Hamilton
Independent School District

Review of the
CURRICULUM MANAGEMENT SYSTEM

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

January 2009

LEGISLATIVE BUDGET BOARD

Robert E. Johnson Bldg.
1501 N. Congress Ave. - 5th Floor
Austin, TX 78701

5121463-1200
Fax: 5121475-2902
http://www.lbb.state.tx.us

January 7, 2009

Mr. Sam Bell
Superintendent
Hamilton Independent School District

Dear Mr. Bell:

The attached report reviews the management and performance of the Hamilton Independent School District's (HISD) curriculum management system.

The report's recommendations will help Hamilton 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 HISD'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

Legislative Budget Board

cc: Mr. Herman Lanmon, Jr.
        Mr. Jon Mark Jester
        Mr. William Lasater
        Ms. Nancy Diaz
        Ms. Diana Freeman
        Mr. Dan Chorenziak
        Dr. Kasey Kunkel

HAMILTON 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 and interview data. Historical information about curriculum use in the district and the impetus and processes for adopting the current curriculum were gathered through interviews, focus groups, and a review of relevant documents.

1. STARTING POINTS

Hamilton Independent School District (HISD) is a small, rural district located 70 miles west of Waco. There is no major industry in the area, and the community is made up of long-time residents and/or individuals who own recreational property or second homes. The district comprises three campuses, including one elementary school, one junior high school, and one high school. Enrollment

has decreased in recent years from 935 students in 2003–04 to 848 for the 2007–08 school year. The student population is majority White (87%), and approximately 50 percent of students are identified as economically disadvantaged. **Exhibit 1** provides HISD enrollment and demographic data for the period from 2003–04 through 2007–08.

This report uses district performance indicators under the federal and state accountability systems. Under the No Child Left Behind Act (NCLB), federal accountability provisions that formerly applied only to districts and campuses receiving Title I, Part A funds now apply to all districts and campuses. All public school districts, campuses, and the state are evaluated annually for Adequate Yearly Progress (AYP). In terms of federal accountability standards, all three HISD campuses in the district *Met AYP* in 2007.

Under the Texas Accountability Rating System, HISD was rated *Academically Acceptable* in 2006–07, *Recognized* in 2005–06, *Academically*

EXHIBIT 1
HISD 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	848	0.6%	11.0%	87.0%	0.2%	0.9%	50.0%	*
2006–07	889	0.7%	9.0%	88.8%	0.2%	1.3%	49.8%	2.9%
2005–06	896	0.6%	9.2%	89.1%	0.1%	1.1%	49.9%	3.5%
2004–05	904	0.1%	9.3%	89.8%	0.1%	0.7%	50.7%	3.2%
2003–04	935	0.1%	9.3%	89.7%	0.2%	0.6%	51.2%	2.9%

†Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient
*Limited English Proficient data was not available for all grades in the district for 2007–08; therefore, a percentage was not reported for this student group.
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.

Acceptable in 2004–05, and *Recognized* in 2003–04. In 2006–07, two HISD campuses were rated *Recognized*, and one campus was *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 the 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.

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

The district's overall performance in mathematics has improved from 2004–05 through 2006–07 and remained consistently above the state average during the three-year period. In a comparison of state and district averages among student groups, performance by Hispanic students has improved and remains at the state average, while performance by White students has improved from 2004–05 through 2006–07 but is generally below the average performance of state peers. Performance by the economically disadvantaged student group has increased or remained stable and is above state averages. LEP student performance decreased across the three-year period and is below state averages; this group comprises a small percentage of the HISD student population. (See **Exhibit 2**)

The district's overall performance in science decreased between 2005–06 and 2006–07 but remained higher than the state average during the three-year period examined. Performance by White students increased during this time period as did that of Hispanic students. Notably, Hispanic student performance increased by almost 50 percentage points over the three-year period. Performance of economically disadvantaged students improved dramatically as well between 2004–05 and 2005–06 and was above the average of their state peers for all three years. While performance for this student group decreased in 2006–07, they still outperformed their state peers during this year. (See **Exhibit 3**)

Overall district performance in English language arts and reading (ELA/reading) was significantly higher than the state average, with increases annually

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

SCHOOL YEAR	AVERAGES		STUDENT GROUP† COMPARISONS STATE AND DISTRICT AVERAGES												
			AA		H		W		NA		A/PI		ED		LEP	
	STATE	DISTRICT	S	D	S	D	S	D	S	D	S	D	S	D	S	D
2006–07	77%	82%	64%	*	71%	71%	87%	83%	79%	*	93%	>99%	69%	75%	62%	50%
2005–06	75%	80%	61%	*	68%	68%	86%	82%	79%	*	92%	*	66%	75%	58%	57%
2004–05	72%	75%	57%	*	64%	65%	84%	76%	76%	*	90%	*	62%	68%	54%	*

†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.

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

SCHOOL YEAR	AVERAGES		STUDENT GROUP† COMPARISONS STATE AND DISTRICT AVERAGES													
			AA		H		W		NA		A/PI		ED		LEP	
	STATE	DISTRICT	S	D	S	D	S	D	S	D	S	D	S	D	S	D
2006–07	71%	79%	56%	*	61%	73%	85%	81%	77%	*	88%	*	60%	68%	39%	*
2005–06	70%	82%	54%	*	59%	63%	85%	83%	79%	*	86%	*	58%	75%	35%	*
2004–05	66%	72%	49%	*	53%	25%	81%	75%	73%	*	83%	*	51%	53%	28%	*

†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.

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

SCHOOL YEAR	AVERAGES		STUDENT GROUP† COMPARISONS STATE AND DISTRICT AVERAGES													
			AA		H		W		NA		A/PI		ED		LEP	
	STATE	DISTRICT	S	D	S	D	S	D	S	D	S	D	S	D	S	D
2006–07	89%	97%	84%	*	84%	96%	95%	97%	91%	>99%	95%	*	83%	94%	67%	75%
2005–06	87%	96%	82%	*	82%	95%	94%	97%	90%	*	94%	*	81%	94%	63%	71%
2004–05	83%	95%	76%	*	77%	94%	91%	95%	87%	*	92%	*	76%	91%	58%	*

†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.

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

SCHOOL YEAR	AVERAGES		STUDENT GROUP† COMPARISONS STATE AND DISTRICT AVERAGES													
			AA		H		W		NA		A/PI		ED		LEP	
	STATE	DISTRICT	S	D	S	D	S	D	S	D	S	D	S	D	S	D
2006–07	89%	96%	84%	*	84%	>99%	95%	96%	93%	*	96%	*	83%	93%	53%	*
2005–06	87%	91%	81%	*	80%	73%	94%	92%	91%	*	95%	*	79%	87%	49%	*
2004–05	88%	97%	82%	*	82%	91%	94%	98%	92%	*	95%	*	80%	96%	52%	*

†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.

in student passing rates from 2004–05 through 2006–07. In a comparison of state and district averages among student groups, performances by the Hispanic, White, economically disadvantaged, and LEP student groups were higher than state averages during this three-year period. (See **Exhibit 4**)

In a comparison of state and district averages, district social studies performance has been consistently higher than state averages for both the district overall and almost all student groups from 2004–05 through 2006–07. In 2005–06, all HISD student groups saw a decline in performance from the previous year, but scores for all groups then increased in 2006–07. The performance of Hispanic students increased by over 25 percentage points between 2005–06 and 2006–07. (See **Exhibit 5**)

Across the four core subject areas, the district performance generally increased and remained above the state average. In a comparison of state and district averages among student groups, student group performance generally improved across time, with significant performance gains by Hispanic students in both science and social studies across the three-year period. All student groups were performing at or above state averages by 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 HISD, the standardized local tax base, per-pupil value is $251,570 compared to the state per-pupil value of $305,208.

2. CURRICULUM HISTORY

Traditionally, the only curriculum used in HISD has been textbook-based. In 1998, a Texas School Performance Review (TSPR) was conducted, and described the curriculum in place at the elementary and junior high levels as being driven by "four basic programs: in reading, Accelerated Reader; in math, Saxon math; in phonics, Saxon phonics; and in English, the Shurley Method. Each of these is very specific curricula and stresses consistency and continuity from grades 1 through 8." No curriculum at the high school level was mentioned in the TSPR report.

The report indicated some staff concerns about the level of consistency and continuity from elementary through high school, noting gaps in key subjects, such as science. The report also indicated that because student and program needs and academic areas were not tied to performance goals or measures in board presentations, it was difficult for board members to determine priorities. High school teachers expressed concern that no formal curriculum review process was in place.

The TSPR report included a recommendation that a group of HISD teachers meet over the summer

to evaluate the curriculum and establish annual student performance objectives tied to campus and district goals and budget allocations. In addition, it was recommended that the district establish an annual curriculum and curriculum planning review team of teachers, with oversight from the campus site-based decision-making committees, the district, and the board. The TSPR report also recommended the purchase of iTEKStar, a service sponsored through the Education Service Center Curriculum Cooperative which included membership by Regional Education Service Centers (Regions) 1, 5, 7, 9, 10, 12, 16, 17, 18, and 20. The iTEKStar service provided members access to teacher developed units of study. Submissions were reviewed and scored prior to publication. Criteria for instructional units included multiple student expectations; incorporation of instructional strategies; communication of process and content; deep, rigorous instruction; and alignment of objectives, instructional strategies, and assessments.

The report outlined a five-year timeframe for implementation of the recommendations, with initial implementation of the curriculum evaluation and review process to occur in May–August 1999, and ongoing annual review activities. The recommended process included identification of committee teachers, meetings and recommendations, review and approval, and implementation. Costs associated with the recommendations included a one-time cost of $1,400 for the recommended software and stipends for 10 teachers working the first year ($16,400) and five teachers annually ($7,500) for each of years two through five. A 2000 TSPR Progress Report indicated that implementation of the recommendation related to curriculum was complete. It also stated that teacher use of

AEIS-IT software allowed HISD to develop skill sets by subject area that should be taught at each grade level. It is unclear if the district purchased the iTEKStar software; no mention of this product was made in the 2000 TSPR Progress Report or by district staff during onsite work in April 2008.

In past years, the Superintendent and principals were charged with curriculum oversight. Staff described finding gaps in student knowledge but that staff size and lack of expertise in subject-area TEKS, for example, limited formal attempts to address these gaps. Despite several efforts to write curriculum at the district level over the years, staff concurred that the previous curriculum had been primarily textbook-driven, supplemented with "love units"—units that teachers included in their syllabi because they were interested in the topic (dinosaurs, for example), instead of following an intentional scope and sequence. Staff characterized this approach as ineffective. Staff said they previously had no curriculum document to work with and tweak in response to data analysis. Without facilitation, staff said, the district was able to identify problems but could not fix them, and curriculum discussions often degenerated to finger pointing.

3. IMPETUS FOR CHANGE/DATA-DRIVEN ADOPTION

District staff reported a status-quo attitude based on the district's high performance and accountability ratings and a general reluctance to change. However, district administrators said staff needed guidance and direction in understanding the TEKS and ensuring their rigor.

The Superintendent reported that wide variations in scope and sequence existed within the district. Staff also cited the need to increase the rigor of instruction based on SAT/ACT scores. In 2002–03,

the number of students taking the SAT in HISD was too small to be reported in AEIS. Mean SAT scores from 2003–04 through 2005–06 increased but were generally below or at the state average. In 2006–07, the district saw an increase in mean SAT scores above the state average. **Exhibit 6** provides district data on mean SAT scores, in comparison with state averages, from 2002–03 through 2006–07.

EXHIBIT 6
MEAN SAT SCORE
STATE AND HISD
2002–03 THROUGH 2006–07

YEAR	MEAN SCORE	
	STATE	DISTRICT
2006–07	991	1063
2005–06	992	993
2004–05	987	963
2003–04	989	942
2002–03	986	*

*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, 2002–03 through 2006–07.

Exhibit 7 provides district data on mean ACT scores, in comparison with state averages, from 2002–03 through 2006–07. District ACT scores hovered around state averages for the period 2002–03 through 2005–06 with an increase of approximately two points above the state average in 2006–07.

In 2004–05, the district engaged in several key curriculum-related efforts, including districtwide staff development on curriculum mapping and a needs assessment conducted by Region 12, which cited the need for curriculum development and alignment in all four core subject areas based on review of preliminary TAKS results. Board, district,

EXHIBIT 7
MEAN ACT SCORE
STATE AND HISD
2002–03 THROUGH 2006–07

YEAR	MEAN SCORE	
	STATE	DISTRICT
2006–07	20.1	21.9
2005–06	20.0	20.4
2004–05	20.1	20.0
2003–04	19.9	19.8
2002–03	20.0	20.6

SOURCE: Texas Education Agency, AEIS District and State Reports, 2002–03 through 2006–07.

and campus documents indicate a heightened awareness and focus on curriculum issues at this time. For example, the district's goals in 2004 included two goal statements related to curriculum. The high school campus goals for 2005–06 included an annual performance objective related to increased teacher planning time for curriculum development. In addition, administrators worked to "sell" the need for a Curriculum Director to both the board and the staff. The position was created, and a Curriculum Director was hired in May 2005 to design and manage a local curriculum development process. District staff noted that because the Curriculum Director was from out of district and not part of the community, the director was in a better position to lead an effort that might meet with teacher resistance.

The new HISD Curriculum Director compared service center products and services from Regions 12 and 13 to determine which service center provided services that aligned with the district's curriculum needs. Staff reported that the district did not want to buy an off-the-shelf curriculum product due to possible issues with teacher resistance and buy-in. Also, staff reported that HISD did not want to have to spend the time adapting a purchased curriculum product to local needs when staff could

be writing their own. Further, district staff felt the time spent writing curriculum was important to the staff's professional growth and development.

The Superintendent and Curriculum Director made the decision that the Capital Area Curriculum Consortium (CACC) administered by Region 13 was the better option of the two ESCs reviewed to direct and guide the HISD curriculum development process. Staff reported both finances and district culture drove the decision. The CACC was designed to provide smaller districts like HISD with an opportunity to engage in collaboration with experts and staff from other districts on curriculum development at a low cost.

In August 2005, the Curriculum Director presented the CACC approach to the board with a timeline for curriculum development. Additionally, an academic council of teachers was established to facilitate teacher information sharing and buy-in. The academic council was comprised of administrators and teachers recommended by campus principals in each of the four core content areas, with one districtwide representative from fine arts and one from special education. The academic council was an advisory group to promote curricular activities; communicate with teachers, administrators, and community members; and work on both curriculum and benchmark testing issues.

The overall HISD plan for curriculum development work through the CACC was as follows:

- Year 1 (2005–06): Science and mathematics

- Year 2 (2006–07): ELA/reading and social studies

To begin the effort, HISD provided initial districtwide professional development in August 2005 on basic concepts in the K–12 curriculum

and a common language to use in curriculum work. Science and mathematics teams then worked throughout the year with other districts in the CACC. Region 13 provided document formats and frameworks for inputting curriculum, and the plan was for Region 13 specialists to facilitate the collaboration of consortium districts working on documents that district teams would then take to local teachers for review and input. Several local curriculum development days were included in the timeline for curriculum development, with some supplemental curriculum training (Curriculum Bootcamp) provided by an external consultant, Dr. John Crain.

In year two of the effort, ELA/reading and social studies staff also were scheduled to begin a similar process. However, by that time, Region 13 had begun to offer a new curriculum product called CSCOPE, and the other schools in the consortium discontinued their participation in the CACC. HISD staff said the district did not have either the personnel or financial resources to implement a program like CSCOPE. Thus, HISD ELA/reading and social studies staff worked alone to create vertical alignment and scope and sequence documents based on the CACC model documents and formats. In February 2006, the Curriculum Director left the district and, as of the April 2008 onsite work, the position had not been replaced and funding for the position had been subsumed back into the district budget.

Mathematics and science staff who participated in the CACC work described key parts of the process as positive, especially the collaboration with subject area teachers from other districts, strengthening teacher knowledge and relationships. Teachers reported that the process helped them understand that they were not covering the same material

in the same way with consistent vocabulary and terms. The CACC process helped staff to develop rigor, terminology, and vertical and horizontal alignment. Teachers said some parts of the Region 13 process were tedious, however, citing the requirement to input data into a strict format as being time-consuming and unproductive.

ELA and social studies staff who worked alone did not report the same benefit. Because the high school English curriculum was already aligned, staff reported that much of the work of creating the curriculum documents in the CACC format involved strictly typing in existing curriculum, rather than developing and revising.

Continuing curriculum work in the district was planned in 2007–08 at the campus/subject area level. There was an expectation for teachers to finish the curriculum development work, with a

day planned in the calendar early in the school year for curriculum meetings for each of the core subject areas except social studies. For the most part, however, subsequent continuing curriculum development activities were informal due to time constraints and competing priorities for the districts' three principals. Staff reported that organizing curriculum work was difficult after the Curriculum Director left the district. The district also contracted with external providers for professional development related to the curriculum work in specific subject areas.

Exhibit 8 provides a timeline of key curriculum-related activities in HISD from 2004–05 to 2007–08.

EXHIBIT 8
HISD CURRICULUM DEVELOPMENT TIMELINE—KEY ACTIVITIES
2004–05 THROUGH 2007–08

DATE	ACTIVITY
2004–05	Districtwide staff development in curriculum mapping and curriculum needs assessment
	Curriculum Director position created and filled
2005–06	Districtwide staff development on curriculum/curriculum planning by Curriculum Director (ongoing)
	Presentation to board of curriculum development timeline
	Creation of academic council to facilitate curriculum development
	Curriculum Director and elementary principal attend Curriculum Bootcamp workshop by Dr. John Crain
	Science curriculum team meets with CACC
	Mathematics curriculum team meets with CACC
	Campus-level curriculum development meeting (one day)
	Districtwide curriculum alignment workshop with John Crain
	Curriculum documents placed on district Web site
2006–07	Districtwide meetings/department meetings on curriculum alignment (one day)
	Social studies curriculum team begins curriculum development work
	ELA/reading curriculum team begins curriculum development work
	Science and mathematics and curriculum teams create scope and sequence "bundles"
2007–08	Campus-level/subject-area work with subject-area external providers

SOURCE: Hamilton ISD (HISD), Curriculum Development Timeline, 2004–05 through 2007–08.

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 AND/OR CURRICULUM MANAGEMENT SYSTEM PRODUCT

Key products that were to be developed for each subject area through the CACC meetings and/or subsequent district-based work locally included:

- TEKS-based vertical alignment documents in each subject area, and

- Scope and sequence documents called "bundles" that provided alignment with TEKS/TAKS objectives, specifications/ examples of objectives, and, in some subject

areas, additional components, such as essential questions, academic language, labs/ lab activities, materials, other resources for learning, and other curricular connections.

Exhibit 9 summarizes HISD developed curriculum components. For the purposes of this review, only specific elements of additional curriculum support in the four core subject areas were analyzed. Specifically, curricula for grades 2, 4, 7, and the courses that would align with grade 11 were reviewed.

Exhibit 10 provides a summary of the level of development of the scope and sequence bundle documents in each core subject area, as indicated by review of curriculum documents for grades 2, 4, 7, and 11. These documents followed a format provided by the CACC and included the number of weeks and days for each unit, alignment with TEKS/TAKS, examples and specifications, assessments (formative and summative), and what

**EXHIBIT 9
STATUS OF HISD CURRICULUM COMPONENTS
APRIL 2008**

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

*M = Mathematics, R = Reading, E = English Language Arts, S = Science, SS = Social Studies
SOURCE: HISD Mathematics, ELA/Reading, Science, and Social Studies Vertical Alignment and Scope and Sequence Binders, April 2008.

EXHIBIT 10
HISD SCOPE AND SEQUENCE BUNDLES APRIL 2008

BUNDLE COMPONENT	GRADE LEVELS	SUBJECT AREA*
Weeks	✓ 2	✓M ✓R ✓S ✓SS
	✓ 4	✓M ✓R ✓S ✓SS
	✓ 7	✓M ✓E ✓S ✓SS
	✓HS	✓M ✓E S ✓SS
Time # Days	✓ 2	✓M ✓R ✓S ✓SS
	✓ 4	✓M ✓R ✓S ✓SS
	✓ 7	✓M E S ✓SS
	✓HS	✓M E S ✓SS
TEKS-aligned	✓ 2	✓M ✓R ✓S ✓SS
	✓ 4	✓M ✓R ✓S ✓SS
	✓ 7	✓M ✓E ✓S SS
	✓HS	✓M ✓E ✓S ✓SS
TAKS-aligned	✓ 2	✓M R S SS
	✓ 4	✓M R ✓S ✓SS
	✓ 7	✓M ✓E S ✓SS
	✓HS	✓M ✓E S ✓SS
Specifications/Examples	✓ 2	✓M ✓R ✓S ✓SS
	✓ 4	✓M ✓R ✓S ✓SS
	✓ 7	✓M ✓E S ✓SS
	✓HS	✓M ✓E ✓S ✓SS
Assessments	✓ 2	✓M R S SS
	✓ 4	✓M R S SS
	7	M E S SS
	✓HS	✓M E S SS
Other	✓ 2	✓M R ✓S ✓SS
	✓ 4	✓M R ✓S ✓SS
	✓ 7	✓M E S ✓SS
	✓HS	✓M ✓E S ✓SS

*M = Mathematics, R = Reading, E = English Language Arts, S = Science, SS = Social Studies
SOURCE: HISD Mathematics, ELA/Reading, Science, and Social Studies Vertical Alignment and Scope and Sequence Binders, April 2008.

was classified as "other" for this review but generally included essential questions, academic language, lab/lab activities, materials, other resources for learning, and other curricular connections.

As **Exhibit 10** shows, mathematics bundles were most complete with a full set of components in most grade levels reviewed. Documents described scope and sequence, alignment with TEKS/TAKS objectives, specifications/examples of objectives, essential questions, academic language, assessments, materials, other resources for learning, and other curricular connections. Science was well developed in grades 2 and 4; documents for grades 7 and 11 (Chemistry) were less complete. ELA/reading was inconsistently developed across the grade levels reviewed, although these bundles included K–12 vertical alignment documents covering capitalization, grammar, prefixes, punctuation, and writing templates. Social studies was fairly well developed across the grade levels reviewed.

The bundle documents were given to each teacher in binders, and some were also available on the district website, though they were neither current nor easily accessible. Some binders also included activities and worksheets, but most just included the bundle frameworks. Staff reports indicated that some teachers were using the curriculum guides and filling in lessons individually. District staff described wanting to have complete curricular resources, including lessons, assessments, and handouts but indicated they have not yet been created and it would be difficult to do so, even if the district employed a Curriculum Director, due to the scope of such a project.

2. DESCRIPTION OF IMPLEMENTATION

District staff reported some initial resistance to the curriculum development work. However, as most of the district's teachers subsequently participated in some way in developing the curriculum, staff reported buy-in to the curriculum at 85 to 95 percent. Teachers said that they were required to have bundle binders open on their desks at all

times and generally reported finding them useful. Teachers were told the guides were working documents and were encouraged to provide feedback and team with one another to come up with lessons. This process appeared to be informal, however, and differed by subject area/school level. Most teachers interviewed indicated that they added lessons and activities to the bundles, some on a daily basis.

Administrators stated their determination to continue the development process "so it doesn't end up on the bookshelf" and indicated that data review should drive the process. At the time of onsite work in April 2008, district staff were investigating the purchase of software to analyze student performance linked to TEKS/TAKS objectives. The district subsequently purchased a software package in May 2008. Administrators expressed concern, however, about finding the time to continue the curriculum work. Some 2007–08 staff development through Region 12 and other providers listed in a curriculum development timeline document provided by the district appeared to be related to curriculum development, but it did not appear to be regular or comprehensive enough to effectively continue the work. Teaching staff mentioned a lack of follow-up to the curriculum development process, describing staff needs for formal, dedicated time to continue development and modification of curriculum, with administrative staff monitoring and supervising the process. Staff suggested a "curriculum day" and the need for someone to put the material on the HISD server. They recognized, however, that the administrators were overloaded. Staff also indicated that ongoing review of student data should be integral to this process.

3. CONTRACTED SERVICES FOR CURRICULUM DEVELOPMENT/DELIVERY

After Region 13 discontinued the CACC in its shift to CSCOPE, district staff described some subsequent work with external providers; for example, staff described an intensive data review in science facilitated through an external consultant. Though it is unclear if this activity was coordinated with earlier curriculum development work, science staff reported satisfaction with these services, which were specifically tailored for the district.

4. COSTS INCURRED IN OBTAINING CURRICULUM GUIDES/SERVICES

District documents show HISD payments for Region 13 CACC services to be $3,000 for fall 2005 and $7,000 for spring 2006. Region 13 also proposed additional training and development services to the district at a cost of $32,000 for both mathematics and science, or $18,300 for mathematics only, but the district did not purchase these services. Staff reported that the district was not charged for Region 13 services upon the discontinuation of the CACC. Thus, the only costs incurred were for substitutes and travel and lodging for teachers to attend CACC meetings in another district. These expenditures, which totaled $24,462 from spring 2006 through spring 2007, are broken down by year and type in **Exhibit 11**. Due to the discontinuation of the CACC,

**EXHIBIT 11
HISD ADDITIONAL EXPENDITURES RELATED TO CURRICULUM DEVELOPMENT SPRING 2006 THROUGH SPRING 2007**

DATE	COSTS	
	SUBSTITUTES	TRAVEL
Spring 2006	$7,730	$6,034
Fall 2006–Spring 2007	$9,555	$1,143
Total Costs	**$17,285**	**$7,177**

SOURCE: HISD Business Department records, 2005 through 2007.

mathematics and science teams were the only HISD staff to participate. Staff reported that the expenditures required to work outside of the initial ESC-facilitated CACC structure for curriculum support was prohibitive for a smaller district.

Personnel costs for curriculum include the salary for the Curriculum Director from May 2005 to February 2006. Based on information from the HISD Finance Director, salary for the Curriculum Director is estimated to have been approximately $61,000 annually. This salary would have been prorated to $45,750 as the position was filled only from May 2005 to February 2006. Additional costs included two district-based curriculum workshops (Curriculum Bootcamps) provided by an external consultant at approximately $1,700 per workshop.

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.

1. SUPPORTING DISTRICT AND BOARD POLICIES

The Texas Association of School Boards (TASB) categorizes school 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 as (EXHIBIT) to comply with legal entities that define district governance. In addition to these, local policies can be created to reflect local school board decisions. TASB designates such policies as (LOCAL) or (REGULATION).

The HISD Board of Trustees has adopted one legal and one local policy relevant to curriculum.

EHAA (LEGAL) Basic Instructional Program: Required Instruction (All Levels)

This policy states the district shall provide instruction in the essential knowledge and skills at appropriate grade levels in the foundation (four core areas) and enrichment curriculum, according to *Texas Education Code (TEC) §28.002(c)*.

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)*.

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 of Trustees.

Staff concurred that most district policies related to the curriculum and development were informal. The board member interviewed said the board put a lot of trust in HISD administrators, and if they felt there was a need for additional policies, the board would support it.

Policy related to staff implementation of curriculum appears to be campus-based and largely informal. Staff described being appreciative of flexibility but indicated that the flexibility might also be impeding full implementation. Substantial support was provided from administrators through meetings and walkthroughs, they said. Staff reported they were required to post TEKS objectives to make sure lessons were aligned but did not feel pressured.

2. ORGANIZATIONAL STRUCTURE AND EFFECTIVENESS AS RELATED TO CURRICULUM

The principals of the elementary, junior high, and high schools previously were responsible for leadership in the area of curriculum for many years, in addition to multiple other responsibilities. Administrators were in agreement that the principals needed assistance in this work because they were not experts in all subject areas and all grade levels served in their schools. In 2005, the Superintendent successfully lobbied the board for a Curriculum Director position to initiate a local curriculum development effort.

Major job responsibilities for the Curriculum Director position included serving as Director of Curriculum and Instruction for grades K–12, district TAKS Testing Coordinator, and Director of Instructional Grant Writing. Specific duties included the following:

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

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

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

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

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

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

- obtain and use evaluative findings to examine curriculum and instructional program effectiveness;

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

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

- plan, improve, and oversee the TAKS testing program for the district;

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

- research, write, and manage instructional grants for curriculum, teacher training, and instructional resources;

- review campus improvement plans for curriculum/instruction-related content; and

- review continuous improvement plan for curriculum/instruction-related content.

The individual who was hired to fill the Curriculum Director position began in May 2005 and left after less than a year with the district. Subsequently, funding for the position was subsumed back into the district budget. Administrators reported additional attempts to get board approval to reinstate the position but had been disappointed, acknowledging that a small district with a small

budget ran into these types of priority conflicts. The board member interviewed did not think that the decision to reinstate the position had come before the board formally, but understood that even though the position had been created as a long-term job, the district had the essential tools that it needed to get it going regarding curriculum-related matters. Thus, there was not sufficient justification to budget for a replacement Curriculum Director.

District staff continues to identify options for additional leadership for curriculum work in the district. Proposed organizational charts and job descriptions for 2008–09 indicated that the district was proposing a senior administrative position be created; documents indicated the position was to be titled Director of Student Services. The new senior administrator would report to the Superintendent with oversight of curriculum as one area of responsibility. The proposed salary for the position ranges from $55,000 to $68,000. Key responsibilities of this position would be to provide leadership in the instructional and support services programs and to provide direction to campuses for improvement of instruction programs, including the general curriculum, TAKS, staff development, personnel, budget, and district operations. Direct areas of responsibility would include the following:
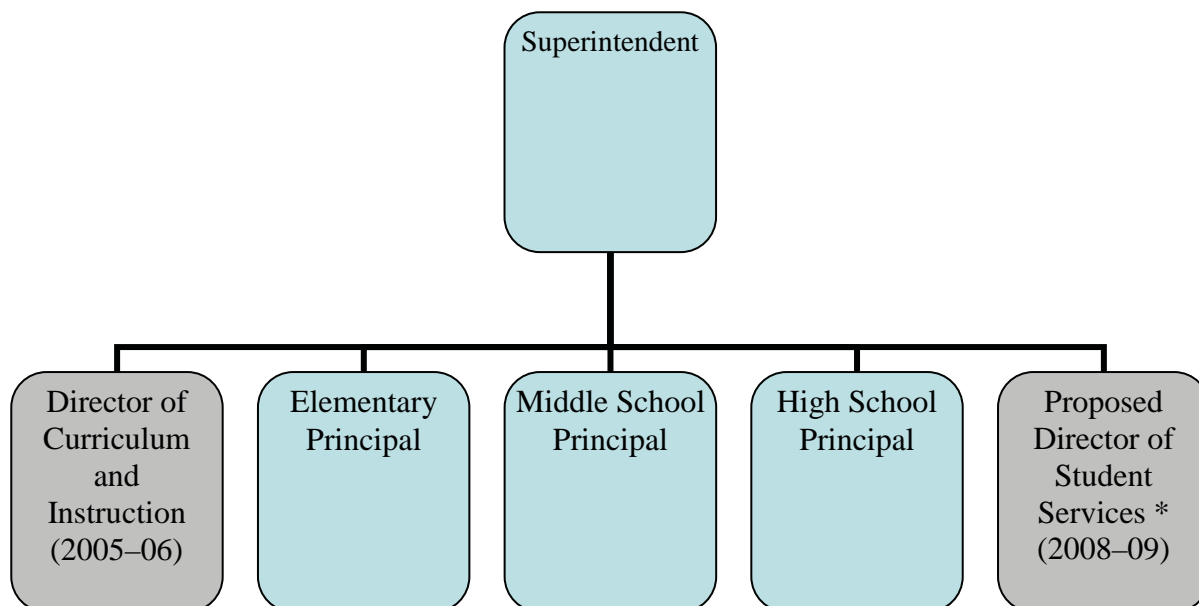
- curriculum
- central office support to campuses
- district programs
- TAKS
- personnel
- district and state plans
- volunteer program
- transportation

- food service
- maintenance
- staff development
- grant writer/administrator
- federal programs
- public information
- Business Department
- annual brochure
- school board meetings
- other duties

In addition to the lack of staffing for curriculum, at this time there is no formal program within the district focused on developing, updating, or managing curriculum other than funding ongoing professional development. As of fall 2008, the Director of Student Services position had not been created and there was no plan to do so during the 2008–09 school year.

Exhibit 12 provides an illustration of HISD's curriculum organization from 2005–06 through 2008–09.

EXHIBIT 12
HISD CURRICULUM ORGANIZATION
2005–06 THROUGH 2008–09

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                          ┌─────────────────┐
                          │  Superintendent  │
                          └─────────────────┘
                                   │
   ┌───────────────┬───────────────┼───────────────┬───────────────┐
┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐
│Director of│ │Elementary│ │  Middle  │ │   High   │ │ Proposed │
│Curriculum │ │ Principal│ │  School  │ │  School  │ │Director of│
│    and    │ │          │ │ Principal│ │ Principal│ │  Student  │
│Instruction│ │          │ │          │ │          │ │Services * │
│ (2005–06) │ │          │ │          │ │          │ │ (2008–09) │
└──────────┘ └──────────┘ └──────────┘ └──────────┘ └──────────┘
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*This position was not created and will not be filled during the 2008–09 school year.
SOURCE: HISD Curriculum Organization Charts, 2005–06 through 2008–09; Resources for Learning, LLC, June 2008.

3. SCHOOL AND DISTRICTWIDE MONITORING TO ENSURE IMPLEMENTATION

Staff reported that individual campuses used a variety of benchmarks and other assessments for monitoring student performance, but no formal monitoring of curriculum implementation was in place without a Curriculum Director. Principals conduct formative and summative reviews of instruction through regular activities such as walkthroughs and annual appraisals. These administrators reported looking for TEKS objectives on the board and observing lessons but said they had difficulty in assessing teacher implementation of the curriculum during walkthroughs as they could not be an "expert" in the TEKS and bundles for all grade levels and subject areas outside of their individual areas of expertise. Teachers said that they are supposed to have their curriculum resources on their desks

and that they were required to reference bundles in their lessons but have not felt pressured to do so.

D. DISTRICT FINDINGS AND RECOMMENDATIONS

This section provides a summary and description of 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 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 13**)

EXHIBIT 13
AdvancED ACCREDITATION STANDARDS FOR QUALITY SCHOOL SYSTEMS

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

EXHIBIT 13 (CONTINUED)
AdvancED ACCREDITATION STANDARDS FOR QUALITY SCHOOL SYSTEMS

Standard 3: Teaching and Learning The system provides research-based curriculum and instructional methods that facilitate achievement for all students.	**Teaching and Learning** 3.1 Develops, articulates, and coordinates curriculum based on clearly-defined expectations for student learning, including essential knowledge and skills 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills to investigate new approaches to applying their learning 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels 3.4 Supports instruction that is research-based and reflective of best practice 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity 3.6 Allocates and protects instructional time to support student learning 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment 3.8 Supports the implementation of interventions to help students meet expectations for student learning 3.9 Maintains a system-wide climate that supports student learning 3.10 Ensures that curriculum is reviewed and revised at regular intervals 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
Standard 4: Documenting and Using Results The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.	**Documenting and Using Results** 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and free of bias 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance 4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders 4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence 4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations

EXHIBIT 13 (CONTINUED)
AdvancED ACCREDITATION STANDARDS FOR QUALITY SCHOOL SYSTEMS

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

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

FINDINGS AND RECOMMENDATIONS

The district lacks a comprehensive curriculum management plan due to discontinuation of the CACC and cessation of curricular services and support previously provided by Region 13.

In 2005, HISD conducted a needs assessment which revealed that the district needed specialists and outside expertise to assist them in developing a quality curriculum. Through participation in the Region 13-initiated CACC, HISD mathematics and science teachers worked with service center content area specialists and teachers from other area districts to develop curriculum. While there was initial teacher resistance to the idea of implementing a standardized curriculum, the approach of collaborative work with other districts was a non-threatening way to move teachers out of their "comfort zone" and enhance their content and pedagogical knowledge. Subsequently, teachers were more willing to implement the new curriculum and to contribute to its ongoing development.

The cessation of the CACC and curricular services and support from Region 13, along with the departure of the Curriculum Director in 2006, put the onus for guiding the development of a curriculum management plan and the continuation of the curriculum development process and implementation back on principals, an approach that had not worked in the past, given their multiple responsibilities. Currently, the district continues with the process of reorganizing and restructuring their curriculum development and implementation process after the external disruptions to the original plan.

Without a comprehensive curriculum management plan, the district lacks key components to guide and maintain focus on curriculum efforts in the district. While many teachers reported satisfaction with the implementation of the curriculum developed thus far, the break in curriculum-related activity and the underdevelopment of some of the science, ELA, and social studies curricula could contribute to loss of commitment, credibility, and ownership of the curriculum. The investment in curriculum development already undertaken and staff willingness to participate in future curriculum development and implementation could be jeopardized if the effort is perceived as having lost priority or value.

To realize the benefits of their investment in local curriculum development, the district should develop a comprehensive curriculum management plan, using a substantive needs assessment as the basis for the plan. A curriculum management plan would identify student achievement priorities based on data review and a plan for achieving them. District staff should conduct a needs assessment from which to develop a revised, articulated, long-term plan for curriculum development and ongoing follow-up to facilitate long-term and consistent implementation that is aligned with benchmarks and goals for district improvement. The needs assessment should provide an in-depth look at college readiness indicators, future accountability standards, and how previously high levels of HISD student performance will be maintained. For example, district performance in 2005–06 was below the state average for college readiness in science. Future changes to passing standards in the accountability system could have negative implications for district performance, especially at the high school level. The district's recent investigation and purchase of software to

assess student performance by TAKS objectives could also be key in developing goals and outcomes for curriculum work.

More district-specific information on future improvement goals and detailed and specific information on current student needs will enhance teacher knowledge and motivation and inform ongoing curriculum development work, as well as the development of districtwide benchmark assessments. Implementation and monitoring processes could then be more easily articulated and utilized by campus administrators. This type of information could also facilitate board support for a new position that could fill the curriculum leadership gap and provide the additional structure needed to continue the development work already started. This information could also help the board to see the need for a standardized district curriculum and to develop policy that provides a clear mandate to support consistent and coherent curriculum work at the district level over the long-term. Adoption of policies related to curriculum will communicate a clear message about the long-term plans and goals for curriculum development to the staff, given the changes in the original plan.

Additionally, the district should consider developing a multi-year training schedule to maximize the curriculum development training available for HISD staff since there is limited time and funding available for such efforts.

This recommendation reflects the following professional standards: (1.1) establishes a vision for the system in collaboration with stakeholders; (1.6) reviews its vision and purpose systematically and revises them when appropriate; (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; (3.3) ensures that system-wide curricular and instructional decisions are based on data and research at all levels; (3.7) maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment; (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; (7.2) engages stakeholders in the processes of continuous improvement; and (7.5) provides research-based professional development for system and school personnel to help them achieve improvement goals.

> **The district lacks a central administrative position assigned to provide leadership in curriculum**.

Currently in HISD, campus principals and assistant principals are responsible for providing leadership in curriculum-related issues on their campus. However, given the multiple responsibilities of principals and assistant principals, these staff members are unable to guide a full curriculum development and implementation effort for HISD. Subsequently, continued curriculum development work is sporadic and informal, and formal implementation is at a standstill. While the board was supportive of the creation of the Curriculum Director position in 2005, perceptions that the short-term leadership of the Curriculum Director was sufficient have hampered the district's ability to make sufficient progress with regards to curriculum development.

When planning for 2008–09, the district proposed to the board the creation of a senior administrative position to assume responsibilities for curriculum and instruction, among a host of other major areas of responsibility; however this position will not be filled during the 2008–09 school year. During future deliberations, it is critical that the board consider the negative impact of the lack of such a position in the district, including the loss of commitment, credibility, and ownership of the curriculum by district staff. The willingness of teachers to develop and use the curriculum currently in place is a major strength to build from in future development, if coordinated in ways that align with teachers' previous curriculum work.

The district should create a senior administrative position which would maintain responsibility for curriculum-related matters. Such a position could fill the curriculum leadership gap at the central administration level and provide the additional structure needed to continue the development of work already begun and provide monitoring oversight to ensure adequate and consistent curriculum delivery.

The newly created position would not only maintain responsibility for curriculum-related matters at the central administration level, but also be responsible for developing a comprehensive curriculum management plan for the district. At a minimum, this position's responsibilities should include:

- conducting a needs assessment which would guide further curriculum development in each of the four core subject areas, using the framework and components established through the CACC process to ensure that teachers feel their prior effort was not wasted;

- developing a multi-year schedule for curriculum development-related trainings;

- creating and implementing monitoring processes for use by campus administrators;

- developing of district benchmark assessments; and

- working with the board to develop policy supportive of district curriculum development efforts.

The fiscal impact of creating a senior administrative position with curriculum-related responsibilities is $58,552 annually, based on salary information for a district the size of HISD, obtained from the 2006–07 Administrative Salary Survey conducted by the Texas Association of School Boards. For purposes of this report, benefits are calculated to be 12 percent of salary or $7,026, thus the total annual cost to the district is $65,578 ($58,552 + $7,026). The overall five-year cost to the district for creating this position will be $327,890.

The recommendation reflects the following professional standard: (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.

FISCAL IMPACT

RECOMMENDATION	2009–10	2010–11	2011–12	2012–13	2013–14	TOTAL 5-YEAR (COSTS) SAVINGS	ONE-TIME (COSTS) SAVINGS
Develop a comprehensive curriculum management plan, using a substantive needs assessment as the basis for the plan.	$0	$0	$0	$0	$0	$0	$0
Create a senior administrative position which would maintain responsibility for curriculum-related matters.	($65,578)	($65,578)	($65,578)	($65,578)	($65,578)	($327,890)	$0
TOTAL	**($65,578)**	**($65,578)**	**($65,578)**	**($65,578)**	**($65,578)**	**($327,890)**	**$0**