



**Bryan
Independent School District**

**Review of the
CURRICULUM MANAGEMENT
SYSTEM**

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

February 2009



LEGISLATIVE BUDGET BOARD

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February 18, 2009

Mr. Mike Cargill
Superintendent
Bryan Independent School District

Dear Mr. Cargill:

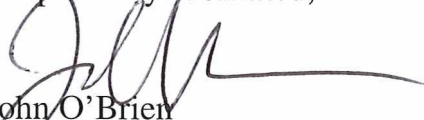
The attached report reviews the management and performance of the Bryan Independent School District's (BISD) curriculum management system.

The report's recommendations will help Bryan 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 BISD'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. Carl Hasan
Ms. Maritza Pena Hoffman
Ms. Bema Johnson
Mr. David Stasny
Dr. Douglas Wunneburger
Mr. Merrill Green
Mr. Pat Shields

BRYAN 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 Texas Education Agency (TEA) Academic Excellence Indicator System (AEIS) reports. Historical information about curriculum used 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

Bryan Independent School District (BISD) is located in central east Texas, approximately five miles from Texas A&M University in College Station and 100 miles northwest of Houston. At the time of onsite work, the district comprised 25 campuses, including 15 elementary schools, three middle schools, one high school, and six alternative or transitional schools. The district passed a bond issue in 2005 and opened a high school and middle school and replaced an elementary school in 2008–09. Another bond package was passed in May 2008 for \$37.5 million. These funds are

earmarked for construction, renovation, land acquisition, and equipment for school buildings, including technology upgrades.

In BISD from 2003–04 through 2007–08, enrollment rose by approximately 5 percent with increases in the percentages of students who are Hispanic, economically disadvantaged, and limited English proficient (LEP), and a decrease in the percentage of students who are White. Enrollment numbers from other student groups remained stable over this five-year period. **Exhibit 1** provides BISD enrollment and demographic data from 2003–04 through 2007–08.

This report uses district performance indicators under the federal and state accountability systems. Under the No Child Left Behind Act (NCLB), federal accountability provisions that formerly applied only to districts and campuses receiving Title I, Part A funds now apply to all districts and campuses. All public school districts, campuses, and the state are evaluated annually for Adequate Yearly Progress (AYP). In terms of federal accountability standards, 20 BISD campuses *Met AYP* in 2007. One campus, Ace Campus, *Missed AYP* due to

**EXHIBIT 1
BISD 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	14,827	24.0%	45.0%	31.0%	0.1%	0.5%	66.5%	16.1%
2006–07	14,786	24.4%	42.2%	32.6%	0.1%	0.6%	65.2%	14.4%
2005–06	14,618	25.1%	40.6%	33.7%	0.1%	0.5%	64.9%	14.1%
2004–05	14,171	24.5%	39.8%	35.1%	0.0%	0.6%	63.0%	13.4%
2003–04	14,104	25.0%	38.1%	36.2%	0.1%	0.6%	62.1%	11.7%

†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.

the graduation rate. The remaining four campuses were *Not Rated*.

Under the Texas Accountability Rating System, BISD was rated *Academically Acceptable* in 2006–07 as well as the three previous school years. In 2006–07, of the nonalternative campuses in BISD, five campuses were rated *Recognized*, 13 campuses were rated *Academically Acceptable*, and one campus was rated *Academically Unacceptable*.

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, low-income status, LEP status, and at-risk status.

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

District performance in mathematics improved over the three-year period from 2004–05 through 2006–07 but was below the state average all three years. In a comparison of state and district averages among student groups, most student groups generally demonstrated improved performance across the three-year period, but only LEP students performed above their state peers all three years.

The African American, Hispanic, Asian/Pacific Islander, and economically disadvantaged student groups performed consistently at or below the state during the same three-year period. (See **Exhibit 2**)

In science, district performance improved but was below the state average over the three-year period from 2004–05 through 2006–07. In a comparison of state and district averages among student groups, only White students performed consistently above the state all three years. The Hispanic student group performed at or below the state during the three-year period, while African American and economically disadvantaged students consistently performed below their state peers. LEP students performed above their state peers in 2004–05 only. (See **Exhibit 3**)

District performance in English language arts and reading (ELA/reading) improved from 2004–05 through 2006–07 for all student groups but overall remained below that of the state during the three-year period. In a comparison of state and district averages among student groups, only one group, LEP students, performed above the state in one year, 2006–07. All other student groups performed below their state peers all three years. (See **Exhibit 4**)

**EXHIBIT 2
TAKS PERFORMANCE HISTORY—MATHEMATICS
STATE AND BISD 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%	74%	64%	58%	71%	71%	87%	88%	79%	78%	93%	90%	69%	66%	62%	63%
2005–06	75%	70%	61%	52%	68%	66%	86%	85%	79%	75%	92%	88%	66%	61%	58%	61%
2004–05	72%	66%	57%	47%	64%	60%	84%	83%	76%	80%	90%	86%	62%	55%	54%	56%

†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 BISD 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%	67%	56%	48%	61%	58%	85%	88%	77%	*	88%	*	60%	55%	39%	31%
2005–06	70%	65%	54%	41%	59%	55%	85%	88%	79%	*	86%	*	58%	51%	35%	30%
2004–05	66%	63%	49%	41%	53%	53%	81%	84%	73%	*	83%	*	51%	49%	28%	29%

†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 BISD 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%	84%	84%	76%	84%	81%	95%	94%	91%	78%	95%	94%	83%	79%	67%	68%
2005–06	87%	82%	82%	72%	82%	77%	94%	92%	90%	63%	94%	91%	81%	76%	63%	61%
2004–05	83%	76%	76%	64%	77%	71%	91%	89%	87%	*	92%	85%	76%	68%	58%	55%

†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 BISD 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%	86%	84%	77%	84%	83%	95%	96%	93%	*	96%	88%	83%	80%	53%	48%
2005–06	87%	81%	81%	68%	80%	75%	94%	94%	91%	*	95%	94%	79%	72%	49%	42%
2004–05	88%	83%	82%	74%	82%	75%	94%	94%	92%	*	95%	79%	80%	72%	52%	38%

†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.

District performance in social studies remained stable but below the state average for the three-year period from 2004–05 through 2006–07 with similar performance trends for student groups. In a comparison of state and district averages among student groups, only White students performed at or above the state consistently during the three-year period. The African American, Hispanic, Asian/Pacific Islander, economically disadvantaged, and LEP student groups all performed consistently below the state during this same period. (See **Exhibit 5**)

From 2004–05 through 2006–07, BISD students showed increases in performance in mathematics, science, and ELA/reading, but performance was below that of the state in all four content areas. In terms of student groups, White students generally performed at approximately the same level as their state peers across all four subject areas, while other student groups generally performed below their peers. Students identified as economically disadvantaged and LEP in particular performed below the state average in most subject areas and below other student groups in the district. This is an area of concern as the sizes of these groups are increasing each year, with students identified as economically disadvantaged representing 67 percent and students identified as LEP representing over 16 percent of the BISD student population in 2007–08.

To provide a measure of school district property value, the Texas Comptroller of Public Accounts (Comptroller) conducts a study each year that uniformly evaluates 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 are final for tax year 2006. This is not the property value used for school funding calculations. 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 BISD, the standardized local tax base per-pupil value is \$243,690 compared to the state per-pupil value of \$305,208.

2. CURRICULUM HISTORY

Prior to 2001, BISD's curriculum was described by staff as being available in notebooks that often sat unused on the shelves in teachers' classrooms. Staff said instruction across grade levels was uncoordinated, with teachers spending extra time on their favorite units. While teachers reported planning collaboratively in teams during this time period, little information was available about formalized vertical or horizontal alignment efforts prior to the district's current initiative.

From fall 2001 through spring 2005, the district used an online curriculum management system called Objective Alignment System in Schools (OASIS), described on the product website as "an internet instructional management system for documenting and monitoring teaching the Texas Essential Knowledge and Skills (TEKS) and aligning with the Texas Assessment of Knowledge and Skills (TAKS)." The website states that the product contains a framework for ongoing curriculum development. This system was described by BISD staff as a low-end system that was focused on front-loaded Texas standards, but did not

include scope and sequence documentation or any other curricular-related support for classroom teachers. A previous assistant superintendent, who advocated for use of the OASIS system, left the district before full implementation was achieved, and therefore, nothing was available in the system for teachers and administrators except the state standards. Veteran administrators and teachers alike expressed their dissatisfaction with OASIS, citing inadequate content and the lack of customer service support.

3. IMPETUS FOR CHANGE/DATA-DRIVEN ADOPTION

In 2004, after analyzing data related to student mobility, curricular gaps identified in the curriculum observation process, and state and local assessments, BISD officials identified the need for developing a curriculum and selecting a curriculum management system that would provide more consistency than OASIS had provided. Staff also said the district was on the verge of being rated *Academically Unacceptable* by the state, which prompted immediate action. The titles of several positions listed in this section of the report have changed since 2004. Throughout this section however, position titles will be referred to as they were at the time to ensure historical accuracy.

The district assembled a review and evaluation committee in spring 2004 that included the following staff members:

- the Executive Director of Technology Services;
- the Director of Instructional Technology;
- the Director of High School Curriculum;
- two Elementary Principals;
- one Middle School Principal;

- the Coordinator of Science and Physical Education;
- a Professional Development Specialist; and
- one teacher.

This review and evaluation committee evaluated products from the following vendors: Assisted Solutions, Cambridge Management, Campus Online, OASIS/TRIAND, and TaskStream. The committee elected to re-evaluate OASIS, in spite of the district's poor experience with the program, because the company was merging with TRIAND, and staff thought there was the possibility of product improvement.

Committee members evaluated all products based on the following criteria:

- cost;
- lesson plan tools;
- degree of TEKS and TAKS alignment;
- correlation to Texas standards;
- test bank capability;
- correlated lessons;
- ability to upload district resources;
- teacher individualization;
- user friendliness;
- assessment tools;
- company stability; and
- customer support.

Based on these criteria, TaskStream received the highest score in the district evaluation process. District staff said BISD selected TaskStream because it offered a robust yet user-friendly system. The selection committee also believed that TaskStream would effectively allow revision of curriculum documents. Thus, BISD identified

TaskStream as their preferred curriculum management system in spring 2004, began contract negotiations with the company in fall 2004, purchased a trial license for the product in early spring 2005, and entered into a five-year contract with TaskStream which began in 2005–06 and will end in 2009–10. Board members were kept informed about the curriculum management system selection process and rollout.

The district also engaged in a process to develop a clearly articulated curriculum for input into an online management system. To begin this effort, curriculum staff and some principals attended a Curriculum Bootcamp offered by an external consultant, Dr. John Crain. In June 2004, the previous superintendent created the Curriculum and Instruction Department, as well as the positions of Assistant Superintendent of Instruction and Executive Director for Curriculum and Instruction. The person hired to fill the executive director position was one of the principals who attended the Curriculum Bootcamp.

In fall 2004, several events occurred which would impact the future of BISD's curriculum. First, the district hired a new superintendent, who was formerly the high school principal. Second, the school board charged the new Executive Director for Curriculum and Instruction with revamping the curriculum and implementing the curriculum management system. Third, the district contracted with Dr. Crain to work with a group of BISD teachers in writing the curriculum. Teachers included in this process were identified as master teachers in their grade levels and content areas who demonstrated deep understanding of instruction and student achievement. Teaching experience was also considered in identifying teachers for participation in the articulation effort, which included approximately 200 teachers and

district curriculum staff. Initially, the high school participants were reluctant to participate in these activities but agreed to listen to Dr. Crain's presentation. The presentation was persuasive, and staff reluctance diminished.

During the 2004–05 school year, BISD conducted a series of curriculum observations. Curriculum and Instruction Department staffers visited campuses once a week for three-minute walkthroughs in classrooms at specific grade levels. Prior to visiting the schools, staff selected content and teaching strategies from the existing curriculum to look for during observations. Curriculum staff members learned from these visits the differences and similarities in what was being taught in classrooms at the same grade level within a school and at all BISD schools. Results from these observations indicated inconsistent curriculum and delivery across the district.

To begin the process of curriculum development, groups of K–12 teachers “backloaded” the curriculum, starting with the expectations of the district's graduates and, from there, aligned the curriculum at the lower grades to reduce redundancy in the curriculum and better understand when knowledge and skills were introduced and emphasized.

Exhibit 6 provides information regarding additional BISD curriculum development activities which occurred from November 2004 through summer 2007.

Administrators and teachers indicated that this development process gave teachers buy-in to the new curriculum and the curriculum management system. In addition, this same group of teachers requested regular monitoring by administrators to ensure quality implementation of the new curriculum and TaskStream.

**EXHIBIT 6
BISD CURRICULUM DEVELOPMENT ACTIVITIES
NOVEMBER 2004 THROUGH SUMMER 2007**

DATE	DEVELOPMENT	PRODUCT
November 2004	Vertical alignment of the TEKS and specifications for the four content areas by grade level for each of the TEKS.	Listing of TEKS by course and grade level with “including” statements.
Spring 2005	Bundling TEKS by six-weeks for each grade level, content area, and course.	Scope and sequence documents.
Summer 2005	Developing units of instruction.	Units of instruction placed in TaskStream.
Summer 2007	Developing exemplar lessons based on the district’s weakest objectives in the four core content areas.	Exemplar lessons linked electronically to appropriate units of instruction.
Spring–Summer 2007	Developing aligned assessments within units of instruction.	Assessments articulated in units of instruction and rubrics developed for each unit.

SOURCE: BISD documentation and interviews, 2008.

B. DESCRIPTION AND IMPLEMENTATION OF CURRICULUM

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

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

The TaskStream curriculum management system as implemented in BISD includes the components shown in **Exhibit 7**.

In addition to the local curriculum documents developed in BISD and loaded into the TaskStream system, the district curriculum resources included externally developed components such as test bank items and Gateways science curriculum from Regional Education Service Center IV (Region 4), assessments developed by the Educational Testing Service (ETS), a Writer’s Academy curriculum for use at one school focused on improving the writing

performance of its students, and Read 180 program materials.

TaskStream allows teachers to review the scope and sequence for each six-week period in each core content area. The scope and sequence includes the number of days projected to teach the unit, the corresponding TaskStream unit title, the TEKS addressed in the unit, and the academic language used in the unit. Units also offer differentiation strategies and provide suggestions for extending or modifying lessons for gifted/talented and English as a second language (ESL) students. The assessments that are part of the unit include questions from TAKS items and questions from the Region 4 test bank. Some examples of performance assessments are also included in units. The district uses the ETS Instructional Data Management System application to build assessments that cover standards taught during an instructional time period. Lesson plans are part of TaskStream and are based on Madeline Hunter’s lesson planning framework. Exemplar lessons that are incorporated into TaskStream are developed to target objectives that are considered weak based on student performance data and those students who may struggle with the

EXHIBIT 7
BISD TASKSTREAM CURRICULUM MANAGEMENT SYSTEM COMPONENTS
MAY 2008

TASKSTREAM CURRICULUM MANAGEMENT SYSTEM COMPONENTS

Standards Manager (Texas standards as well as other states)

Bryan ISD Standards (TEKS and teacher-developed examples and specifications for each learning standard)

Bryan ISD Scope and Sequence

Resource Manager

- *Cybrary*: collection of shared resources, including a district filing cabinet with units for core classes and enrichment
- *Mybrary*: space for individual teacher lesson plans and other documents
- *Pack It Up*: archived lessons
- *Message Center*: system allowing teachers to send lesson plans to team members and to utilize lesson plans as part of a professional learning community

SOURCE: TaskStream website, May 2008.

English language, as well as provide a detailed daily or weekly lesson for novice teachers. Resources are also listed for each lesson, and teachers can choose to share lessons with their teams or post them for district viewing. Furthermore, administrators can monitor and provide feedback on lesson plans to teachers through TaskStream.

2. DESCRIPTION OF IMPLEMENTATION

Prior to the beginning of the curriculum development process in summer 2004, the district held training for administrators to provide information about developing a guaranteed and viable curriculum and to gain support for involving master teachers in the curriculum development process. This training included reviewing both demographic data to help administrators understand the district's changing demographics, and research on school improvement that found that an aligned, clearly defined, nonnegotiable curriculum was evident in successful schools. The training also included a focus on research identifying effective feedback as a critical component in curriculum implementation. As the curriculum development process evolved during 2004–05,

school administrators were charged with providing curriculum training information to campus staff.

In addition, during summer 2005, the Executive Director for Curriculum and Instruction, along with other members of the curriculum team, led a training-of-trainers session with teacher leaders identified as campus-level trainers for curriculum implementation. This training focused on identifying what was being tested and what students needed to know, as well as discussions regarding the need for teaching for mastery of concepts. Campus-level trainers then redelivered the training to campus staff to introduce the curriculum and TaskStream. The goal was for every campus to receive the same message at the same time.

Staff reported that initial feedback after the presentations was generally positive, although staff at some campuses were initially more resistant than at others. The district curriculum team then attended campus faculty meetings to talk face-to-face with teachers in order to ease fears and emphasize the usability of the system. In addition, the district's Mathematics Coordinator moved her office to the high school in order to meet daily with new teachers who were overwhelmed with

the system and needed help developing lessons, especially in Algebra I.

District staff said during the 2005–06 school year, the first year of implementation, campus staff focused on differentiated instruction. Although the content that was being taught was non-negotiable, teachers had the option of using the exemplar lessons provided by the district or developing their own lessons. Additionally, campuses developed individual approaches to lesson development. For example, one principal said that during the first year of implementation, because the campus had a large number of new teachers requiring extensive support, the campus established a collaborative process in which two to three teachers on a grade level gathered input and made decisions about new lessons to publish, and then one teacher authored the lesson in TaskStream. As the process has evolved, each teacher is responsible for gathering input from colleagues and authoring lessons.

In addition, teachers have focused on incorporating research-based practices into the curriculum each year. One year, the Curriculum Coordinators focused on providing professional development in the differentiation of instruction. The following year teachers learned about Dr. Robert Marzano's research on academic language.

Staff reported during interviews that administrators participate in monthly professional development activities related to the curriculum. Additionally, teachers engage in ongoing, weekly professional development during team planning and collaboration time based on the published units of instruction in TaskStream.

In the two years that followed initial implementation (2006–07 and 2007–08), staff reported that resistance to TaskStream dissipated. One sign of the level of teacher buy-in was the request for

additional storage space in the system so teachers could archive lesson plans and revise them in future years.

In reviewing the implementation process, district staff said some employees thought the change in curriculum and implementation of TaskStream moved too quickly, and staff buy-in would have been more complete initially if the process had been slower. District staff said, however, the need for a quick implementation was prompted by indications that the district could decline to an *Academically Unacceptable* state accountability rating. Most veteran teachers reported being able to make the changes needed to implement the new curriculum but described new teachers as often being overwhelmed. Principals indicated that they supported use of the new curriculum and TaskStream during the first years of implementation but indicated that during that time monitoring was inconsistent.

As stated previously, BISD staff is required to teach the identified TEKS and scope and sequence; teaching methods and resources offered by the district can be used to provide flexibility for teachers so that they can focus instruction based on student needs. Further, one BISD elementary school that received an *Academically Unacceptable* accountability rating based on grade 4 writing performance uses a different writing program to supplement the district's writing curriculum.

Since the initial implementation, the curriculum has been revised twice per year. Each January, content area Curriculum Coordinators bring together a total of 20 teachers for small-group one-day sessions to revise curriculum. Teachers also meet to revise curriculum during the first week of June when they review staff feedback forms related to specific content sections as well as data from

district assessments and TAKS. Prior to 2006, teachers were paid by the hour for this process. The district subsequently determined this process was inefficient from a financial perspective, as the district was, in some cases, paying more for components developed by less experienced teachers because it took them longer than it did veteran teachers. Since then, the district has contracted with teachers for a finished product based on a rate of \$20–25 per hour, with the number of hours determined by the content area Curriculum Coordinator. The result is a consistent, predictable expenditure each year for finished curriculum products.

During onsite work, staff expressed concern about future funding to support the district's use of TaskStream. Title I, Part A and Title V, Part A funds were used to pay for the subscriptions in both 2006–07 and 2007–08, but Title V funding, which was used to pay for \$25,000 of the subscription

cost, was discontinued at the end of the 2007–08 school year. As of July 2008, BISD planned to fund TaskStream in 2008–09 at four existing BISD schools and two new campuses using Title I, Part A and Title II, Part A funds. District staff stated that TaskStream will be utilized at least through the 2008–09 school year at which time an audit of the system is planned.

Exhibit 8 summarizes curriculum components available to BISD through TaskStream. For the purpose of this review, only specific elements of curriculum support in the four core subject areas for grades 2, 4, 7, and 11 were analyzed. Analyses indicated that all three curriculum support components (curriculum system, scope and sequence, and lesson plans) are available through the TaskStream system; the scope and sequences and lesson plans were developed locally. These components, which address all grade levels and subject areas reviewed for this report, are aligned with the TEKS and TAKS and are regularly updated.

**EXHIBIT 8
STATUS OF BISD TASKSTREAM CURRICULUM COMPONENTS
APRIL 2008**

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

*M = Mathematics, R = Reading, E = English Language Arts, S = Science, SS = Social Studies
SOURCE: BISD curriculum documents; TaskStream website, spring 2008.

3. CONTRACTED SERVICES FOR CURRICULUM DEVELOPMENT/DELIVERY

District assessments referenced in the TaskStream curriculum management system were created through BISD contracts with ETS to access its Instructional Data Management System. BISD also contracts with Region 4 to provide test banks from which the district's checkpoints are developed. Additionally, several BISD elementary and secondary campuses have purchased Read 180, which is a supplemental reading program and instructional model used for reading intervention in grades 4 through 12.

Additional Region 4 contracts include those for curriculum resources and professional development in all content areas, with most resources allocated to assistance with science and mathematics. BISD administrators also participate in the Regional Education Service Center XIII (Region 13) Curriculum Council, at no cost to the district.

4. COSTS INCURRED IN OBTAINING CURRICULUM GUIDES/SERVICES

Prior to moving to TaskStream, the district spent approximately \$50,000 annually on the OASIS software package.

An initial one-time TaskStream cost of \$4,000 allowed teacher access to the TaskStream system

during the district's curriculum development efforts in summer 2005.

The total first-year subscription cost for TaskStream was no different from additional year costs, but the district received training and extra support as part of its contract in year one (2005–06). The district's Chief Financial Officer indicated that this was a consideration when the various system options were evaluated. Total annual costs are based on the number of district subscriptions; TaskStream charges BISD \$39 per teacher/administrator. **Exhibit 9** summarizes BISD expenditures from 2004–05 through 2007–08 for TaskStream.

Additionally, the district is tied in to TaskStream's servers, so there was no need for the district to purchase additional hardware or disk space to accommodate the system.

In 2005–06, BISD purchased the *What Works in Schools Survey* at a cost of \$10,000. The district used the survey with staff to assess the TaskStream system after the first year of implementation.

In addition to the TaskStream program, the district does have additional significant expenditures related to the development and maintenance of curriculum, including a variety of Region 4 contracts; licenses for Read 180, a reading

EXHIBIT 9 BISD TASKSTREAM EXPENDITURES 2004–05 THROUGH 2007–08

YEAR	AMOUNT	FUNDING SOURCE
2004–05	\$4,000	Local Professional Development Funds
2005–06	\$42,075	Federal Funds – Title II, Part A, and Title V, Part A
2006–07	\$46,800	Federal Funds – Title I, Part A and Title V, Part A
2007–08	\$44,850	Federal Funds – Title I, Part A and Title V, Part A
Three-Year Total	\$137,725	

SOURCE: BISD Finance Staff interviews, June 2008.

curriculum supplement; and compensation to teachers for annual curriculum writing.

BISD has many contractual arrangements with Region 4 for staff development and curriculum planning and development. In addition, the district purchases a large amount of individual workshop registrations, curriculum, handbooks, instructional materials, technology support and materials, and human resource recruiting contracts. **Exhibit 10** provides a summary of BISD's expenditures for Region 4 curriculum-related services and support from 2005–06 through 2007–08.

Read 180 is a supplemental reading program purchased to enhance the curriculum for those students who are not reading fluently on grade

level. While it is not a curriculum management or development program, district staff sees it is an important component of the overall approach to learning and worth the investment. Several campuses in the district have purchased Read 180 programs, with a one-time cost to each campus ranging from \$30,000 to \$40,000 depending on the number of licenses purchased. **Exhibit 11** summarizes BISD expenditures for the Read 180 program from 2005–06 through 2007–08.

BISD also contracts with teachers to write and update curriculum during the summer months. Approximately 150 teachers are involved in the curriculum writing process, including writers for all core and enrichment content areas and courses. The Curriculum and Instruction Department

**EXHIBIT 10
SUMMARY OF BISD REGION 4 CURRICULUM-RELATED EXPENDITURES
2005–06 THROUGH 2007–08**

YEAR	CONTRACTUAL CURRICULUM AND DEVELOPMENT	NON-CONTRACTUAL SUPPORT AND TECHNICAL ASSISTANCE	ANNUAL EXPENDITURES
2005–06	\$47,432	\$107,218	\$154,650
2006–07	\$121,130	\$75,881	\$197,011
2007–08	\$109,990	\$27,025	\$137,015
Three-Year Total	\$278,552	\$210,124	\$488,676

SOURCE: BISD Finance Staff interviews, June 2008.

**EXHIBIT 11
BISD READ 180 EXPENDITURES
2005–06 THROUGH 2007–08**

YEAR	NUMBER OF LABS	SCHOOLS	TOTAL EXPENDITURE	FUNDING SOURCE
2005–06	2	Kemp Elementary Crockett Elementary	\$59,200	Intensive Reading Intervention Grant*
2006–07	3	Jones Elementary SFA Middle School Bryan High School	\$110,342	High School Allotment, Verizon Grant, State Compensatory Education Allotment, Intensive Reading Intervention Grant*
2007–08	3	Henderson Elementary Jane Long Middle School (2)	\$99,950	Federal Funds, Title I, Part A*
Three-Year Total			\$269,492	

*The review team was provided conflicting information regarding these funding sources. It was initially reported that the funding sources used were the Federal Accelerated Reading Grant and Title II. New information from the district regarding the noted funding sources was not accompanied by substantiating documentation.

SOURCE: BISD Finance Staff interviews, June and September 2008.

or lead campus staff determines the number of hours required to create or modify curriculum documents. Teachers are paid an hourly rate based on the time requirements. **Exhibit 12** summarizes BISD's estimated curriculum writing expenditures for 2005–06 through 2007–08.

EXHIBIT 12
BISD CURRICULUM WRITING
EXPENDITURES
2005–06 THROUGH 2007–08

YEAR	AMOUNT
2005–06	\$78,491
2006–07	\$72,662
2007–08*	\$13,600
Three-Year Total	\$164,753

* Information for the 2007–08 school year is incomplete; it was collected only through May 31, and most curriculum writing takes place in June and July.

SOURCE: BISD Finance Staff interviews, June 2008.

BISD's Chief Financial Officer indicated that the curriculum writing and update expenditures are included with other staff development payments.

Exhibit 13 summarizes BISD's total curriculum-related expenditures from 2004–05 through 2007–08. Including external expenditures for TaskStream, the *What Works in Schools Survey*, contracted services with Region 4 and Read 180, as well as internal expenditures on curriculum

writing efforts, costs for the three-year period total approximately \$1.1 million.

The Texas Education Agency (TEA) does not require districts to report expenditures on curriculum separately from other instructional expenditures. Therefore, curriculum expenditures generally are coded as instruction or instruction-related. All of the costs for TaskStream and other curriculum-related contracts are included in BISD's instructional budget.

For the 2006–07 school year, BISD spent an average of \$3,652 per pupil on curriculum and instruction-related services, representing 63.1 percent of all operating expenditures per pupil. These expenditures include salaries, training, materials, and activities related to curriculum and direct instruction of students in the classroom.

5. OTHER CURRICULAR RESOURCES
USED IN THE DISTRICT

In addition to the Read 180 program, BISD also uses the Region 4 Gateway science curriculum to supplement its curriculum. Professional development related to the curriculum is coordinated through a central office administrator. Administrators discuss different instructional strategies during monthly book studies. Previous

EXHIBIT 13
BISD TOTAL CURRICULUM-RELATED EXPENDITURES
2004–05 THROUGH 2007–08

CURRICULUM COSTS	DATES	TOTAL
TaskStream Expenditures	2004–05 through 2007–08	\$137,725
<i>What Works in Schools Survey</i>	2005–06	\$10,000
Region 4 Curriculum-Related Contracted Services	2005–06 through 2007–08	\$488,676
Read 180 Expenditures	2005–06 through 2007–08	\$269,492
Internal Curriculum Writing Expenditures	2005–06 through 2007–08*	\$164,753
Total Three-Year Curriculum-Related Expenditures		\$1,070,646

*Information for the 2007–08 school year is incomplete; it was collected only through May 31, and most curriculum writing takes place in June and July.

SOURCE: BISD Finance Staff interviews, June and September 2008.

book studies have included work by Dr. Carol Ann Tomlinson on differentiated instruction, Dr. Spencer Kagan's cooperative learning, and Dr. Robert Marzano's academic language. BISD staff members have also reviewed Dr. Douglas B. Reeves' 90/90/90 study, which focuses on successful strategies for high-poverty, high-minority schools, Dr. Marzano's meta-analysis strategies, as well as best practices from districts that had growth in student performance, especially with Hispanic students, in order to make informed decisions about instructional approaches.

C. STRUCTURE TO SUPPORT IMPLEMENTATION

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

1. SUPPORTING DISTRICT AND BOARD POLICIES

BISD staff reported that the district presented the research guiding BISD's curriculum effort to the board to address any potential initial resistance from staff members and the community. The board approved the initiative and assigned responsibilities for oversight of implementation and reporting to district staff.

The board regularly reviews results from key assessments and other curriculum information presented by district staff. The board also formally reviews curriculum issues during budget workshops and approves curriculum expenses. BISD staff said that the board has been highly supportive of curriculum and instruction needs despite budgetary constraints. Even though the board does not formally review the curriculum management system each year, TaskStream has experienced the smallest budgetary decrease of any major ongoing expenditure.

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

The BISD Board of Trustees has adopted six board policies that reference curriculum for the grade levels and core areas analyzed in this review. Four are local and two are legal.

BQ (LOCAL) Planning and Decision-Making Process

This policy states that the board will approve and periodically review the district's mission and goals related to improving student performance. This planning process includes the development of the district's educational goals, the legal requirements for the district and campus improvement plans, and all pertinent federal planning requirements (including the receipt of Title I, Part A funds), and administrative procedures. District-level and campus-level committees will involve parents during the planning and review process. The superintendent will report periodically to the board on the status of the planning process, and the board will ensure that administrative procedures meet legal requirements in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. In order to undertake the required biennial evaluation, the board will ensure that necessary data is gathered

and criteria established, and that staff development related to planning and decision-making is effectively structured.

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)*, with the district ensuring sufficient time for teachers to teach and students to learn a balanced curriculum.

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.

EG (LOCAL) Curriculum Development

Adopted in February 2007, this policy outlines the board's expectations and support for implementation of the district's adopted curriculum. This policy states the need for systematic ongoing evaluation of the curriculum and specifies the planned, written, and taught curriculum, including requiring all curriculum be written and correlated to state standards. It states

that teachers shall have access to guides and use the objectives in the guides to develop daily lesson plans; and administrators shall work with teachers to maintain consistency between the written curriculum and the curriculum objectives actually taught. It states that teachers *are required* to use the district curriculum and instruction guides as their primary source of instructional direction. It further clarifies that the curriculum and instruction guides shall serve as the framework from which a teacher shall develop units of study, individual lesson plans, and approaches to instruction that shall serve the students' particular needs at a particular time. The guides shall be used to map a logical sequence of instruction for each student. In addition to consistent delivery of the objectives in the curriculum, teachers shall base their instructional delivery on sound teaching principles grounded in educational research.

This policy provides for the development of local curriculum guides at all grade levels and stipulates that guides must contain, at a minimum, the following components:

- performance standards linked to the TEKS;
- district scope and sequence chart;
- instructional activities appropriate for a diversified student population;
- instructional resources; and
- assessments.

This policy also requires a systemic process be put in place for assessing student performance; a process that will provide for the acquisition, analysis, and communication of student performance data to facilitate the following:

- measure student progress;
- guide teacher instruction at appropriate levels;

- guide student learning;
- guide district and campus involvement of curriculum alignment and programmatic decisions; and
- communicate progress to parents to support learning outside of school.

Finally, *EG (LOCAL)* states that the superintendent is responsible for the implementation of curriculum policies, and that the superintendent and district staff are responsible for setting curriculum guidelines and facilitating curriculum committees to develop and review the curriculum.

Other policies may reference curriculum but are not related to the grade levels or four core areas of interest to this report. Of the six relevant policies, *EG (LOCAL)* specifies a process for curriculum adoption, implementation, and review. These policies provide common standards for what is to be taught, how it is to be presented in written form, and how it should be evaluated.

2. CURRENT ORGANIZATIONAL STRUCTURE AND EFFECTIVENESS AS RELATED TO CURRICULUM

Under the previous superintendent and curriculum management program (OASIS), the district was organized in a cluster configuration. Each cluster involved one middle school and three feeder elementary schools. The high school had its own separate cluster, which meant that administrators did not meet regularly with middle school and elementary administrators. After the current superintendent was hired in fall 2004, the cluster format ended and moved to a districtwide K–12 approach in which all BISD school administrators meet to talk about curriculum issues.

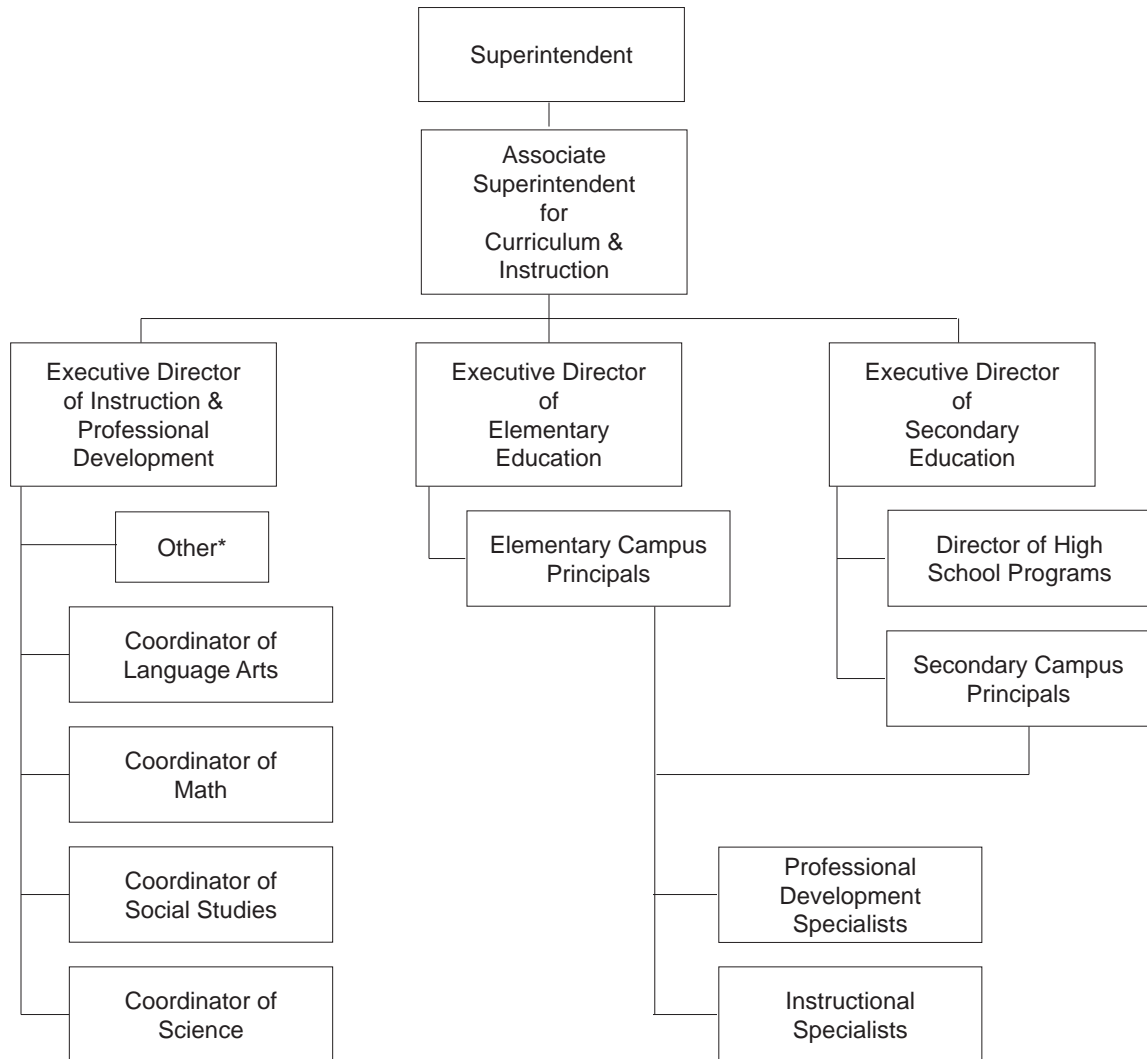
During interviews, the superintendent stated that the Associate Superintendent for Curriculum and Instruction has been the major driver

for the curriculum process along with the Executive Director of Instruction and Professional Development, who coordinated the curriculum review and implementation of TaskStream. The district also has coordinators in each content area at the elementary and secondary levels. Additionally, each elementary and middle school employs a Professional Development Specialist who models lessons for teachers. Some campuses have budgeted to hire Instructional Specialists, who provide teachers with support for a specific content area. Both the Professional Development Specialists and the Instructional Specialists report to the principal but work closely with the Curriculum Coordinators housed at the central office.

Exhibit 14 illustrates the BISD Curriculum and Instruction Department organization for 2007–08.

At the time of onsite work in April 2008, BISD had not updated job descriptions since the change from the cluster format in 2004–05. Available job descriptions reviewed during spring 2008 included one for the Executive Director of Instruction and Professional Development which was mistitled Executive Director for Curriculum and Instruction as well as ones for the Curriculum Coordinators which were mistitled Content Coordinators. Current job descriptions for the Associate Superintendent for Curriculum and Instruction, the Executive Directors of Elementary and Secondary Education, Professional Development Specialists, and Instructional Specialists did not exist at the time of the review. However, district staff stated during interviews that the BISD Human Resources and Administration Department does have plans to review and revise job descriptions for all positions throughout the district. This effort began in fall 2008, with expected completion in spring 2009.

**EXHIBIT 14
BRYAN ISD CURRICULUM AND INSTRUCTION DEPARTMENT ORGANIZATION
2007-08**



*Includes Coordinator of Spanish Language Arts, English as a Second Language Mentor Teacher; Gifted & Talented Coordinator; Nursing Program.

NOTE: Professional Development Specialists and Instructional Specialists report to their respective campus principals.

SOURCE: BISD Organizational Chart, 2007-08.

Major curriculum-related duties for the Executive Director of Instruction and Professional Development include the following responsibilities:

- organize and facilitate curriculum committees to develop and review the curriculum;
- set curriculum guidelines and priorities;
- coordinate activities related to assessment, curriculum, and instruction at all elementary and secondary campuses;
- supervise learning coordinators including language arts, math, science, and social studies;
- facilitate implementation of long-range strategic plan activities related to curriculum development, data analysis, district/campus planning, and professional development;
- plan and implement all programmatic and curricular issues;
- communicate curriculum development activities to campus administrators;
- facilitate use of online curriculum management system as curriculum;
- keep abreast of development of curriculum and instruction documents, and provide leadership in determining their appropriateness for inclusion in the district's educational programs; and
- guide district/campus improvement of curriculum alignment and programmatic decisions.

Major curriculum-related duties for Curriculum Coordinators include the following responsibilities:

- support all campuses in the continuous improvement of education for all students by serving as a content specialist;

- serve the district as a specialist in his/her respective content area by developing and refining the content of the curriculum;
- coordinate and manage the organization and progress of horizontal teams to ensure comprehensive and sequential programs K–12 (vertical alignment);
- provide instructional leadership in the needs assessment, planning, and coordination of staff development in the content area for all schools;
- lead the development of benchmark tests in each subject area;
- assist with evaluation of new and existing programs in the district;
- assist the principal with curriculum and instructional decisions on the campus, per individual campus needs;
- assist campuses in disaggregating data to determine instructional needs;
- lead the district curriculum committees in revisions to curriculum and adoption of new textbooks as deemed necessary to meet student learning needs;
- help teachers, especially those new to the profession and the district, with instructional planning, classroom management procedures, record keeping, diagnostic procedures, and improving methodology;
- secure, evaluate, and deliver instructional materials as needed;
- develop methods and procedures for implementing the curriculum, including the coordination of the development, editing and/or revision of curriculum documents and other instructional materials to support

the K–12 program in his/her specialized area; and

- communicate effectively with supervisors concerning pertinent aspects of the instructional program.

3. SCHOOL AND DISTRICTWIDE MONITORING TO ENSURE IMPLEMENTATION

Teachers who were involved in the initial curriculum development requested regular administrative monitoring, and training in monitoring is ongoing in the district. BISD staff described varied levels of monitoring by principals and Instructional Specialists. For example, the Executive Director of Instruction and Professional Development serves as a team coach for four elementary principals. They meet weekly at other schools to conduct classroom walkthroughs and analyze data based on a particular focus area. For instance, if the topic for the walkthrough is active engagement, the walkthrough team will have assignments to look for various aspects of active engagement, such as the percentage of students who are engaged in the lesson. This process gives principals a chance to compare the progress made in other schools with that of their own schools.

District staff reported that walkthroughs provided the earliest understanding of the potential benefits of the curriculum management system to district and campus administrators.

Campus administrators also are expected to review lesson plans weekly and provide feedback electronically through TaskStream. Principals indicated that they or their designees monitor lessons regularly; TaskStream allows them to conduct monitoring at times that best meet their schedule. When checking lesson plans, administrators are asked to focus on a particular

area that is being emphasized by the district; for example, academic engagement strategies.

Monitoring also takes place during regularly scheduled campus meetings during which teachers discuss curricular implementation. In addition, the high school administration and department heads meet every Monday to discuss curriculum issues.

The district also provides opportunities for feedback about the curriculum and TaskStream. Based on a district book study of Dr. Robert Marzano's *What Works in Schools*, the district purchased the *What Works in Schools Survey* and used the survey with staff to assess the TaskStream system after the first year of implementation. This information was used to make informed decisions regarding continued system development. Additionally, curriculum review forms are available in order that teachers may suggest revisions to the curriculum writing team. Principals also provide feedback concerning the curriculum, often based on TAKS data.

Student success with regards to the district curriculum is gauged through TAKS results, benchmarks, district assessments, and common teacher-developed tests. During 2006–07, four district assessments were administered. In 2007–08, the district administered one checkpoint assessment and one TAKS release test. District assessments are based on the TEKS and units being taught. They utilize TAKS release tests, a test question data bank, and teacher-created questions. These assessments, which are analyzed by ETS, are utilized to identify how district students are progressing on mastery of the TEKS.

The superintendent reported that feedback concerning changes in curriculum from district employees come from the Campus Performance Improvement Committees, which are the elected

bodies of members who assist the campus principals with the development, review, and revision of the Campus Improvement Plans. Additionally, curriculum-related feedback comes from the state-mandated District Education Improvement Committee, which advises the board or its designee in establishing and reviewing the district’s educational goals, objectives, and major districtwide classroom instructional programs identified by the board or its designee.

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 15**)

EXHIBIT 15

AdvancED ACCREDITATION STANDARDS FOR QUALITY SCHOOL SYSTEMS

<p>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.</p>	<p>Vision and Purpose</p> <ul style="list-style-type: none"> 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
<p>Standard 2: Governance and Leadership The system provides governance and leadership that promote student performance and system effectiveness.</p>	<p>Governance</p> <ul style="list-style-type: none"> 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

EXHIBIT 15 (CONTINUED)
Advanced ACCREDITATION STANDARDS FOR QUALITY SCHOOL SYSTEMS

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
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 15 (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	
Standard 6: Stakeholder Communications and Relationships The system fosters effective communications and relationships with and among its stakeholders.	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
	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
Standard 7: Commitment to Continuous Improvement The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.	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
	Commitment to Continuous Improvement	
	7.1	Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)
	7.2	Engages stakeholders in the processes of continuous improvement
	7.3	Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning
	7.4	Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels
	7.5	Provides research-based professional development for system and school personnel to help them achieve improvement goals
	7.6	Monitors and communicates the results of improvement efforts to stakeholders
	7.7	Evaluates and documents the effectiveness and impact of its continuous process of improvement
7.8	Allocates and protects time for planning and engaging in continuous improvement efforts system-wide	
7.9	Provides direction and assistance to its schools and operational units to support their continuous improvement efforts	

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

ACCOMPLISHMENTS

After identifying a lack of districtwide consistency in instruction, BISD not only created and implemented a plan to develop curriculum locally, but also identified and purchased an online curriculum management system for use by the district to help in this effort.

BISD staff conducted districtwide observations of classroom curriculum delivery and analyzed student mobility data as key activities in identifying the need for a change in the district's curriculum. First, staff selected teaching strategies from the previous OASIS curriculum to look for during observations, a process which provided a comparison of classroom instruction at each grade level within a school and across all BISD schools. After analyzing data related to student mobility, curricular gaps identified in the curriculum observation process, and district and local assessments, BISD officials identified the need to develop a curriculum and select a curriculum management system to provide districtwide consistency in instruction.

Upon identification of this need, district staff then proceeded to make presentations to the board and campus administrators that also included state and district demographic data; the presentations were intended to help these stakeholders to recognize future needs. Research on school improvement indicating that an aligned, clearly defined, nonnegotiable curriculum that was evident in successful schools was also presented.

Under restructured district leadership and the threat *Academically Unacceptable* district rating from the state, BISD organized and implemented a districtwide curriculum development effort.

After identifying a curriculum management product through an efficient and representative review process, the district assembled more than 200 teachers and district curriculum staff to write an aligned curriculum under the guidance of an external curriculum consultant. TEKS- and TAKS-aligned scope and sequence documents and additional curricular components, including exemplar lesson plans, were developed as part of this coordinated process. The identification and participation of master teachers and campus-level liaisons were key in facilitating teacher ownership and district-campus communications. Campus-level training in use of the curriculum was delivered via a training-of-trainers model.

As a result of the district's planning and implementation processes, buy-in to the curriculum has occurred, though there was some initial resistance from campus staff. Campuses and teachers have been allowed some level of flexibility in how they implement the nonnegotiable content provided through the system. Feedback, monitoring, and curriculum review and revision processes reflect meaningful involvement of educators in formative, self-styled, goal-oriented procedures.

This practice reflects the following professional standards: (1.2) communicates the system's vision and purpose to build stakeholder understanding and support; (2.1) establishes and communicates policies and procedures that provide for the effective operation of the system; (2.4) implements policies and procedures that provide for the orientation and training of the governing board; (2.8) provides for systematic analysis and review of student performance and school and system effectiveness; (2.11) provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership; (3.1) develops, articulates, and

coordinates curriculum based on clearly defined expectations for student learning, including essential knowledge and skills; (3.3) ensures that systemwide curricular and instructional decisions are based on data and research at all levels; and (6.3) solicits the knowledge and skills of stakeholders to enhance the work of the system.

BISD effectively garnered board support for curricular change in the district.

BISD effectively managed potential community resistance to change and was quickly able to garner board support for curricular change in the district. After adoption of the new curriculum and curriculum management system, the board subsequently made policy and budgetary decisions that supported and guided the initiative. At the outset, the board assigned responsibilities for oversight of implementation and reporting to district staff. The board also established clear policy to support local curriculum development and the implementation of the system chosen by the district which described expectations, curriculum components, curriculum management processes, and staff responsibilities.

Additionally, the board formally reviews curriculum issues and approves curriculum expenses during budget workshops. District staff reported that the board has been highly supportive of curriculum and instruction expenditures despite budgetary constraints. Even though the board does not formally review the curriculum management system each year, TaskStream has experienced the smallest budgetary decrease of any major ongoing district initiative.

Finally, the board regularly reviews results from key assessments and other curriculum information periodically presented by district staff.

This practice reflects the following professional standards: (2.4) builds public support, secures sufficient resources, and acts as a steward of the system's resources; (2.10) provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals; and (2.12) assesses and addresses community expectations and stakeholder satisfaction.

FINDINGS AND RECOMMENDATIONS

BISD lacks a systematic long-range budget plan to support continued funding for curriculum development and management initiatives.

In 2005, BISD undertook a significant effort to initiate and implement a comprehensive curriculum restructuring. The processes of researching, purchasing, and implementing a curriculum management system such as TaskStream and developing local curriculum were time intensive and costly to the district. The effort has been substantial and largely successful. Annual subscription fees for the curriculum management system are approximately \$45,000. From 2005–06 through 2007–08, Title I, Part A; Title II, Part A; and Title V, Part A monies have funded TaskStream subscriptions. However, with the discontinuation of Title V, Part A funds in 2008, about half of the funds for annual subscription costs will have to be found elsewhere in the district's budget. As of July 2008, the district planned to fund TaskStream at four existing BISD schools affected by the discontinuance of Title V, Part A funds, as well as two new campuses, using Title I, Part A and Title II, Part A funds. District staff said that TaskStream will be utilized at least through the 2008–09 school year, at which point an audit of the system will be conducted to determine its future use.

Additionally, since 2005–06, BISD has spent approximately \$165,000 to engage district employees to write and revise the district's curriculum during the summer months. The district also maintains a relationship with Region 4 for curricular support, including contractual arrangements for curriculum planning and development and technical assistance to include workshops and curriculum materials. The three-year cost for to the district for curriculum-related services provided by Region 4 from 2005–06 through 2007–08 is approximately \$489,000.

BISD has invested approximately \$270,000 to implement the Read 180 supplemental reading program to enhance the curriculum for those students who are not reading fluently on grade level since 2005–06. The district purchases licenses at a cost of \$30,000 to \$40,000 per lab depending on the number of licenses per lab, using such funding sources as the Intensive Reading Intervention Grant, Title II, Part A funds, the Verizon Grant, and the state-funded compensatory education and high school allotments. While Read 180 is not a curriculum management or development program, staff sees it as an important component of the overall approach to learning in the district.

With the discontinuance of Title V, Part A funds, and the unreliable long-term sustainability of federal and state funding and grants, the BISD Curriculum and Instruction Department lacks a systematic long-range budget plan to support continued funding for curriculum management and development initiatives. Additionally, the propriety of using federal and state funding sources for curriculum-related initiatives such as TaskStream subscriptions and Read 180 licenses is questionable and could jeopardize the sustainability of the district's curriculum management and development efforts.

Since completion of onsite work in April 2008, the Bryan ISD Executive Team, which includes the Superintendent, Assistant Superintendent of Human Resources and Administration, Executive Director of Instruction and Professional Development, Executive Director of Elementary Education, Executive Director of Secondary Education, Executive Director of Research and Accountability, Director of High School Programs, Director of Career and Technology, Director of Special Services, and Director of Bilingual, ESL, and Migrant Services initiated a process to develop a long-range budget plan for curriculum development and management efforts in the district. According to Executive Team meeting notes from September 2008, district personnel were to hold a series of meetings during fall 2008 to develop a plan of action for item-by-item budget analysis whereby district personnel would analyze all budgeted curricular items funded by both local and Title funds. Following this analysis, the Executive Team was to meet to budget for all curriculum and instruction-related activities with the goal of decreasing the amount of dollars spent in Title funds and increasing the amount spent in local funds for curriculum and instruction initiatives.

The Executive Team has taken the initial steps to address the district's long-range budget issues with regards to curriculum. As BISD moves toward the 2009–10 school year, the district should continue development efforts related to systematic long-range budget planning for curriculum development and management initiatives. This plan should be based on a thorough review of the effectiveness of the current curriculum management system, locally developed curriculum documents, and supplemental curriculum initiatives, as well as the appropriateness of current and possible funding sources.

The district could undertake this effectiveness review by retaining an external vendor to conduct a comprehensive curriculum management audit. The curriculum management audit process provides the opportunity for the district to review and revise its approach to curriculum and/or provide the evidence that the effort should be continued as it was conceived. A critical component to the audit would require district staff and the board to look at state, local, and campus funding sources that could be allocated to the program and determine appropriate and sufficient future funding sources for curriculum development and management efforts. The district could also consider negotiating a subscription contract with TaskStream with a lower level of support since staff may currently have less need for product support than in the initial years of implementation.

Audit results could be a useful tool in developing a long-term budget plan that supports future use of the system and, if appropriate, providing evidence for the need to continue funding the program at its current level. A long-range budget plan based on a comprehensive curriculum management audit will identify adequate funding in order to ensure the continuation of the district's curriculum management system.

The fiscal impact of retaining an external vendor to conduct a comprehensive curriculum management audit is a one-time cost of approximately \$60,000. This cost includes time and travel for onsite work as well as development of the audit report.

This recommendation reflects the following professional standards: (1.6) reviews its vision and purpose systematically and revises them when appropriate; (2.5) building public support, securing sufficient resources, and acting as a steward of the system's resources; and (5.5) engages in long-range budgetary planning and annually budgets sufficient

resources to support its educational programs and to implement its plans for improvement.

BISD Curriculum and Instruction Department position job titles and descriptions are mistitled, out of date, or nonexistent.

When the current superintendent was hired in fall 2004, the district was reorganized from a cluster system in which schools in a feeder system collaborated together to a K–12 approach. This change was made in order to foster vertical and horizontal coherence and alignment in instruction. Also during this period, new curriculum support positions were added to the district's organizational structure. These positions reported to the Associate Superintendent of Curriculum and Instruction (referred to by district staff as the Assistant Superintendent of Instruction), and included an Executive Director of Instruction and Professional Development (whose job description titles the position Executive Director for Curriculum and Instruction, and who is referred to on the district website as the Executive Director for Instruction and Assessment), Executive Directors of Elementary and Secondary Education, Curriculum Coordinators (whose job descriptions title them Content Coordinators), Professional Development Specialists, and Instructional Specialists. The superintendent credited the Associate Superintendent of Curriculum and Instruction with being the major driver behind the curriculum development process in Bryan ISD, including the additional hires to support curriculum development.

The district has not retitled, updated, or created job descriptions for Curriculum and Instruction Department positions since reorganization of the department in 2004–05. At the time of onsite work in April 2008, the only current job descriptions

available were for the Executive Director of Instruction and Professional Development and Curriculum Coordinators. Mistitled positions include the Associate Superintendent of Curriculum and Instruction, the Executive Director of Instruction and Professional Development, and Curriculum Coordinators. Out-of-date job descriptions include those for the Associate Superintendent of Curriculum and Instruction and the district Instructional Specialists. For the remaining positions in the department, including the Executive Directors of Elementary and Secondary Education and the Professional Development Specialist positions, job descriptions do not exist.

During onsite work, district staff reported that the BISD Human Resources and Administration Department does have plans to review and revise job descriptions not just for the Curriculum and Instruction Department, but also for all positions throughout the district.

The success of BISD's curriculum efforts is dependent on the current organizational structure, which facilitates a dialogue between central office curriculum staff, content area coordinators, campus administrators and facilitators, and teachers. With this proven K-12 organizational structure in place, it is necessary for the district to ensure continued success in curriculum development. Without aligned job titles and current, detailed job descriptions, maintaining, updating, and explaining this structure is challenging and could result in miscommunication, duplication of job responsibilities, and inefficient coordination of services and resources.

The district contracted with the Texas Association of School Boards for an audit of its Human Resources operations in October 2008. Additionally, subsequent to completion of onsite work in April

2008, Bryan ISD staff began reviewing and revising job descriptions across the district. According to district documentation, initial efforts began in fall 2008 with the update of job descriptions for all professional staff in the Curriculum and Instruction Department. The district expects completion of this process in spring 2009.

The district should continue the process of updating job titles and developing current, accurate job descriptions for all positions in the Curriculum and Instruction Department. Job descriptions should include job title, supervisor, pay grade, wage/hour status, primary purpose, qualifications, major responsibilities and duties, supervisory responsibilities, and working conditions. Under direction of the Assistant Superintendent of Human Resources and Administration and with assistance from the Associate Superintendent of Curriculum and Instruction, draft job descriptions should be developed for all positions within the Curriculum and Instruction Department. These drafts should then be provided to the employees in those positions for revision as appropriate.

This recommendation reflects the following professional standard: (2.1) establishes and communicates policies and procedures that provide for the effective operation of the system.

FISCAL IMPACT

RECOMMENDATION	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL 5-YEAR (COSTS) SAVINGS	ONE-TIME (COSTS) SAVINGS
Continue development efforts related to systematic long-range budget planning for curriculum development and management initiatives.	\$0	\$0	\$0	\$0	\$0	\$0	(\$60,000)
Continue the process of updating job titles and developing current, accurate job descriptions for all positions in the Curriculum and Instruction Department.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	(\$60,000)