

Curriculum Management Audit
of the
Wake County Public School System

EXECUTIVE SUMMARY

Curriculum Management Resource Center
www.wcpss.net/curriculum-management

STANDARDS

- I. Control*
- II. Curriculum*
- III. Connectivity*
- IV. Assessment*
- V. Productivity*

RECOMMENDATIONS

- 1. Opportunity*
- 2. Consistency*
- 3. Governance*
- 4. Management*
- 5. Evaluation*
- 6. Budgeting*
- 7. Instruction*
- 8. Organization*

Note:
E&R = Evaluation & Research
F&R – Free & Reduced

V. SUMMARY

Less than a year ago, the Wake County Public School System celebrated its 30th anniversary. When compared to other school districts across the United States, the WCPSS would be considered young by most observers. However, the district has achieved many successes while growing rapidly during the last 30 years. Student achievement is above state averages on mandated state tests in most subjects at all grade levels. The school district and individual campuses have earned several prestigious awards, including the Nation's Best Magnet School in three of four consecutive years; two U.S. Department of Education Blue Ribbon School awards; third-place ranking in *Forbes Magazine's* "The Best Education in the Biggest Cities" (in the nation); and two financially related awards for consecutive double-digit years. County taxpayers approved a \$970 million bond referendum for new and improved facilities in the fall of 2006.

In July 2006, the WCPSS Board of Education appointed its seventh superintendent, Dr. Del Burns, a district employee for over 30 years. Dr. Burns lost no time in focusing the attention and resources of the school district in achieving the mission, vision, goal, and strategic directives outlined in the *WCPSS Strategic Improvement Plan, 2006-2009*. Acting on Dr. Burns' recommendation, the WCPSS Board of Education contracted with Phi Delta Kappa International in the spring of 2007 to conduct a curriculum management audit of the school district, publicly recognizing that the district had never audited its "core business—teaching and learning." In further conversation with the lead auditor, Dr. Burns reported that the overarching purpose for the curriculum management audit is to identify barriers and steps the district needs to take to go from "good to great."

The on-site audit visit to the district occurred on May 7-11, 2007, by a team of 23 auditors. The auditors reviewed and analyzed the documents listed in *Appendix B* prior to, during, and after the on-site visit to the school district. While in the district, the auditors visited 3,989 classrooms on 147 campuses and interviewed 473 district stakeholders, including all members of the board of education; the superintendent and central office administrators; campus administrators; teachers; auxiliary personnel; parents and community representatives and leaders; students; and members of the county board of commissioners. They also considered the report from eight focus groups conducted by the district and a consulting firm prior to the visit. The auditors triangulated information from these sources of data to arrive at 22 findings and eight recommendations based on the five audit standards as cross-referenced in Summary Exhibit 0.1. The findings listed in this exhibit provide the WCPSS with specific details about the current and potential barriers and challenges that district stakeholders face in their efforts to move the district to the next level of excellence. However, more importantly, the recommendations provide explicit steps to removing those barriers.

Summary Exhibit 0.1

Findings and Recommendations Aligned to Audit Standards Wake County Public School System August 2007

Standard I			Standard II					Standard III						Standard IV				Standard V				Recommendation		
Finding 1.1	Finding 1.2	Finding 1.3	Finding 2.1	Finding 2.2	Finding 2.3	Finding 2.4	Finding 2.5	Finding 3.1	Finding 3.2	Finding 3.3	Finding 3.4	Finding 3.5	Finding 3.6	Finding 4.1	Finding 4.2	Finding 4.3	Finding 4.4	Finding 5.1	Finding 5.2	Finding 5.3	Finding 5.4			
																							1	
																								2
																								3
																								4
																								5
																								6
																								7
																								8

As indicated previously, the audit occurred during a time of leadership transition for the district. Although the new superintendent and his reorganized central staff have taken positive steps to make the steep climb to an even higher level of excellence, major issues that are impeding the maximum utilization of human and financial resources must be addressed before this can occur.

A comprehensive board policy revision effort is required to provide clear direction to administrators, teachers, and other employees regarding management of the curriculum from every aspect. Board policies are inadequate in many areas of curriculum management, and many of them were last revised or adopted prior to 2000. Roles and expectations for some administrators must be refined to align the deployment of all human resources in the district according to the principles of sound organizational management.

Although the district is driven by an overarching annual plan (the *Superintendent's Plan for Student Success 2006-07*), the plan does not include some important elements for adequate management of the curriculum (e.g., design, delivery, and monitoring of the curriculum; student and program assessment; and professional development for employees), nor are stand-alone plans available to provide guidance in these areas. The district does have written plans for technology and facilities, but the technology plan is not adequate to guide the use of technology as a tool for teaching and learning, and implementation of the facilities plan is impeded by fiscal constraints.

District personnel are engaged in multiple planning efforts, but the district does not have policies or administrative regulations that provide clear direction for the planning process, monitoring of action plans, and the evaluation of outcomes of those actions. Therefore, connectivity and implementation of horizontal planning (across departments and between department plans and the district-wide plan) are loose, and linkage of the school improvement plans to the district-wide plan is inconsistent across campuses. The latter is exacerbated by the liberal application of site-based decision making across the district. Clearly, the district's planning efforts can become even more efficient and effective in

attaining the WCPSS mission and vision if connections are tightened, planning efforts are monitored and evaluated, and parameters are established for site-based decision making.

Although written curriculum guidance documents are available for the majority of the courses taught at all grade levels in the district, effective utilization of these guides is limited by logistical issues involved in accessing the documents online and an overall lack of user-friendliness. Further, the quality and internal consistency of the guides are inadequate to provide teachers with clear direction for instruction that will promote high levels of learning for all students. The cognitive complexity embedded in resources, assessments, and strategies is not consistently of the types that will enhance and extend student learning. High quality, single-source, user-friendly curriculum guides for all courses taught at all grade levels must be developed to push the teaching-learning process to higher levels of excellence and to achieve Goal 2008 and NCLB standards by 2014.

Quality curriculum documents are of little value if they are not used by teachers on a regular basis and if that usage is not monitored and feedback provided to teachers for improvement purposes. The auditors found that some of the district's written expectations for the use of instructional strategies are not being fully realized, and no standard procedures are in place for how delivery of the curriculum should be monitored. Further, the teacher performance evaluation process and professional development efforts in the district are not focused on improved instruction, as required in state statute. The entire cycle of curriculum delivery, monitoring, and improvement through differentiated professional development must be focused and tightened.

If a subject or course is worth the teacher's and students' time and the district's investment of other precious resources, it is logical to conclude that assessment of student learning of major curricular objectives should ensue. This is not occurring in the WCPSS. With a few exceptions at the elementary level, assessment of learning by all students in a class is restricted to state-mandated tests. The district is charged with creating summative assessments for all subjects taught at all grade levels.

Although the district is aware of and has taken steps to eliminate the achievement gap between student groups, gaps still exist, and some are likely never to be eliminated unless additional steps are taken to accelerate the learning of minority and economically disadvantaged students. Other areas of inequality and inequity exist in the district also, including participation of student groups in special programs, student-staff ethnic ratios, drop-out rates among student groups, and availability of equitable financial resources to campuses with high numbers of F & R students.

The district does not have a procedure for the selection, implementation, evaluation, and use of evaluation data for revision, continuation, or selective abandonment of new instructional programs. Therefore, principals and campus personnel are free to choose new programs if they have the necessary financial resources, often without central office personnel involvement. Since there are no checks and balances in place, all new programs are not necessarily aligned to the curriculum, and valid feedback regarding the return on investment is inconsistent. A district-wide clearinghouse for this "Plan, Do, Study, Act" process is recommended. The E & R office could serve in this capacity.

One of the biggest challenges the district faces is the lack of fiscal independency. An elected county board of commissioners maintains control over the flow of local financial resources to the district, and relationships between the board of commissioners and board of education has been strained for some time. Perhaps more insidious, however, is the resultant consumption of the board's and administration's mental equity and, consequently, their distraction from the district's primary business—teaching and learning. The ongoing unpredictable availability of adequate resources for the maintenance of existing buildings and the construction of new school facilities to meet the rapid growth in student enrollment has interrupted the implementation of facility planning and threatens the availability of long-term quality facilities and learning environments for students. Although the district can positively impact this

dilemma to some degree by implementing a program-driven budget process that includes annual cost benefit analyses, a speedy and long-term solution to this fiscal dependency dilemma is paramount.

The Wake County Public School District and its stakeholders are faced with both challenges and opportunities. Teachers, administrators, and the board of education have indicated a desire to move the district to the next level and set the standard for high quality educational opportunities for all of its students. Undertaking the curriculum management audit is evident of such commitment. Future progress will depend, in part, on the district leadership's efforts to address the issues presented in the audit, including the willingness of the Board and county commissioners to allocate additional resources that might be necessary to implement the recommendations.

The auditors hope that this report will provide a stimulus for the Board, Superintendent, administrative staff, teachers, parents, county board of commissioners, and other community members to come to consensus not only regarding the district's future but how that future can be actualized in a timely and efficient manner. If that consensus occurs, the future of education in the county will more likely continue to be bright, and the district will achieve its goal of educational excellence for years to come.

FINDINGS PER STANDARD

I: Control	II: Curriculum	III: Connectivity	IV: Assessment	V: Productivity
1.1 Planning efforts not tightly connected and monitored for results (p. 18) 1.2 Board Policies do not provide for adequate control (p. 32)		3.1 Instructional program selection and implementation lack common procedures (p. 172) 3.2 Inequalities for students in access to programs, services opportunities and resources (p. 178)	4.4 Achievement gaps will never be closed at current rate of progress (p. 278)	



Recommendation 1: OPPORTUNITY

“Implement district plans and goals to provide equal access to comparable programs, services, and opportunities to impact student success. Eliminate the achievement gap between ethnic and socioeconomic student groups. Take further steps to allocate resources on the basis of need.” (p. 349)



Actions

Governance (School Board)	Administrative (Superintendent & Staff)
G1.1 Policy – commitment – equal access and equitable distribution of resources (p. 350)	A1.1 Implement goals and strategies in plans. Require congruity of policy intent and decision and actions. (p. 350)
G1.2 Policy – commitment to end achievement gap (p. 350)	A1.2 Assist the Board in obtaining commitment to equal access and equitable allocations of resources. <ul style="list-style-type: none"> ○ establish link to budget process (p. 350)
G1.3 Policy – authorize administration to change any practice that impedes elimination of achievement gap (p. 350)	A1.3 Prepare drafts of policies. (p. 350)
G1.4 Policy – define curriculum management decisions – district level and school level (p. 350)	A1.4 Review site-based decision-making. (p. 350)
G1.5 Policy – commitment to reduce high school failure/dropout rate (p. 350)	A1.5 Oversee all reports, budgets, plans, assessments, programs and interventions to ascertain the equitable treatment of all students. (p. 351)
G1.6 Direct Superintendent to develop strategies to help students experience success. (p. 350)	A1.6 Develop K-12 articulated magnet program themes. <ul style="list-style-type: none"> ○ Cost/benefit analysis of all magnet programs ○ Consider recommendations of 2007 study (p. 351)
G1.7 Direct Superintendent to review all programs and interventions to determine equality of access and equitable resources. (p. 350)	A1.7 Develop strategies to reduce high school failure/dropout rate. (p. 351)
G1.8 Direct Superintendent to develop recruiting plan – male and minority teachers. (p. 350)	A1.8 Monitor placements in special programs. (p. 351)
G1.9 Require congruity between policy intent and decisions and actions. <ul style="list-style-type: none"> ○ Direct Superintendent to monitor all documents, data, and plans to ascertain the equitable treatment of all schools and all students. (p. 350) 	A1.9 Develop incentives to attract minority and male teachers. (p. 351)
G1.10 Direct the Superintendent to provide frequent updates regarding efforts and progress in eliminating inequalities and inequities. (p. 350)	A1.10 Support stability in the teaching force in schools with high percentages of economically disadvantaged students (career paths, and/or bonuses). (p. 351)
	A1.11 Review 3 years of information regarding total resources to each school to determine inequities. (p. 351)

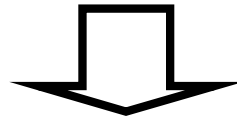
FINDINGS PER STANDARD

I: Control	II: Curriculum	III: Connectivity	IV: Assessment	V: Productivity
1.1 Planning efforts not tightly connected and monitored for results (p. 18) 1.2 Board Policies do not provide for adequate control (p. 32)	2.1 No plan or process for comprehensive management of the curriculum (p. 60)	3.1 Instructional program selection and implementation lack common procedures (p. 172) 3.6 Technology plan – not adequate to guide instructional use of technology (p. 233)	4.3 Data inconsistently used for decision-making (p. 263)	5.1 Facilities planning is adequate. Funding mechanisms hinder implementation (p. 314)



Recommendation 2: CONSISTENCY

“Refocus the planning process to attain improved internal system connectivity in order to realize the strategic direction for the school district.” (p. 351)

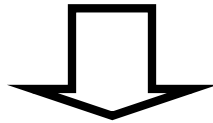


Actions

Governance (School Board)	Administrative (Superintendent & Staff)
G.2.1 Develop a clear, concise, comprehensive policy framework <ul style="list-style-type: none"> ○ Adjusted resources ○ Plans connected to system priorities ○ All initiatives – evaluated (p. 353) 	A 2.1 Implement a new comprehensive planning process. (p. 353)
	A 2.2 Require comprehensive plans (p. 353) <ul style="list-style-type: none"> ○ Curriculum design and delivery ○ Assessment and testing ○ Professional development ○ Technology
	A 2.3 All initiatives will be systematically evaluated or will not be continued. (p. 354)

FINDINGS PER STANDARD

I: Control	II: Curriculum	III: Connectivity	IV: Assessment	V: Productivity
1.1 Planning efforts not tightly connected and monitored for results (p. 18) 1.2 Board Policies do not provide for adequate control (p. 32) 1.3 Organizational relationships and job descriptions are inadequate (p. 41)	2.1 No plan or process for comprehensive management of the curriculum (p. 60) 2.2 Scope of the curriculum is adequate (p. 66) 2.3 With the exception of math, the quality of the written curriculum resources is inadequate (p. 73) 2.4 Curriculum resources are inadequate to support success on high stakes testing (p. 88)	3.1 Instructional program selection and implementation is lacking common procedures (p. 172) 3.5 Monitoring of curriculum delivery is inadequate (p. 229) 3.6 Technology plan is not adequate to guide instructional use of technology (p. 233)	4.1 Assessment planning lacks a systemic approach (p. 240) 4.3 Data inconsistently used for decision-making (p. 263)	5.1 Facilities planning is adequate. Funding mechanisms hinder implementation (p. 314)



Recommendation 3: GOVERNANCE

“Develop, revise, and adopt board policies and administrative regulations to communicate governance expectations, provide adequate direction to employees, and establish a framework for accountability regarding curriculum management and related functions of the district.” (p. 354)



Actions

Governance (School Board)	Administrative (Superintendent & Staff)
G3.1 Contract to review and revise all current board policies including the management of an aligned written, taught, and assessed curriculum. (p. 355)	A3.1 Assist board in development/revision of board policies. (p. 355)
G3.2 Revise Board Policy 1510 – Policy review cycle (p. 355)	A3.2 Expand the development of administrative regulations. (p. 355)
G3.3. Revise Board Policy 3040 – Site-based Management (p. 355)	A3.3 Develop administrative regulations regarding site-based decision-making (p. 356).
G3.4 Direct the Superintendent to expand administrative regulations. (p. 355)	A3.4 Develop and add a cross-reference index (by topic) to policy manual. (p. 356)
G3.5 Commit adequate resources for effective implementation of board policies and regulations. (p. 355)	A3.5 Add a “searchable by word” feature to the online policy manual. (p. 356)
	A3.6 Implement a systematic process of informing and training staff of changes in policy. (p. 356)
	A3.7 Hold all employees responsible for the implementation of all board policies and regulations through performance evaluations. (p. 356)

FINDINGS PER STANDARD

I: Control	II: Curriculum	III: Connectivity	IV: Assessment	V: Productivity
<p>1.1 Planning efforts not tightly connected and monitored for results (p. 18)</p> <p>1.2 Board Policies do not provide for adequate control (p. 32)</p>	<p>2.1 No plan or process for comprehensive management of the curriculum (p. 60)</p> <p>2.2 Scope of the curriculum is adequate (p. 66)</p> <p>2.3 With the exception of math, the quality of the written curriculum resources is inadequate (p. 73)</p> <p>2.4 Curriculum resources are inadequate to support success on high stakes testing (p. 88)</p> <p>2.5 Variations in formats of curriculum documents result in the inconsistent use by teachers (p. 166)</p>	<p>3.1 Instructional program selection and implementation is lacking common procedures (p. 172)</p> <p>3.2 Inequalities for students in access to programs, services opportunities and resources (p. 178)</p> <p>3.5 Monitoring of curriculum delivery is inadequate (p. 229)</p> <p>3.6 Technology plan is not adequate to guide instructional use of technology (p. 233)</p>	<p>4.1 Assessment planning lacks a systemic approach (p. 240)</p> <p>4.3 Data inconsistently used for decision-making (p. 263)</p> <p>4.4 Achievement gaps exist and will likely never be closed at the current rate of progress (p. 278)</p>	<p>5.3 Financial decision-making and budget development formulas are not aligned to curricular goals and strategic priorities nor are there adequate cost-benefit analyses (p. 335)</p>



Recommendation 4: MANAGEMENT

“Develop and document a comprehensive curriculum management process. Revise curriculum resources/documents to meet audit criteria and provide improved quality control. Develop single-source primary curriculum guides, and streamline online documents to guide instruction and assessments. Continue use of revised online resources, facilitate access by all staff, and continue the training of administrators and teachers in effective and efficient use of these resources.” (p. 356)



Actions

Governance (School Board)	Administrative (Superintendent & Staff)
G4.1 Direct the Superintendent to design a comprehensive district management plan. (p. 357)	A4.1 Assist the board in the development of the policies. (p. 358)
G4.2 Adopt board policies (9) or a comprehensive policy to provide direction for curriculum management plan. (p. 357)	A4.2 Write procedures that support the new policies and communicate them. (p. 358)
G4.3 Adopt policies that govern the assessment of achievement and programs (including grants and evaluation of the curriculum). (p. 357)	<p>A4.3 Establish system-wide understanding that curriculum and assessment decisions are central decisions.</p> <p>Clarify what decisions are site-based and teacher-based</p> <ul style="list-style-type: none"> ○ Monitor implementation ○ Clarify how supplemental and elective decisions can be made (p. 358)
G4.4 Establish through policy direction that curriculum and assessment are system-wide decisions. Instructional method, supplementary resource selection and strategies are school-based decisions. (p. 357)	A4.4 Design a comprehensive curriculum plan (11 elements). (p. 358)
G4.5 Require the Superintendent to submit periodic reports on curriculum development, assessment results, revision of curriculum resources, and how curriculum is modified to attain high achievement for all. (p. 358)	A4.5 Design and implement a single-source user-friendly curriculum guide format. Follow process steps (7). (p. 359)
G4.6 Commit adequate resources to support the curriculum development and revisions. (p. 358)	A4.6 Address the problems of internal consistency and cognitive complexity in guides and current resources. (p. 359)
	A4.7 Include local objectives to clarify and provide additional specificity to NC SCoS objectives. (p. 360)
	A4.8 Undertake an analysis and revision of the current website collection of resources. (p. 360)
	A4.9 Establish a common, more accurate vocabulary. (p. 360)
	A4.10 Continue to focus staff development on the implementation of the curriculum. (p. 361)

FINDINGS PER STANDARD

I: Control	II: Curriculum	III: Connectivity	IV: Assessment	V: Productivity
1.1 Planning efforts not tightly connected and monitored for results (p. 18) 1.2 Board Policies do not provide for adequate control (p. 32)	2.4 Curriculum resources are inadequate to support success on high stake testing (p. 88)	3.1 Instructional program selection and implementation is lacking common procedures (p. 172)	4.1 Assessment planning lacks a systemic approach (p. 240) 4.2 Scope of assessment is inadequate (p. 255) 4.3 Data inconsistently used for decision-making (p. 263) 4.4 Achievement gaps will never be closed at current rate of progress (p. 278)	5.1 Facilities planning is adequate. Funding mechanisms hinder implementation (p. 314)



Recommendation 5: EVALUATION

“Formalize comprehensive assessment procedures to provide data for decision making at all levels of the system. Establish a formalized process for selection, implementation, and evaluation of programs utilizing data that will be used as feedback for revision or continuation of programs and practices.”
(p. 361)



Actions

Governance (School Board)	Administrative (Superintendent & Staff)
G.5.1 Policy to provide a framework for systematic assessment and program evaluation (p. 362)	A.5.1 Assist the Board in the development of the policies. Submit draft policies to the Board. (p. 362)
G.5.2 Direct the Supt to develop comprehensive assessment and program planning. (p. 362)	A.5.2 Write administrative regulations. (p. 362)
G.5.3 Adopt a policy for a framework for policy evaluation – cost-benefit analysis. (p. 362)	A.5.3 Establish E&R as a clearinghouse for all assessments and evaluations. (p. 362)
G.5.4 Support the Supt. to train all instructional staff in the use of data. (p. 362)	A.5.4 Assign responsibility for developing and implementing student and program assessment to the E&R department. (p. 362)
G.5.5 Support the Supt to provide data dissemination and analysis assistance. (p. 362)	A.5.5 Conduct an evaluation of all existing programs. (p. 363)
G.5.6 Policy that requires a schedule for reporting evaluation of effectiveness of the curriculum and program evaluation reports. (p. 362)	A.5.6 Establish and require a short-term and long-term training program for administrators and teachers on data. (p. 363)
G.5.7 Commit adequate resources to support student and assessment plan. (p. 362)	A.5.7 Expect all program evaluations to have a cost/benefit analysis and recommendations for continuation or elimination. (p. 363)
	A.5.8 Establish clear expectations for administrators and teachers. (p. 363)
	A.5.9 Monitor the implementation of board policies and regulations. (p. 363)

FINDINGS PER STANDARD

I: Control	II: Curriculum	III: Connectivity	IV: Assessment	V: Productivity
1.1 Planning efforts not tightly connected and monitored for results (p. 18)			4.3 Data inconsistently used for decision-making (p. 263) 4.4 Achievement gaps will never be closed at current rate of progress (p. 278)	5.1 Facilities planning is adequate. Funding mechanisms hinder implementation (p. 314) 5.2 Despite crowded classrooms and instruction being hampered by inadequate space, school facilities are generally clean and adequately maintained. (p. 320) 5.3 Financial decision-making and budget development formulas are not aligned to curricular goals and strategic priorities nor are there adequate cost-benefit analyses. (p. 335)



Recommendation 6: BUDGETING

“Develop and implement a multi-year plan that fully aligns district and building level resources to curricular goals and strategic priorities and that includes systematic cost-benefit analyses to assure that expenditures are producing desired results.” (p. 364)



Actions

Governance (School Board)	Administrative (Superintendent & Staff)
G.6.1 Direct the Superintendent to work with government authorities to make changes to local taxing authority. (p. 364)	A.6.1 Work with government authorities to reassign local school taxing authority to the Board of Education. (p. 365)
G.6.2 Until 6.1, direct the Superintendent to work with the County Commission to revisit and revise MGT recommendation 7-25. (p. 364)	A.6.2 Until G.6.1, work in harmony with the County Commission to revisit and revise MGT recommendation 7-25. (p. 365)
G.6.3 Until 6.1, direct the Superintendent to work with the County Commission to generate the revenue necessary...maintain buildings....Capital outlay (p. 364)	A.6.3. Until G.6.1, work in harmony with the County Commission to formulate a plan to generate the revenue to maintain buildings and meet Capital outlay needs. (p. 365)
G.6.4 Direct the Superintendent to prepare a new policy and job descriptions for overall direction for budgeting using criteria noted. (p. 364)	A.6.4 Draft and propose the policy (G.6.4) and revise related job descriptions. (p. 365)
G.6.5 Direct the Superintendent to amend the Superintendent’s Plan for Student Success to communicate the correlation between the budget and system’s goals and a connection to data-driven priorities. (p. 364)	A.6.5 Amend the annual “Superintendent’s Plan for Student Success” to communicate the correlation between the budget and the system’s goals. (p. 365)
G.6.6 Direct the Superintendent to revise the budget timeline. (p. 365)	A.6.6 Revise the Budget Development Process and Timeline to ensure focus on goals, results, and key strategies. (Follow the 14 outlined steps.) (p. 365)
G.6.7 Require a presentation to communicate how the proposed budget addresses priorities/goals and responds to student and program evaluation data. (p. 365)	A.6.7 Design the budget management process to allow for an acceptable variation (3-5%) to permit stability to achieve the desired results. (p. 367)
G.6.8 Direct the Superintendent to develop multi-year plan to accomplish the above G6.1 – G6.7. (p. 365)	A.6.8 Provide training and consultation to affected staff during the transition to a curriculum-driven budgeting process and format. Both finances and program effectiveness are monitored simultaneously. Principals, teachers, staff, and parents must be key stakeholders in the budget building process. (p. 367)

FINDINGS PER STANDARD

I: Control	II: Curriculum	III: Connectivity	IV: Assessment	V: Productivity
		3.3 Planning, coordination, and alignment of professional development is not adequate to improve teaching and learning. (p. 204) 3.4 Classroom instructional practices are inconsistent with expectations. (p. 219) 3.5 Monitoring of curriculum delivery is inadequate. (p. 229)		5.4 The teacher appraisal program fails to meet the expectation that improvement of instruction is the primary function of evaluation. (p. 343)



Recommendation 7: INSTRUCTION

“Establish a plan for centralized professional development that provides for coordinated training in the essential competencies necessary for effective delivery of the written curriculum, including institutionalization of expectations for instructional best practices and monitoring. Revise the teacher appraisal program to focus on implementation of district expectations and to provide teachers with constructive feedback to improve classroom performance.” (p.367)



Actions

Governance (School Board)	Administrative (Superintendent & Staff)
G.7.1 Develop and revise professional development policies. (p. 368)	A.7.1 Recommend to the Board policies that reflect a comprehensive professional development program for all employees to support the design and the delivery of the curriculum. (p. 368)
G.7.2 Direct the Supt. to revise policies to align the teacher appraisal system with expectations for student outcomes. (p. 368)	A.7.2 Develop administrative procedures to implement policies. (See listed guidelines.) (p. 368)
G.7.3 Direct the Supt to implement the policies. (p. 368)	A.7.3 Assign responsibility for all professional development to OCIPD. (p. 369)
G.7.4 Direct the Supt. to devise a long-range professional development plan. (p. 368)	A.7.4 Develop a district long-range professional development plan under the direction of OCIPD. It should include the criteria of a sound professional development program and address deficiencies in Finding 3.3. (p. 369)
G.7.5 Direct the Supt to provide quarterly reports. (p. 368)	A.7.5 Align the professional development plan with all district plans and school improvement plans. (p. 369)
	A.7.6 Update all job descriptions to include professional development responsibilities. (p. 369)
	A.7.7 Update all supervisory job descriptions to include monitoring responsibilities for implementation of the written curriculum. (p. 369)
	A.7.8 Align training with curriculum, plans, achievement results, and performance evaluation data. (p. 369)
	A.7.9 Determine mandatory training and set the schedule and content. Hold individuals accountable through their annual performance evaluations. (p. 370)
	A.7.10 Mandate district-wide training for all supervisory personnel in district monitoring techniques and procedures. (p. 370)
	A.7.11 Analyze how training will be delivered. Trainers should report directly to OCIPD. They should receive extensive training. (p. 370)
	A.7.12 Determine the methodology to be utilized in conducted professional development trainings. (p. 370)
	A.7.13 Monitor the professional development plan as an ongoing process. (p. 370)
	A.7.14 The plan and training will require analysis and use of teacher and student data. (p. 371)
	A.7.15 Implement Board Policy 3230: Create a regulation requiring evaluators to provide teachers with detailed performance feedback and guidance. (p. 371)
	A.7.16 Present an annual report to the Board regarding impact of professional development and teacher appraisal on student achievement. (p. 371)

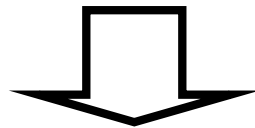
FINDINGS PER STANDARD

I: Control	II: Curriculum	III: Connectivity	IV: Assessment	V: Productivity
1.3 Organizational relationships and job descriptions are inadequate (p. 41)				



Recommendation 8: ORGANIZATION

“Adopt policies governing the management of job descriptions and the table of organization. Prepare and adopt a set of quality job descriptions and a table of organization consistent with sound management principles. Reconfigure the staff to provide greater flexibility in accommodating growth and to improve support and supervision for principals, staff, and area superintendents.” (p. 371)



Actions

Governance (School Board)	Administrative (Superintendent & Staff)
G.8.1 Revise and expand Policy 2201 – Require job descriptions for all employees that contain 5 elements. (p. 371)	A.8.1 Draft for board review and approval: A revision of Board Policy 2201. A new board policy that addresses span of control for area superintendents. (p. 372)
G.8.2 Direct the Supt. to prepare a set of job descriptions for all employees. Maintain an up-to-date inventory and submit them to the Board for approval early in 08-09. (p. 372)	A.8.2 Prepare a set of job descriptions consistent with revised Board Policy 2201. (p. 372)
G.8.3 Adopt a policy – maximum span of control for Area Superintendents (1-12) or that approximates the ratio as closely as possible. (p. 372)	A.8.3 Establish and maintain an up-to-date inventory of job descriptions, ensuring all job descriptions are aligned to the tables of organization. (p. 372)
G.8.4 Direct the Supt. to prepare and submit for Board approval a timeline for adding new area superintendents. (p. 372)	A.8.4 Develop a 1-2 year plan for revision of the Table of Organization to address span of control issues: -Decreasing the number of employees who report directly to the superintendent. -Addressing the span of control for area superintendents. -Provide increased staff support to the Board of Education. (p. 372)
G.8.5 Direct the Supt to provide an annual status report regarding the alignment of all tables of organization. (p. 372)	A.8.5 Move the Student Due Process and Policy Officer to the Chief of Staff. (p. 373)
	A.8.6 Provide an annual report to the Board regarding changes in the Supt’s table of organization. (p. 373)