



**Harlandale
Independent School District**

**Review of the
CURRICULUM MANAGEMENT
SYSTEM**

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

March 2009



LEGISLATIVE BUDGET BOARD

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

5121463-1200
Fax: 512/475-2902
<http://www.lbb.state.tx.us>

March 27, 2009

Mr. Robert Jaklich
Superintendent
Harlandale Independent School District

Dear Mr. Jaklich:

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

The report's recommendations will help Harlandale 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,

A handwritten signature in black ink, appearing to read "John O'Brien", written over a large, stylized circular flourish.

John O'Brien
Director
Legislative Budget Board

cc: Mr. David Abundis
Mr. Jesse Alaniz
Mr. Michael Tejada
Mr. Anthony Alcoser
Mr. Joshua J. Cerna
Mr. Zeke Mendoza
Mr. Tomas Uresti

HARLANDALE ISD

A. SITE HISTORY

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

1. STARTING POINTS

Harlandale Independent School District (HISD) is located in south San Antonio and is the oldest public school district in Bexar County. With the success of several bond issues over the past decade totaling approximately \$215 million, the district has been engaged in major renovations of campus buildings. HISD experienced a recent change in leadership as the superintendent retired in June 2008. Additionally, in June 2008, an elementary school closed due to a decrease in enrollment.

District staff described HISD as a “training district,” in which new teachers work in the district and receive early training and professional support, then often move on to higher paying positions in surrounding districts.

The district comprises 29 campuses, including 13 elementary schools, four middle schools, two high schools, and 10 alternative or transitional schools. From 2003–04 to 2007–08, total district enrollment has remained stable at just over 14,000 students. Over the same period, the percentage of Hispanic students has increased as the percentage of White students has decreased. The majority of students in the district are economically disadvantaged (90%) and Hispanic (96%). **Exhibit 1** provides HISD enrollment and demographic data for 2003–04 through 2007–08.

This report uses district performance indicators under the federal and state accountability systems. Under the No Child Left Behind (NCLB) Act, federal accountability provisions that formerly applied only to districts and campuses receiving

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	14,200	0.6%	96.0%	3.4%	0.1%	0.1%	90.3%	14.6%
2006–07	14,100	0.6%	95.6%	3.6%	0.1%	0.1%	91.5%	14.4%
2005–06	14,371	0.6%	95.4%	3.8%	0.1%	0.1%	91.2%	14.8%
2004–05	14,144	0.4%	95.1%	4.3%	0.1%	0.1%	87.9%	15.3%
2003–04	14,072	0.5%	94.8%	4.4%	0.1%	0.1%	89.4%	15.0%

†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.

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, 21 campuses in HISD *Met AYP* in 2007. One campus, Leal Middle School, *Missed AYP* due to mathematics performance. The remaining campuses were *Not Rated*.

Under the Texas Accountability Rating System, HISD was rated *Academically Acceptable* for the period of 2003–04 through 2006–07. In 2006–07, of the nonalternative campuses in HISD, one campus was rated *Exemplary*, five campuses were rated *Recognized*, and 16 campuses were rated *Academically Acceptable*.

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

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

While district performance in mathematics has improved from 2004–05 through 2006–07, it has consistently remained below the state average. Additionally, all district student groups generally performed below their state peers for all three years, with the exception of the African American and LEP student groups. Hispanic, White, and economically disadvantaged students showed a general trend of improvement over the three years. However, these three groups remained below the averages of their state peers from 2004–05 through 2006–07. (See **Exhibit 2**)

In science, district performance and all student groups also improved from 2004–05 through 2006–07, but the overall district percentage of students passing was below the state average. In a comparison of district and state averages among student groups, during the three-year period, African American and LEP student groups performed above, while White and Hispanic student groups performed consistently below, their state peers. (See **Exhibit 3**)

**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													
	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%	65%	64%	68%	71%	65%	87%	72%	79%	67%	93%	>99%	69%	65%	62%	67%
2005–06	75%	62%	61%	67%	68%	61%	86%	69%	79%	67%	92%	86%	66%	61%	58%	61%
2004–05	72%	58%	57%	87%	64%	58%	84%	70%	76%	>99%	90%	>99%	62%	57%	54%	57%

†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.

District performance in English language arts and reading (ELA/reading) improved from 2004–05 through 2006–07 but remained below the state average. In a comparison of district and state averages among student groups, the African American, Asian/Pacific Islander, economically disadvantaged, and LEP student groups performed at or above the state average over the three-year period. Native American students performed above the state average in 2004–05 and 2005–06, but fell below their state peers in 2006–07. Hispanic students showed improvement over the three-year period and performed above the state average with

the exception of 2005–06. White students showed general improvement, but remained below the state average for the three-year period. (See **Exhibit 4**)

District performance in social studies improved but remained below the state average from 2004–05 through 2006–07. In a comparison of district and state averages among student groups, African American, Hispanic, and economically disadvantaged students performed above their state peers. LEP students also performed above their state peers, with the exception of 2004–05, and showed general improvement over the three-year period. White students performed

**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													
	STATE	DISTRICT	AA		H		W		NA		A/PI		ED		LEP	
			S	D	S	D	S	D	S	D	S	D	S	D	S	D
2006–07	71%	60%	56%	80%	61%	59%	85%	80%	77%	*	88%	*	60%	59%	39%	49%
2005–06	70%	58%	54%	82%	59%	57%	85%	73%	79%	*	86%	*	58%	57%	35%	45%
2004–05	66%	53%	49%	*	53%	52%	81%	65%	73%	*	83%	*	51%	52%	28%	40%

†Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient
 *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													
	STATE	DISTRICT	AA		H		W		NA		A/PI		ED		LEP	
			S	D	S	D	S	D	S	D	S	D	S	D	S	D
2006–07	89%	85%	84%	92%	84%	85%	95%	90%	91%	83%	95%	>99%	83%	84%	67%	71%
2005–06	87%	82%	82%	84%	82%	81%	94%	90%	90%	>99%	94%	>99%	81%	81%	63%	68%
2004–05	83%	78%	76%	91%	77%	78%	91%	84%	87%	>99%	92%	>99%	76%	78%	58%	69%

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

below their state peers for the three-year period; however, this group represents only approximately 4 percent of the district’s total student population. (See **Exhibit 5**)

In summary, across the four core content areas, the district consistently performed below state averages from 2004–05 through 2006–07. The African American and LEP student groups generally performed above state averages. Additionally, Hispanic and economically disadvantaged students showed improvement over the three-year period of analysis.

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 \$75,272 compared to the state per-pupil value of \$305,208.

2. CURRICULUM HISTORY

Since the late 1990s, HISD has initiated different efforts to write and implement curriculum, including partnerships with other Bexar County districts for teacher training and efforts to write content-specific curriculum. However, curriculum efforts were not clearly aligned or consistent. In interviews with district personnel, some staff indicated to the review team that at one time curriculum across the district was so campus-specific that one could tell which school a student attended by looking at test results.

In July 1998, the district purchased OASIS (Objective Alignment System in Schools),

**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													
	STATE	DISTRICT	AA		H		W		NA		A/PI		ED		LEP	
			S	D	S	D	S	D	S	D	S	D	S	D	S	D
2006–07	89%	86%	84%	89%	84%	86%	95%	92%	93%	*	96%	*	83%	86%	53%	56%
2005–06	87%	85%	81%	94%	80%	84%	94%	93%	91%	*	95%	*	79%	84%	49%	50%
2004–05	88%	84%	82%	*	82%	84%	94%	89%	92%	*	95%	*	80%	83%	52%	51%

†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.

described on the product's 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. District staff indicated that HISD wanted to discontinue the use of OASIS because there was no integration of information in the system. In particular, teachers raised concerns about the product's lack of access to information that would enable them to make better instructional decisions, such as the inability to access student histories for grades, attendance, and TAKS scores.

3. IMPETUS FOR CHANGE/DATA-DRIVEN ADOPTION

Curriculum approaches at HISD were decentralized prior to 2005 and not organized over the long term at the district level. The OASIS system had not been effectively used to coordinate curriculum work. Curriculum and instruction were still often driven by campus grants, TAKS-based district benchmarking mandates, subject-area work at the district and campus levels, and/or individual teacher preferences. Staff reported the need for more curriculum consistency, for example, for both of the district's high schools to be using the same scope and sequence in the four core content areas. Additionally, staff indicated that a standardized curriculum was essential given the high mobility of students moving from one school to another, including the alternative learning center.

Staff also described the school board's requirement that the district be able to provide performance data as a major driver in adopting a new curriculum management system. Administrators were concerned that teachers' lack of access to students'

previous records left them unable to inform instructional decisions adequately. The district formed a Steering Committee which engaged in a year-long process during the 2005–06 school year of researching potential curriculum management systems that would provide data management tools and a platform to organize the various curricular resources in use across the district. The committee was comprised of school board members, Curriculum Coordinators, Information Services Specialists, and teachers and administrators with interest or expertise in instructional technology who represented the district's elementary, middle, and high school campuses. The Curriculum Subcommittee of the school board monitored the process and progress of the Steering Committee at each of their monthly meetings.

In 2005, the Steering Committee reviewed numerous curriculum management products, including SchoolNet, Pearson, and Learning Village. Members of the committee participated in vendor presentations and demonstrations at various technology conferences and visited campuses that were using the various products under review. After narrowing the choice to SchoolNet and Pearson, the following key criteria were used in making the decision:

- ability to integrate and access performance data;
- cost effectiveness;
- compatibility with state requirements and capacity for updates to state requirements; and
- accessibility and comprehensiveness.

In spring 2006, the Steering Committee selected the SchoolNet School Performance Management System as the curriculum management system to be implemented in HISD. SchoolNet was

presented to the school board as a system which could provide up-to-the-minute data for the board in response to its requests, as well as a mode of organizing curriculum for teachers.

SchoolNet was ultimately chosen because district staff felt it provided more functionality at a better overall cost. The district signed a contract with SchoolNet in June 2006 and, from that point forward, the previously established Steering Committee began work with the contractor to customize the SchoolNet system to meet HISD's needs. As part of this process, the district renamed the system "Evolution" to reflect its goal of evolving from a paper-driven reactive system to an online, accessible system that is available 24 hours a day to all stakeholders and that provides comprehensive resources. District administrators envisioned that at full implementation in two to five years, the system would include online model lessons, and teachers would be able track student progress through the system from PreK–12.

B. DESCRIPTION AND IMPLEMENTATION OF CURRICULUM

This section describes the 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, and 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

In 2005, prior to HISD's purchase of SchoolNet, teachers began writing scope and sequence documents each summer based on the TEKS.

Teachers from all campuses were invited to an initial meeting at which goals were discussed, and interested teachers volunteered to participate. The scope of each summer's work, including the amount of time and number of teachers involved, has been dictated by the amount of available funds; the average meeting time has been about five days. The summer curriculum development activities are the primary source of the district's current scope and sequence documents and benchmark assessments. At these sessions, teachers review and revise scope and sequence documents based on a review of student performance data. However, some staff reported that the scope and sequence documents used by the district do not have enough detail to support lesson development. District benchmark assessments are also reviewed and revised during these sessions.

The current district curriculum is functionally defined by the district-required benchmark assessments, which are administered each six weeks and are based on released TAKS tests, teaching resources, and teacher feedback; thus, what is taught is aligned with the TAKS and those TEKS that are assessed. Additionally, HISD administration indicated that staff at all campuses create mini-benchmark assessments which are administered every three weeks in core areas; however, these assessments are not standardized throughout the district. According to district administration, teachers and administrators review item analyses of the assessments through grade level and department meetings to determine specific student expectations that require reteaching or may need modification in instruction, content, or pacing. While the use of benchmark assessments aligned with TAKS have likely led to increases in student performance on the TAKS, some teachers expressed concern with a lack of time to cover

all objectives between assessments. Therefore, some teachers felt that results of the rigorous benchmarking process are not used for reteaching or to modify instruction or content. Rather, these teachers continue with the new material required for the next benchmark assessment and depend on tutoring to help students who did not perform well on the previous assessment. Some staff reported that this approach did not allow for in-depth instruction on all objectives. Other staff indicated the need for enriched, written curricula in the four core areas, saying that relying on TAKS results to drive instruction was too prescriptive and resulted in narrowing the curriculum.

The SchoolNet system houses HISD's scope and sequence documents. Key features of the system are online data analysis and reporting, class profiling, access to benchmark assessments, and access to curriculum documents such as scope and sequences and instructional units. However, the system is robust and has potential for other uses such as platforms for aligning instructional tools and assessment data, publishing model lessons, professional development planning, and staff communications. **Exhibit 6** provides an overview of the key components/tools available through the SchoolNet system as of June 2008.

Detailed student achievement data is available through the **Account** function. **Align** contains many of the district's scope and sequence documents and instructional units; however, some scope and sequence documents are still available through the district website. The **Assess** function provides a tool for gathering and scanning all benchmark data which is then merged into **Align** for teacher access.

After purchasing SchoolNet in June 2006, HISD central office staff immediately began to load

EXHIBIT 6

SCHOOLNET SCHOOL PERFORMANCE MANAGEMENT SYSTEM COMPONENTS

JUNE 2008

Instructional Management Solutions

- Account*
- Align*
- Assess*
- Analyze

Human Capital Management

- Professional Development Planner
- Advance
- Skill Builder

Services

- Performance Management Seminars
- Roadmap
- Data Coach

Connected Learning Communities

- Outreach

*These components are in use by HISD.

SOURCE: SchoolNet, <http://corporate.schoolnet.com/solutions/learn.aspx>, June 2008.

student performance data, as well as existing curriculum documents, into the system. At the time of onsite work in April 2008, district staff reported that all of the existing documents for mathematics had been loaded into the system from PreK through Precalculus, as well as all science curriculum documents. Pacing guides for high school level classes were to be loaded into the system in spring 2008. District staff stated that some scope and sequence documents are accessible through the system. However, scope and sequence documents for all four core content areas continue to be accessible through the district's intranet website as HISD continues the transition to the new system.

For the purposes of this review, only specific elements of curriculum support in the four core subject areas for grades 2, 4, 7, and 11 were analyzed. A review of materials currently available through the Evolution system in the four

core subject areas for the grade levels reviewed indicates that while scope and sequence and standards alignment documents are accessible in all the core content areas, the formatting and type of information available is highly variable and inconsistent across the four areas. For example, grade 2 science and grade 7 social studies outline instructional units aligned to scope and sequence that include textbooks, vocabulary, tools, suggested activities, and assessments. Resource materials for grade 4 ELA/reading consists of a list of websites for suggested activities. Broadly speaking, the available materials for the system reflect HISD’s previous decentralized curriculum development efforts. No vertical alignment documents or guides for providing more TEKS specificity appear to be available through the system, though staff reported that vertical alignment was built into the system through the scope and sequence. No evidence of deep alignment exists, as demonstrated by the list of

resources for grade 4 ELA/reading. The curriculum management system currently houses instructional units for some of the content areas and grade levels analyzed. Some of the instructional units have considerable depth and provide strong guidance for teachers; however, as shown in **Exhibit 7**, some grade levels and content areas do not have instructional units. Additionally, there does not appear to be a common lesson bank for teachers to draw on, resulting in all teachers developing lessons for the curriculum on their own.

2. DESCRIPTION OF IMPLEMENTATION

The district opted for a multi-year implementation of the SchoolNet system. In renaming the system with a local name (Evolution), HISD conducted internal district marketing of the new system to staff with an Evolution logo and artwork created by students. The first year of implementation, 2006–07, focused on loading detailed student demographic and performance data into Evolution

**EXHIBIT 7
STATUS OF HISD EVOLUTION CURRICULUM COMPONENTS
MAY 2008**

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

*M=Mathematics, R=Reading, E=English Language Arts, S=Science, SS=Social Studies
 **Lesson plans as described were inconsistent within a grade level and content area as well as in format.
 SOURCE: SchoolNet, <http://corporate.schoolnet.com/solutions/learn.aspx>, May 2008.

and introducing and training staff in use of the system functions. Staff members were introduced to the system through campus product presentations and the identification of a liaison at each campus to serve as a resource for training and support in modules of the system. Campus administrators received two hours of training, and teachers received a 30-minute introductory training.

Also in the first year of implementation, Curriculum Coordinators continued to load data, including existing curriculum materials and benchmark assessments, into the system. Specifically, the scope and sequence documents developed by teachers in recent years and several lessons in the core content areas of mathematics, science, and social studies, as well as TEKS alignment charts, were loaded. Staff reported during onsite work that the curriculum in all four core areas is becoming stronger. However, work is still needed at some levels, such as elementary and middle school science and middle school mathematics. Scope and sequence documents for mathematics are still located on the district website, and a partial scope and sequence for ELA/reading can be accessed there as well.

During the second year of implementation, 2007–08, staff members were encouraged to experiment with the data module of Evolution, and the district collected feedback through the District Professional Educational Review Council (DPERC), which meets monthly. Members of the DPERC include one elected teacher representative from each campus, a board member, three parent representatives, and two community and two business representatives. Staff representatives informally report information from the DPERC meetings back to their campuses, including updates, concerns, and requests for feedback.

Limited staff training for Evolution continued during 2007–08. At the beginning of the 2007–08 school year, campus administrators received a half to a full day of training. Campus liaisons and district Curriculum and Instruction staff received two full days of training, culminating in certification by exam. Additionally, all teachers received a two hour hands-on introduction to Evolution upgrades.

During onsite work, staff indicated that HISD's goal was to input all new course materials and revise all other scope and sequences by August 2008 in preparation for the 2008–09 school year. When the system is complete, HISD plans to have the following components available to all staff from any computer at any time:

- real-time student PEIMS data that includes demographics, special program information, student and teacher schedules, class lists, longitudinal academic records, grades, benchmark data, and state assessments;
- TEKS for all content areas and grade levels;
- district scope and sequence and pacing charts, which are all linked to TEKS and some of which appear to be under development;
- district resource materials, also linked to TEKS student expectations, which can be searched by content or grade level;
- personal, campus, and district libraries of lesson plans, which can be linked to resources and TEKS;
- personal calendars with the ability to schedule all lessons within the system and provide the number of times a student expectation was taught prior to a benchmark; and
- ability to group students by similar need using assessment results, such as benchmarks or TAKS, to see the item tested, the correct answer choice, and the student's response.

Although the district's plan was to fully equip Evolution with the above components by the 2008–09 school year, the district is still working towards a fully loaded system. HISD administration indicated that as of fall 2008, Evolution has been loaded with real-time student PEIMS data and TEKS for all content areas and grade levels, providing district staff with the ability to group students by similar need using assessment results. Additionally, teachers are able to customize lesson plans linked to district resources. HISD administration stated that district scope and sequence and pacing charts are mostly in place, although the documents continue to be revised and updated based on teacher feedback. In addition, district personnel are still adding teacher resources, including newly adopted mathematics materials.

District staff also indicated during onsite work that plans for additional curriculum-related training in 2008–09 included workshops and training videos, introduction of a cycle of lesson plans, and training for data analysis coaches and additional campus liaisons. District staff reported that in August 2008, campus liaisons and certified administrators received a full day of Evolution recertification due to upgrades to the system. Additionally, all teachers and administrators received a half day recertification training, which included an overall review of the updated system, use of data, and an introduction to lesson planning. Although teachers received training on lesson planning, district administration indicated that teachers are not required to input lesson plans into Evolution during the 2008–09 school year; rather, several secondary departments within the district are participating in a pilot program which involves inputting and publishing lesson plans in Evolution.

Plans for 2008–09 Evolution implementation also included the publication of report templates by curriculum and instruction staff to Evolution that would simplify and contextualize reports for individual campus and classroom student data. Input from campus administrators and teachers on the types of reports needed were to be sought as part of the process of determining what reports would be published. However, due to the elimination of an assistant superintendent position as well as the retirement of several key staffers, the publication of report templates to Evolution has been delayed. District administration indicated that publication is still a goal for implementation later in the 2008–09 school year.

By September 2009, the district plans to have all teachers posting lessons on Evolution and begin development of a juried system to publish a district library of lesson plans and resources. District administration described the juried system as consisting of two levels. The first includes an evaluation by a campus administrator of original lesson plans posted by teachers, using a district rubric. The rubric will address the following elements of the lesson plans: alignment with the TEKS and the HISD scope and sequence, level of rigor, and appropriateness of teaching strategies and resources. Once the lesson plans are approved by the administrator, they may be published for campus and department use. The second level of the juried system results in publication of lesson plans for use districtwide. In order for this to occur, the teacher must first agree to post his/her lesson plan for review by the appropriate Curriculum Coordinator. Using the same rubric, the Curriculum Coordinators will evaluate the lesson plan to determine if it is appropriate for districtwide publication and use.

Exhibit 8 provides a summary of HISD’s SchoolNet/Evolution curriculum implementation timeline from 2005–06 through 2009–10.

At the time of data collection for this review, HISD had completed year one of Evolution implementation. After a year of operationalizing the system and loading historical data, most HISD teachers still were in the discovery stage, familiarizing themselves with different modules of the system. Campus staff had requested additional training to effectively use the system, and reported that the system was, for the most part, user-friendly. As the system is web-based, it is accessible from home, although some staff reported that filters in the system impede their external usage.

Additionally, it should be noted that the district’s online grading program is not integrated with Evolution. Staff reported that “tech-savvy” teachers were more likely to use the Evolution system than teachers who were less confident in their technology skills.

Staff members familiar with Evolution reported appreciating the immediate access to student historical data, as well as current benchmark assessment results. This capability assisted staff in monitoring and adjusting instructional effectiveness. Staff reported that though they had not had much time to use it, they perceived that the new system would help the district pull together all the previous curriculum work, facilitate sharing

**EXHIBIT 8
HISD SCHOOLNET/EVOLUTION CURRICULUM IMPLEMENTATION TIMELINE
2005–06 THROUGH 2009–10**

DATE	ACTIVITY
Summer 2005	<ul style="list-style-type: none"> Curriculum development activities with teachers
2005–06	<ul style="list-style-type: none"> Awareness of need for a curriculum management system Investigation of available curriculum management system products including SchoolNet, Pearson, and Learning Village
Summer 2006	<ul style="list-style-type: none"> Signed Contract with SchoolNet Formation of Steering Committee which included school board members, Curriculum Coordinators, Information Services Specialists, and principals/teachers from elementary, middle, and high schools Curriculum development activities with teachers
2006–07	<ul style="list-style-type: none"> Loading assessment data and curriculum into system Orienting teachers and administrators Training campus liaisons Inputting benchmark questions and developing benchmark assessments
Summer 2007	<ul style="list-style-type: none"> Curriculum development activities with teachers Update training
2007–08	<ul style="list-style-type: none"> Ongoing training Implementation of assessment data
Summer 2008	<ul style="list-style-type: none"> Curriculum development activities with teachers
2008–09	<ul style="list-style-type: none"> Mini-workshops Training videos Lesson plan cycle Data analysis coaches Certification of additional campus liaisons
2009–10	<ul style="list-style-type: none"> Full implementation of Evolution

SOURCE: HISD curriculum implementation timeline, May 2008.

and cross grade-level communications, and provide a platform for cross-district showcasing of model lessons.

Initially, some experienced staff resisted implementation, but most teachers have become more comfortable as data and useful materials were loaded into Evolution. Though some staff reported that there have been inaccuracies in the data loaded into the system, special education teachers have found the system particularly helpful in tracking the assessment results of students, facilitating more timely interventions, and decreasing the number of students identified for special education services.

District staff reported that because teachers have had a role in writing the curriculum, they are more likely to comply with the mandated use of the curriculum in Evolution than if the curriculum had been written externally. According to campus administrators, the curriculum is defined and confined by the TEKS. The consensus is that eventually the curriculum will become more refined and much broader than it is currently. For the time being, administrators are pleased with Evolution, saying that it is better than what they have previously used and they are confident that it will continue to evolve. Administrators envision that in two to three years the system will include full lesson plans and curricular resources. The school board is also satisfied with the system and feels that the implementation process has allowed for honest teacher feedback.

3. CONTRACTED SERVICES FOR CURRICULUM DEVELOPMENT/DELIVERY

In recent years, HISD has contracted with teachers and a number of external individuals and entities to provide curriculum development, support, and training. These contracting services include hourly stipends paid to teachers working on curriculum

development activities each summer beginning in 2005.

According to staff, the goal of contracting for additional curricular services concurrently with the implementation of Evolution is to have a well-trained staff at the time of full system integration in 2010–11. In 2007–08, HISD spent over \$316,000 for consulting services provided by a variety of individuals and organizations to support instructional improvement and tutoring across subject areas.

Mathematics services in 2007–08 included contracts with Cynthia Garland-Dore to provide district and campus support for the development and implementation of the Investigations standards-based curriculum; with Amy Serda-King to provide services to middle school teachers related to implementation of the Investigations standards-based curriculum; and one-third of a contract with Laying the Foundation to provide research-based professional development for secondary teachers.

ELA/reading services in 2007–08 included contracts with The Writing Academy; Riverdeep, Inc.; and one-third of the contract with Laying the Foundation.

Social studies services included a contract with Susan Murphy to work with social studies teachers at McCollum High School in preparation for the social studies TAKS exit exam.

Science services included contracts with Regional Education Service Center XX (Region 20) for participation in a secondary science collaborative; Paul Tisdell of Five Star Educational Consulting for student tutoring and work with teachers; Rebekah Murtagh-Huerta for collaborating with teachers on field-based science experiences and working with students who had failed or were at risk of

failing the science TAKS exit exam; Region 13 for instructional coaching; and one-third of Laying the Foundation.

General curriculum costs included the services of Helene Segura for staff development on Evolution and Traci Skrovan Consulting, LLC for professional development in curriculum planning and data analysis. Additionally, the district contracted with Lisa Rogers-EDL for support of a professional learning community.

Exhibit 9 provides a summary of the HISD 2007–08 instructional services consulting contracts.

4. COSTS INCURRED IN OBTAINING CURRICULUM GUIDES/SERVICES

District costs for curriculum comprise the SchoolNet contract and ongoing curriculum and instructional contracts with external consultants and teachers to develop curriculum. These costs are reflected in **Exhibits 9 and 10**.

The purchase of the SchoolNet system represents a significant financial commitment for HISD. The five-year payment schedule for services from 2006–07 through 2010–11 is approximately \$1.23 million. This includes software maintenance, hosting, support, and all supplemental services. The five-year breakdown of the contract expenses is presented in **Exhibit 10**.

Onsite meetings with SchoolNet personnel occurred quarterly in 2006–07, and were held concurrently with Steering Committee meetings. Additionally, staff reported that SchoolNet support personnel provided weekly support meetings during 2006–07, and biweekly support meetings during 2007–08; these meetings were of particular value to the district as it could not hire significant additional staff to support the implementation of Evolution.

The meetings were conducted by teleconference and included SchoolNet’s technical specialist, the software specialist, professional development specialist, and project manager, along with HISD’s Project Manager, Technical Specialist, Assessment Coordinator, and Curriculum Coordinators at HISD administration offices. Support services provided by SchoolNet also include onsite staff development, data loading, access to vendor support, annual version updates, and interim periodic updates, as needed.

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

For the 2006–07 school year, HISD spent an average of \$3,756 per pupil, representing 58.8 percent of all operating expenditures per pupil, on curriculum- and instructional-related services. These expenditures include salaries, training, materials, and activities related to curriculum and direct instruction of students in the classroom.

5. OTHER CURRICULAR RESOURCES USED IN DISTRICT

The district has a system through which campuses can request assistance from district Instructional Coaches based on campus needs assessments. Coaches plan with the district coordinator in a particular content area, as well as the Elementary or Secondary Directors of Curriculum and Instruction and the campus administrators. Based on the campus needs assessment, particular grade levels or departments may be targeted. Coaches work by modeling teaching strategies, co-teaching, and providing feedback based

**EXHIBIT 9
SUMMARY OF HISD INSTRUCTIONAL SERVICES CONSULTING CONTRACTS
2007–08**

CONTENT AREA	APPROXIMATE NUMBER OF DAYS	CONTRACT AMOUNT
Mathematics	129	\$139,366
• Development and implementation of Investigations – Cynthia Garland-Dore	113	\$113,000
• Services to middle school teachers related to the implementation of Investigations – Amy Serda-King	11	\$7,700
• Laying the Foundation (1/3 of \$56,000 contract)	5	\$18,666
ELA/Reading	5	\$56,094
• The Writing Academy	*	\$3,827
• Riverdeep, Inc.–contracted services and technical support renewal	*	\$33,600
• Laying the Foundation (1/3 of \$56,000 contract)	5	\$18,667
Social Studies	*	\$3,000
• Teacher preparation for the exit exam – Susan Murphy	*	\$3,000
Science	40	\$81,472
• Secondary Science Collaborative – Region 20	*	\$33,400
• Student tutoring and work with teachers – Paul Tisdale, Five Star Educational Consulting	15	\$11,150
• Collaboration with teachers on field-based Science experiences and work with students in preparation for the Science Taks exit exam – Rebekah Murtagh-Huerta	*	\$6,255
• Instructional Coaching – Region 13	20	\$12,000
• Laying the Foundation (1/3 of \$56,000 contract)	5	\$18,667
Evolution/General	67.5	\$36,600
• Training for Evolution - to include inputting data – Helene Segura	55.5	\$11,700
• Data Analysis, Curriculum Planning, and Professional Development for Teachers – Traci Skrovan Consulting, LLC	*	\$10,000
• Professional Learning Community Support – Lisa Rogers-EDL	12	\$14,900
2007–08 Total		\$316,532

*HISD did not provide the number of contracted days for this contract.

SOURCE: HISD 2007–08 Contracted Services Listing, fall 2008.

**EXHIBIT 10
SCHOOLNET CONTRACT EXPENSES
2006–07 THROUGH 2010–11**

YEAR	SERVICES	ANNUAL PAYMENT
2006–07	Software license, software maintenance, hosting, and support services	\$694,748
2007–08	Software maintenance, hosting, and support services	\$128,552
2008–09	Software maintenance, hosting, and support services	\$132,514
2009–10	Software maintenance, hosting, and support services	\$136,675
2010–11	Software maintenance, hosting, and support services	\$141,043
Contract Total		\$1,233,532

SOURCE: SchoolNet, HISD Statement of Work, July 2006.

on classroom observations. Coaches also meet with departments or grade levels in professional learning communities to provide feedback, analyze data and student work, review and revise lessons, and provide sustained professional development. Many of these coaches are external consultants who are approved at the district level, though some campuses contract independently with consultants. Prospective consultants develop a proposal for work with the campus based on the campus needs assessment; campuses then propose a plan to the Curriculum and Instruction Department. After plans and budgets are reviewed by department staff, contracts are prepared and submitted to the board's Curriculum Subcommittee for review and approval before full approval is requested from the board. **Exhibit 9** provides a summary of these contracts for 2007–08.

HISD has been particularly successful in grant writing, and staff mentioned a host of resources, curriculum supplements, grant programs, professional development, collaborative work with universities and other districts, and consultants working with campus staff that influenced classroom instruction. **Exhibit 11** provides details

on the expenditures for other curricular resources used in HISD during the 2007–08 school year.

The opportunity to pilot new approaches at specific campuses and offer varied materials to meet the needs of specific students has provided many curricular resources to the district. However, multiple grants and curricular materials can result in the utilization of multiple curricular approaches that might not be fully coordinated across the district.

Staff also mentioned that the district has contracted with Region 20 for collaborative mathematics and science curriculum work in recent years and with the University of Texas at Austin Dana Center to assess curricula in mathematics and science. Some local work on vertical and horizontal models has been undertaken, though not comprehensively across the district.

In summer 2008, HISD partnered with East Central and Southside Independent School Districts to host a summer professional development academy focused on curriculum, including sessions such as *Differentiated Instruction*, *GT Curriculum and Instruction*, and *Understanding the Math You Teach*.

EXHIBIT 11
HISD EXPENDITURES FOR OTHER CURRICULAR RESOURCES
2007–08

PROGRAM	DESCRIPTION	CONTRACT AMOUNT
Wireless Generation	Reading assessment software for grades PreK–3	\$148,637
Read 180	Research-based reading intervention program for struggling readers	\$61,157
Soliloquy	Research-based reading intervention program for struggling readers at non-Reading First elementary schools	\$53,164
Agile Mind	Licensing fees for high school mathematics courseware	\$36,510
AVID	Research-based program that promotes high school success and readiness	\$16,665
Plato Learning	Licensing fees for credit recovery for high schools (primarily a campus expenditure)	\$16,200
Total		\$332,333

SOURCE: HISD, 2007–08 Contracted Services Listing, May 2008.

The professional development academy offered 87 different sessions with no registration or material costs for teachers. HISD spent \$13,000 on this professional development effort.

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

The HISD Board of Trustees has adopted nine board policies that reference curriculum for the grade levels and core areas considered in this management review. Five policies are local.

AE (EXHIBIT) Educational Philosophy

Objective 4 of this policy states a “well balanced and appropriate curriculum will be provided to all students.”

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)*.

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.

BQ (LOCAL) Planning and Decision-Making Process

This policy generally states the board’s role in approval and review of district and campus goals and objectives and planning processes and indicates that it is the district’s responsibility to provide data for board use in goal setting. It also states the Board’s responsibility for ensuring that the district administrative procedures meet legal requirements in the area of curriculum.

DLA (LOCAL) Work Load Staff Meetings

This policy outlines broad staff responsibilities in curriculum development: “curriculum development is a continuous process, and all personnel should be involved in it.”

BM (LOCAL) Administrative Councils, Cabinets, and Committees

This policy establishes a district strategic planning committee to act in an advisory capacity to the Board for long-range planning in the areas of curriculum and instruction. Committee responsibilities include data review, goal-setting, and updating of strategic plans. Committee membership and procedures are outlined.

DP (LOCAL) Personnel Positions

This policy states the requirement that the principal have “working knowledge of curriculum and instruction.”

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

No HISD board policies reference or detail a specific process for curriculum development, adoption, implementation, and review. For example, policies are not in place that provide common standards for what is to be taught, how it is to be presented in written form, and how it should be evaluated across the district. Additionally, staff responsibilities for curriculum development are broad and undefined.

Despite the lack of specific board policy related to curriculum, the board is involved in curriculum-related decisions through the Curriculum Subcommittee of the Board of Trustees of HISD, which meets monthly. This committee has been integral in the review and selection of SchoolNet and in the continuing review and approval of curriculum-related activities and contracts. District curriculum staff members also participate in monthly meetings of the District Professional Educational Review Council (DPERC). Board meeting minutes indicate regular board review and approval of curriculum-related contracts.

2. ORGANIZATIONAL STRUCTURE AND EFFECTIVENESS AS RELATED TO CURRICULUM

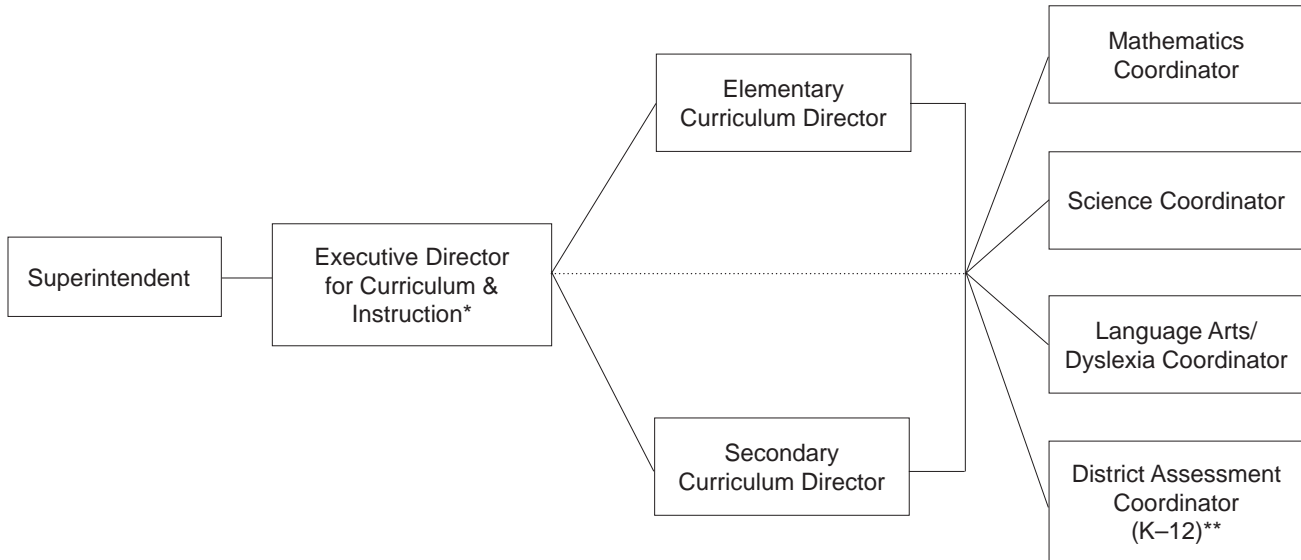
District staff with direct responsibilities for curriculum include the Executive Director for Curriculum and Instruction, the Elementary Curriculum Director, the Secondary Curriculum Director, and Coordinators in Mathematics, Science, ELA/Dyslexia, and Assessment. These district-level coordinators serve as liaisons between the Curriculum and Instruction Department and campus department chairs. Responsibilities of the curriculum and instruction staff are broad and comprehensive and include the following duties:

- oversee all content areas;
- oversee all departments;
- oversee all required program initiatives;
- oversee all resources for curriculum;
- oversee technology; and
- supervise and manage all curriculum and instructional needs for the district’s 29 campuses.

Exhibit 12 provides HISD’s organizational structure for 2007–08 as related to curriculum.

Reporting structures illustrated by the curriculum organizational chart and discussions with administrative staff indicate that the district-level curriculum coordinators have a dual reporting structure. As indicated by job descriptions provided by HISD, the coordinators report to the Executive Director for Curriculum and Instruction for administrative issues. In addition, they help manage curriculum content for grades K–12 in their respective areas, and report to both the Elementary and Secondary Curriculum Directors for curriculum-related issues.

**EXHIBIT 12
HISD CURRICULUM ORGANIZATION
2007-08**



*In addition to curriculum oversight responsibilities, the Executive Director for Curriculum and Instruction also maintains oversight of special programs, including supervision of the Special Education Director, Federal Programs/Homeless Director, and NCLB Liaison.
 ** The District Assessment Coordinator also has limited duties related to social studies curriculum and subject area support.
 SOURCE: HISD Curriculum and Instruction Organizational Chart, 2007-08.

The job description for the Executive Director for Curriculum and Instruction includes the following responsibilities:

- accepts responsibility for the general supervision of the total educational program to ensure that there is a continuous focus on student growth and learning;
- provides for systematic evaluation of the effectiveness of the instructional program;
- anticipates instructional needs and initiates plans to reduce or eliminate need;
- interprets and disseminates TEA directives to staff;
- uses the findings of TAKS student assessments for school improvement activities;
- ensures that student grading practices are uniformly and consistently applied and support effective teaching/learning practices;

- directs research activities in all areas of instruction and operation of the educational program; applies the findings of research and district studies to improve the content and outcomes of the teaching/learning practices;
- works with appropriate staff to develop, maintain, and revise curriculum documents based on systematic review and analysis;
- initiates and supports the development and implementation of innovative instructional programs and grants to achieve identified needs;
- coordinates the district site-based decision-making process and serves as a representative for the superintendent to the District Professional Educational Review Council;
- is effective in involving instructional staff in evaluating and selecting instructional materials to meet student learning needs;

- supports and encourages school staff in the scheduling of instructional activities to maximize learning; and
- facilitates the use of existing technology in the teaching/learning process.

Major duties for both the Elementary and Secondary Curriculum Directors include the following:

- direct elementary/secondary instructional and curriculum services to meet student needs;
- plan, implement, and evaluate instructional programs with elementary/secondary teachers and principals, including learning objectives, instructional strategies, and assessment techniques;
- apply research and district studies to improve the content, sequence, and outcomes of the elementary/secondary teaching-learning process;
- work with appropriate staff to develop, maintain, and revise elementary/secondary curriculum documents based on systematic review and analysis;
- involve instructional staff in evaluating and selecting elementary/secondary instructional materials to meet student learning needs;
- facilitate the use of technology in the elementary/secondary teaching-learning process;
- plan the necessary time, resources, and materials to support accomplishment of educational goals;
- facilitate and supervise the continuing education program, federal programs and parental involvement, the bilingual education program, and career and technology education;

- participate in the district-level decision process to establish and review the district's goals and objectives and major elementary/secondary classroom instructional programs of the district;
- actively support the efforts of others to achieve district goals and objectives and the campus performance objectives; and
- obtain and use evaluation findings, including student achievement data, to examine elementary/secondary curriculum/instructional program effectiveness.

Major duties of the Mathematics, Science, Language Arts/Dyslexia, and Assessment Coordinators include the following:

- assist in the development, revision, and implementation of a modern curriculum in subject area;
- provide instructional support by helping classroom teachers acquire teaching skills, materials, and equipment;
- coordinate the individual subject area program on each campus into a districtwide program and plan and support a comprehensive districtwide subject area program;
- effectively work as a team member for the Executive Director for Curriculum and Instruction;
- coordinate and assist in the implementation of the district staff development in-service program in conjunction with campus principals, department chairpersons, and Instructional Services Division staff;

- coordinate the subject area program with all supportive programs;
- coordinate the interdistrict and intradistrict academic competitions in subject area;
- assist in the subject area textbook selection process and serve on the District Textbook Committee;
- assist in the implementation of the district scope and sequence in subject area;
- perform, upon request, demonstration lessons with students in classroom situations for observations by teachers;
- plan and submit input into the budget process for staff development and recommend the acquisition of materials and technology to support improvement in students' subject area performance;
- maintain a regular schedule of classroom visitations to provide instructional support to principals and teachers;
- work for the improvement of instruction through individual and group conferences with principals and teachers;
- assist in personnel and program evaluation by working closely with the campus principals and teachers;
- interpret the subject area program to the community and assist in maintaining good public relations; and
- communicate subject area curriculum, instructional practices, and goals to parents and the community.

As shown in **Exhibit 13**, HISD employs seven full-time staff in the area of curriculum for the four core areas.

**EXHIBIT 13
HISD CURRICULUM STAFF POSITIONS
AND SALARIES
2007–08**

POSITION	SALARY
Executive Director for Curriculum and Instruction	\$98,062
Secondary Curriculum Director	\$84,902
Elementary Curriculum Director	\$80,764
Language Arts/Dyslexia Coordinator	\$78,255
Science Coordinator	\$64,320
District Assessment Coordinator*	\$62,872
Mathematics Coordinator	\$64,920
Total	\$534,095

*This position also has limited duties related to social studies curriculum and subject area support.

SOURCE: HISD salary information, fall 2008.

With importing existing student data and curriculum into Evolution and responsibilities for development of additional curricular documents, the district-level Curriculum Coordinators are stretched very thin. Additionally, staff members reported that the coordinators, as former teachers, had expertise at either the elementary or secondary level but, as subject area specialists, were expected to be equally knowledgeable across all grade levels. Since these positions report to both the Elementary and Secondary Curriculum Directors, they are each responsible for curriculum in their content area for grades K–12. Staff reported that since 2003–04 the district has had to cut back on curriculum positions that would facilitate curriculum development work and district-campus communications. In 2003–04, two assistant superintendent positions were changed to executive director positions following staff retirements. In addition, other positions within the Curriculum and Instruction Department were downscaled and reorganized as cost-saving measures. Other curriculum staff positions were eliminated in 2005–06 after positions funded by specific grants were eliminated. Finally, in June

2008 an assistant superintendent position was eliminated upon retirement of the individual who held this position. The reassignment of this position's responsibilities changed the organization and responsibilities of HISD's Curriculum and Instruction Department in 2008–09.

3. SCHOOL AND DISTRICTWIDE MONITORING TO ENSURE IMPLEMENTATION

At the time of onsite review in April 2008, HISD could monitor teacher use of Evolution based on the number of times a teacher accessed the site. However, benchmark assessments and walkthrough observations were cited as the primary tools used to monitor curriculum delivery across the district.

At each six-week mark, teachers conduct district-created benchmark testing that includes released TAKS exams. The timeline for benchmark assessments is non-negotiable, so it in effect drives adherence to the scope and sequence reflected in the benchmark assessments. Teachers and their departments also create mini-benchmark assessments to be given to students every three weeks. Student data is reviewed and analyzed after the benchmarks in order to further inform tutoring for individual students. Some staff indicated that these benchmarks sometimes contained errors because they were developed too quickly over the summer without sufficient review.

Principals stated that the TEKS must be taught in all schools and they look for alignment to the TEKS in teachers' lesson plans. Staff stressed that while there is flexibility in modifying the curriculum, students must hit the benchmarks. The Curriculum and Instruction Department monitors teachers' adherence to the scope and sequence through benchmark results. District administration indicated that time for remediation is built into the instructional schedule, and that teachers are

expected to reteach skills which students have not mastered. Additionally, in grades K–8, students who are struggling in reading and math participate in a tiered small group intervention over and above their primary instruction, which is usually taught by a Reading or Math Specialist. Interventions are focused on specific student needs. At the middle schools, these interventions include an additional accelerated reading and/or math class. Additionally, tutoring is offered before, during, and after school, as well as on designated Saturdays and district holidays.

Staff reported that walkthroughs are conducted by the Curriculum Directors and Coordinators, principals, department chairs, and assistant campus administrators. Campus-level and district-level curriculum and instruction staff were trained by the Dana Center in walkthrough techniques in 2006–07. The expectation in HISD is that campus administrators monitor teachers' adherence to the district's scope and sequence, the quality of instruction, the level of student engagement, and differentiation of instruction for special needs learners. Principals are expected to conduct at least 10 walkthrough observations per week at each campus with verbal or written feedback provided to each teacher. While this expectation is not written in HISD administrative regulations, the number of expected walkthroughs was established by the Superintendent during the principals' retreat in July 2007 and is discussed regularly at administrative meetings. However, during the targeted review, staff noted that the frequency of walkthroughs differed across the district. Additionally, the objectives of walkthroughs vary by campus, and curriculum might be monitored along with other classroom issues. At some campuses, walkthrough results were used in professional learning communities for discussion.

At others, feedback was provided in departmental meetings or summer meetings of teachers working on the curriculum. Overall, monitoring processes were mandated but appeared to be varied across the district in the number of walkthroughs occurring on a weekly basis and the use of the walkthrough information. As walkthrough procedures vary from campus to campus, lesson plan review by principals does as well. Each principal sets expectations as to the purpose and frequency of lesson plan review.

D. DISTRICT ACCOMPLISHMENTS, FINDINGS, AND RECOMMENDATIONS

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

The standards guiding the identification of accomplishments, findings, and recommendations provided in this review come from the combined efforts of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the National Study of School Evaluation (NSSE). These standards, the AdvancED Accreditation Standards for Quality School Systems, are tightly aligned with the research on factors that impact student performance and were developed with broad input from practitioners and education experts. (See **Exhibit 14**)

**EXHIBIT 14
Advanced ACCREDITATION STANDARDS FOR QUALITY SCHOOL SYSTEMS**

Standard 1: Vision and Purpose	Vision and Purpose	
The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.	1.1	Establishes a vision for the system in collaboration with its stakeholders
	1.2	Communicates the system’s vision and purpose to build stakeholder understanding and support
	1.3	Identifies system-wide goals and measures to advance the vision
	1.4	Develops and continuously maintains a profile of the system, its students, and the community
	1.5	Ensures that the system’s vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
	1.6	Reviews its vision and purpose systematically and revises them when appropriate

EXHIBIT 14 (CONTINUED)**Advanced ACCREDITATION STANDARDS FOR QUALITY SCHOOL SYSTEMS**

Standard 2: Governance and Leadership The system provides governance and leadership that promote student performance and system effectiveness.	Governance 2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system 2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system 2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations 2.4 Implements policies and procedures that provide for the orientation and training of the governing board 2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources 2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations 2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations
	Leadership 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness 2.9 Creates and supports collaborative networks of stakeholders to support system programs 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership 2.12 Assesses and addresses community expectations and stakeholder satisfaction 2.13 Implements an evaluation system that provides for the professional growth of all personnel
Standard 3: Teaching and Learning The system provides research-based curriculum and instructional methods that facilitate achievement for all students.	Teaching and Learning 3.1 Develops, articulates, and coordinates curriculum based on clearly-defined expectations for student learning, including essential knowledge and skills 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills to investigate new approaches to applying their learning 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels 3.4 Supports instruction that is research-based and reflective of best practice 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity 3.6 Allocates and protects instructional time to support student learning 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment 3.8 Supports the implementation of interventions to help students meet expectations for student learning 3.9 Maintains a system-wide climate that supports student learning 3.10 Ensures that curriculum is reviewed and revised at regular intervals 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction

EXHIBIT 14 (CONTINUED)**Advanced ACCREDITATION STANDARDS FOR QUALITY SCHOOL SYSTEMS**

Standard 4: Documenting and Using Results The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.	Documenting and Using Results 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and free of bias 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance 4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders 4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence 4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations
Standard 5: Resources and Support Systems The system has the resources and services necessary to support its vision and purpose, and to ensure achievement for all students.	Human Resources 5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities 5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience) 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff 5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable Financial Resources 5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement 5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures
Standard 6: Stakeholder Communications and Relationships The system fosters effective communications and relationships with and among its stakeholders.	Stakeholder Communications and Relationships 6.1 Fosters collaboration with community stakeholders to support student learning 6.2 Uses system-wide strategies to listen and communicate with stakeholders 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders 6.5 Provides information that is meaningful and useful to stakeholders

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

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

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

ACCOMPLISHMENTS

HISD has a history of data-driven instruction that informed its choice of a curriculum management product that addresses key district needs: the need for staff to effectively collect, review, and use data; and the need for a platform to collect and coordinate curriculum development work.

HISD's choice of SchoolNet for its curriculum management system was based in part on the need to organize and make use of the district's extensive student assessment data. Summer curriculum development, which began in 2005, has been based on analysis of student performance. Such analysis drives modifications to the district's TEKS-aligned scope and sequences and benchmark assessments.

Additionally, HISD's selection of the SchoolNet system could have significant impacts in advancing staff capacity to effectively develop and implement

a district curriculum as part of a data-driven process. Specifically, the district's initial focus on the data management function of the system not only addresses an immediate need to review and provide student performance data, but should inform the future local development of curriculum. The feature of the system that provides a place and uniform formatting for curriculum components could drive a more coordinated approach for local development of curriculum that also involves ongoing data analysis.

This practice reflects the following professional standards: (3.3) ensures that system-wide curricular and instructional decisions are based on data and research at all levels; (4.2) ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning; and (7.9) provides direction and assistance to its schools and operational units to support their continuous improvement efforts.

HISD chose broad-based adoption, implementation, and feedback approaches that provided opportunities for staff input and allowed staff to experiment with key components of the new curriculum system before requiring their use.

When HISD began the search for a replacement for the OASIS system in 2005, it provided opportunities for feedback on potential products from stakeholders districtwide. A representative Steering Committee reviewed curriculum options, visiting other districts that used the prospective products and developing key criteria specific to the district's needs to use in making the final choice. This approach was critical in providing adequate justification to the board for adoption of the selected system in spring 2006.

After selection and adoption of the new curriculum system, HISD signed a contract with the vendor in June 2006. The district opted for a multi-year implementation of the system; in 2006–07 the district provided introductory training and campus liaisons to assist teachers in becoming familiar with the product while district data was loaded into the system. During the second year of implementation, 2007–08, staff were encouraged to experiment with and provide feedback on the system through the district's DPERC committee. Parents were also invited to view the system. This approach to implementation facilitates board, staff, and community buy-in to HISD's long-term curricular efforts.

This practice reflects the following professional standards: (2.11) provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership; and

(6.2) uses system-wide strategies to listen to and communicate with stakeholders.

FINDINGS AND RECOMMENDATIONS

HISD lacks board policy that directs the development, delivery, and management of the district's curriculum.

HISD's previous and current curriculum development efforts have been decentralized, and implementation mandates and training have been informal and minimal. Of the five local board policies related to curriculum that are currently in place, none reference or detail a specific process for standardizing curriculum development, adoption, implementation, and review districtwide. For example, policies are not in place that provide common standards for what is to be taught, how it is to be presented in written form, and how it should be evaluated. Additionally, staff responsibilities for curriculum development outlined in board policy are broad and undefined. Thus, staff communications and responsibilities for curriculum between the district and campus levels are undefined, leaving district Curriculum Coordinators responsible for coordinating curriculum at all district campuses. Without a clear plan, HISD's effort to implement a data-driven, standardized curriculum could be ineffective.

During onsite work in April 2008, HISD administration indicated that walkthroughs were one of the primary methods used to monitor curricular activities. The expectation in HISD is that principals and academic vice principals monitor teachers' adherence to the district's scope and sequence, the quality of instruction, the level of student engagement, and differentiation of instruction for special needs learners. Principals

are expected to conduct at least 10 walkthrough observations per week at each campus with verbal or written feedback provided to each teacher. While this expectation is not written in HISD administrative regulations or board policy, the number of expected walkthroughs was established by the Superintendent during the principals' retreat in July 2007 and is discussed regularly at administrative meetings. While staff reported that walkthroughs were common practice and conducted by Curriculum Directors and Coordinators, principals, department chairs, and assistant campus administrators, the expectations regarding the number of walkthroughs and the use of walkthrough information has been communicated only verbally by district administrators. District staff also indicated that the monitoring frequency and process varied based on the grade level, campus, and administrator. As walkthrough procedures vary from campus to campus, lesson plan review by principals does as well. Each principal sets expectations as to the purpose and frequency of lesson plan review.

While HISD has adopted a multi-year plan for Evolution implementation which includes development, training, and assessment activities, the district's plan is not guided by formal board policies which direct these curriculum development activities.

HISD should develop board policies to direct and ensure quality curriculum development, delivery, and management. The policies should define the curriculum, outline the curriculum development/adoption process, require a consistent set of curricular components, coordinate curriculum and assessment procedures, provide for professional development related to curriculum, include an ongoing review, revision, and monitoring process,

and align the budget process with the district's curricular priorities. Well-written board policies communicate the expectations of the board and community and provide guidance for district and campus staff in meeting those expectations. A board policy or administrative regulation regarding curriculum monitoring would standardize the walkthrough practice, and direct the frequency, feedback, and objectives of walkthroughs to district administration, staff, and teachers.

This recommendation reflects the following professional standards: (1.1) establishes a vision for the system in collaboration with stakeholders; (1.2) communicates the system's vision and purpose to build stakeholder understanding and support; (1.5) ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services; (2.1) establishes and communicates policies and procedures that provide for the effective operation of the system; and (3.10) ensures that curriculum is reviewed and revised at regular intervals.

HISD lacks a curriculum management plan which provides a standardized approach to curriculum alignment and consistency.

The curriculum system currently in place in HISD does not provide a standardized, aligned curriculum in all four core areas across all grade levels. Since HISD is still in the process of loading and retrofitting many of the existing curriculum documents that were developed prior to the implementation of Evolution, curriculum guides may be fragmented or incomplete. While staff indicated that vertical alignment was built into the scope and sequence documents, the variation in strategies and curriculum content choices provided in existing documents within content areas could

make efforts to standardize curriculum difficult even at the campus level. Teachers currently rely primarily on the three-week mini-benchmark assessments and six-week benchmark assessments to make curricular choices.

HISD has been successful in obtaining grants, which make available many curricular resources that can be used to meet individual student needs. Additionally, the district has employed teachers since 2005 to write curriculum during each summer; however, many of the district's curriculum development efforts to date have been decentralized and influenced by the ongoing work of multiple consultants working with individual campuses across the various subject areas and/or grants being implemented throughout the district. Without a centralized curriculum management plan implemented districtwide, the district lacks a standardized approach to curriculum alignment and consistency. Therefore, variation across campuses and teachers is likely to continue even with the implementation of Evolution. This variation may compromise student learning. Failure to systematically manage curricular efforts leads to fragmentation, duplication of effort, and inconsistencies, causing gaps in student knowledge.

HISD should develop a curriculum management plan which would provide a standardized approach to curriculum alignment and consistency. First, the district should conduct a detailed audit of its current curriculum. Existing materials should be reviewed and revised to provide a consistent set of required components for each grade level and subject area with an established level of detail. The district could then standardize the curriculum guide content, format, and components to ensure that all existing curricular documents and ongoing

curriculum work are aligned and consistent within Evolution. Furthermore, all new curriculum work should be initiated with the goal of further standardizing the curriculum. All plans for work with consultants should provide attention to these issues. Future plans to collect and publish lesson plans should also be coordinated in advance to avoid continued inconsistencies in models for curriculum delivery.

Providing comprehensive curricular documents in Evolution, such as scope and sequences and model lesson plans, will ensure that teachers know appropriate ways to teach content that will be assessed through benchmark assessments as well as the TAKS test. Teachers can then use these documents to create weekly lesson plans that are appropriately sequenced in accordance with the guiding documents contained in Evolution. Well-articulated and vertically aligned curriculum documents can ensure the consistent delivery of the approved curriculum and result in improved student performance.

This recommendation reflects the following professional standard: (3.1) develops, articulates, and coordinates curriculum based on clearly defined expectations for student learning, including essential knowledge and skills.

Training for HISD staff in the use of the district's automated curriculum management system has been insufficient.

At the onset of implementation of the automated curriculum management system in 2006–07, administrators received two hours of training and teachers received 30 minutes of training in the use of the system. During the second year of implementation, 2007–08, staff training included system updates, use of student data,

and introduction to lesson planning. Campus administrators received an additional half to a full day of training, while all teachers received two hours of hands-on training at the beginning of the 2008–09 school year. Additionally, district staff reported that weekly meetings provided by SchoolNet support personnel are conducted with district curriculum staff members, which are of particular value since HISD lacked the resources to create additional positions to support the implementation of the system.

All staff interviewed indicated a need for additional training in the use of the automated curriculum management system. With limited training and personnel knowledgeable about the functionality of the system, HISD staff unfamiliar with the technology of the system have been either unable or reluctant to use it, which could cause delays in implementation when use of the system is mandated by the district in 2009–10. Failure to provide sufficient training could jeopardize staff commitment and ability to implement the curriculum the district is trying to promote.

HISD should develop and implement a clear plan for professional development to support continued implementation of the district's automated curriculum management system. Dedication of time and staff by the district to provide districtwide assistance with training needs related to the system will ensure the commitment of district staff to the implementation of and adherence to the system, as familiarity will increase the comfort level of staff in its use.

This recommendation reflects the following professional standards: (7.5) provides research-based professional development for system and school personnel to help them achieve improvement goals; and (7.8) allocates and protects time for planning

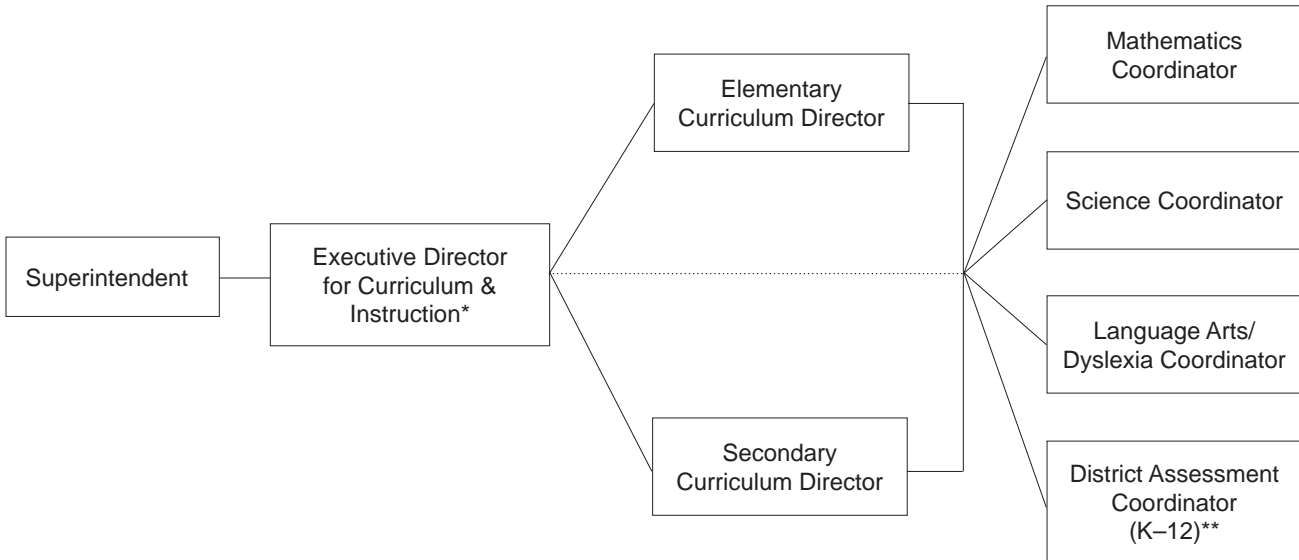
and engaging in continuous improvement efforts system-wide.

HISD's current organizational structure for curriculum will not support full and efficient implementation of the automated curriculum management system.

HISD Elementary and Secondary Curriculum Directors are responsible for numerous functional areas in the district, including curricular areas. The Curriculum Coordinators in Mathematics, Science, Language Arts/Dyslexia, and Assessment are each responsible for their areas in all grade levels across the district. This structure may be inadequately staffed, given the district's plans to expand the Evolution system to include juried lesson plans and implement the system districtwide in 2009–10. The district's 2007–08 organizational structure related to curriculum is provided in **Exhibit 15**.

Furthermore, in June 2008, the organizational structure of the district changed due to the retirement of the superintendent and an assistant superintendent; additionally, the assistant superintendent position was eliminated. These changes have resulted in increased responsibilities for the Executive Director for Curriculum and Instruction, including the oversight of the district's Extended Learning Centers, guidance and counseling programs, nurses and social workers, pupil personnel, and the CATCH/Drug-Free Schools programs. In addition to these new responsibilities, the Executive Director for Curriculum and Instruction is also responsible for partial oversight of the subject area curriculum coordinators, who report to this position for administrative issues.

**EXHIBIT 15
HISD CURRICULUM ORGANIZATION
2007-08**



*In addition to curriculum oversight responsibilities, the Executive Director for Curriculum and Instruction also maintains oversight of special programs, including supervision of the Special Education Director, Federal Programs/Homeless Director, and NCLB Liaison.
 ** The District Assessment Coordinator also has limited duties related to social studies curriculum and subject area support.
 SOURCE: HISD Curriculum and Instruction Organizational Chart, 2007-08.

Without sufficient staffing or revision of the organizational structure, HISD’s efforts to fully implement the district’s curriculum in Evolution in the four core content areas could result in a continuation of fragmented curriculum implementation districtwide.

HISD should revise the organizational structure to include coordinators in the four core areas at both the elementary and secondary levels and eliminate the dual reporting structure of the coordinators that is currently in place. The district should create five elementary or secondary curriculum coordinator positions to supplement the four current K–12 positions. Curriculum Coordinator positions should be created in all four core areas, including two in Social Studies, and one each in Mathematics, Science, and Language Arts. Upon creation of these additional positions, the four Elementary Curriculum Coordinators would

report to the Elementary Curriculum Director, and the Secondary Curriculum Coordinators would report to the Secondary Curriculum Director. While it will be incumbent on the Elementary and Secondary Curriculum Directors and the Curriculum Coordinators to ensure alignment between elementary and secondary curriculum, these coordinators would have more knowledge and experience in their grade levels of specialization and, thus, provide more useful support to teachers and principals as the district prepares for districtwide implementation of the Evolution system.

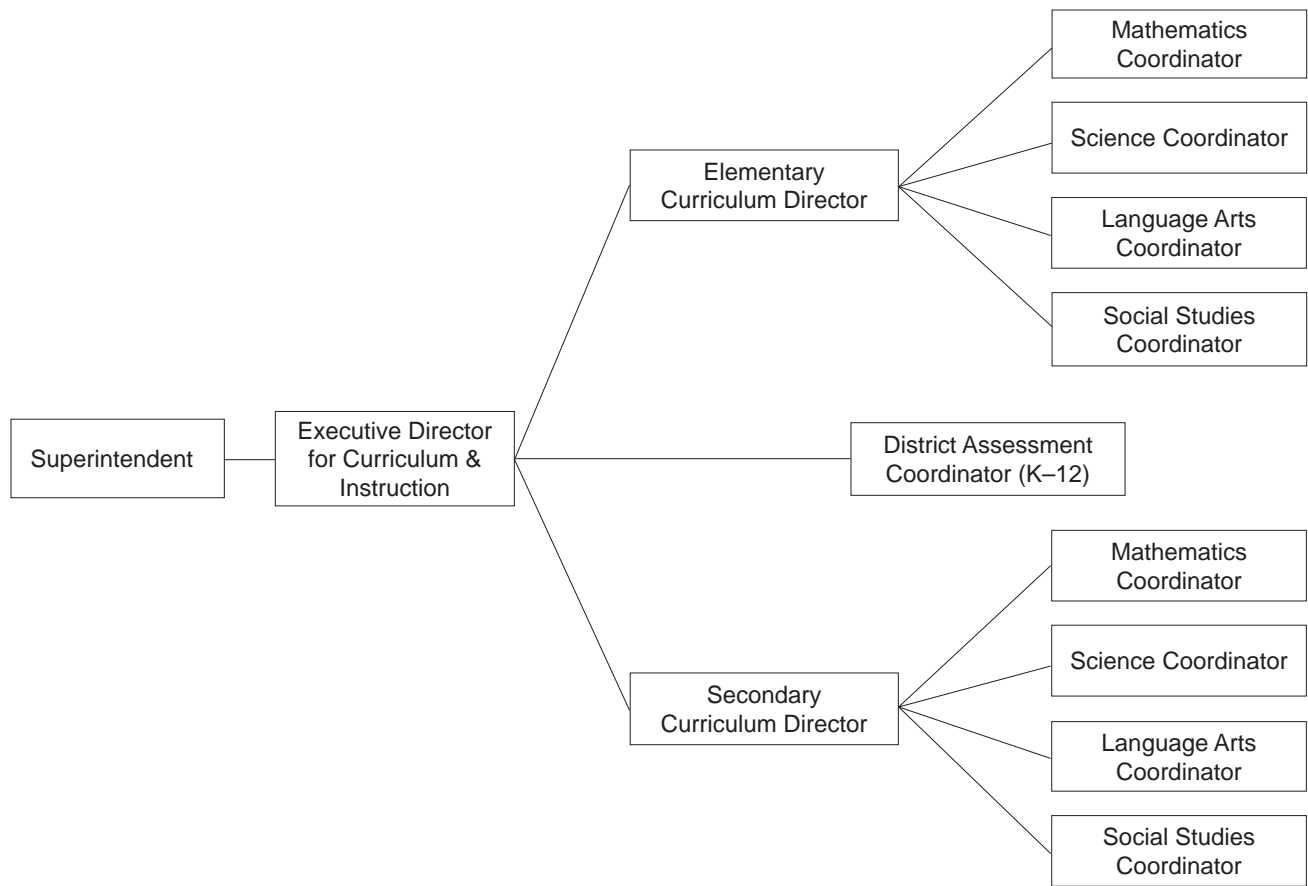
In addition, the Curriculum and Instruction Department would benefit from using a linear reporting structure for the Curriculum Coordinator positions, instead of the dual reporting structure currently in use. Given the increased responsibilities of the Executive Director for Curriculum and Instruction due to the staff retirements and

position elimination in June 2008 and the subsequent reassignment of duties, the current organizational structure is inefficient. Under the revised structure, the Elementary and Secondary Curriculum Directors would be responsible for providing support to the coordinator positions for both curricular and administrative issues. The District Assessment Coordinator would be the only coordinator position to report directly to the Executive Director for Curriculum and Instruction. Changing the reporting structure would allow the Executive Director for Curriculum and Instruction more flexibility to oversee newly assigned areas and programs.

Exhibit 16 provides the proposed revised HISD organizational chart, as related to curriculum, for 2009–10 through 2013–14.

The fiscal impact of creating five additional Curriculum Coordinator positions is based on the average salary of the four existing coordinator positions, which is \$67,592. Benefits for these positions are calculated to be 12 percent of the average salary or \$8,111, which brings the total cost to the district for each position to be \$75,703 (\$67,592 + \$8,111 = \$75,703). The total annual cost for creation of the five positions would be \$378,515 (\$75,703 x 5 = \$378,515). Assuming

**EXHIBIT 16
PROPOSED HISD CURRICULUM ORGANIZATION
2009–10 THROUGH 2013–14**



NOTE: The district should determine, based on program needs, whether the Dyslexia Coordinator position should be housed at the elementary or secondary level.
SOURCE: Legislative Budget Board, fall 2008.

the district creates all five positions in 2009–10, the overall five-year cost to the district will total \$1,892,575.

This recommendation reflects the following professional standards: (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); and (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.

FISCAL IMPACT

RECOMMENDATION	2009–10	2010–11	2011–12	2012–13	2013–14	TOTAL 5-YEAR (COSTS) SAVINGS	ONE-TIME (COSTS) SAVINGS
Develop board policies to direct and ensure quality curriculum development, delivery, and management.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Develop a curriculum management plan which would provide a standardized approach to curriculum alignment and consistency.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Develop and implement a clear plan for professional development to support continued implementation of the district’s automated curriculum management system.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Revise the organizational structure to include coordinators in the four core areas at both the elementary and secondary levels and eliminate the dual reporting structure of the coordinators which is currently in place.	(\$378,515)	(\$378,515)	(\$378,515)	(\$378,515)	(\$378,515)	(\$1,892,575)	\$0
TOTAL	(\$378,515)	(\$378,515)	(\$378,515)	(\$378,515)	(\$378,515)	(\$1,892,575)	\$0