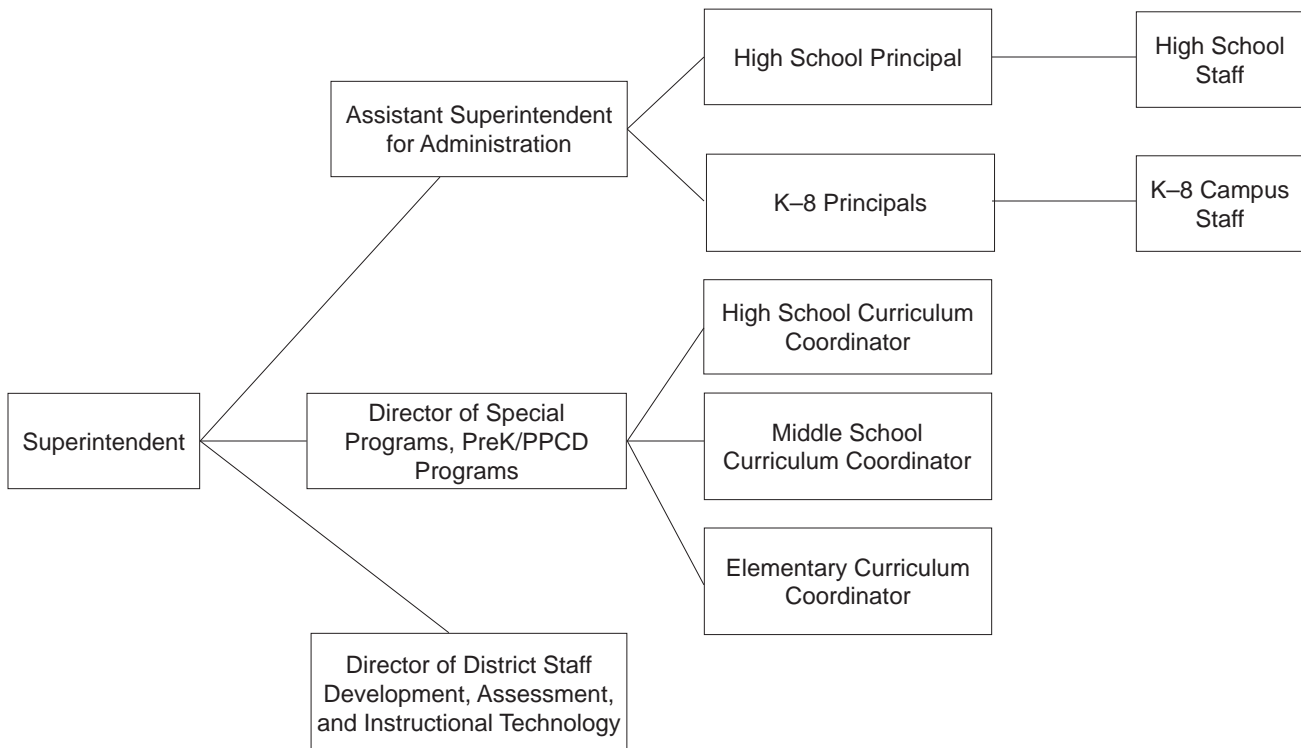
As revealed during onsite work, the district's principals and teachers, along with the Curriculum

Coordinators, have the primary responsibility for implementing the curriculum. However, under the 2008–09 organizational structure, these positions do not share a common reporting structure. Teachers report to principals and principals report directly to the Assistant Superintendent for Administration, while the Curriculum Coordinators report to the Director of Special Programs, who reports to the Superintendent. Having two distinct reporting streams for personnel who have related responsibilities makes coordination of services and resources more difficult. Within this structure, responsibilities for professional development activities related to the general curriculum are duplicated between the Director of Staff Development, Assessment, and Instructional Technology and the Curriculum Coordinators. Additionally, the Directors of Special Programs and Staff Development, Assessment, and

Instructional Technology have few duties related to the general curriculum, while a position responsible for leading the creation of a comprehensive district curriculum management plan does not exist. (See **Exhibit 13**)

The district should revise the organizational structure to ensure adequate administrative support of the district’s curricular efforts. First, the district should revise the job description and title of the Director of District Staff Development, Assessment, and Instructional Technology to exclude staff development responsibilities. Then, the district should create a Director of Curriculum and Staff Development position which would report directly to the Superintendent. This new position would spend 50 percent of the time coordinating staff development and the remaining 50 percent of the time supervising the district’s Curriculum

**EXHIBIT 13
PNGISD CURRICULUM ORGANIZATION
2008–09**



SOURCE: PNGISD Organizational Chart, fall 2008.

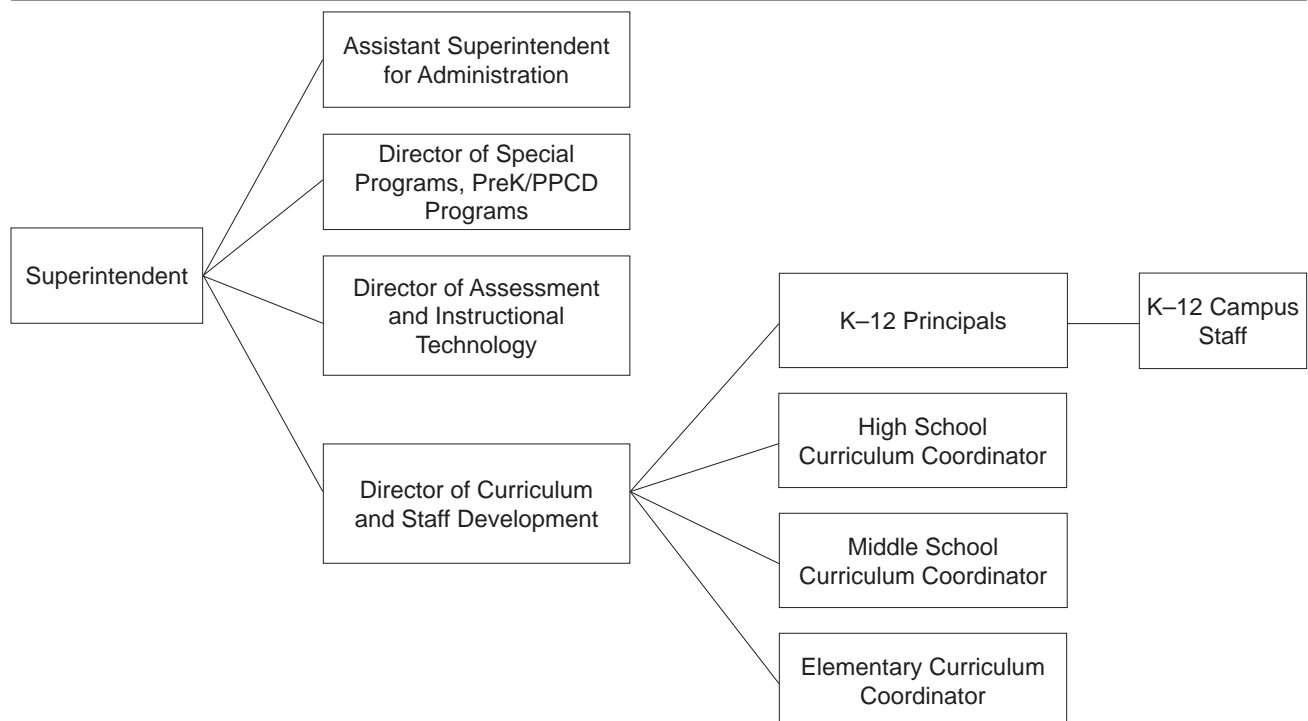
Coordinators and leading the curricular efforts described in the previous findings. The three Curriculum Coordinators and all district principals would then report to the Director of Curriculum and Staff Development, thus coordinating curriculum-related efforts through one channel. This proposed structure would minimize the current fragmentation of curriculum, inefficiency of resources, and duplication of duties and reporting. This revised organizational structure should be implemented by August 2009 in order to begin the curriculum assessment, development, and possible revision process in the 2009–10 school year. (See **Exhibit 14**)

The fiscal impact of creating a Director of Curriculum and Staff Development position would be based on an average salary of \$71,114, which is an approximation for a district the size of PNGISD based on information from the 2006–07 administrative salary survey conducted by the Texas Association of School Boards. Benefits for this position are calculated to be 12 percent of

the salary, or \$8,534, which brings the annual cost for the position to \$79,648 (\$71,114 + \$8,534) beginning in 2009–10. The overall five-year cost to the district for creation of this position totals \$398,240 (\$79,648 x 5).

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.

**EXHIBIT 14
PROPOSED PNGISD CURRICULUM ORGANIZATION
2009–10 THROUGH 2013–14**



SOURCE: Legislative Budget Board, fall 2008.

FISCAL IMPACT

RECOMMENDATION	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL 5-YEAR (COSTS) SAVINGS	ONE-TIME (COSTS) SAVINGS
Develop and implement a comprehensive curriculum management plan that includes board policies and administrative regulations to direct and provide quality assurance for curriculum development, review, delivery, and management.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Implement a curricular model which uses student performance data to inform curricular decisions.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Implement a formal, systematic process for monitoring curriculum implementation.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Revise the organizational structure to ensure adequate administrative support of the district's curricular efforts.	(\$79,648)	(\$79,648)	(\$79,648)	(\$79,648)	(\$79,648)	(\$398,240)	\$0
TOTAL	(\$79,648)	(\$79,648)	(\$79,648)	(\$79,648)	(\$79,648)	(\$398,240)	\$0