

A Curriculum Audit™
of the
BRAZOSPORT INDEPENDENT SCHOOL DISTRICT
Freeport, Texas



Elementary students getting assistance from older students at Bess Brannen Elementary



**Texas Curriculum Management Audit Center
Texas Association of School Administrators**

**406 East Eleventh
Austin, Texas 78701**

May 2012

A Curriculum Audit™
of the
BRAZOSPORT INDEPENDENT SCHOOL DISTRICT
Freeport, Texas

Conducted Under the Auspices of
Texas Curriculum Management Audit Center
Texas Association of School Administrators
406 East Eleventh
Austin, Texas 78701

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P. O. Box 857, Johnston, IA 50131)

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A CURRICULUM AUDIT™

of the

Brazosport Independent School District

Freeport, Texas

I. INTRODUCTION

This document constitutes the final report of a Curriculum Audit™ of the Brazosport Independent School District. The audit was commissioned by the Brazosport Independent School District Board of Trustees within the scope of its policy-making authority. It was conducted during the time period of January 23-26, 2012. Document analysis was performed off site, as was the detailed analysis of findings and site visit data.

A Curriculum Audit™ is designed to reveal the extent to which officials and professional staff of a school district have developed and implemented a sound, valid, and operational system of curriculum management. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. When such a system is fully operational, it assures the district taxpayers that their fiscal support is optimized under the conditions in which the school district functions.

Background

The Brazosport Independent School District encompasses 200 square miles in Brazoria County, 50 miles south of Houston. The district serves students in the communities of Clute, Freeport, Jones Creek, Lake Jackson, Oyster Creek, Quintana, Richwood, and Surfside Beach. Businesses and industries include chemical manufacturing, offshore extraction support complexes, tourism, agriculture, and sport and commercial fishing.

The district is comprised of 12,471 students at 19 school sites. The district has 11 elementary schools that serve students in grades Pre-K-4; two middle schools for students in grades 5-6; two intermediate schools for grades 7-8; one intermediate school for grades 5-8; two high schools for grades 9-12; and an alternative school.

History

In 1944 three separate school districts served the area now known as Brazosport. They included the Freeport District, the Velasco District, and Clute Common School District Number 14. The Dow Chemical Company strongly endorsed the consolidation of the three districts to provide more educational opportunities. On August 26, 1944, a vote of 1,556 to 51 created the Brazosport Independent School District. One school that existed prior to the unification, Elisabet Ney Elementary, continues to operate at the present time.

Student Enrollment

Exhibit 0.1 shows the district enrollment from 2002 -03 to 2011-12.

Exhibit 0.1

Student Enrollment History Brazosport Independent School District 2002-03 to 2011-12

School Year	Student Enrollment	Change from Previous Year
2002-03	13,105	
2003-04	13,077	-28
2004-05	13,029	-48
2005-06	13,224	+195
2006-07	13,118	-106
2007-08	13,025	-93
2008-09	12,912	-113
2009-10	12,822	-90
2010-11	12,671	-151
2011-12	12,471	-200

Source: Texas Education Agency—AEIS Reports and District document

Exhibit 0.1 indicates the following:

- Enrollment has fluctuated, but decreased by 634 students since 2002-03.
- The only increase in students was in 2005-06 with the addition of 195 students over the previous year.
- The largest decrease was in 2011-12 with 200 fewer students than the year before.

Exhibit 0.2 presents the enrollment history for the past 10 years in a graphic format.

Exhibit 0.2

Student Enrollment Brazosport Independent School District 2002-03 to 2011-12



Exhibit 0.3 lists the district schools and their current student enrollments.

Exhibit 0.3

Pre-K-12 Student Enrollment by School Brazosport Independent School District January 2012

School	Enrollment
Stephen F. Austin Elementary	290
A.P. Beutel Elementary	559
Bess Brannen Elementary	471
O.A. Fleming Elementary	343
Madge Griffith Elementary	543
Jane Long Elementary	454
Elisabet Ney Elementary	541
T. W. Ogg Elementary	438
Gladys Polk Elementary	422
O.M. Roberts Elementary	603
Velasco Elementary	595
R.O'Hara Lanier Middle School	494
Grady Rasco Middle School	849
Clute Intermediate School	893
Freeport Intermediate School	478
Lake Jackson Intermediate School	887
Brazosport High School	1,011
Brazoswood High School	2,427
Lighthouse Learning Center SAIL/HSEP	125
Lighthouse Learning Center Disciplinary Alternative Education Program	48
Total	12,471
<i>Source: Brazosport Enrollment Update 10-31-11</i>	

Exhibit 0.4 shows the ethnic distribution of students for the past five years.

Exhibit 0.4

Ethnic Distribution of Student Population by Percentage Brazosport Independent School District 2006-07 to 2010-11

Year	White	Hispanic	African American	Native American	Asian/Pacific Islander
2006-07	45.9	41.9	10.2	0.3	1.7
2007-08	44.5	43.2	10.2	0.3	1.7
2008-09	43.4	44.4	10.1	0.3	1.7
2009-10	42.5	45.0	10.4	0.3	1.8
2010-11	39.6	47.9	8.6	0.5	1.6
<i>Source: Texas Education Agency – AEIS Reports</i>					

Exhibit 0.4 indicates the following:

- The White student population decreased by 6.3 percent, and the African American population decreased by 1.6 percent over the five-year period.
- The Hispanic student population increased by 6.0 percent over the time period.
- The percentages of Native American and Asian/Pacific Islander students have remained stable.

Exhibit 0.5 presents additional student demographic information.

Exhibit 0.5

**Student Demographics in Percentages
Brazosport Independent School District
2006-07 to 2010-11**

Year	Economically Disadvantaged	Special Education	Gifted/Talented	Bilingual/ESL
2006-07	51.0	13.3	8.0	8.1
2007-08	50.8	12.4	7.7	8.7
2008-09	51.7	11.6	7.5	8.1
2009-10	56.7	10.8	7.4	7.7
2010-11	56.8	10.5	7.5	7.5

Source: Texas Education Agency—AEIS Reports

Exhibit 0.5 shows the following:

- The percentage of economically disadvantaged students has increased by 5.8 percent over the past five years.
- The percentage of special education students has declined by 2.8 percent since 2006-07.
- The percentages of gifted and talented students and bilingual/ESL students have slightly declined.

Governance Structure

The Brazosport Independent School District is governed by an elected seven-member Board of Trustees and an appointed Superintendent of Schools. Exhibit 0.6 lists the current board members and their years of service on the board.

Exhibit 0.6

**Members of the Board of Trustees
Brazosport Independent School District
January 2012**

Board Member	Year Elected
Ruth Ann Few, President	2007
Ron Damian	2004
Jay Grable	2003
Jim Koch	2011
Mason Howard	2011
Joel Welch	2003
Matt Williams	Appointed January 2012

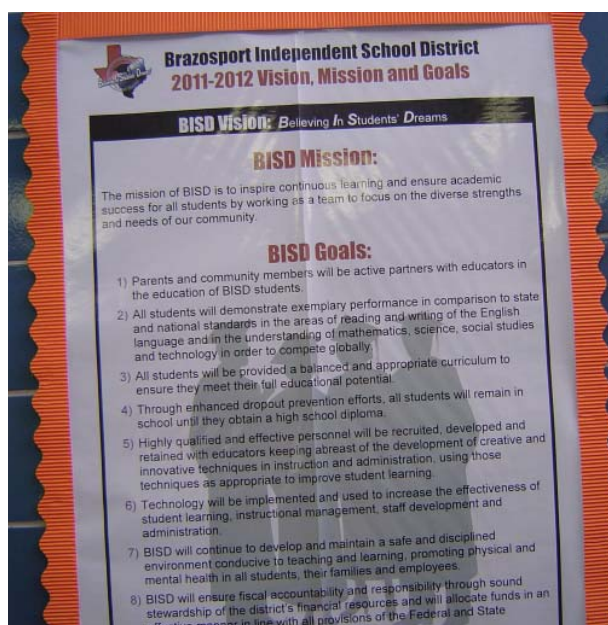
Source: District document

The Brazosport ISD has had three superintendents during the past 10 years. Exhibit 0.7 lists the district's superintendents since 2000.

Exhibit 0.7

Superintendents and Years of Service Brazosport Independent School District 2000-Present

Superintendent	Years of Service
Dr. Karin Holacka	2011-Present
Joe K. Ripple	2006-2011
Rudy Okruhlik	2000-2006
<i>Source: District document</i>	



BISD Mission and Goals on display at O. A. Fleming

The recently developed vision for Brazosport ISD is:

Brazosport ISD...Pursuing innovation to make a difference for tomorrow.

The Brazosport ISD Mission Statement is:

The mission of BISD is to develop and empower the whole student with the capacity to excel in an ever-changing world.

Brazosport ISD Beliefs include:

- Every child deserves the highest quality education.
- Everyone is accountable for student success.
- Collaborative partnerships are valuable.
- The development of leadership throughout the organization is critical to our success.

Audit Background and Scope of Work

The Curriculum Audit™ is a process that was developed by Dr. Fenwick W. English and first implemented in 1979 in the Columbus Public Schools, Ohio. The audit is based upon generally-accepted concepts pertaining to effective instruction and curricular design and delivery, some of which have been popularly referred to as the “effective schools research.”

A Curriculum Audit™ is an independent examination of three data sources: documents, interviews, and site visits. These are gathered and triangulated, or corroborated, to reveal the extent to which a school district is meeting its goals and objectives, whether they are internally or externally developed or imposed. A public report is issued as the final phase of the auditing process.

The audit’s scope is centered on curriculum and instruction, and any aspect of operations of a school system that enhances or hinders its design and/or delivery. The audit is an intensive, focused, “postholed” look at how well a school system such as Brazosport Independent School District has been able to set valid directions for pupil accomplishment and well-being, concentrate its resources to accomplish those directions, and improve its performance, however contextually defined or measured, over time.

The Curriculum Audit™ does not examine any aspect of school system operations unless it pertains to the design and delivery of curriculum. For example, auditors would not examine the cafeteria function unless students were going hungry and, therefore, were not learning. It would not examine vehicle maintenance charts, unless buses continually broke down and children could not get to school to engage in the learning process. It would not be concerned with custodial matters, unless schools were observed to be unclean and unsafe for children to be taught.

The Curriculum Audit™ centers its focus on the main business of schools: teaching, curriculum, and learning. Its contingency focus is based upon data gathered during the audit that impinges negatively or positively on its primary focus. These data are reported along with the main findings of the audit.

In some cases, ancillary findings in a Curriculum Audit™ are so interconnected with the capability of a school system to attain its central objectives, that they become major, interactive forces which, if not addressed, will severely compromise the ability of the school system to be successful with its students.

Curriculum Audits™ have been performed in hundreds of school systems in more than 25 states, the District of Columbia, and several other countries, including Canada, Saudi Arabia, New Zealand, Bangladesh, Malaysia, and Bermuda.

The methodology and assumptions of the Curriculum Audit™ have been reported in the national professional literature for more than decade, and at a broad spectrum of national education association conventions and seminars, including the American Association of School Administrators (AASA); Association of Supervision and Curriculum Development (ASCD); National Association of Secondary School Principals (NASSP); Association for the Advancement of International Education (AAIE); American Educational Research Association (AERA); National School Boards Association (NSBA); and the National Governors Association (NGA).

TASA’s Curriculum Management Audit Center has an exclusive contractual agreement with Curriculum Management Systems, Inc. (CMSi—a public corporation incorporated in the State of Iowa, and owner of the copyrights to the intellectual property of the audit process), for the purpose of conducting audits for educational institutions, providing training for auditors and others interested in the audit process, and officially assisting in the certification of TCMAC-CMSi curriculum auditors.

This audit was conducted in accordance with a contract between Brazosport Independent School District and the Texas Curriculum Management Audit Center (TCMAC). All members of the team were certified by Curriculum Management Systems, Inc.

The curriculum auditors for this audit were:

- Judy Birmingham, Ph.D., Senior Lead Auditor; Educational Consultant; Naples, Florida
- David Lutkemeier, Ed.D., Auditor; Educational Consultant; Scottsdale, Arizona
- Deitra Spence, Ed.D., Auditor; Assistant to the Superintendent; Wyndmoor, Pennsylvania
- Lynn Zinn, Ed.D., Auditor; Educational Consultant; Steamboat Springs, Colorado

Biographical information about the auditors is found in the appendix.

System Purpose for Conducting the Audit

The Brazosport Independent School District undertook the Curriculum Management Audit as a source of direction as it develops an aligned Pre-K through grade 12 curriculum and a long-range strategic plan to serve the needs of each and every student.

Approach of the Audit

The Curriculum Audit™ has established itself as a process of integrity and candor in assessing public school districts. It has been presented as evidence in state and federal litigation concerning matters of school finance, general resource managerial effectiveness, and school desegregation efforts in Kansas, Kentucky, New Jersey, and South Carolina. The audit served as an important data source in state-directed takeovers of school systems in New Jersey and Kentucky. The Curriculum Audit™ has become recognized internationally as an important, viable, and valid tool for the improvement of educational institutions and for the improvement of curriculum design and delivery.

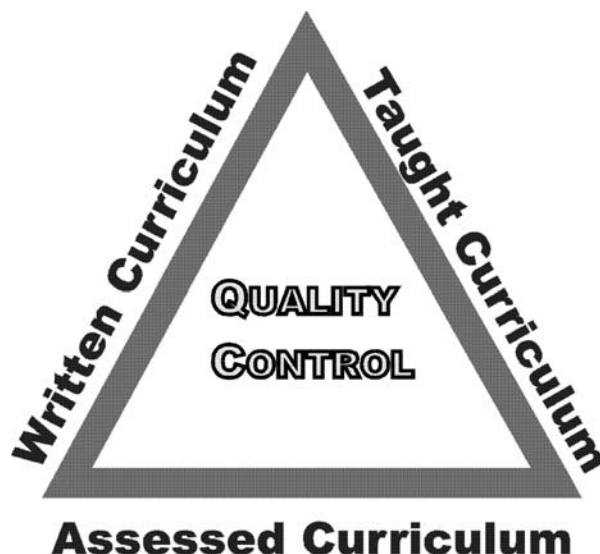
The Curriculum Audit™ represents a “systems” approach to educational improvement; that is, it considers the system as a whole rather than a collection of separate, discrete parts. The interrelationships of system components and their impact on overall quality of the organization in accomplishing its purposes are examined in order to “close the loop” in curriculum and instructional improvement.

II. METHODOLOGY

The Model for the Curriculum Audit™

The model for the Curriculum Audit™ is shown in the schematic below. The model has been published widely in the national professional literature, including the best-selling book, *The Curriculum Management Audit: Improving School Quality* (1995, Frase, English, Poston).

A Schematic View of Curricular Quality Control



General quality control assumes that at least three elements must be present in any organizational and work-related situation for it to be functional and capable of being improved over time. These are: (1) a work standard, goal/objective, or operational mission; (2) work directed toward attaining the mission, standard, goal/objective; and (3) feedback (work measurement), which is related to or aligned with the standard, goal/objective, or mission.

When activities are repeated, there is a “learning curve,” i.e., more of the work objectives are achieved within the existing cost parameters. As a result, the organization, or a subunit of an organization, becomes more “productive” at its essential short- or long-range work tasks.

Within the context of an educational system and its governance and operational structure, curricular quality control requires: (1) a written curriculum in some clear and translatable form for application by teachers in classroom or related instructional settings, (2) a taught curriculum, which is shaped by and interactive with the written one, and (3) a tested curriculum, which includes the tasks, concepts, and skills of pupil learning and which is linked to both the taught and written curricula. This model is applicable in any kind of educational work structure typically found in mass public educational systems, and is suitable for any kind of assessment strategy, from norm-referenced standardized tests to more authentic approaches.

The Curriculum Audit™ assumes that an educational system, as one kind of human work organization, must be responsive to the context in which it functions and in which it receives support for its continuing existence. In the case of public educational systems, the support comes in the form of tax monies from three levels: local, state, and federal.

In return for such support, mass public educational systems are supposed to exhibit characteristics of rationality, i.e., being responsive to the public will as it is expressed in legally constituted bodies such as Congress, state legislatures, and locally elected/appointed boards of education.

In the case of emerging national public school reforms, more and more this responsiveness is assuming a distinctive school-based management focus, which includes parents, teachers, and, in some cases, students. The ability of schools to be responsive to public expectations, as legally expressed in law and policy, is crucial to their future survival as publicly-supported educational organizations. The Curriculum Audit™ is one method for ascertaining the extent to which a school system, or subunit thereof, has been responsive to expressed expectations and requirements in this context.

Standards for the Auditors

While a Curriculum Audit™ is not a financial audit, it is governed by some of the same principles. These are:

Technical Expertise

TCMAC-CMSi certified auditors must have actual experience in conducting the affairs of a school system at all levels audited. They must understand the tacit and contextual clues of sound curriculum management.

The Brazosport Independent School District Curriculum Audit™ Team included auditors who have been school superintendents, assistant superintendents, directors, coordinators, principals and assistant principals, as well as elementary and secondary classroom teachers in public educational systems in several locations including Ohio, Minnesota, Wisconsin, Arizona, California, Vermont, Maine, Colorado, and Pennsylvania.

The Principle of Independence

None of the Curriculum Audit™ Team members had any vested interest in the findings or recommendations of the Brazosport Independent School District Curriculum Audit™. None of the auditors has or had any working relationship with the individuals who occupied top or middle management positions in the Brazosport Independent School District, nor with any of the past or current members of the Brazosport Independent School District Board of Trustees.

The Principle of Objectivity

Events and situations that comprise the database for the Curriculum Audit™ are derived from documents, interviews, and site visits. Findings must be verifiable and grounded in the database, though confidential interview data may not indicate the identity of such sources. Findings must be factually triangulated with two or more sources of data, except when a document is unusually authoritative such as a court judgment, a labor contract signed and approved by all parties to the agreement, approved meeting minutes, which connote the accuracy of the content, or any other document whose verification is self-evident.

Triangulation of documents takes place when the document is requested by the auditor and is subsequently furnished. Confirmation by a system representative that the document is, in fact, what was requested is a form of triangulation. A final form of triangulation occurs when the audit is sent to the superintendent in draft form. If the superintendent or his/her designee(s) does not provide evidence that the audit text is inaccurate, or documentation that indicates there are omissions or otherwise factual or content errors, the audit is assumed to be triangulated. The superintendent's review is not only a second source of triangulation, but is considered summative triangulation of the entirety of audit.

The Principle of Consistency

All TCMAC-CMSi-certified Curriculum Auditors have used the same standards and basic methods since the initial audit conducted by Dr. Fenwick English in 1979. Audits are not normative in the sense that one school system is compared to another. School systems, as the units of analysis, are compared to a set of standards and positive/negative discrepancies cited.

The Principle of Materiality

TCMAC-CMSi-certified auditors have broad implied and discretionary power to focus on and select those findings that they consider most important to describing how the curriculum management system is functioning in a school district, and how that system must improve, expand, delete, or reconfigure various functions to attain an optimum level of performance.

The Principle of Full Disclosure

Auditors must reveal all relevant information to the users of the audit, except in cases where such disclosure would compromise the identity of employees or patrons of the system. Confidentiality is respected in audit interviews.

In reporting data derived from site interviews, auditors may use some descriptive terms that lack a precise quantifiable definition. For example:

“Some school principals said that”

“Many teachers expressed concern that”

“There was widespread comment about”

The basis for these terms is the number of persons in a group or class of persons who were interviewed, as opposed to the total potential number of persons in a category. This is a particularly salient point when not all persons within a category are interviewed. “Many teachers said that” represents only those interviewed by the auditors, or who may have responded to a survey, and not “many” of the total group whose views were not sampled, and, therefore, could not be disclosed during an audit.

In general these quantifications may be applied to the principle of full disclosure:

Descriptive Term	General Quantification Range
Some...or a few...	Less than a majority of the group interviewed and less than 30 percent
Many...	Less than a majority, more than 30 percent of a group or class of people interviewed
A majority...	More than 50 percent, less than 75 percent
Most...or widespread	75-89 percent of a group or class of persons interviewed
Nearly all...	90-99 percent of those interviewed in a specific class or group of persons
All or everyone...	100 percent of all persons interviewed within a similar group, job, or class

It should be noted, for purposes of full disclosure, that some groups within a school district are almost always interviewed in toto. The reason is that the audit is focused on management and those people who have policy and managerial responsibilities for the overall performance of the system as a system. In all audits an attempt is made to interview every member of the board of trustees and all top administrative officers, all principals, and the executive board of the teachers’ association or union. While teachers and parents are interviewed, they are considered in a status different from those who have system-wide responsibilities for a district’s operations. Students are rarely interviewed unless the system has made a specific request in this regard.

Interviewed Representatives of the Brazosport Independent School District

Superintendent	Board of Trustees Members
District Administrators	Coordinators and Facilitators
Principals	Parents
Assistant Principals	Teachers
Community Members	Students

Approximately 94 individuals were interviewed during the site visit phase of the audit.

Data Sources of the Curriculum Audit™

A Curriculum Audit™ uses a variety of data sources to determine if each of the three elements of curricular quality control is in place and connected one to the other. The audit process also inquires as to whether pupil learning has improved as the result of effective application of curricular quality control.

The major sources of data for the Brazosport Independent School District Curriculum Audit™ were:

Documents

Documents included written board policies, administrative regulations, curriculum guides, memoranda, budgets, state reports, accreditation documents, and any other source of information that would reveal elements of the written, taught, and tested curricula and linkages among these elements.

Interviews

Interviews were conducted by auditors to explain contextual variables that were operating in the school system at the time of the audit. Such contextual variables could shed light on the actions of various persons or parties, reveal interrelationships, and explain existing progress, tension, harmony/disharmony within the school system. Quotations cited in the audit from interviews are used as a source of triangulation and not as summative averages or means. Some persons, because of their position, knowledge, or credibility, may be quoted more than once in the audit, but they are not counted more than once because their inclusion is not part of a quantitative/mathematical expression of interview data.

Site Visits

All building sites were toured by the TCMAC-CMSi audit team. Site visits reveal the actual context in which curriculum is designed and delivered in a school system. Contextual references are important as they indicate discrepancies in documents or unusual working conditions. Auditors attempted to observe briefly all classrooms, gymnasiums, labs, playgrounds, hallways, restrooms, offices, and maintenance areas to properly grasp accurate perceptions of conditions, activities, safety, instructional practices, and operational contexts.

Standards for the Curriculum Audit™

The TCMAC-CMSi Curriculum Audit™ used five standards against which to compare, verify, and comment upon the Brazosport Independent School District's existing curricular management practices. These standards have been extrapolated from an extensive review of management principles and practices and have been applied in all previous Curriculum Audits™.

As a result, the standards reflect an ideal management system, but not an unattainable one. They describe working characteristics that any complex work organization should possess in being responsive and responsible to its clients.

A school system that is using its financial and human resources for the greatest benefit of its students is one that is able to establish clear objectives, examine alternatives, select and implement alternatives, measure results as they are applied against established objectives, and adjust its efforts so that it achieves a greater share of the objectives over time.

The five standards employed in the TCMAC-CMSi Curriculum Audit™ in Brazosport Independent School District were:

1. The school district demonstrates its control of resources, programs, and personnel.
2. The school district has established clear and valid objectives for students.
3. The school district demonstrates internal consistency and rational equity in its program development and implementation.
4. The school district uses the results from district-designed and/or -adopted assessments to adjust, improve, or terminate ineffective practices or programs.
5. The school district has improved productivity.

A finding within a Curriculum Audit™ is simply a description of the existing state, negative or positive, between an observed and triangulated condition or situation at the time of the TCMAC-CMSi audit and its comparison with one or more of the five audit standards.

Findings in the negative represent discrepancies below the standard. Findings in the positive reflect meeting or exceeding the standard. As such, audit findings are recorded on nominal and ordinal indices and not ratio or interval scales. As a general rule, audits do not issue commendations, because it is expected that a school district should be meeting every standard as a way of normally doing its business. Commendations are not given for good practice. On occasion, exemplary practices may be cited.

Unlike accreditation methodologies, audits do not have to reach a forced, summative judgment regarding the status of a school district or subunit being analyzed. Audits simply report the discrepancies and formulate recommendations to ameliorate them.

III. FINDINGS

STANDARD 1: The School District Demonstrates Its Control of Resources, Programs, and Personnel.

Quality control is the fundamental element of a well-managed educational program. It is one of the major premises of local educational control within any state's educational system.

The critical premise involved is that, via the will of the electorate, a local board of education establishes local priorities within state laws and regulations. A school district's accountability rests with the school board and the public.

Through the development of an effective policy framework, a local school board provides the focus for management and accountability to be established for administrative and instructional staffs, as well as for its own responsibility. It also enables the district to make meaningful assessments and use student learning data as a critical factor in determining its success.

Although educational program control and accountability are often shared among different components of a school district, ultimately fundamental control of and responsibility for a district and its operations rests with the school board and top-level administrative staff.

What the Auditors Expected to Find in the Brazosport Independent School District:

A school system meeting TCMAC-CMSi Curriculum Audit™ Standard One is able to demonstrate its control of resources, programs, and personnel. Common indicators are:

- A curriculum that is centrally defined and adopted by the board of education;
- A clear set of policies that establish an operational framework for management that permits accountability;
- A clear set of policies that reflect state requirements and local program goals and the necessity to use achievement data to improve school system operations;
- A functional administrative structure that facilitates the design and delivery of the district's curriculum;
- A direct, uninterrupted line of authority from school board/superintendent and other central office officials to principals and classroom teachers;
- Organizational development efforts that are focused to improve system effectiveness;
- Documentation of school board and central office planning for the attainment of goals, objectives, and mission over time; and
- A clear mechanism to define and direct change and innovation within the school system to permit maximization of its resources on priority goals, objectives, and mission.

Overview of What the Auditors Found in the Brazosport Independent School District:

This section is an overview of the findings that follow in the area of Standard One. Details follow within separate findings.

The control standard of the audit provides the parameters for the remaining standards. In American education, the fundamental control of the public education system rests with the local school board. This places the responsibility for the schools in the hands of the people in the community. The school board exercises its control function through the development and oversight of policies.

The auditors found that Brazosport Independent School District board policies are inadequate to provide for a sound system of curriculum management and control. A number of necessary policies are lacking, and others are outdated or too general to provide direction and consistency for the educational program and district operations.

The auditors found that district and campus planning were in transition. Elements of planning take place at all levels of the district, but district, campus, and department planning efforts are not connected and coordinated to drive district goals and priorities. A strategic planning process was underway at the time of the audit visit with many stakeholders working on action plans. State-mandated district and campus improvement plans that had been developed did not provide needed focus for district initiatives and general operations. District technology, assessment, and facilities plans have been written, but comprehensive plans are lacking in the areas of curriculum management, professional development, student and program assessment, facilities, and budgeting.

The table of organization does not meet all principles of sound organizational management. The auditors noted issues related to span of control and logical grouping of functions. Job descriptions are available for almost all positions depicted on the table of organization, and they generally meet the audit standards for adequacy. However, job descriptions for several key positions lacked linkage to curriculum or the use of data in decision making.

Finding 1.1: Board policies are inadequate to provide a framework for local curriculum management and quality control.

Educational policy development is one of the most important functions of a board of trustees. This is the principal process by which the board discharges its responsibilities for control and focus of the school system. Well-written policies establish focus, criteria, and parameters for decision making and standardized practice across a variety of settings. They create consistency throughout the school district and provide a means to manage innovation.

To effectively guide decisions at all levels of the organization, a school district's policies need to be directive and specific as to philosophy, intent, and required actions. When policies are absent or nonspecific, there is a lack of guidance for the board, administrators, and teachers. Then the content and quality of educational decisions are left to the discretion of individuals, and outcomes may not reflect the board's intent.

The auditors reviewed Brazosport ISD board policies online and conducted interviews with board members, parents, district and campus administrators, and teachers to determine the status of policy development and implementation within the school system.

District board policies are available online and are based on the Texas Association of School Boards' (TASB) model policies. The auditors found that the majority of board policies have been reviewed or adopted within the past five years, although several policies are over 10 years old. Board policies are reviewed periodically, but not on a regular schedule. Overall, the auditors rated the district's board policies as inadequate to provide a basis for sound local control of the curriculum.

District leadership has provided direction on policy development and implementation. At the time of the audit, district and campus administrators were in the process of developing administrative regulations to support board policies. Consistent implementation of policies is a current district focus.

The following board policies reference policy and administrative regulations development and implementation:

- *Board Policy BAA (Legal): Board Legal Status: Powers and Duties* states that the board and superintendent shall establish district-wide policies and annual goals tied to the district's vision and long-range educational plan.
- *Board Policy BBD (Exhibit): Framework for School Board Development* states that the Board "focuses its actions on policy making, planning, and evaluation." The board is to review district policies "for effective support of the district's vision, mission, and goals."

- *Board Policy BBE (Local): Board Members' Authority* states that the Board “has final authority to determine and interpret the policies that govern the schools subject to the mandates imposed by state and federal authorities.”
- *Board Policy BF (Local): Board Policies* states that the district shall be guided by board-adopted policies “that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.” Policies and policy changes may be proposed by the superintendent, board members, or any citizen, but shall be recommended for the board’s consideration by the superintendent.
- *Board Policy BJA (Legal): Superintendent: Qualifications and Duties* requires the superintendent to prepare policy recommendations for board consideration and adoption and to develop administrative regulations to implement adopted policies. The superintendent is to, also, oversee the implementation of board policies.
- *Board Policy BJA (Local): Superintendent: Qualifications and Duties* lists as a duty: “Articulate and support board policy and decisions to staff and community.”
- *Board Policy BP (Legal): Administrative Regulations* lists as duties of the superintendent: “Prepares recommendations for policies to be adopted by the board and oversees implementation of the policies” and “Develops or causes to be developed appropriate administrative regulations to implement policies established by the board.”
- *Board Policy BP (Local): Administrative Regulations* states that procedures for district operations shall constitute administrative regulations and shall consist of guides, handbooks, and forms, as well as other documents defining standard operating procedure. All administrative regulations shall be under the direction of the superintendent subject to board review, but not board adoption.
- *Board Policy BQ (Legal): Planning and Decision Making Process* requires that at least every two years, the district shall evaluate the effectiveness of the district’s decision making and planning policies and procedures related to district- and campus-level decision making.

As noted above, *Board Policy BBD (Exhibit)* references board review of policies for support of the district’s vision and goals, and *Board Policy BQ (Legal)* requires evaluation of decision making and planning policies. However, no board policy requires systematic review of all policies.

In addition to the superintendent’s cited responsibilities for policy development and implementation, the following job descriptions reference responsibilities for policy development and/or implementation:

- Assistant Superintendent of Curriculum and Instruction, Chief Financial Officer, and Chief Technology Officer—Assist in the development and/or implementation of district policies and administrative regulations.
- Principal and Assistant Principal—Comply with federal and state laws, State Board of Education rule, and board policies.
- Directors of Human Resources, Business Services, Maintenance, and Child Nutrition—Implement federal and state law, State Board of Education rule, and local board policy.
- Teacher—Follow the guidelines of Texas Education Agency (TEA) and board policies, and administrative regulations.

Exhibit 1.1.1 lists the curriculum management-related board policies reviewed by the auditors.

Exhibit 1.1.1
Board Policies Reviewed
Brazosport Independent School District
January 2012

Policy	Title	Date
A: Basic District Foundations		
AE Legal	Educational Philosophy	9/4/07
AE Local	Educational Philosophy	2/5/08
AE Exhibit	Educational Philosophy: Public Education Mission, Goals, and Objectives	2/5/08
AIA Legal	Accountability: Accreditation and Performance Indicators	1/11/11
AIB Legal	Accountability: Performance Reporting	1/11/11
AIC Legal	Accountability: Investigations and Sanctions	9/27/11
AID Legal	Accountability: Federal Accountability Standards	1/11/11
B. Local Governance		
BA Legal	Board Legal Status	5/3/07
BAA Legal	Board Legal Status: Powers and Duties	9/4/07
BBD Exhibit	Board Members' Training and Orientation	8/16/05
BBE Local	Board Members' Authority	6/22/00
BDF Legal	Board Internal Organization: Citizen Advisory Committees	1/11/11
BF Legal	Board Policies	2/8/10
BF Local	Board Policies	1/25/99
BJA Legal	Superintendent: Qualifications and Duties	2/8/10
BJA Local	Superintendent: Qualifications and Duties	11/7/06
BP Legal	Administrative Regulations	10/6/98
BP Local	Administrative Regulations	10/6/98
BQ Legal	Planning and Decision-Making Process	9/27/11
BQ Local	Planning and Decision-Making Process	9/27/11
BQA Legal	Planning and Decision-Making Process: District-Level	9/27/11
BQA Local	Planning and Decision-Making Process: District-Level	5/5/97
BQB Legal	Planning and Decision-Making Process: Campus Level	9/27/11
BQB Local	Planning and Decision-Making Process: Campus Level	5/5/97
BR Legal	Reports	9/27/11
C. Business and Support Services		
CBA Legal	State and Federal Revenue Sources	9/27/11
CBB Legal	State and Federal Revenue Sources: Federal	2/5/08
CCA Legal	Local Revenue Sources: Bond Issues	9/27/11
CCB Legal	Local Revenue Sources: Time Warrants	5/15/03
CDC Legal	Other Revenue: Grants from Private Sources	2/5/08
CE Legal	Annual Operating Budget	9/27/11
CE Local	Annual Operating Budget	8/17/11
CFA Legal	Accounting: Financial Reports and Statements	5/26/11
CFB Legal	Accounting: Inventories	4/29/10
CFC Legal	Accounting: Audits	5/26/11
CK Legal	Safety Program/Risk Management	2/8/10
CK Local	Safety Program/Risk Management	12/5/91
CKA Legal	Safety Program/Risk Management: Inspections	1/11/11

Exhibit 1.1.1 (continued)
Board Policies Reviewed
Brazosport Independent School District
January 2012

Policy	Title	Date
CKB Legal	Safety Program/Risk Management: Accident Prevention and Reports	1/11/11
CKB Local	Safety Program/Risk Management: Accident Prevention and Reports	1/11/11
CKC Legal	Safety Program/Risk Management: Emergency Plans	2/8/10
CKC Local	Safety Program/Risk Management: Emergency Plans	6/7/06
CL Legal	Buildings, Grounds, and Equipment Management	9/27/11
CLB Legal	Buildings, Grounds, and Equipment Management: Maintenance	10/8/09
CLB Local	Buildings, Grounds, and Equipment Management: Maintenance	10/8/09
CLC Legal	Buildings, Grounds, and Equipment Management: Traffic and Parking Controls	4/10/96
CMD Legal	Equipment and Supplies Management: Instructional Materials Care and Accounting	9/27/11
CNA Legal	Transportation Management: Student Transportation	9/27/11
CO Legal	Food Services Management	6/7/06
COB Legal	Food Services Management: Free and Reduced Price Food Program	9/27/11
CQ Legal	Technology Resources	5/26/11
CQ Local	Technology Resources	5/26/11
CQA Legal	Technology Resources: District, Campus, and Classroom Websites	9/27/11
CS Legal	Facility Standards	5/26/11
CV Local	Facilities Construction	9/27/11
D. Personnel		
DAA Legal	Employment Objectives: Equal Employment Opportunity	10/8/09
DAB Local	Employment Objectives: Objective Criteria for Personnel Decisions	11/29/05
DC Local	Employment Practices	9/4/07
DL Legal	Work Load	8/18/10
DLB Legal	Work Load: Required Plans and Reports	9/27/11
DLB Local	Work Load: Required Plans and Reports	9/30/03
DMA Legal	Professional Development: Required Staff Development	9/27/11
DMD Local	Professional Development: Professional Meetings and Visitations	4/20/88
DN Local	Performance Appraisal	5/3/07
DNA Legal	Performance Appraisal: Evaluation of Teachers	8/18/10
DNA Local	Performance Appraisal: Evaluation of Teachers	5/2/05
DNB Legal	Performance Appraisal: Evaluation of Other Professional Employees	2/8/10
DP Legal	Personnel Positions	9/27/11
DP Local	Personnel Positions	12/2/02
E. Instruction		
EC Legal	School Day	5/3/07
EEB Legal	Instructional Arrangements: Class Size	10/8/09
EF Legal	Instructional Resources	9/27/11
EFA Legal	Instructional Resources: Instructional Materials	7/1/02
EFA Local	Instructional Resources: Instructional Materials	7/1/02
EFAA Legal	Instructional Resources: Instructional Materials Selection and Adoption: Textbook Selection and Adoption	9/27/11
EFAA Local	Instructional Resources: Instructional Materials Selection and Adoption: Textbook Selection and Adoption	9/27/11
EG Local	Curriculum Development	8/9/99
EGA Legal	Curriculum Development: Innovative and Magnet Programs	11/21/08

Exhibit 1.1.1 (continued)
Board Policies Reviewed
Brazosport Independent School District
January 2012

Policy	Title	Date
EHA Legal	Curriculum Design: Basic Instructional Program	5/15/03
EHAA Legal	Basic Instructional Program: Required Instruction (All Levels)	9/27/11
EHAA Local	Basic Instructional Program: Required Instruction (All Levels)	4/21/97
EHAB Legal	Basic Instructional Program: Required Instruction (Elementary)	9/4/07
EHAC Legal	Basic Instructional Program: Required Instruction (Secondary)	9/27/11
EHAD Legal	Basic Instructional Program: Elective Instruction	5/26/11
EHB Legal	Curriculum Design: Special Programs	9/27/11
EHBA Legal	Special Programs: Special Education	1/11/11
EHBAA Legal	Special Education: Identification, Evaluation, and Eligibility	4/15/09
EHBAB Legal	Special Education: ARD Committee and Individualized Education Program	9/27/11
EHBB Legal	Special Programs: Gifted and Talented Students	2/5/01
EHBB Local	Special Programs: Gifted and Talented Students	9/15/11
EHBC Legal	Special Programs: Compensatory/Accelerated Services	5/26/11
EHBC Local	Special Programs: Compensatory/Accelerated Services	4/10/96
EHBD Legal	Special Programs: Federal Title I	2/8/10
EHBD Local	Special Programs: Federal Title I	2/3/97
EHBE Legal	Special Programs: Bilingual Education/ESL	5/26/11
EHBE Local	Special Programs: Bilingual Education/ESL	7/8/91
EHBF Legal	Special Programs: Career and Technology Education	8/18/10
EHBG Legal	Special Programs: Pre-Kindergarten	10/8/09
EBBH Legal	Special Programs: Other Special Populations	10/23/95
EHBL Legal	Special Programs: High School Equivalency	8/18/10
EHDE Legal	Alternative Methods for Earning Credit: Distance Learning	9/27/11
EHDE Local	Alternative Methods for Earning Credit: Distance Learning	1/11/11
EI Legal	Academic Achievement	5/26/11
EI Local	Academic Achievement	5/26/11
EIA Legal	Academic Achievement: Grading/Progress Reports to Parents	9/27/11
EIE Legal	Academic Achievement: Retention and Promotion	9/27/11
EIE Local	Academic Achievement: Retention and Promotion	8/18/10
EIF Legal	Academic Achievement: Graduation	9/27/11
EIF Local	Academic Achievement: Graduation	2/3/11
EJ Legal	Academic Guidance Program	10/8/09
EJ Local	Academic Guidance Program	2/5/01
EK Legal	Testing Programs	8/18/10
EK Local	Testing Programs	1/7/02
EKB Legal	Testing Programs: State Assessment	9/27/11
EKBA Legal	State Assessment: LEP Students	8/18/10
EKC Legal	Testing Program: Reading Assessment	4/15/09
EKD Legal	Testing Program: Mathematics Assessment	2/8/10

Exhibit 1.1.1 (continued) Board Policies Reviewed Brazosport Independent School District January 2012		
Policy	Title	Date
F. Students		
FB Legal	Equal Educational Opportunity	5/26/11
FB Local	Equal Educational Opportunity	8/17/11
FDAA Legal	Inter-District Transfers: Public Education Grants	2/8/10
FFA Legal	Student Welfare: Wellness and Health Services	11/29/05
FFA Local	Student Welfare: Wellness and Health Services	4/29/10
FFC Legal	Student Welfare: Student Support Services	9/27/11
FFEA Legal	Student Assistance Programs/Counseling: Comprehensive Guidance Program	9/4/01
FFH Legal	Student Welfare: Freedom from Discrimination, Harassment, and Retaliation	9/4/07
FFH Local	Student Welfare: Freedom from Discrimination, Harassment, and Retaliation	9/27/11
FFI Local	Student Welfare: Freedom from Bullying	5/23/08
FJ Local	Gifts and Solicitations	1/25/99
FN Local	Student Rights and Responsibilities	2/5/08
FNC Legal	Student Rights and Responsibilities: Student Conduct	8/16/05
FNC Local	Student Rights and Responsibilities: Student Conduct	5/26/11
FO Legal	Student Discipline	9/27/11
FO Local	Student Discipline	9/27/11
FOB Legal	Student Discipline: Out of School Suspension	12/16/03
FOC Legal	Student Discipline: Placement in a Disciplinary Alternative Setting	9/27/11
FOD Legal	Student Discipline: Expulsion	9/27/11
FP Legal	Student Fees, Fines, and Charges	9/27/11
FP Local	Student Fees, Fines, and Charges	4/15/80
G. Community and Governmental Relations		
GA Legal	Access to Programs, Services, and Activities	11/21/08
GE Legal	Relations with Parent Organizations	7/1/02
GE Local	Relations with Parent Organizations	7/22/04
CKB Legal	Community Relations: Advertising and Fund Raising in the Schools	5/26/11
GKB Local	Community Relations: Advertising and Fund Raising in the Schools	7/1/02
GNB Legal	Relations with Educational Entities: Regional Education Service Centers	2/8/10

Exhibit 1.1.1 indicates that the 144 board policies reviewed were dated from 1980 through 2011.

- One hundred five (105) policies, or 72.9 percent, were reviewed/adopted between 2007 and 2011.
- Nineteen (19) policies, or 13.2 percent, were reviewed/adopted between 2002 and 2006.
- Thirteen (13) policies, or 9.0 percent, were reviewed/adopted between 1997 and 2001
- Seven policies, or 4.9 percent, were reviewed/adopted prior to 1997.

The auditors analyzed the policies listed in Exhibit 1.1.1 to determine congruence with audit standards for curriculum management. Twenty-six criteria are organized into five categories: control, direction, connectivity and equity, feedback, and productivity. In order for policies within each standard to be characterized as adequate, they must receive 70 percent or more of the points allocated to the criterion.

Standard One Board Policies: Control

Audit Standard One states the expectation that a school system is able to demonstrate control of resources, programs, and personnel. Control is, in part, provided by board policies that establish an operational framework for management that permits accountability. The criteria and the auditors' ratings of board policies relative to control are displayed in Exhibit 1.1.2.

Exhibit 1.1.2

Auditors' Analysis of Board Policies On Audit Standard One to Determine Quality and Degree of Adequacy Brazosport Independent School District January 2012

Standard One—Provides for Control: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
1.1 A taught and assessed curriculum that is aligned to the district written curriculum		
• Requires the taught and assessed curriculum to be aligned to the district's written curriculum	AE (Exhibit), EG (Local),	1
• Addresses the alignment of the district's written curriculum with state and national standards for all subject areas and grades (includes electives)	EHAA (Legal), EK (Legal), EKB (Legal)	0
• Directs the district's written curriculum documents to be more rigorous than state and national standards, to facilitate deep alignment in all three dimensions with current and future high-stakes tests		0
1.2 Philosophical statements of the district instructional approach		
• Has a general philosophical statement of curriculum approach, such as standards-based, competency-based, outcome-based, etc.	AE (Local, & Exhibit), EG (Local), EHAA (Legal), EHAB (Legal), EHAC (Legal), EIE (Local)	1
• Directs adherence to mastery learning practices for all content areas and grades involved in local, state, and national accountability		1
• Directs adherence to mastery learning practices for all grade levels and content areas, including electives		1
1.3 Board adoption of the written curriculum		
• Requires the annual review of new or revised written curriculum prior to its adoption	BBD (Exhibit), EIE (Local), EG (Local)	1
• Directs the annual adoption of new or revised written curriculum for all grade levels and content areas		1
• Directs the periodic review of all curriculum on a planned cycle over several years		1
1.4 Accountability for the design and delivery of the district curriculum through roles and responsibilities		
• Directs job descriptions to include accountability for the design and delivery of the aligned curriculum	BAA (Legal), BBD (Exhibit), BJA (Legal & Local), BJCD (Legal, Local, & Exhibit), BQ (Legal & Local), BQA (Local), BQB (Legal & Local), DC (Local), DP (Legal & Local), DNA (Legal & Local), EFAA (Legal & Local), EG (Local)	1
• Links professional appraisal processes with specific accountability functions in the job descriptions of central office administrators, building administrators, and regular classroom teachers		1
• Directs professional appraisal processes to evaluate all staff in terms of gains in student achievement		0

Exhibit 1.1.2 (continued) Auditors' Analysis of Board Policies and Administrative Regulations on Audit Standard One to Determine Quality and Degree of Adequacy Brazosport Independent School District January 2012		
Standard One—Provides for Control: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
1.5 Long-range, system-wide planning		
<ul style="list-style-type: none"> As part of the district planning process, policy requires that the superintendent and staff think collectively about the future and that the discussion take some tangible form (This allows for flexibility without prescribing a particular template) 	AE (Legal & Local), BAA (Legal & Local), BBD (Exhibit), BJA (Legal & Local), BQ (Legal & Local), BQA (Legal & Local), BQB (Legal & Local)	1
<ul style="list-style-type: none"> Requires the development of a system-wide, long-range plan that is updated annually; incorporates system-wide student achievement targets; and is evaluated using both formative and summative measures 		0
<ul style="list-style-type: none"> Expects school improvement plans to be congruent with the district long-range plan, to incorporate system-wide student achievement targets, and to be evaluated using both formative and summative measures 		1
1.6 Functional decision-making structure		
<ul style="list-style-type: none"> Expects an organizational chart that is annually reviewed, presented to the board, and approved by the superintendent 	BDB (Legal & Local), BDF (Legal), BJA (Legal & Local), BQ (Legal & Local), BQA (Legal & Local), BQB (Legal & Local), DC (Local)	0
<ul style="list-style-type: none"> Requires that job descriptions for each person listed on the organizational chart be present and updated regularly to ensure that all audit criteria, such as span of control, logical grouping of functions, etc., are met 		1
<ul style="list-style-type: none"> Directs and specifies the processes for the formation of decision-making bodies (e.g., cabinet, task forces, committees) in terms of their composition and decision-making responsibilities, to ensure consistency, non-duplication of tasks, and product requirements 		1
Standard One Rating (number of points for the six criteria with a possibility of 18)		13
Percentage of Adequacy (points divided by the number of possible points—18)		72%
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		

Exhibit 1.1.2 indicates that board policies that provide for control received a rating of 13 out of 18 possible points, or 72.2 percent, and are, therefore, adequate to establish an operational framework for the district.

The following presents information about the auditors' ratings:

Criterion 1.1: A taught and assessed curriculum that is aligned to the district written curriculum

One point was given for this criterion. *Board Policy EG (Local)* states that the written, taught, and tested components of curriculum “shall be matched to bring about a high degree of consistency.” *Policy EG* further references correlation of learner indicators of performance to the Texas Essential Knowledge and Skills (TEKS) and district criterion-referenced tests. Instructional resources are also to align with performance indicators and the TEKS.

Policies require alignment to state standards, but not to national standards. *Board Policy EG (Local)* states that the district curriculum framework is to reflect alignment to the TEKS. *Board Policy AE (Exhibit)* states that Texas students will demonstrate exemplary performance in comparison to national and international standards, but the policy does not reference alignment of the district's curriculum to these standards.

Board Policy EHAA (Legal) “encourages” a district to exceed minimum requirements of law and State Board rule, but does not direct that curriculum documents be more rigorous than state and national standards or reference deep alignment.

Criterion 1.2: Philosophical statements of district curriculum approach

Three points are awarded to this criterion. While not specifically stating that the district has a standards-based approach to curriculum, this is implied in policy. *Board Policy EG (Local)* states the expectation for correlation of learner indicators of performance to the Texas Essential Knowledge and Skills (TEKS), which are the state standards.

A model of continuous progress based on vertically aligned learning objectives and indicators of student performance is to be implemented. Time for learning is to be varied according to individual needs, indicating mastery learning practices. *Board Policy EIE (Local)* states that promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion are to be established “for each grade level, content area, and course, and shall be coordinated with compensatory/accelerated services.” Mastery of at least 70 percent of the objectives is to be validated by unit, six- or nine-week assessments, or final examinations.

Additional philosophical statements are expressed in various policies. *Board Policy AE (Local)* states: “We are committed to providing meaningful, innovative programs and services to educate the community.” *Board Policy AE (Exhibit)* and *Board Policy EHAA (Legal)* state that a well-balanced and appropriate curriculum will be provided to all students.”

Criterion 1.3: Board adoption of the written curriculum

Three points are assigned to this criterion. *Board Policy EG (Local)* states that the board shall officially adopt curriculum. The superintendent is to recommend all new and revised curricula to the board for approval. *Board Policy BBD (Exhibit)* states that the board adopts goals and approves student performance objectives. *Board Policy EIE (Local)*, as noted above, requires expectations and standards for promotion to be established for all courses taught.

Policy EG (Local) states that curriculum documents are to be revised or updated yearly. Pre-K-12 curriculum areas are to undergo “internal development/redevelopment” on a rotating basis.

Criterion 1.4: Accountability for the design and delivery of the district curriculum through roles and responsibilities

Two points are given to this criterion. The auditors found that accountability for the design and delivery of the curriculum and improvement in student achievement are referenced in a number of board policies. Accountability expectations are listed for the board of trustees, superintendent, principals, and classroom teachers.

- *Board Policy BBD (Exhibit)* lists the following areas of responsibility for the board: create a shared vision that promotes student achievement; focus on the educational welfare of all children; focus on policy making, planning, and evaluation; develop and adopt policies that provide guidance for accomplishing the district’s vision, mission, and goals; and adopt goals. Other roles include: approve student performance objectives; establish policies that provide a well-balanced curriculum; and adopt a budget that provides resources to achieve the district’s vision, mission, and goals.
- *Board Policy BQ (Legal)* states that the board “shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.”
- *Board Policy BJCD (Legal)* states that the educational performance of the district shall be a primary consideration in the superintendent’s evaluation. *BJCD (Exhibit)* states that student achievement indicators and campus performance objectives are to be used in evaluating the superintendent.
- *Board Policies BJA (Legal and Local)* require the superintendent to provide leadership for the planning, organization, operation, supervision, and evaluation of education programs, services, and facilities; provide leadership for the attainment and improvement of student performance based on the state academic excellence indicators; oversee annual improvement planning; and ensure that goals and objectives form the basis for curricular decision making.

- *Board Policies DP (Legal and Local)* state that the principal is to be the instructional leader of the school and shall demonstrate the ability to evaluate the instructional program and teacher effectiveness. The principal is to regularly consult with the campus-level committee on the planning, operation, supervision, and evaluation of the campus educational program.
- *Board Policies DNA (Legal and Local)* describe timelines and expectations for the implementation of the Professional Development and Appraisal System (PDAS), but do not list the criteria to be used in teacher evaluation.
- *Board Policy EG (Local)* requires teachers to teach the district curriculum and contribute to written curriculum study. “Evaluations will focus on determining the extent to which students are achieving and maintaining their mastery of appropriate specific learning outcomes and the extent to which instructors are displaying effective conveyance of curriculum in the classroom.
- *Board Policy BQA (Local)* provides direction for the establishment of the District-wide Educational Improvement Council (DEIC).

However, an expectation that all staff will be evaluated in terms of student achievement gains is not stated.

Criterion 1.5: Long-range, system-wide planning process and plan

Two points are awarded to this criterion. *Board Policies AE (Legal)* and *BAA (Local)* require the board to adopt a vision statement and comprehensive goals for the district. *Board Policy BBD (Exhibit)* states that the board ensures “creation of a shared vision that promotes student achievement.” *Board Policy AE (Local)* lists the district’s major vision elements and corresponding goals.

Board Policies BQ (Legal and Local) require that district and campus improvement plans be developed, reviewed, and revised annually, but policies do not require long-range planning. *Board Policies BQB (Legal and Local)* direct campus planning and decision-making processes and require school plans to support district educational goals and objectives.

Board Policies BJA (Legal and Local) state that the superintendent is to assume responsibility and leadership for district planning. *Policy BJA (Local)* requires the superintendent to implement and oversee a planning process that results in goals, targets, or priorities for all major areas of district operation.

Criterion 1.6: Functional decision-making structure

Two points are given to this criterion. Board policies assign the superintendent the responsibility for organizing district staff. *Board Policy BJA (Legal)* lists “Organizing the district’s central administration” as a duty of the superintendent. *Board Policy BJA (Local)* requires the superintendent to “Organize the staff in a manner consistent with district priorities and resources and to monitor administrative organization at all levels for effectiveness and efficiency.” However, no reference is made to an organizational chart that is to be annually reviewed and presented to the board.

Board Policy BQ (Legal) requires an administrative procedure to define the roles and responsibilities of the superintendent, central office staff, principals, teachers, and district and campus-level committee members. *Policy DC (Local)* states that the superintendent or designee shall define the qualifications, duties, and responsibilities of all positions and ensure that job descriptions are current and accessible to employees and supervisors.

Board Policies BDB (Legal and Local) provide direction for the formation and functions of committees in general, and *Board Policy BDF (Legal)* provides specific direction for a school health advisory council. *Board Policies BQA (Legal and Local)* specify the purposes and procedures for a district-level planning and decision making committee.

The Brazosport ISD board policies provide an operational framework that provides for control and permits accountability.

Standard Two Board Policies: Direction

Audit Standard Two expects that a school system has established clear direction through a valid and measurable set of objectives for students. The criteria and the auditors' ratings of board policies relative to direction are displayed in Exhibit 1.1.3.

Exhibit 1.1.3

Auditors' Analysis of Board Policies
On Audit Standard Two to Determine Quality and Degree of Adequacy
Brazosport Independent School District
January 2012

Standard Two—Provides for Direction: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
2.1 Written curriculum with aligned, criterion-referenced formative assessments for all subject areas at all grade levels		
<ul style="list-style-type: none">Requires enough specificity so that all teachers can consistently describe how students will demonstrate mastery of the intended objective	BAA (Legal), BBD (Exhibit),	1
<ul style="list-style-type: none">Requires formative assessment instruments that align to specific curriculum objectives	BJA (Legal & Local),	1
<ul style="list-style-type: none">Directs that suggestions be provided to teachers for differentiating curriculum to meet students' needs as diagnosed by formative assessments	BQ (Legal), EG (Local)	1
2.2 Periodic review/update of the curriculum and aligned resources and assessments		
<ul style="list-style-type: none">Requires the development of procedures to both formatively and summatively review the written curriculum for all grade levels and content areas	EG (Local), EFAA (Legal)	0
<ul style="list-style-type: none">Requires the annual review of test banks, benchmark assessments, and other assessment instruments for alignment with the district or state accountability system		1
<ul style="list-style-type: none">Evaluates assessment instruments for alignment to the district curriculum in all three dimensions: content, context, and cognitive type		0
2.3 Textbook/resource alignment to curriculum and assessment		
<ul style="list-style-type: none">Requires textbooks/resources to be regularly reviewed and the resource revision/adoption cycle to align with the curriculum revision cycle	EF (Legal), EFA (Local),	1
<ul style="list-style-type: none">Directs review of all new instructional resource materials for content, context, and cognitive type alignment to the district curriculum and assessment	EFAA (Legal & Local),	0
<ul style="list-style-type: none">Directs district staff to identify discrete areas where alignment is missing and provide teachers with supplementary materials to address gaps in alignment (missing content, inadequate contexts, etc.)	EG (Local)	0
2.4 Content area emphasis		
<ul style="list-style-type: none">Directs the yearly identification of subject areas that require additional emphasis based on a review of assessment results	BQ (Legal & Local),	1
<ul style="list-style-type: none">Within subject areas, requires identification by administration of specific objectives, contexts, cognitive types, and instructional practices to receive budgetary support	BQB (Legal & Local), EG (Local),	0
<ul style="list-style-type: none">Requires focused professional development and coaching to support the instructional delivery of the identified priorities within the content areas	EHAA (Legal), EHAB (Legal), EHAC (Legal), EHAD	1

Exhibit 1.1.3 (continued) Auditors' Analysis of Board Policies On Audit Standard Two to Determine Quality and Degree of Adequacy Brazosport Independent School District January 2012		
Standard Two—Provides for Direction: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
2.5 Program integration and alignment to the district's written curriculum		
<ul style="list-style-type: none"> Directs that all subject-related (e.g., reading, Title I) and school-wide (e.g., tutoring, DARE, AVID) programs be reviewed for alignment to the written and assessed curriculum 	BBD (Exhibit), BJA (Legal & Local),	0
<ul style="list-style-type: none"> Requires written procedures for both formative and summative evaluation of all new subject-related and school-wide programs before submission to the board for approval 	EG (Local), EGA (Legal), EHA (Legal),	0
<ul style="list-style-type: none"> Directs administrative staff to prepare annual recommendations for subject-related and school-wide program revision, expansion, or termination based on student achievement 	EHBC (Legal & Local), EHBE (Legal)	1
Standard Two Rating (number of points for the five criteria with a possibility of 15)		8
Percentage of Adequacy (points divided by the number of possible points—15)		53.3%
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		

Exhibit 1.1.3 shows that board policies that provide for direction received a rating of 8 out of 15 possible points, or 53.3 percent adequacy, and are considered inadequate to provide clear curriculum guidance for the district.

The following presents information about the auditors' analysis.

Criterion 2.1: Written curriculum with aligned, criterion-referenced formative assessments for all subject areas at all grade levels

Three points are awarded to this criterion. *Board Policy BBD (Exhibit)* requires the board to ensure that appropriate assessments are used to measure the achievement of all students. *Board Policy EG (Local)* describes a model of continuous progress based on vertically aligned objectives with indicators of student performance. "Continuous, appropriate assessment of student learning" is an expectation. Curriculum documents are to include correlation of learner indicators of performance to the Texas Essential Knowledge and Skills and district criterion-referenced tests. The tested curriculum is to include district criterion-referenced tests for selected core objectives across all levels.

Relevant modifications, accommodations, enrichment, and multi-disciplinary approaches are to be included in curriculum documents. *Board Policy BQ (Legal)* states that the District Improvement Plan shall include strategies for addressing the needs of student groups not achieving their full potential. *Board Policy EG (Local)* states that instructional differentiation is expected to occur to address the unique needs of specific students and will be derived from a curriculum common to all students and at all levels. An appropriate level of challenge is to be provided. For students who do not attain mastery, correctives and/or different teaching strategies are to be provided until indicators of performance are attained.

Criterion 2.2: Provides periodic review of the curriculum and aligned resources and assessments

One point is awarded for this criterion. *Board Policy EFAA (Legal)* references a curriculum review and adoption cycle that is established by the State Board of Education (SBOE). *Board Policy EG (Local)* states that curriculum administrators are to ensure that a master long-range plan is in place for curriculum development, program assessment, and testing. All Pre-K-12 curriculum areas are to undergo internal development/redevelopment cycles on a rotating basis at least once every five years. A Pre-K-12 task force is to be established to provide

input into the development cycle. A report to the board shall include instructional goals, testing data, new trends to be incorporated into the curriculum, and recommended instructional resources.

Policy does not require annual review of assessments for alignment with the district or state accountability system or to address assessment alignment of content, context, and cognitive type with objectives.

Criterion 2.3: Textbook/resource alignment to curriculum and assessment

One point is given to this criterion. *Board Policy EFAA (Legal)* states that the State Board of Education (SBOE) shall adopt a list of instructional materials for each subject and grade level. Each resource is to contain material that covers at least half of the elements of the TEKS at each subject and grade level. Supplemental materials that cover one or more of the primary topics of a subject may also be adopted. The Commissioner of Education, with input from the SBOE, shall adopt a list of electronic instructional materials for use as part of the K-5 science curriculum and personal financial literacy in K-8. Each year the board is to select materials for subjects in the foundation and enrichment curricula. For instructional material not on the SBOE list, the district must use the materials for the period of review and adoption cycle the SBOE has established. *Board Policy EFAA (Local)* directs the superintendent to appoint an instructional materials selection committee, the majority of which shall be classroom teachers.

Board Policy EG (Local) states that instructional resources, such as textbooks, software, and other materials are to be selected based on their alignment with the district's indicators of performance and the Texas Essential Knowledge and Skills. *Board Policy EFA (Local)* directs the professional staff to select resources that are aligned to district curriculum and the state standards (TEKS) and are consistent with the district and campus improvement plans.

While policies reference the alignment of resources to the content of district curriculum and to state standards, the policies are silent relative to alignment with the context or cognitive type.

Criterion 2.4: Content area emphasis

Two points are assigned to this criterion. *Policy EG (Local)* states that curriculum documents shall be revised or updated yearly. Teachers and supervisors are to use test results to assess the status of student achievement, to identify achievement trends for various student groups, and to modify the curriculum as warranted by assessment results.

Board Policy EHAA (Legal) requires school districts to provide instruction in the TEKS at appropriate grade levels in the foundation and enrichment curricula. The foundation curriculum includes the core areas of English language arts and reading, mathematics, science, and social studies, consisting of Texas, United States, and world history; government; and geography. The enrichment curriculum includes languages other than English; health with emphasis on nutrition and exercise; physical education; fine arts; career and technical education; technology applications; and religious literature. *Policy EHAB (Legal)* specifies the required curriculum for the elementary grades, and *Policy EHAC (Legal)* describes secondary course requirements. *Policy EHAD (Legal)* states that the board may offer elective courses in addition to the required curriculum. However, board policies do not require the identification of specific objectives, contexts, cognitive types, and instructional practices to receive budgetary support.

Board Policy BQ (Legal) requires the District Improvement Plan to include staff development for the professional staff. *Policy BQB (Legal)* states that a duty of the campus-level decision-making committee is to approve the portions of the campus improvement plan that address staff development needs. *Policy EG (Local)* states that the staff development program for teachers shall include a research-based approach to teaching to provide alternative strategies for instruction so teachers "may be as effective as possible." *Policy BQ (Local)* directs the board to ensure that data are gathered and criteria are developed so that policies, procedures, and staff development activities are structured to positively impact student performance.

Criterion 2.5: Program integration and alignment to the curriculum

One point is given to this criterion. Board policy does not require that supplemental programs be reviewed for alignment to the written and assessed curriculum.

Several policies reference evaluation of instructional programs, but they lack the specificity the audit requires. *Board Policy BBD (Exhibit)* states that the board monitors the effectiveness and efficiency of instructional programs and directs the superintendent to make modifications that promote maximum achievement for all students. *Board Policy EG (Local)* requires a program evaluation component that guides curriculum re-design and instructional planning, but does not call for written procedures for formative and summative evaluation

Board Policy BJA (Legal) assigns the superintendent the responsibility for leadership in the evaluation of the educational programs. *Policy BJA (Local)* lists the following duties of the superintendent:

- Oversees a system for regular evaluation of instructional programs, including identifying areas for improvement to attain desired student achievement.
- Ensures that appropriate data are used in developing recommendations and making decisions regarding the instructional program.

Board Policy EG (Local) directs the superintendent and administrative staff to present a report to the board citing strengths and weaknesses of instructional programs and including recommendations for continuation, modification, or termination.

Standard Three Board Policies: Connectivity and Equity

Audit Standard Three expects a school district to have documents/sources that reveal internal connections among different levels of the system, predictable consistency for content delineation within the curriculum, and equality and equity of curriculum/course access and opportunity. Other indicators include allocation of resources to areas of greatest need, professional development to enhance curricular design and delivery, and a curriculum that is monitored by supervisory personnel.

The criteria and the auditors' ratings of board policies relative to connectivity and equity are displayed in Exhibit 1.1.4.

Exhibit 1.1.4

Auditors' Analysis of Board Policies On Audit Standard Three to Determine Quality and Degree of Adequacy Brazosport Independent School District January 2012

Standard Three—Provides for Connectivity and Equity: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
3.1 Predictability of written curriculum from one grade and/or instructional level to another		
• Requires the vertical articulation and horizontal coordination of the curriculum within schools	EG (Local)	1
• Requires vertical articulation across grade levels and horizontal coordination among schools at a given level for all content areas		1
• Directs the identification of prerequisite skills and their placement in the written curriculum at the appropriate grade/instructional level		1
3.2 Training for staff in the delivery of the curriculum		
• Directs the development and implementation of a district professional development plan, focused on effective curriculum delivery, that is congruent with the district long-range plan and annual goal priorities	AE (Local), BJA (Legal & Local), DMA (Legal), EG (Local)	1
• Requires a process whereby staff are coached over time in the implementation of professional development initiatives		0
• Directs the regular evaluation of the impact of professional development on student achievement, using both formative and summative measures		0

Exhibit 1.1.4 (continued) Auditors’ Analysis of Board Policies On Audit Standard Three to Determine Quality and Degree of Adequacy Brazosport Independent School District January 2012		
Standard Three—Provides for Connectivity and Equity: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	Relevant Policies	Auditors’ Rating
3.3 Delivery of the adopted district curriculum		
• Requires all staff to deliver the curriculum as approved by the board	EG (Local)	1
• Requires building principals and all central office staff with curriculum responsibilities to review disaggregated assessment results and identify areas where curriculum delivery may be ineffective		1
• Requires an annual report for the board regarding the status of curriculum delivery		1
3.4 Monitoring the delivery of the district curriculum		
• Directs building principals to develop and implement a plan to monitor the delivery of the district curriculum on a weekly basis	EG (Local), DNA (Legal & Local), DNB (Legal), DP (Legal & Local)	1
• Directs central office curricular staff to assist the principal in monitoring the delivery of the district curriculum		1
• Requires periodic school and classroom data-gathering reports from administrators detailing the status of the delivery of the curriculum across the district, with recommendations for the creation of professional development activities or curricular revisions		0
3.5 Equitable student access to the curriculum, instructional resources, and learning environment		
• Requires equal student access to the curriculum, appropriate instructional materials for a variety of learning levels and modes, and appropriate facilities to support the learning environment necessary to deliver the district curriculum	AE (Exhibit), EG (Local), BJA (Local), EHAA (Legal), EHBC (Legal & Local), FB (Legal), FNC (Local), GA (Legal)	1
• Directs the development of procedures for fast-tracking students who lack sufficient prerequisite skills for courses such as AP, honors, etc., but need more challenging content		0
• Requires an annual review of equity data (such as access, racial isolation, rigor), the subsequent reporting to the board of those data, and the development of a plan for correcting equity issues		0
Standard Three Rating (number of points for the five criteria with a possibility of 15)		10
Percentage of Adequacy (points divided by the number of possible points—15)		66.7%
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		

Exhibit 1.1.4 indicates that board policies relative to audit Standard Three received 10 out of 15 possible points, or 66.7 percent, and fall slightly below the 70 percent audit standard for adequacy to provide for connectivity and equity.

Details about the auditors' analysis are provided below.

Criterion 3.1: Predictability of the written curriculum

Policy direction for all three levels of this criterion is considered adequate. *Board Policy EG (Local)* directs the development of “an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school.” A model of continuous progress based on vertically aligned learning objectives and indicators of student progress will be used. Curriculum documents are to include scope and sequence or mapping charts for use in designing instruction at the appropriate level of difficulty for all learners.

Criterion 3.2: Training for staff in the delivery of the curriculum

One point is given to this criterion. Policy requires a staff development plan directed at the delivery of the curriculum and improving student achievement.

Board Policy EG (Local) states the expectation for “a focused staff development plan that will be designed and implemented to prepare staff members to teach the designed curriculum.” However, board policies are silent relative to coaching staff over time.

Board Policy BJA (Local) lists the expectation that the superintendent will oversee a program of staff development and monitor staff development for effectiveness in improving district performance. *Policy DMA (Legal)* states that staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the school committee. While referencing monitoring the impact of professional development on student achievement, these policies do not specify using both formative and summative measures.

Criterion 3.3: Delivery of the adopted district curriculum

Three points are awarded to this criterion. *Policy EG (Local)* states that teachers are responsible for teaching the district curriculum and for testing and aligning their teaching to state and district assessments. Teachers and supervisors are to use test results to assess the status of individual student achievement and to identify general achievement trends for various groups of students. The superintendent is to report to the board on student performance, curriculum modifications, accommodations, and additions that are essential to the maintenance of a high quality Pre-K- 12 curriculum.

Criterion 3.4: Monitoring the delivery of the curriculum

Two points are given to this criterion. *Policy EG (Local)* states that principals, department heads, and other supervisors shall see that optimum use is made of district curriculum documents. The policy goes on to state that “the building principal is the key to the monitoring and implementation of the curriculum.” The principal is to observe classes, monitor lessons, and evaluate teacher-made tests. The principal’s supervisor is to evaluate the quantity and quality of the principal’s monitoring of instruction. The policy does not require that recommendations for professional development activities be made based on curriculum monitoring.

Criterion 3.5: Equitable student access to curriculum, instructional resources, and learning environment

One point is given for this criterion. Several board policies reference student access. They include the following:

- *Board Policy AE (Exhibit)* states: “The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation.”
- *Board Policy BJA (Local)* directs the superintendent to provide leadership and direction for an educational system that is based on the needs of the students, on standards of excellence and equity, and on community goals.
- *Board Policy EG (Local)* states: “There will be one core curriculum with equal access for all students regardless of program or funding source.”
- *Board Policy EHBC (Legal)* requires a district to use its compensatory education allotment to fund supplemental programs and services designed to eliminate any disparity in performance on state assessments or for students at risk of dropping out of school. *Policy EHBC (Local)* states that students who do not perform satisfactorily on state assessments shall be provided accelerated or compensatory educational services based upon needs assessment.

- *Board Policy FB (Legal): Equal Educational Opportunity* states that no student will be denied participation in any school program because of race, religion, color, sex, or national origin.
- *Board Policy FNC (Local)* states that the district's Student Code of Conduct is established to achieve and maintain order in the schools.

Policies do not reference procedures for fast tracking students who lack the prerequisite skills for advanced courses, but need more challenging content, or require an annual review of equity data.

Standard Four Board Policies: Feedback

A school district meeting audit Standard Four has a comprehensive assessment system that provides information for decision making at the classroom, campus, system, and board levels. The criteria and the auditors' ratings of board policies relative to assessment are displayed in Exhibit 1.1.5.

Exhibit 1.1.5

Auditors' Analysis of Board Policies On Audit Standard Four to Determine Quality and Degree of Adequacy Brazosport Independent School District January 2012

Standard Four—Provides for Feedback: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
4.1 A student assessment process		
• Requires the development and implementation of a district student assessment process that goes beyond the state accountability assessment system and includes both formative and summative measures	AE (Exhibit), BBD (Exhibit), EG (Local), EK (Legal & Local), EKB (Legal), EKC (Legal), EKD (Legal)	1
• Requires the development and implementation of a district student assessment process that is differentiated to address variations in student achievement (both above and below grade level) and includes both formative and summative assessment measures		0
• Requires assessment instruments to be more rigorous in content, context, and cognitive type than external, high stakes assessments		0
4.2 A program assessment process		
• Directs the development and implementation of a district program evaluation process	BJA (Legal & Local), BQ (Legal & Local), BQA (Legal & Local), BQB (Legal & Local), EG (Local)	1
• Requires each proposed program to have an evaluation process (The process includes both formative and summative evaluations) before that program is adopted and implemented		0
• Directs the program assessment process to link with district planning initiatives, including site improvement plans and the strategic/long-range plan		1
4.3 Use of data from assessments to determine program and curriculum effectiveness and efficiency		
• Requires the disaggregation of assessment data at the school, classroom, student subgroup, and student level to determine program and curriculum effectiveness and efficiency	AID (Legal), BJA (Legal & Local), BQ (Legal & Local), BQA (Legal), EG (Local), EHBC (Legal)	1
• Requires classroom teachers to track and document individual student mastery in core content areas		1
• Requires the development of modifications to the curriculum and/or programs as needed in response to disaggregated assessment data to bring about effectiveness and efficiency		1

<div>Exhibit 1.1.5 (continued)</div> <div>Auditors' Analysis of Board Policies</div> <div>On Audit Standard Four to Determine Quality and Degree of Adequacy</div> <div>Brazosport Independent School District</div> <div>January 2012</div>		
<div>Standard Four—Provides for Feedback:</div> <div>Directs the superintendent or designee to oversee the development of board policy to ensure:</div>		
Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
4.4 Reports to the board about program effectiveness		
• Requires yearly reports to the board regarding program effectiveness for all new programs for the first three years of operation	AIB (Legal), BAA (Legal), BBD (Exhibit), EG (Local), BR (Legal)	1
• Requires reports to the board every three years for long-term programs		1
• Requires summative reports to the board every five years for all content areas before any curriculum revisions or major materials acquisition, with the reports delivered prior to the curricular adoption cycle		1
Standard Four Rating (number of points for the four criteria with a possibility of 12)		9
Percentage of Adequacy (points divided by the number of possible points—12)		75%
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		

Exhibit 1.1.5 shows that board policies relative to audit Standard Four received 9 out of 12 possible points, or 75 percent, and are adequate to provide direction for assessment and feedback.

The following presents information about the auditors' ratings.

Criterion 4.1: A student assessment process

One point is awarded to this criterion. Board policies require the development of a student assessment system that includes formative and summative measures and compares student performance to national and international standards.

- *Board Policy BBD (Exhibit)* states: "The board ensures that appropriate assessments are used to measure achievement of all students."
- *Board Policy AE (Exhibit)* lists an objective of Texas public education as: "Texas students will demonstrate exemplary performance in comparison to national and international standards." This implies assessment beyond the state accountability measures, but does not specify that formative and summative instruments be used.
- *Board Policy EG (Local)* states that the district will design and use a variety of assessment approaches in determining the effectiveness of the written and taught curriculum. The tested curriculum shall include the following components relative to student assessment:
 - A criterion-referenced assessment system that documents, records, reports, and awards credit for student skill attainment;
 - District criterion-referenced tests for selected core objectives across all levels;
 - Assessment strategies for teachers to diagnose and determine instructional assignment of student learning; and
 - An assessment approach using state and local criterion-referenced tests to evaluate the status of students from a national perspective.
- *Board Policy EK (Legal)* states that a district may administer criterion-referenced and/or norm-referenced assessment instruments at any grade level in addition to the state-mandated tests.

- *Board Policy EK (Local)* states that standardized, achievement, aptitude, interest, ability, prognostic, and readiness tests shall be included in the district testing program.
- *Board Policy EKB (Legal)* describes the state assessments that are given in the core subject areas and requires students to pass secondary end-of-course tests in order to graduate.

Board policies do not require an assessment process that is differentiated to address variations in student achievement or is more rigorous than high stakes assessments.

Criterion 4.2: A program assessment process

Two points are given for this criterion. *Board Policy BJA (Local)* requires the superintendent to oversee a system for regular evaluation of instructional programs and identification of areas for improvement. *Board Policy EG (Local)* states that the tested curriculum shall include a program evaluation component that guides curriculum redesign and instructional planning.

Board Policies BQ (Legal and Local), *BQA (Legal and Local)*, and *BQB (Legal and Local)* link the program assessment process with district and campus improvement planning.

However, board policies do not clearly specify a formative and summative program evaluation process.

Criterion 4.3: Use of data from assessment to determine program/curriculum effectiveness and efficiency

Policy direction is adequate at all three levels of this criterion. Policies provide guidance for data disaggregation, teacher tracking of student mastery, and modification of the curriculum based on performance data.

- *Board Policy BJA (Local)* expects the superintendent to ensure that appropriate data are used in developing recommendations and making decisions regarding the instructional program and resources.
- *Board Policy AID (Legal)* describes the requirements under the *No Child Left Behind Act* for districts receiving Title I funds for an annual review of the progress of each school in meeting adequate yearly progress criteria.
- *Board Policy BQ (Legal)* requires the District Improvement Plan to address performance on student achievement indicators that are disaggregated by all student groups served by the district.
- *Board Policy BQA (Legal)* expects the District Educational Improvement Council to analyze the results of each school's dropout prevention program in developing the District Improvement Plan.
- *Board Policy EG (Local)* directs teachers to use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of student groups, and to modify curriculum and instruction.

Criterion 4.4: Reports to the board about program effectiveness

Board policies meet all three levels of this criterion.

- *Board Policy AIB (Legal)* and *Board Policy BAA (Legal)* require the district to publish annual reports regarding district and individual campus educational performance. The information in the performance report shall be a primary consideration in district and campus planning.
- *Board Policy BBD (Exhibit)* states that the board monitors the effectiveness and efficiency of instructional programs by reviewing reports prepared at the direction of the superintendent and directs the superintendent to make modifications to the educational program that promote maximum student achievement.
- *Board Policy EG (Local)* states that the superintendent will organize a report or presentation to the board that presents recommendations for the improvement of student performance. This report is to cite strengths and weaknesses and form a base for later budget development. The report shall include a statement of instructional goals by grade level, analysis of assessment trends, new trends

to be incorporated into the new curriculum, recommended instructional resources, and input from administrators and teachers.

Standard Five Board Policies: Productivity

A school district meeting audit Standard Five is able to consistently demonstrate improved student outcomes even when faced with diminished resources. The criteria and the auditors' ratings of board policies relative to productivity are displayed in Exhibit 1.1.6.

Exhibit 1.1.6

Auditors' Analysis of Board Policies On Audit Standard Five to Determine Quality and Degree of Adequacy Brazosport Independent School District January 2012

Standard Five—Provides for Productivity: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
5.1 Program-centered budgeting		
<ul style="list-style-type: none">Directs development of a budget process that requires program evaluation, identification of specific measurable program goals before the budget process begins, and documented costs to ensure that expenditures are aligned within revenues and cost-benefit analysis is facilitated	AE (Local), BBD (Exhibit), CE (Local), EG (Local)	1
<ul style="list-style-type: none">Requires adherence to a program-centered budgeting process that includes incremental budgeting based on different program types, delivery, and quality for all curriculum areas (The process provides evidence of tangible connections between allocations and anticipated program outcomes or accomplishments.)		0
<ul style="list-style-type: none">Directs full implementation of a program-centered budgeting process that includes incremental funding possibilities, a process for evaluating options, and the use of program evaluation data linked to budget allocations (This process enables program budget decisions to be based upon documented results and performance.)		0
5.2 Resource allocation tied to curriculum priorities		
<ul style="list-style-type: none">Requires a budget that allocates resources according to documented needs, assessment data, and established district curriculum and program goals and priorities	BJA (Local), BQ (Legal), BOB (Legal), CE (Local)	1
<ul style="list-style-type: none">Requires a budget that may be multi-year in nature, provides ongoing support for curriculum and program priorities, and connects costs with program expectations and data-based needs		0
<ul style="list-style-type: none">Directs a budget that provides resources needed to achieve system priorities over time and demonstrates the need for resources based on measurable results and/or performance of programs and activities		0
5.3 Environment to support curriculum delivery		
<ul style="list-style-type: none">Directs facilities that enable teachers to work in an environment that supports adequate delivery of the curriculum	AE (Local), BJA (Legal & Local), CS (Legal), CV (Local)	0
<ul style="list-style-type: none">Directs consideration of multi-year facilities planning efforts to adequately support the district curriculum and program priorities		0
<ul style="list-style-type: none">Directs facilities planning linked to future curriculum and instructional trends and to the teaching-learning environment incorporated in the documented system mission and vision statements		0

Exhibit 1.1.6 (continued) Auditors' Analysis of Board Policies On Audit Standard Five to Determine Quality and Degree of Adequacy Brazosport Independent School District January 2012		
Standard Five—Provides for Productivity: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
5.4 Support systems focused on curriculum design and delivery		
• Provides a clear connection between district support services and the achievement of the district curriculum design and delivery, and evidence of optimization within the system	BAA (Legal), BBD (Exhibit), BJA (Local)	1
• Requires formative and summative evaluation practices for each support service to provide data for improving these services and documented evidence of improvement over time		0
• Requires periodic reports to the board with recommendations for continuing, revising, and/or developing new support services to enhance fulfillment of the mission, including needs-based data		0
5.5 Data-driven decisions for the purpose of increasing student learning		
• Directs the development of specific requirements for data analysis that lead to improved student learning for the core curriculum areas and electives	BJA (Local), BQ (Legal & Local), BQA (Legal), EG (Local)	1
• Directs the development of specific requirements for data analysis that lead to improved student learning for all curriculum areas and grade levels (including electives)		0
• Directs the development of specific requirements for data analysis that lead to improved student learning for all operations of the district		0
5.6 Change processes for long-term institutionalization of district priority goals		
• Requires the identification of strategies, grounded in documented assessment of program success or efficacy, to be used by the district to ensure long-term institutionalization of change	BAA (Legal), BBD (Exhibit), BQ (Legal), BQA (Legal), EGA (Legal)	0
• Directs the development of school improvement plans that address the use of specific change strategies at the building level to ensure the institutionalization of change and improved results or performance		0
• Directs that all district, department, and program plans incorporate procedures for change strategies to ensure the institutionalization of change for improvement and include procedures with formative and summative practices that provide data about change implementation and effectiveness		0
Standard Five Rating (number of points for the six criteria with a possibility of 18)		4
Percentage of Adequacy (points divided by the number of possible points—18)		22.2%
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		

Exhibit 1.1.6 shows that board policies relative to audit Standard Five received 4 out of 18 possible points, or 22.2 percent, and are inadequate to provide for improved productivity.

Details about the auditors' analysis are provided below.

Criterion 5.1: Program-centered budgeting

One point is assigned to this criterion. The following board policies indicate the intention to move to program-centered budgeting based on district goals and priorities and using program evaluation, but the policies do not reference incremental funding or specify a process for evaluating options.

- *Board Policy AE (Local)* includes the following goal in the district vision statement: “Become the ‘best cost provider’ of exemplary public education services.”
- *Board Policy BBD (Exhibit)* states that the board adopts a budget that incorporates sound business and fiscal practices and provides resources to achieve the district’s vision, mission, and goals.
- *Board Policy CE (Local)* states that budget planning shall be an integral part of overall program planning so that the budget effectively reflects the district’s programs and activities and provides resources to implement them.
- *Board Policy EG (Local)* states the administration’s intent to move the district’s budget to a program-driven document that reflects funding decisions based on organizational goals and priorities.

Criterion 5.2: Resource allocation tied to curriculum priorities

One point is given to this criterion. Policies link budgeting to district goals and instructional needs, but they do not address ongoing financial support for priorities over time.

- *Board Policy BJA (Local)* expects the superintendent to oversee a budget development process that results in recommendations based on district priorities, available resources, and anticipated changes to district finances.
- *Board Policy BQ (Legal)* and *Board Policy BOB (Legal)* require district and campus improvement plans to describe the resources needed to implement the identified goals and strategies.
- *Board Policy CE (Local)* states that general education goals, specific program goals, alternatives for achieving program goals, and input from district and campus planning and decision-making committees shall be considered in the budget planning process.

Criterion 5.3: Environment to support curriculum delivery

All levels of policy direction are inadequate relative to this criterion. *Board Policy AE (Local)* lists goals for ongoing preventive maintenance and a long-term refurbishing schedule for facilities. However, existing board policies that reference facilities are silent as far as providing an environment that supports the district’s mission and goals and the delivery of the curriculum.

Criterion 5.4: Support systems focused on curriculum design, deployment, and delivery

One point is given to this criterion. Board policies provide some linkage between support services and the district mission and goals.

- *Board Policy BBD (Exhibit)* requires the board to “review the efficiency and effectiveness of district operations and use of resources in supporting the district’s vision, mission, and goals.”
- *Board Policy BJA (Local)* lists as a duty of the superintendent: “Implement and oversee a planning process that results in goals, targets, or priorities for all major areas of district operations, including facilities maintenance and operations, transportation, and food services.”

Policy does not require formative and summative evaluation of each support service or evidence of improvement over time.

Criterion 5.5: Data-driven decisions for the purpose of increasing student learning

One point is given to this criterion. Policies provide direction for data analysis of core curriculum areas, but do not provide a specific requirement for data analyses of all curriculum areas and grade levels and all district operations.

- *Board Policies BQ (Legal and Local)* require that district and campus improvement plans include disaggregated data by student subgroups to show performance on the academic excellence indicators.
- *Board Policy BJA (Local)* requires the superintendent to ensure that appropriate data are used in developing recommendations and making decisions regarding the instructional program and resources.

- *Board Policy EG (Local)* requires the use of state and local criterion-referenced tests for program design and curriculum revision. Teachers and supervisors are to use test results to assess student achievement, group students for instruction, identify achievement trends, and modify curriculum and instruction.

Criterion 5.6: Change processes for long-term institutionalization of district goals

Policy direction for all levels of this criterion is considered inadequate. District and campus improvement plans list strategies for improving student achievement, but plans are yearly and do not address long-term change.

Exhibit 1.1.7 shows the ratings for board policies relative to each of the five audit standards and an overall percentage of board policy adequacy.

Exhibit 1.1.7

Summary Ratings of the Auditors' Analysis of Board Policy To Determine Quality and Degree of Adequacy Brazosport Independent School District January 2012

Standard	Number of Criteria	Number of Possible Points	Points Given	Percentage of Points Relative to 70% Standard for Adequacy
One	6	18	13	72.2
Two	5	15	8	53.3
Three	5	15	10	66.7
Four	4	12	9	75.0
Five	6	18	4	22.2
Overall Rating For all Criteria	26	78	44	56.4%

Exhibit 1.1.7 shows that district board policies received 44 out of a possible 78 points. An overall score of 55 points, or 70 percent, is required for policies to be considered adequate to provide direction for effective curriculum management and other district functions. As can be noted,

- Standard Four policies, which provide for feedback, received the highest score with 75 percent adequacy.
- Standard One policies, which provide for control, received the second highest score with 72.2 percent adequacy.
- Standard Five policies, which provide for productivity, received the lowest rating with 22.2 percent.

Policy Implementation

After reviewing the board policies, the auditors conducted interviews with board members and district personnel regarding the implementation of board policies. The interviews indicated that implementation of policies had previously not been a priority and resulted in some inconsistencies in the implementation of the educational program. The following are representative comments:

- “Policy isn’t anything we looked at (previously).” (District Administrator)
- “Campus level enforcement and implementation of board policies is not consistent across the district.” (Board Member)
- “From the beginning the new superintendent was asked to put some focus on the enforcement of existing policies.” (Board Member)
- “We were all over the place in disciplinary practices.” (District Administrator)
- “We all don’t have the same homework policy.” (Campus Administrator)

The auditors noted that 1999 *Board Policy EG (Local): Curriculum Development* stated expectations for an aligned written, taught, and tested curriculum for all courses and grade levels taught in BISD; for a staff development plan; and for movement toward a program-driven budget, none of which have been implemented (see [Findings, 2.1, 3.2, and 5.1](#)).

However, interviews with administrators suggested that consistency in policy implementation was improving. Sample comments included the following:

- “We are writing administrative regulations that have not been done before. They are making it more consistent now in how we enforce board policies.” (Campus Administrator)
- “They (administrators) didn’t know their policies, but now they are referencing them more.” (District Administrator)

In summary, current board policies are inadequate to provide the direction and quality control needed for sound curriculum management. A number of policies are lacking, and others are too general to provide direction and consistency in the district’s curriculum management efforts.

Finding 1.2: A full scope of district planning has not yet been developed to guide all district functions. Annual district and campus improvement planning takes place, but these plans have not provided direction for system-wide change. However, a long-term strategic planning process was underway at the time of the audit site visit.

Planning is the process by which district leaders envision the future of the school system and develop the necessary procedures and operations to achieve that future. The planning function charts the course for progress to a desired future state. Multiple data sources are used to make decisions with a clear future goal in mind. Embedded in this planning process is the ability to modify and adjust direction based upon student needs, new legislation, or changes in the community.

To determine the status of planning in the Brazosport Independent School District, the auditors reviewed board policies, board goals, and other planning documents provided by district personnel. Interviews were conducted with board members, administrators, teachers, other staff, and community members.

District and campus planning was in transition at the time of the audit visit. Historically, the state-mandated district and campus improvement plans had been developed for compliance by an outside agency and did not provide focus and coordination for district goals and priorities. This was the first year that the state-mandated one-year district and campus improvement plans had been developed by district personnel. A five-year strategic planning process has recently been initiated. The auditors found some components of effective planning in technology, assessment, and facility plans, but these plans are not comprehensive. Additional planning efforts were found in documents pertaining to curriculum management, professional development, budgeting, and crisis management.

[Exhibit 1.2.1](#) lists the planning documents provided by district staff and reviewed by the auditors:

Exhibit 1.2.1

Planning Documents Reviewed by the Auditors Brazosport Independent School District January 2012

Document	Date
Board of Trustees Policies	1995-2011
Job Descriptions	Various
Strategic Planning Team Notebook	11/2010
BISD District Improvement Plan	2011-12
Instructional Programs	11/2011
Campus Improvement Plans	2011-12

Exhibit 1.2.1 (continued) Planning Documents Reviewed by the Auditors Brazosport Independent School District January 2012	
Document	Date
BISD Technology Plan	2010-2013
Technology Update	11/2011
BISD Comprehensive Assessment Plan	2011-12
Ten Year Facilities Maintenance Plan: Levels I and II	2008-2013 2013-2018
Long Range Curriculum Plan	2011-2013
BISD Curriculum Plan	2011-12
Curriculum Facilitators' Goals	2011-12
Staff Development Handbook	2011-12
Bilingual Education/ESL Monitoring System Continuous Improvement Plan	2009-10 2010-11
Career and Technical Education Monitoring System Continuous Improvement Plans	2009-10
Special Education Monitoring System Corrective Action Plan	2009-10
Business Office Budget Workbook	2011-12
Business Office Title I Workbook	2011-12
Business Office Title II Workbook	2011-12
AEIS Reports	2002-2012

State and local board policies provide direction for district and campus improvement planning. The following board policies reference the planning process:

- *Board Policy AE (Local): Educational Philosophy* requires the administration to clearly define and communicate accountability/expectations for parents, teachers, and students; to develop a prioritized list of measurements for progress on goals; and to implement a Long-Range Technology Plan.
- *Board Policy BAA (Legal): Board Legal Status: Powers and Duties* assigns the board the following responsibilities:
 1. Establish a district and campus level planning and decision-making process;
 2. Monitor progress toward the district's comprehensive goals; and
 3. Establish performance goals for the state academic and fiscal performance indicators.
- *Board Policy BAA (Local): Board Legal Status: Powers and Duties* states that the mission of the board and superintendent is to meet the community's expectations for effective, efficient education by creating and communicating a vision and giving direction to the district.
- *Board Policy BBD (Exhibit): Framework for School Board Development* requires the board to adopt a planning and decision-making process consistent with state statute that uses participation, information, research, and evaluation to help achieve the district's vision.
- *Board Policy BJA (Local): Superintendent Qualifications and Duties* requires the superintendent to implement and oversee a planning process that results in goals, targets, or priorities for all major areas of district operations, including instruction, facilities maintenance and operations, transportation, and food services.
- *Board Policy BQ (Legal): Planning and Decision-Making Process* states that the board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve professional staff, parents, business representatives, and community members in establishing and

reviewing the district's and campuses' educational plans, goals, performance objectives, and classroom instructional programs. Further board requirements include:

1. Ensure that district and campus improvement plans are developed and revised annually;
2. Approve district and campus performance objectives; and
3. Ensure that district and campus plans are mutually supportive;

District improvement plans are expected to include the following components:

- A comprehensive needs assessment that addresses performance on the student achievement indicators disaggregated by all student groups served in the district;
- Measurable district performance objectives for all appropriate student achievement indicators for all student populations, including special education students;
- Strategies for improvement of student performance that include:
 1. Instructional methods for student groups not achieving their full potential;
 2. Methods of addressing the needs of students eligible for special programs such as suicide prevention, conflict resolution, violence prevention, or dyslexia treatment programs;
 3. Dropout reduction;
 4. Integration of instructional technology in instructional and administrative programs;
 5. Discipline management;
 6. Staff development for the professional staff;
 7. Career education to assist students in developing the skills necessary for a broad range of career opportunities; and
 8. Accelerated education.
- Strategies for providing to secondary students, teachers, counselors, and parents information about higher education admissions, financial aid, the TEXAS grant program, and the Teach for Texas grant program;
- Resources needed to implement identified strategies;
- Staff responsible for ensuring the accomplishment of each goal;
- Timelines for ongoing monitoring of the implementation of each improvement strategy;
- Formative evaluation criteria for determining periodically whether strategies are resulting in improved student performance;
- A discipline management program;
- A dating violence policy; and
- A policy that addresses sexual abuse and other maltreatment of children.

Campus improvement plans are to be developed each year by the principal with the assistance of the campus planning and decision-making committee. Each campus plan must:

- Assess the academic achievement of each student using the student academic indicator system;
- Set campus performance objectives based on the student achievement indicator system, including objectives for special needs populations;
- Identify how campus goals will be met;
- Determine the resources needed to implement the plan;

- Identify staff needed to implement the plan;
- Set timelines for reaching the goals;
- Measure progress toward the performance objectives;
- Provide for a program of parent involvement;
- Include goals and methods for violence prevention and intervention on campus; and
- Set goals and objectives at the elementary, middle school, or junior high levels for a coordinated health program based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are educationally disadvantaged; methods to ensure that students participate in moderate to vigorous physical activity; and any other indicator recommended by the local school health advisory council.
- *Board Policy BQA (Legal): Planning and Decision-Making Process: District Level* provides direction for the formation of a district level planning and decision-making committee. The committee is to be involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning at the district and campus levels. They are to analyze information related to dropout prevention and use it in the development of the district improvement plan. The committee is to approve a campus incentive plan developed by each campus planning body. *Policy BQA (Local)* states that the district planning committee serves exclusively in an advisory role except that the committee shall approve district-wide staff development.
- *Board Policy BQB (Legal): Planning and Decision-Making Process: Campus Level* provides direction regarding the composition and duties of campus planning and decision-making committees. The committee is to be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization as well as assisting the principal in the development of the campus improvement plan.
- *Board Policy BQB (Local): Planning and Decision-Making Process: Campus Level* states that this committee is advisory except for approving campus staff development efforts.

As noted above, board policies require annual district and campus improvement plans, but they do not provide specific direction for longer term planning.

Several job descriptions, in addition to the superintendent's, include expectations for planning, but the job descriptions do not address leadership for long-term planning.

- Assistant Superintendent for Curriculum and Instruction: Shall establish goals and measures in alignment with the district improvement plan.
- Principal: Regularly consult with the campus level committee about planning, operation, supervision, and evaluation of the campus educational program; Build a common vision for school improvement with the staff; Direct planning activities and put programs in place with the staff to ensure attainment of the school's mission; and Set annual performance objectives for each Academic Excellence Indicator using the campus planning process and the site-based decision-making committee.
- Assistant Principal: Participate in the development of campus improvement plans with staff, parents, and community members.

Three levels of analysis are used to assess the quality of planning in a school district:

1. Level 1: Quality of Planning Design, Deployment, and Delivery—This analysis focuses on the district planning process as a whole.
2. Level 2: Quality of District-wide plan—The district's primary planning document is analyzed.
3. Level 3: Quality of School and System-wide Improvement Plans

The following definitions are used:

- Design—Developing the format of a goal, project, or product; conceiving or inventing.
- Deployment—Taking strategic advance actions to prepare and bring a goal or objective to action (e.g., staff development, coaching, mentoring); setting up, installing.
- Delivery—Carrying out a goal, project, or product; using a function, process, or product.

The following details the auditors' findings relative to the three levels of analysis:

Level I: Quality of Planning Design, Deployment, and Delivery

Eight characteristics are used to determine the quality of planning design, deployment, and delivery throughout the district. For Level I to be considered adequate, six of the eight characteristics must be determined to be adequate. Exhibit 1.2.2 lists the characteristics and the auditors' ratings.

Exhibit 1.2.2

Level I: Characteristics of Quality Planning Audit Criteria— Design, Deployment, and Delivery Brazosport Independent School District January 2012

There is evidence that...	Auditors' Rating	
	Adequate	Inadequate
1. Policy Expectations: The governing board has placed into policy the expectation that the superintendent and staff collectively discuss the future and that this thinking should take some tangible form without prescribing a particular template, allowing for flexibility as needed.		X
2. Vision/Direction: Leadership has implicit or explicit vision of the general direction in which the organization is going for improvement purposes. That vision emerges from having considered future changes in the organizational context.	X	
3. Data-driven: Data influence the planning and system directions/initiatives.		X
4. Budget Timing: Budget planning for change is done in concert with other planning, with goals and actions from those plans driving the budget planning.		X
5. Day-to-Day Decisions: Leadership makes day-to-day decisions regarding the implicit or explicit direction of the system and facilitates movement toward the planned direction.	X	
6. Emergent/Fluid Planning: Leadership is able to adjust discrepancies between current status and desired status, facilitates movement toward the desired status, and is fluid in planning efforts (emergent in nature).	X	
7. Deliberate Articulated Actions: Staff are involved in a purposeful way through such efforts as school/unit improvement planning, professional development councils, and district task forces that are congruent with the articulated direction of the system or system initiatives.		X
8. Aligned Professional Development: Professional development endeavors are aligned to system planning goals and initiatives.		X
Total	3	5
Percentage of Adequacy	50%	

The auditors found that a strategic planning process was initiated in the fall of 2011, but at the time of the audit site visit, a comprehensive district-wide process had not yet been implemented. Exhibit 1.2.2 indicates that three of the eight district-wide planning characteristics were rated as adequate, and five were considered inadequate. Therefore, BISD does not meet the audit standard for quality district-wide planning. The following provides further information about the auditors' assessment of Level I criteria.

Characteristic One: Policy Expectations (Inadequate)

This characteristic was not met. As noted above, the Brazosport ISD board policies provide direction for the development and implementation of annual district and campus improvement plans. However, there is no expectation for long-range planning.

Characteristic Two: Vision/Direction (Adequate)

This characteristic is rated as adequate. District leadership continuously provides explicit direction as to where the organization needs to go to improve the educational program. A subset of the strategic planning committee developed the new Brazosport ISD vision, which states: “Brazosport ISD...Pursuing innovation to make a difference for tomorrow.” The recently established beliefs that are to guide the development of the strategic plan include the following:

1. Every child deserves the highest quality education.
2. Everyone is accountable for student success.
3. Collaborative partnerships are valuable.
4. The development of leadership throughout the organization is critical to our success.

District leaders have stated that the strategic plan is to provide focus and consistency across the district. Priorities for future growth include an aligned written, taught, and tested curriculum, administrator and teacher capacity building, a focus on best instructional practices, and improvement in technology infrastructure and implementation.

Characteristic Three: Data-Driven (Inadequate)

This characteristic was not met. Multiple sources of data were reviewed in the development of the strategic plan and district and campus improvement plans. The use of data in planning and evaluating district and campus initiatives, curriculum development, staff development, and in teaching is emerging, but not yet systemic (see [Findings 2.3, 4.1, 4.4, and 5.3.](#))

Characteristic Four: Budget Timing (Inadequate)

This characteristic was not met. District plans, most campus plans, and the Technology Plan contain general information about sources and amounts of program funds, but interviews and documents reviewed by the auditors did not indicate that the budget process has been adequately linked to district planning and curricular priorities (see [Finding 5.1](#)).

Characteristic Five: Day-to-Day Decisions (Adequate)

This characteristic is adequate. Responsibilities for decisions that are to be made centrally and those that are school-based had previously not been clearly defined. Decisions made at individual campuses were often not aligned across the district. Now district leadership’s expectations for the direction of the system are clearly evident in day-to-day decision making and in ongoing work with administrative, teacher, and community groups and committees.

Characteristic Six: Emergent/Fluid Planning (Adequate)

This characteristic was met. During interviews district and campus personnel revealed that emergent, informal planning takes place within the planning process. Several administrators mentioned revisiting planning documents throughout the year and informally making appropriate changes.

Characteristic Seven: Deliberate, Articulated Actions (Inadequate)

This characteristic was not met. Parents and staff are involved on the District Educational Improvement Committee, campus improvement councils, and various other task forces and committees. Interviews with district and school staff members indicated that many initiatives are taking place, but not all are linked to district and school improvement plans or are aligned district-wide (see [Finding 5.3](#)).

Characteristic Eight: Aligned Professional Development (Inadequate)

This characteristic was considered inadequate. Professional development has been largely site-based or individually selected (see [Finding 3.2](#)). While many staff development offerings are available to district personnel, a comprehensive district-wide plan to provide coordination and consistency across the district has not been developed.

Overall, the auditors found evidence that planning takes place within the district. In the past district and campus improvement planning had been short-term and idiosyncratic to each school or department. However, actions linked to the district's mission and goals and to future direction are underway at this time, although a coordinated approach to the implementation of initiatives is not yet in place.

During interviews with board members, administrators, and teachers, comments were made about the recent emphasis on district planning. Representative comments included the following:

- “We need focus. Everybody goes in a different direction—every school, every teacher, every department.” (District Administrator)
- “A strategic plan is what we need to focus our work.” (District Administrator)
- “The Superintendent has a pretty clear vision and is working hard to communicate that to the community.” (District Administrator)
- “We can work very hard together and still go nowhere. We need to be strategic about how we plan and how we allocate money.” (District Administrator)

Summary of district-wide planning

During the past several years planning has been primarily short-term with planning documents developed for compliance rather than to drive decision making. A coordinated approach to the implementation of initiatives was not evident. Many staff members acknowledged the need for the current efforts toward a focused, long-term, comprehensive planning process.

Level II: Quality of District-wide Plan

The second level of analysis examines the adequacy of the district-wide plan to provide direction for system change. As noted above, a long-range planning process was underway at the time of the audit site visit. Members of the Strategic Planning Team have developed district vision and belief statements. Teams were working on action plans for each of the following plan categories:

- Teaching and Learning
- Funding and Finance
- Personnel
- Facilities
- Community Relations
- Technology

The Brazosport ISD District Improvement Plan (2011-12) was used for district-wide plan analysis since the Strategic Plan has not yet been completed.

As noted above, *Board Policy BQ (Legal)* lists the state-required components to be included in a District Improvement Plan. The auditors found that the BISD District Improvement Plan included most of the elements, but strategies were missing for the integration of instructional technology in instructional programs, career education, and accelerated education.

Exhibit 1.2.3 lists the Curriculum Management Audit characteristics of a quality district planning document and the auditors' assessment of adequacy. If the plan meets five of the seven characteristics, the audit criterion for adequacy has been met.

Exhibit 1.2.3

Level II: Characteristics of District-wide Plan Quality for Design, Deployment, and Delivery Brazosport Independent School District January 2012

Characteristics	Auditors' Rating	
	Adequate	Inadequate
1. Reasonable and Clear: The plan is reasonable; it has a feasible number of goals and objectives for the resources (financial, time, people) available. Moreover, the goals and objectives are clear and measurable.		partial
2. Emergent/Fluid: The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.	X	
3. Change Strategies: The plan incorporates and focuses on those action strategies/interventions that are built around effective change strategies (e.g., capacity building of appropriate staff).	X	
4. Deployment Strategies: The plan clearly delineates strategies to be used to support deploying the steps and tasks outlined in the plan (e.g., orientation to the change, staff development on the proficiencies needed to bring about the change, communication regarding planned change).		X
5. Integration of Goals and Actions: All goals and actions in the plan are interrelated and congruent with one another.	X	
6. Evaluation Plan and Implementation: There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results, and they are then modified as needed. There is both frequent formative evaluation and annual summative evaluation, so that plans are revised as needed.		partial
7. Monitoring: Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting the outcomes that take place as the plan is designed and implemented.	X	
Total	4	3
Percentage of Adequacy	57.1%	
Note: A “partial” rating is considered inadequate.		

Exhibit 1.2.3 indicates that four of the characteristics were rated as adequate, two were rated as partially adequate, and one characteristic was considered inadequate. Therefore, the design of the District Improvement Plan does not meet the audit standard for plan quality.

Analysis of the District Improvement Plan using the seven audit characteristics revealed the following:

Characteristic One: Reasonable and Clear (Partially Adequate)

This characteristic was partially met and is therefore inadequate. The Brazosport ISD District Improvement Plan (2011-12) includes eight goals with each goal having two or three corresponding objectives for a total of 20 objectives. The objectives are clear, measurable, and congruent with each goal. However, the goals and some of the objectives are too ambitious to achieve in a single year; they would be more appropriate for the Strategic Plan. For example, goals such as "All students will demonstrate exemplary performance in comparison to state and national standards in the areas of reading and writing of the English language and in the understanding of mathematics, science, social studies, and technology in order to compete globally" will take longer than a single year to complete.

Characteristic Two: Emergent/Fluid (Adequate)

This characteristic was considered adequate. The opportunity for emergent planning exists during the scheduled November, January, March, and June formative reviews.

Characteristic Three: Change Strategies (Adequate)

This characteristic was met. As noted above, one of the core beliefs of the Strategic Plan is: “The development of leadership throughout the organization is critical to our success.”

In the District Improvement Plan corresponding change strategies are listed for each objective. These strategies focus on building capacity in effective teaching and instructional leadership practices and in accountability. Examples of such strategies include the following:

- Develop a professional development plan that includes a plan to build capacity among principals for data analysis, curriculum monitoring, assessment literacy, and state and federal accountability.
- Create department plans for ongoing professional development.
- Involve teacher leaders in the development of campus level leadership team meetings to plan instructional interventions and strategies.

Characteristic Four: Deployment Strategies (Inadequate)

This characteristic was not met. District staff members have been oriented to the changes needed, but the District Improvement Plan has not provided focus for efforts taking place across the district. During interviews district and campus staff members did not cite the District Improvement Plan as providing direction for key priorities. However, a number of individuals stated expectations that the Strategic Plan would fulfill this function.

Characteristic Five: Integration of Goals and Actions (Adequate)

This characteristic is adequate. The strategies listed for each long-range goal are generally congruent with the goal.

Characteristic Six: Evaluation Plan and Implementation (Partially Adequate)

This characteristic is considered partially adequate. As noted in Characteristic One, most of the objectives are measurable, but some of the summative evaluation measures are described in terms of activities completed rather than in actions evaluated for effects or results. Summative evaluation measures of results included: state assessment results, parent and teacher surveys, completion and dropout rates, student retention rates, and teacher attendance rates. Evaluation measures in terms of activities completed included: documentation of parent meetings, documentation of teacher meetings or training, sign-in sheets, and training hours.

Characteristic Seven: Monitoring (Adequate)

This characteristic was met. Each strategy includes “Staff Person Responsible for Monitoring” and “Evidence that Demonstrates Success.” At each of the four formative reviews each strategy is marked on the plan as to “discontinue, no progress, some progress, considerable progress, or accomplished.”

Summary of the district plan

The District Improvement Plan provides direction for the system, but it currently functions as a transitional document that complies with the state mandate and lays some groundwork for the strategic planning process currently underway.

Level Three: Quality of Department and School Improvement Plans

The third level of analysis examines campus and department improvement plans. A clear and comprehensive campus improvement planning document, which is linked to district long-range goals, focuses the school community and other district departments on district priorities and the attainment of goals for student learning.

The auditors reviewed board policies, campus improvement plans, the Technology Plan, and related planning documents. They interviewed teachers, principals, and central office staff regarding campus and department planning in BISD.

The auditors found that all BISD schools have campus improvement plans. Campus personnel indicated that these plans were developed on a short timeline after the change in district leadership which, in some instances, precluded the desired amount of staff participation. In addition, several recent changes in campus leadership may have contributed to the wide range in quality the auditors found among the campus plans. The three-year Technology Plan was also analyzed.

Board Policy BQ (Legal) also lists various components expected to be found in campus improvement plans. The auditors found that campus plans generally included most of the state-required elements, but several lacked coordinated health program objectives and/or violence prevention strategies.

Eight characteristics are used in Level 3 analysis to determine the quality of campus and department improvement plans throughout the district. Exhibit 1.2.4 lists the characteristics along with the auditors' assessment of their implementation. To meet the audit standard, six of the eight characteristics must be rated as adequate.

Exhibit 1.2.4

Level III: Characteristics of Department and School Improvement Plan Quality for Design, Deployment, and Delivery Brazosport Independent School District January 2012

Characteristics	Auditors' Rating	
	Adequate	Inadequate
1. Congruence and Connectivity: Goals and actions are derived from, explicitly linked to, and congruent with the district plan's goals, objectives, and priorities.		partial
2. Reasonable and Clear: The plan is reasonable; it has a feasible number of goals and objectives for the resources available (finances, time, people). The goals and objectives of the plan are clear and measurable.		partial
3. Emergent/Fluid: The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.	X	
4. Change Strategies: The plan incorporates and focuses on those action strategies/ interventions that are built around effective change strategies (e.g., capacity building of appropriate staff).		partial
5. Deployment Strategies: The plan clearly delineates strategies to be used to support deploying the steps and tasks outlined in the plan (e.g., orientation to the change, staff development on the proficiencies needed to bring about the change, communication regarding planned change).		X
6. Integration of Goals and Actions: All goals and actions in the plan are interrelated and congruent with one another.	X	
7. Evaluation Plan and Implementation: There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results and modified as needed. There is both frequent formative evaluation and summative evaluation, so that plans are revised as needed.		partial
8. Monitoring: Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting outcomes that take place as the plan is designed and implemented.		X
Total	2	6
Percentage of Adequacy	25%	
Note: A “partial” rating is considered inadequate.		

Exhibit 1.2.4 indicates that two of the characteristics were rated as adequate, four characteristics were partially adequate, and two characteristics were considered inadequate. Therefore, the design of the school improvement plans and the technology plan does not meet the audit standard for school and department planning.

Analysis of campus improvement plans and the district Technology Plan using the eight characteristics revealed the following:

Characteristic One: Congruence and Connectivity (Partially Adequate)

This characteristic was partially met and is therefore inadequate. District and campus improvement plans are aligned in content and format, but connectivity is absent between the District Improvement Plan and the district Technology Plan.

Board Policy BQ (Legal): Planning and Decision Making Process states that district and campus plans “are to be mutually supportive to accomplish the identified objectives.” *Board Policy BQB (Local): Planning and Decision Making Process: Campus Level* expects that campus performance objectives “shall support the district’s educational goals and objectives.” The auditors found that campus improvement plan goals were based on the same goals listed in the District Improvement Plan. Some secondary school plans included all eight district goals, while other plans included from five to seven district goals. Objectives and strategies under each goal were specific to each campus.

One of the eight goals of the District Improvement Plan states: “Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. However, the District Improvement Plan does not reference the Technology Plan or include congruent technology strategies. School plans also don’t specifically reference the district Technology Plan, but they included strategies consistent with it.

Characteristic Two: Reasonableness and Clarity (Partially Adequate)

This characteristic was partially met. Some of the campus improvement plans contain more performance objectives and corresponding strategies than could be reasonably focused upon and implemented effectively in one year. The number of performance objectives written for each goal in the campus plans ranged from 1 to 11, and the total number of strategies in the campus plans ranged from 32 to 216. The district goal of increasing academic achievement in the core areas had the greatest number of corresponding strategies in each plan.

Many of the strategies listed are actions that occur as part of regular school operations, and large numbers of these in a plan may divert attention from the strategies that would most impact school improvement. For example, the strategies “Core area teachers will engage in data talks to discuss diagnostic and benchmark data to measure progress towards objectives taught and modify instruction,” and “Identify at-risk students based on prior year assessments and develop an intervention plan for each that provides academic and behavioral support” have the potential to be powerful interventions if carefully deployed, monitored, and followed through. However, strategies such as “Evaluate all professional staff with PDAS,” and “Contact parents and community members requesting to volunteer” may be useful, but, as written, are activities that would normally occur in the daily operation of a school.

The Technology Plan included four broad goals with two to four objectives under each. The total number of corresponding strategies was 91. Since the Technology Plan is a three-year plan, the objectives and strategies could reasonably be implemented if funding was available.

Many school plans contained goals that are measurable such as, “Ninth grade teachers will provide tutorials to students at risk of failing the EOC exams so that the passing rate is at least 85 percent.” Campus plans also contained goals that are not easily measured such as, “Provide staff development for teachers in areas of need.”

Characteristic Three: Emergent/Fluid (Adequate)

This characteristic was considered adequate. As with the District Improvement Plan, the opportunity for emergent campus planning exists during the scheduled November, January, March, and June formative reviews at the campus level.

The Technology Plan is updated annually. The current plan identified changes that were made to last year's plan.

Characteristic Four: Change Strategies (Partially Adequate)

This characteristic was partially adequate. The campus plans include a number of change strategies among the many initiatives listed, but a focus on the major actions that can produce improvement is lacking. As stated above, many of the activities listed as initiatives or strategies in campus plans were single events or regular school functions rather than strategies for change or improvement.

An objective of the Technology Plan states: "BISD staff and administrators will support the use of emerging technologies, innovative strategies, and anytime/anywhere access to technology based learning for all." An example of a change strategy is "Determine and analyze the need for and costs/benefits of Distance Learning strategies to extend learning beyond the classroom, including opportunities such as Texas Virtual Schools." A number of strategies listed involved training of teachers, administrators, parents, and community members.

Characteristic Five: Deployment Strategies (Inadequate)

This characteristic is inadequate. Staff development topics were listed in all plans, but references to actions that fully support change (such as orientation to the change, ongoing capacity building of staff, communication regarding the change) were lacking in both the campus and technology plans.

Characteristic Six: Integration of Goals and Actions (Adequate)

This characteristic was rated as adequate. Technology plan strategies are tightly aligned with plan goals. Actions listed in campus plans are generally integrated with plan goals.

Characteristic Seven: Evaluation Plan and Implementation (Partially Adequate)

This characteristic was partially met. Most school plans listed formative and summative evaluation measures, but a large portion of these described whether an activity had taken place rather than its impact on school improvement. Items such as meeting dates, agendas, sign in sheets, and lesson plans were often listed as evidence demonstrating success. Summative evaluations included report cards, surveys, STAAR results, AEIS reports, and AYP, TELPAS, and PBMAS results.

The Technology Plan stated that the Technology Committee is responsible for ongoing evaluation of the plan. The plan is to be formally evaluated each year using Texas STaR Chart results, staff surveys, Sixth and Eighth Grade Technology Assessment data, training participation records, lesson plans, documentation of community access and involvement, hardware and software inventories, and technical support records.

Characteristic Eight: Monitoring (Inadequate)

Monitoring activities listed in the campus plans included classroom walk-throughs, lesson plan review, observations, and feedback. The Technology Plan listed usage records, lesson plans, teacher demonstrations, student projects, and teacher evaluations as monitoring activities. However, systems are not in place for analyzing the results of these activities and modifying the plans as appropriate to promote system-wide change.

Summary of school and technology department planning

In summary, the auditors found that campus improvement plans have been written and provide some direction for system improvement efforts. However, the plans do not provide the focus on district priorities and the clear direction for which they are intended. Many decisions are made at the individual school level and are not aligned across the district.

The Technology Plan included many components of effective planning, but it is not linked to other plans and was not referenced during interviews as directing system change.

Evidence of planning efforts was noted in the areas of curriculum management, professional development, student assessment and program evaluation, and facilities, but these functions operate in the absence of comprehensive plans.

During interviews several staff members made the following comments about campus improvement planning efforts:

- “There is not a real focus on the campus.” (District Office Administrator)
- “Our former campus improvement plans were not user-friendly.” (Campus Administrator)
- “Everything used to be put in a school improvement plan, and then we didn’t do anything with it.” (District Office Administrator)
- “(An outside agency) wrote all plans over the last five years or so, but with no staff participation, they were not followed at the site level.” (District Office Administrator)
- “The biggest need for me is to work on building level processes and procedures.” (District Office Administrator)
- “I think it’s going to get better for us as a campus. We are trying to move toward building a campus plan and aligning everything to that.” (Teacher)

Other staff members commented about technology planning. The following are sample comments:

- “There’s a lot of talk about technology, but I don’t see a vision for what it should be for our students.” (Campus Administrator)
- “I’m not aware of the Technology Plan.” (Campus Administrator)
- “Revisiting technology will help us be back on track.” (Central Office Administrator)

Overall Planning Summary

The auditors found that elements of planning take place at all levels of the district, but planning efforts have not been connected between the district, department, and campus levels to provide direction for system-wide change. Comprehensive plans are absent in key areas such as curriculum management, student assessment and program evaluation, budgeting, and facilities. With new district leadership, a different process for district and campus improvement planning has been implemented, and work is currently underway on a long-term Strategic Plan.



O. M. Roberts fourth graders enjoying reading time

Finding 1.3: The table of organization does not meet all audit criteria for sound organizational design and relationships. Job descriptions are generally adequate to provide employees with clear specifications of responsibilities and relationships relative to curriculum management.

Administrative role relationships are important to an educational organization in the productive grouping and management of its tasks and functions. The absence of this grouping results in the loss of an economy of scale in the deployment of administrative resources. A functional and accurate delineation of administrative relationships is generally depicted in graphic form and is called the table of organization.

The auditors reviewed board policies, board minutes, the table of organization, and job descriptions provided by Brazosport Independent School District personnel. The auditors also interviewed board members, district and school administrators, and other staff members regarding the table of organization and job descriptions.

Table of Organization

The auditors found that the table of organization had been revised shortly before the audit site visit and was still undergoing modification. The current table of organization meets a number of the audit principles for sound organizational design, but does not adhere to audit standards for span of control and logical grouping of functions.

The following board policies reference the table of organization.

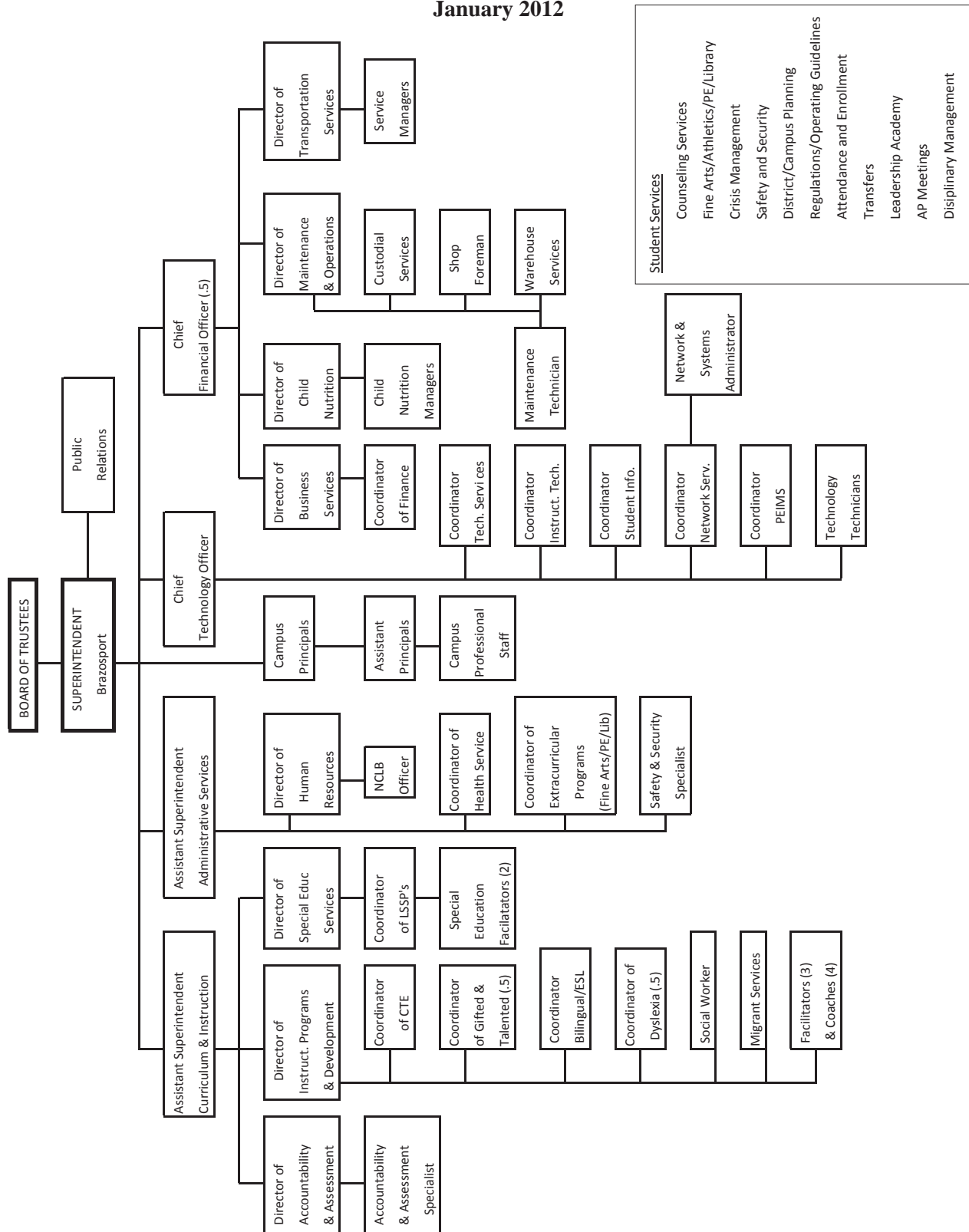
- *Board Policy BJA (Legal): Superintendent: Qualifications and Duties* lists as a responsibility: “Organizing the district’s central administration.”
- *Board Policy BJA (Local): Superintendent: Qualifications and Duties* directs the superintendent to: “Organize district staff in a manner consistent with district priorities and resources, and monitor administrative organization at all levels for effectiveness and efficiency.”

Policy does not provide direction for an organizational chart that is reviewed annually and presented to the board.

Exhibit 1.3.1 displays the table of organization in place at the time of the audit site visit.

Exhibit 1.3.1

Table of Organization Brazosport Independent School District January 2012



The auditors used six principles of sound organizational management to analyze the district's table of organization. These principles are presented in [Exhibit 1.3.2](#).

Exhibit 1.3.2

Curriculum Management Improvement Model Principles of Sound Organizational Management

Principles	Description
Span of Control	The range of superiors to subordinates should be 7-12 as a maximum number of persons who are supervised on a daily face-to-face basis.
Chain of Command	A person should have only one superior to avoid being placed in a compromised decision-making situation.
Logical Grouping of Functions	The clustering of similar duties/tasks is employed in order to keep supervisory needs to a minimum (ensuring economy of scale).
Separation of Line and Staff Functions	Those administrators carrying out the primary mission of the district are not confused with those supporting it. Also, note that in reporting relationships, line administrators report only to other line administrators, never to staff administrators. This keeps the line of accountability for the primary mission of the district uncomplicated.
Scalar Relationships	Roles of the same title and remuneration should be depicted graphically on the same general horizontal plane.
Full Inclusion	All persons working within the district carrying out its essential functions should be depicted in the table of organization.

The auditors' assessment of the table of organization based on the audit principles is provided below:

Span of Control: A large span of control makes a supervisor less accessible to the individuals he/she is responsible for mentoring and monitoring. The Superintendent's span of control is 31, which greatly exceeds the audit recommended maximum of 12 subordinates. The span includes the Assistant Superintendent of Curriculum and Instruction, the Assistant Superintendent of Administrative Services, the Chief Technology Officer, Chief Financial Officer, 19 principals, 7 Board of Trustees members, and a Public Relations Administrator. Board members, who do not report to the Superintendent, are included in this count because of the amount of time the Superintendent needs to spend interacting with them.

The spans of control for the district's other senior officers are within acceptable limits. The span of control for the Assistant Superintendent for Curriculum and Instruction is 13; for the Assistant Superintendent of Administrative Services it is 4; for the Chief Technology Officer it is 6; and for the Chief Financial Officer it is 4.

Chain of Command: The table of organization indicates a clear chain of command for the positions on the organizational chart. None of the employees has more than one supervisor.

Logical Grouping of Functions: Most functions are grouped logically for ease of coordinating educational operations. Exceptions are that fine arts, physical education, and library facilitators should be grouped with instructional programs, and the social worker position should be grouped with student services.

Separation of Line and Staff Functions: The table of organization generally meets the principle of line and staff separation.

Scalar Relationships: A variety of position titles exist in the BISD. They include: assistant superintendents, chief officers, directors, coordinators, facilitators, specialists, administrators, and coaches. Although some positions with different titles are depicted on the same horizontal plane on the organizational chart, those positions with similar remuneration are correctly depicted.

Full Inclusion: The table of organization includes the positions responsible for carrying out the essential functions of the organization.

In summary, the auditors found that the table of organization for the Brazosport Independent School District does not adhere to the audit criteria for span of control and logical grouping of functions.

Job Descriptions

Job descriptions define the roles and responsibilities of individuals within an organization. Quality job descriptions provide employees with clear direction as to how they contribute to and function within the organization. Job descriptions need to be accurate, current, and reflected in the daily actions and duties of employees. Because a school district's primary purpose is the education of its students, nearly all job descriptions need to reflect some linkage to the design and delivery of the educational program.

To determine the quality of job descriptions, the auditors analyzed 58 job descriptions relative to curriculum management that were available on the district's website. The auditors also reviewed board policies and other documents to determine district expectations for job descriptions. In addition, central office staff and campus administrators were interviewed about their duties and responsibilities and reporting structure.

Overall, the auditors found that job descriptions meet audit standards for quality and linkage to curriculum management. Board policy requires job descriptions for all employees, and they were available for almost all of the positions depicted on the table of organization. However, in a number of instances, the titles of the positions on the job descriptions did not match the titles depicted on the table of organization and the changes in some reporting relationships. Expectations for monitoring the delivery of the curriculum and the use of data in decision making were absent in several key job descriptions.

The following board policies reference expectations for job descriptions.

- *Board Policy BQ (Legal): Planning and Decision-Making Process* states that the board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing, patterns, staff development, and school organization.
- *Board Policy DC (Local): Employment Practices* states that the superintendent or designee shall define the qualifications, duties, and responsibilities of all positions and ensure that job descriptions are current and accessible to employees and supervisors.

The following board policies describe the duties of the superintendent, principals, and teachers.

- *Board Policy BJA (Legal and Local): Superintendent: Qualifications and Duties* requires the superintendent to:
 - Prepare policy recommendations for board consideration and adoption and to develop administrative regulations to implement adopted policies.
 - Support board policy and decisions to staff and community; to provide leadership for the planning, organization, operation, supervision, and evaluation of education programs, services, and facilities.
 - Provide leadership for the attainment and improvement of student performance based on the state academic excellence indicators.
 - Oversee annual improvement planning; and ensure that goals and objectives form the basis for curricular decision making.
 - Implement and oversee a planning process that results in goals, targets, or priorities for all major areas of district operation.
 - Provide leadership in the evaluation of educational programs.
 - Oversee a system for regular evaluation of instructional programs, including identifying areas for improvement to attain desired student achievement.
 - Ensure that appropriate data are used in developing recommendations and making decisions regarding the instructional program.

- *Board Policy DP (Legal): Personnel Positions* states that the principal shall be the instructional leader of the school and needs to be provided with adequate training and personnel assistance to assume that role. The principal is key to the monitoring and implementation of the curriculum and is to:
 - Observe classes, monitor lessons, and evaluate teacher-made tests and approve all teacher and staff appointments for the campus.
 - Set specific education objectives for the campus, through the planning process.
 - Develop budgets for the campus; assume administrative responsibility and instructional leadership, under the supervision of the superintendent, for discipline at the campus.
 - Assign evaluate, and promote all personnel assigned to the campus; recommend to the superintendent the termination, suspension, or nonrenewal of an employee assigned to the campus.
 - Perform any other duties assigned by the superintendent pursuant to board policy.
 - Consult with the campus-level committee in the planning, operation, supervision, and evaluation of the campus education program.
 - Develop, review, and revise the campus improvement plan.
- *Board Policy EG (Local): Curriculum Development* requires teachers to:
 - Teach the district curriculum and contribute to written curriculum study.
 - Use test results to assess the status of student achievement.
 - Identify achievement trends for various groups.
 - Track and document individual student mastery in core content areas.
 - Modify the curriculum as warranted by assessment results.

In addition to the duties described in board policies for the superintendent, principal, and teachers, additional responsibilities for these positions are described in their job descriptions (see [Exhibit 1.3.5](#)).

The job descriptions analyzed by the auditors are presented in [Exhibit 1.3.3](#).

Exhibit 1.3.3

Job Descriptions Analyzed for Quality Brazosport Independent School District January 2012

Job Description	Date
Superintendent	3/03
Assistant Superintendent of Administrative Services	6/11
Assistant Superintendent of Curriculum and Instruction	6/11
Chief Financial Officer	7/09
Chief Technology Officer	9/10
Assistant Principal	6/03
Behavioral Intervention Specialist	5/10
Bilingual ESL Coordinator	6/09
Child Nutrition Manager	9/09
Community Liaison	5/09
Coordinator of Career and Technology Education	3/10
Coordinator of Finance	9/09
Coordinator of Fine Arts & Media Services	8/10
Coordinator of Health Services	8/10
Coordinator of Human Resources	2/10

Exhibit 1.3.3 (continued)
Job Descriptions Analyzed for Quality
Brazosport Independent School District
January 2012

Job Description	Date
Coordinator of Network Services	9/10
Coordinator of PEIMS	9/10
Coordinator of SEARCH (Gifted and Talented)	1/11
Coordinator of Technology Services	9/10
Counselor	9/09
Custodial Manager	9/10
Director of Assessment and Accountability	1/11
Director of Athletic and Physical Education Services	9/10
Director of Business Services	7/09
Director of Child Nutrition	9/09
Director of Curriculum & Instruction	6/03
Director of Federal Programs & Compensatory Education	5/09
Director of Human Resources	10/11
Director of Instructional Programs and Professional Development	5/11
Director of Maintenance	2/10
Director of Psychological Services	6/07
Director of Special Education	9/09
Director of Transportation	9/10
District Interventionist	6/09
District RTI Interventionist	11/10
District Technology Specialist	9/10
Dropout Recovery and Grant Writer Administrator	11/09
Dyslexia Coordinator	10/09
Employee Benefits Specialist	2/10
Executive Director of Business Services	6/09
Facilitator of Instructional Technology	9/10
Financial Coordinator	9/09
Human Resources Specialist	2/10
Instructional Coach/Mentor	6/09
Licensed Specialist in School Psychology	8/09
Migrant Facilitator	5/09
NCLB/Personnel Administrator	9/09
Network Administrator	9/10
Parent Involvement Facilitator	5/09
Principal	6/03
Professional Development Site Supervisor	2/10
Public Relations Administrator	9/11
Social Worker	5/09
Special Education Assistive Technologist	9/10
Special Education Coordinator	6/10
Special Education Facilitator	6/10
Student Information Systems Coordinator	9/10
Subject Area Facilitator	5/09
Supervisor of Accounting Services	9/09
Teacher	9/09

Exhibit 1.3.3 indicates that most of the job descriptions were created within the last few years. However, the job descriptions of the superintendent, principal, assistant principal, and director of curriculum and instruction are nine years old and are not congruent with the more recent board policies mentioned above.

Auditors evaluated each job description on four indicators. For a job description to be considered strong, at least 70 percent of the district's job descriptions must be rated adequate or strong on each of the four criteria to meet the audit standard. The four are:

- Qualifications;
- Links to the chain of command; a statement identifying the supervisor and a statement identifying any positions supervised by the incumbent;
- Responsibilities/functions/duties of the job; and
- Relationship to the curriculum where relevant.

The auditors used five possible ratings on the four indicators above. The ratings are shown in Exhibit 1.3.4.

Exhibit 1.3.4

Curriculum Audit Criteria for Rating Job Descriptions

Rating	Explanation
Missing	No statement made.
Inadequate	A statement made, but is incomplete and missing sufficient detail.
Adequate	A more or less complete statement usually missing curricular linkages or sufficient detail regarding curricular linkages/alignment.
Strong	A clear and complete statement, including linkages to curriculum where appropriate or, if not appropriate, otherwise quite complete.
Exemplary	A clear, complete statement with inclusive linkages to curriculum indicated in exemplary scope and depth.

The auditors' assessment of the job descriptions is shown in Exhibit 1.3.5.

Exhibit 1.3.5

Auditors' Assessment of Job Descriptions Brazosport Independent School District January 2012

Title	Qualifications	Chain of Command	Responsibilities	Curricular Linkages
Superintendent	Adequate	Adequate	Adequate	Adequate
Assistant Superintendent of Administrative Services	Adequate	Adequate	Inadequate	Adequate
Assistant Superintendent of Curriculum and Instruction	Adequate	Adequate	Strong	Strong
Chief Financial Officer	Adequate	Adequate	Inadequate	Missing
Chief Technology Officer	Adequate	Adequate	Adequate	Adequate
Assistant Principal	Adequate	Adequate	Inadequate	Adequate
Behavioral Intervention Specialist	Adequate	Adequate	Adequate	Adequate
Bilingual ESL Coordinator	Adequate	Adequate	Adequate	Adequate
Child Nutrition Manager	Adequate	Adequate	Adequate	Missing
Community Liaison	Adequate	Adequate	Adequate	N/A
Coordinator of Career and Technology Education	Adequate	Adequate	Adequate	Adequate
Coordinator of Finance	Adequate	Adequate	Adequate	N/A
Coordinator of Fine Arts & Media Services	Adequate	Adequate	Adequate	Adequate
Coordinator of Health Services	Adequate	Adequate	Adequate	Missing
Coordinator of Network Services	Adequate	Adequate	Adequate	N/A

Exhibit 1.3.5 (continued)
Auditors' Assessment of Job Descriptions
Brazosport Independent School District
January 2012

Title	Qualifications	Chain of Command	Responsibilities	Curricular Linkages
Coordinator of PEIMS	Adequate	Adequate	Adequate	N/A
Coordinator of SEARCH (Gifted and Talented)	Adequate	Adequate	Adequate	Adequate
Coordinator of Technology Services	Adequate	Adequate	Adequate	N/A
Counselor	Adequate	Adequate	Adequate	Adequate
Custodial Manager	Adequate	Adequate	Adequate	N/A
Director of Assessment and Accountability	Adequate	Adequate	Adequate	Adequate
Director of Athletic and Physical Education Services	Adequate	Adequate	Adequate	Adequate
Director of Business Services	Adequate	Adequate	Adequate	N/A
Director of Child Nutrition	Adequate	Adequate	Adequate	Missing
Director of Curriculum and Instruction	Adequate	Adequate	Adequate	Adequate
Director of Federal Programs & Compensatory Education	Adequate	Adequate	Strong	Strong
Director of Human Resources	Adequate	Adequate	Adequate	Missing
Director of Instructional Programs and Professional Development	Adequate	Adequate	Strong	Strong
Director of Maintenance	Adequate	Adequate	Adequate	N/A
Director of Psychological Services	Adequate	Adequate	Adequate	Adequate
Director of Special Education	Adequate	Adequate	Adequate	Adequate
Director of Transportation	Adequate	Missing	Adequate	Missing
District Interventionist	Adequate	Adequate	Strong	Strong
District RTI Interventionist	Adequate	Adequate	Strong	Strong
District Technology Specialist	Adequate	Adequate	Adequate	Adequate
Dropout Recovery and Grant Writer Administrator	Adequate	Adequate	Adequate	Adequate
Dyslexia Coordinator	Adequate	Adequate	Adequate	Adequate
Facilitator of Instructional Technology	Adequate	Adequate	Adequate	Adequate
Financial Coordinator	Adequate	Adequate	Adequate	N/A
Instructional Coach/Mentor	Adequate	Adequate	Strong	Strong
Licensed Specialist in School Psychology	Adequate	Adequate	Adequate	Adequate
Librarian	Adequate	Adequate	Adequate	Adequate
Migrant Facilitator	Adequate	Adequate	Adequate	Adequate
NCLB/Personnel Administrator	Adequate	Adequate	Adequate	Adequate
Network Administrator	Adequate	Adequate	Adequate	N/A
Parent Involvement Facilitator	Adequate	Adequate	Adequate	Adequate
Principal	Adequate	Adequate	Inadequate	Adequate
Professional Development Site Supervisor	Adequate	Adequate	Adequate	Adequate
Public Relations Administrator	Adequate	Adequate	Adequate	Missing
Social Worker	Adequate	Adequate	Adequate	Adequate
Special Education Assistive Technologist	Adequate	Adequate	Adequate	Adequate
Special Education Coordinator	Adequate	Adequate	Adequate	Adequate
Special Education Facilitator	Adequate	Adequate	Adequate	Adequate
Student Information Systems Coordinator	Adequate	Adequate	Adequate	N/A
Subject Area Facilitator	Adequate	Adequate	Strong	Strong
Supervisor of Accounting Services	Adequate	Adequate	Adequate	N/A
Teacher	Adequate	Adequate	Adequate	Adequate

The ratings in [Exhibit 1.3.5](#) are summarized as follows:

- Twelve (12) of the 57 job descriptions reviewed are not expected to have curricular linkages and are marked “not applicable” (N/A).
- Thirty-five (35), or 77.8 percent, of the 45 applicable job descriptions were rated adequate or strong on all four indicators.
- All job descriptions were rated adequate or strong on Qualifications.
- Only the Director of Transportation’s job description did not identify a supervisor.
- The Chief Financial Officer’s job description did not include responsibilities for data-driven decision making or require linkage of the budget process with district improvement planning (see [Finding 4.4](#)).
- The principal’s and assistant principal’s job descriptions did not provide direction for the use of data in decision making (see [Finding 4.4](#)).
- Thirty-eight (38), or 84.4 percent, of the applicable job descriptions were rated adequate or strong on Curricular Linkages.

All of the job descriptions indicated that each employee has only one supervisor. However, job descriptions don’t always reflect chain of command depicted on the current table of organization. Of the 57 job descriptions reviewed, eight positions indicated they are to report to the Superintendent, in addition to the 19 principals. In contrast, the current organizational chart indicates that four employees, in addition to the 19 principals, report to the superintendent. In addition, several key job descriptions lacked expectations for the use of data in decision making and for monitoring the delivery of the curriculum in the classroom.

During interviews several district and campus administrators mentioned that the table of organization and job descriptions were still undergoing revision. Sample comments included the following:

- “The organizational chart is new this year. We made some structural changes, but we still aren’t using people as efficiently as we should.” (District Administrator)
- “We’re still working on the table of organization and job descriptions.” (District Administrator)
- “We still need to improve job descriptions; they need some tweaking.” (District Administrator)

Summary

Board policy requires job descriptions for all employees, and the auditors found that job descriptions were available for almost all positions on the table of organization. Job descriptions followed a consistent design and generally satisfied the minimum audit criteria for adequacy. However, the organizational chart was recently revised, and a number of the job descriptions were not updated to be congruent with the revision.

STANDARD 2: THE SCHOOL DISTRICT HAS ESTABLISHED CLEAR AND VALID OBJECTIVES FOR STUDENTS.

A school system meeting this audit standard has established a clear, valid, and measurable set of pupil standards for learning and has set the objectives into a workable framework for their attainment.

Unless objectives are clear and measurable, there cannot be a cohesive effort to improve pupil achievement in the dimensions in which measurement occurs. The lack of clarity and focus denies to a school system's educators the ability to concentrate scarce resources on priority targets. Instead, resources may be spread too thin and be ineffective in any direction. Objectives are, therefore, essential to attaining local quality control via the school board.

What the Auditors Expected to Find in the Brazosport Independent School District:

Common indicators the TCMAC-CMSi auditors expected to find are:

- A clearly established, board-adopted system-wide set of goals and objectives for all programs and courses;
- Demonstration that the system is contextual and responsive to national, state, and other expectations as evidenced in local initiatives;
- Operations set within a framework that carries out the system's goals and objectives;
- Evidence of comprehensive, detailed, short- and long-range curriculum management planning;
- Knowledge, local validation, and use of current best practices and emerging curriculum trends;
- Written curriculum that addresses both current and future needs of students;
- Major programmatic initiatives designed to be cohesive;
- Provision of explicit direction for the superintendent and professional staff; and
- A framework that exists for systemic curricular change.

Overview of What the Auditors Found in the Brazosport Independent School District:

This section is an overview of the findings that follow in the area of Standard Two. Details follow within separate findings.

Although some curriculum management processes were in place at the time of the audit visit, the auditors found that a comprehensive curriculum management plan is lacking to provide system-wide guidance for the design and delivery of the curriculum. Elements of curriculum management planning were found primarily in board policies, although other district documents also provided some direction. However, these data sources did not meet audit criteria for adequate curriculum management planning.

Auditors found most courses have some form of curriculum document, primarily due to the presence of the Texas Essential Knowledge and Skills (TEKS). Almost all core courses (language arts, mathematics, science, social studies) have some form of written curriculum from kindergarten through grade 12. This nearly met the audit standard of 100 percent curriculum coverage in core content areas. However, a small number of courses in core content areas at grades 9 through 12 were missing written curriculum documents, so the scope of curriculum coverage at the high school level was inadequate. In non-core areas, auditors found most courses from kindergarten through grade 12 had some form of written curriculum, which met the minimum audit standard of at least 70 percent curriculum coverage in non-core areas at the elementary, middle/intermediate, and high school levels.

Auditors analyzed the written curriculum using criteria for curriculum guide quality and specificity. They found wide variations in quality and specificity among the curriculum documents presented. Less than two percent of all curriculum documents were rated as adequate to effectively guide instruction, to align teaching and assessment with the intended curriculum, and to enhance quality control of the educational program.

All components of the district's written, taught, and assessed curriculum need to be congruent. Auditors reviewed a sample of curriculum documents for one content area to determine the degree to which student activities and curriculum-based assessment items were congruent with the TEKS they were intended to address. In their analysis of congruence of the sample student activities and TEKS, auditors found both content and cognitive process alignment to be weak. Similarly, in their analysis of content and cognitive process congruence of selected district curriculum-based assessment items and the TEKS they were intended to assess, auditors found low levels of congruence.

Use of curriculum documents was inconsistent, in part because they are incomplete and difficult to access, and in part because monitoring their use had not been an expectation. It was noted, however, that district personnel are making efforts to develop local curriculum aligned with state objectives and to standardize expectations for monitoring.



Ney elementary students active in their music class

Finding 2.1: The district lacks a comprehensive curriculum management plan to guide the design, delivery, monitoring, and evaluation of the written curriculum.

A curriculum management plan establishes a process for the design, delivery, communication, and evaluation of a district's curriculum. Clearly written, specific, and decisive board policies are the foundation of an effective plan. They set clear and detailed expectations for staff members to articulate and coordinate the written curriculum across all grade levels and subject matter. A curriculum management plan institutionalizes the philosophical and procedural intent of the school district.

Such a plan is designed to function in conjunction with all other district plans as well as with individual school improvement plans. When all planning is integrated and written in policy, consistency over time is more likely, as is the continuity of results across campuses. Such a plan also ensures that changes in personnel will not significantly affect a district's curriculum management system. Without a curriculum management plan, district efforts can scatter and mutate over time, and there is no primary source against which to compare efforts to ensure the district remains "on course."

In the absence of a single, comprehensive curriculum management plan, auditors reviewed various district documents with implications for curriculum management. These included board policies, as well as various formal documents (e.g., Brazosport ISD Comprehensive Assessment Plan (CAP), 2011-12; Strategic Plan 2011-12) and informal memos and documents (e.g., the Curriculum, Instruction, and Assessment Department's

BISD Curriculum Program: Mission, Vision, Beliefs, and Goals). In addition, the auditors interviewed board members, district and campus administrators, and teachers about curriculum management in the Brazosport Independent School District.

Auditors found that some components of curriculum management planning were evident at the time of the audit. These were found primarily in board policies, although other district documents provided additional, albeit limited, direction. Using audit criteria for curriculum management plan adequacy, auditors rated what was presented. To be considered adequate, at least 11 of the 15 audit criteria must be present in district documents. Collectively, curriculum management documents in the district were rated inadequate, in that they met only 7 of 15 of the curriculum management plan criteria.

The documents reviewed for curriculum management adequacy are listed in Exhibit 2.1.1.

Exhibit 2.1.1

Curriculum Planning Documents Reviewed by Auditors Brazosport Independent School District January 2012

Document	Publication Date
Board Policies (various)	various
Job Descriptions (various)	various
BISD Curriculum Program: Mission, Vision, Beliefs, Goals	2011
BISD Curriculum Program: Guaranteed & Viable Curriculum (flowchart)	2011
District Improvement Plan, 2011-12	2012
BISD Curriculum Plan, 2011-12	2011
BISD Curriculum & Instruction Year-Long To-Do List (revised)	2011
Strategic Planning (collection of documents)	2011
BISD Professional Development and Appraisal System form	2004
Eduphoria Forethought and Aware (curriculum and assessment documents)	various
Comprehensive Assessment Plan	2011
Curriculum Goals: Measuring Progress—Science, 2011-12	2011
From Z to A: Setting the STAAR Cut Points from End to Beginning (TEA)	2010

The auditors reviewed board policies, looking for references to curriculum management planning. The following provide guidance in the management of the district's curriculum:

- *Board Policy BJA (Legal): Superintendent, Qualifications and Duties* lists overall administrative and leadership responsibilities for the district's programs. *Board Policy BJA (Local): Superintendent, Qualifications and Duties* specifies that the superintendent is to "provide leadership and direction for the development of an educational system that is based on the needs of students, on standards of excellence and equity, and on community goals." He/she should "ensure that goals and objectives form the basis of curriculum decision making and instruction."
- *Board Policy BQ (Legal): Planning and Decision-making Process* requires the board to adopt policy directing district and campus planning and ensure that an administrative procedure is developed defining personnel responsibilities in the area of curriculum planning. The directive did not specify a curriculum management plan, but it did require a District Improvement Plan that addresses performance measures and "strategies for improvement of student performance."
- *Board Policy EFA (Local): Instructional Resources, Instructional Materials* defines instructional resources as textbooks, library acquisitions, and other print and electronic resources to be used in teaching and learning. The policy establishes guidelines for selection of these materials.

- *Board Policy EG (Local): Curriculum Development* was the primary policy related to curriculum management, although it was written in 1999. The policy references many of the components that would be included in a curriculum management plan, including a philosophical framework, a cycle of review, personnel roles and responsibilities, requirements of written curriculum and assessments, instructional expectations, and professional development linked to curriculum design and delivery.
- *Board Policy EHA (Legal): Curriculum Design: Basic Instructional Program* provides the Texas Board of Education's definition of an "educational program" as "a course or series of courses in the required curriculum other than a fine arts course or a career and technology course." This definition differs from that used in the curriculum audit (see [Finding 5.3](#)).

Auditors also reviewed job descriptions noting responsibilities for curriculum management and implementation:

- The Assistant Superintendent of Curriculum and Instruction is responsible for the overall direction of the Curriculum and Instruction Department. Among other responsibilities relative to overseeing programs for improved student success, this individual is to:
 - Coordinate and direct the work of instructional directors, coordinators, and facilitators in the alignment of the written, taught, and tested curriculum.
 - Coordinate and direct the work of instructional directors, coordinators, and facilitators in developing and supervising a program of continuous curriculum and staff development improvement for all levels of instruction.
 - Work with the superintendent to develop the instructional leadership skills of campus administration and department professionals.
 - Represent the district in the organization and presentation of BISD effective instructional practices.
- Auditors did not find a job description for the newly created position of Lead Curriculum Facilitator.
- Subject Area Facilitators are expected to "provide leadership and coordination to provide an aligned and articulated instructional program in the subject area assigned." Among their responsibilities, facilitators are expected to "coordinate the review, development, and revision of all subject area programs and related curriculum documents and materials, including curriculum guides, course outlines, and teaching plans." In their respective content areas, this included:
 - Assisting in monitoring implementation;
 - Planning and overseeing testing programs, including development of local assessments;
 - Coordinating the ordering and use of instructional resources; and
 - Collecting and using data to examine curriculum and instruction program effectiveness.
- Instructional Coaches/Mentors are to focus on providing day-to-day instructional assistance to teachers, assist in curriculum writing, work with teachers and campus administrators in use of student assessment data for instruction, and work to increase vertical and horizontal communication and teaming.
- Principals are to manage instructional programs at campus level and oversee compliance with district policies and success of instructional programs.
- The Teacher's job description requires teachers to use instructional strategies within lessons that "fulfill the requirements" of the district's curriculum program; differentiate instruction to meet the needs of all students; follow the guidelines of the Texas Education Agency, board policies, and administrative regulations; use appropriate activities and resources for appropriate instruction; assess student learning and use data to guide instruction; modify curriculum for special education students in collaboration with special educators; and use technology appropriately and effectively. They are expected to work with

other staff to determine instructional goals, objectives, and methods according to district requirements and engage in professional development activities for skill development.

Other documents with implications for curriculum management planning include the following:

- School Improvement, found in the district's Strategic Planning document (November 2011), included the following goals:
 - Incorporate scientifically based research strategies that strengthen the core academic program.
 - Identify actions with the greatest likelihood of assisting students to meet state standards.
 - Include measurable achievement goals and targets.
 - Address the fundamental teaching and learning needs in the campuses, and the specific academic problems of the low-achieving students.

Furthermore, the document refers to implementation of "standardized curriculum documents for all curricular areas" housed in an "online curriculum warehouse." It also refers to continued implementation of the district's Comprehensive Assessment Plan (see [Finding 4.1](#)).

- The BISD Curriculum Plan (2011-12) lays out three major goals and related activities to coordinate the work of the Curriculum and Instruction Department during the current academic year. A timeline for spring and summer 2012 is included.
- The Year-Long To-Do List (2011) developed by the district's department of Curriculum and Instruction sets out a month-by-month calendar of actions from September 2011 through August 2012.
- The district's Professional Development and Appraisal System (2004) identifies a number of district priorities related to instruction. The following has implications for a curriculum management plan:
 - Domain I references student engagement and success in learning, use of critical thinking and problem solving, connections between learning and real world applications, and student ability to be self-directed.
 - Domain II refers to goals and objectives for learning, pacing, and "alignment" (not defined). It again refers to teaching of critical thinking and problem solving skills, as well as the use of technology.
 - Domain III lists the expectation for teacher use of assessments to guide instruction.
- The Brazosport ISD Comprehensive Assessment Plan (CAP) describes the role of assessment in monitoring student achievement and the effectiveness of district programs and curricula (see also [Finding 4.1](#)).

Because auditors were not given a single, comprehensive curriculum management plan, they reviewed the documents listed in [Exhibit 2.1.1](#) to determine, collectively, their adequacy in meeting audit criteria for effective curriculum management planning. The Curriculum Audit™ identifies 15 characteristics of a comprehensive curriculum management plan. Characteristics of such a plan are delineated in [Exhibit 2.1.2](#) along with the auditors' analysis of adequacy of the district's curriculum planning documents relative to each characteristic.

Exhibit 2.1.2

**Curriculum Management Plan Characteristics
And Auditors' Assessment of District Approach
Brazosport Independent School District
January 2012**

Characteristics	Auditors' Rating	
	Adequate	Inadequate
1. Describes the philosophical framework for the design of the curriculum, including such directives as standards-based, results-based, or competency-based; the alignment of the written, taught, and tested curriculum; and the approaches used in delivering the curriculum.	X	
2. Identifies the timing, scope, and procedures for a periodic cycle of review of curriculum in all subject areas and at all grade levels.		X
3. Defines and directs the stages of curriculum development.		X
4. Specifies the roles and responsibilities of the board, central office staff members, and school-based staff members in the design and delivery of curriculum.	X	
5. Presents the format and components of all curriculum, assessments, and instructional guide documents.	X	
6. Directs how state and national standards will be considered in the curriculum. This includes whether or not to use a backloaded approach, in which the curriculum is derived from high-stakes tested learnings (topological and/or deep alignment), and/or a frontloaded approach, which derives the curriculum from national, state, or local learnings.	X	
7. Requires for every content area a focused set of precise student objectives/student expectations and standards that are reasonable in number so the student has adequate time to master the content.	X	
8. Directs that curriculum documents not only specify the content of the student objectives/student expectations, but also include multiple contexts and cognitive types.		X
9. Specifies the overall beliefs and procedures governing the assessment of curriculum effectiveness. This includes curriculum-based diagnostic assessments and rubrics (as needed). Such assessments direct instructional decisions regarding student progress in mastering prerequisite concepts, skills, knowledge, and long-term mastery of the learning.		X
10. Directs curriculum to be designed so that it supports teachers' differentiation of instructional approaches and selection of student objectives at the right level of difficulty. This ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, and that students who have already mastered the objectives are also moved ahead at a challenging pace.	X	
11. Describes the procedures teachers and administrators will follow in using assessment data to strengthen written curriculum and instructional decision making.		X
12. Outlines procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content.		X
13. Requires the design of a comprehensive staff development program linked to curriculum design and its delivery.		X
14. Presents procedures for monitoring the delivery of curriculum.	X	
15. Establishes a communication plan for the process of curriculum design and delivery.		X
Total	7	8
Percentage of Adequacy	47%	

As shown in Exhibit 2.1.2, collectively, curriculum management plan documents in the Brazosport Independent School District met 7 of the 15 audit criteria (47 percent). To be deemed adequate, a district's curriculum management plan must meet at least 11 of the 15 characteristics. Explanation of the auditors' assessment of the district's curriculum management planning efforts relative to each of the audit's characteristics follows:

Characteristic 1: Philosophical Framework (Adequate)

Auditors rated this criterion as adequate. The district's vision, mission, and belief statements refer to exemplary student performance relative to state and national standards and state that the district is to provide "a balanced and appropriate curriculum to ensure [students] meet their full educational potential."

Board Policy EG provides direction for an "integrated, multidisciplinary curriculum" with vertically aligned objectives. The policy also calls for alignment of the written, taught, and tested curriculum with the Texas Essential Knowledge and Skills (TEKS) for each content area and grade level. Student needs will be met through "relevant modifications, accommodations, and enrichment learner outcomes and strategies," as well as a commitment to "interdisciplinary approaches."

Characteristic 2: Periodic Curriculum Review (Inadequate)

The auditors rated this criterion as inadequate. Although regular curriculum review is required by *Board Policy EG*, the policy only expects that documents be "revised/updated yearly and readopted by the board every five years, or sooner as necessary." Auditors found no reference to the procedures to be used in such a review.

Characteristic 3: Stages of Curriculum Development (Inadequate)

This characteristic was rated as inadequate. Auditors did not find a written description of the steps to be followed during curriculum development.

Characteristic 4: Roles and Responsibilities (Adequate)

This criterion was met. *Board Policy EG* lists responsibilities of the members of the board of trustees, the superintendent, principals, and teachers. Auditors found job descriptions listing responsibilities of other central office curriculum personnel, including the Assistant Superintendent for Curriculum and Instruction, the subject area Curriculum Facilitators, and Instructional Coaches/Mentors.

A job description for the Lead Curriculum Facilitator position was not available.

Characteristic 5: Format and Components for Curriculum Guides (Adequate)

This criterion was met. There is an audit expectation that all components of a district's curriculum documents will be congruent. To be deemed adequate, the district must have in writing clear descriptions of the format and components of all curriculum, assessments, and instructional guide documents. Auditors found documents that provided some direction in this area, but precise direction to promote clear understanding of expectations was lacking relative to some of the components.

Board Policy EG directed that written curriculum include "vertically aligned objectives and indicators of performance" in a consistent framework that included:

- Vision and philosophy of the district;
- Subject area belief statements;
- Program indicators of performance with expected emphasis;
- Scope and sequence;
- Performance indicators with specific content skills, attitudes, and processes to be taught;
- Correlation to the TEKS, district criterion-referenced tests, and standardized and state tests;
- Instructional modifications to allow for differentiation of instruction;
- Approaches to interdisciplinary instruction where appropriate;

- Pacing guides;
- District benchmark assessments;
- Procedures for reporting student progress, including grades; and
- Guidelines for homework.

The BISD Curriculum Plan (2011-12) describes alignment of all courses to the TEKS, as well as availability of standardized scope and sequence documents for all district courses.

The auditors were given a flow chart produced by the Department of Curriculum and Instruction that used the TEKS as the foundation of the curriculum and showed the district documents that are available to link the TEKS to classroom instruction. These were: Vertical Alignment (K-12), Year at a Glance (pacing guides), Scope and Sequence (pacing guides for a given course/grade level in a given content area), Unit Plans, and Curriculum-Based Assessments.

Although auditors learned during interviews that assessment items were being written for various content areas, they did not receive a description of how the assessments would align with individual objectives.

Characteristic 6: Inclusion of State and National Standards (Adequate)

Auditors rated this criterion as adequate. District documents, including *Board Policy EG*, directed that curriculum be aligned with state standards using a front-loaded approach, in which district curriculum objectives are derived from state standards. A flow chart recently developed by the Department of Curriculum and Instruction showed explicit linkages from the TEKS to classroom instruction, with district-developed vertical alignment, Year at a Glance pacing charts, scope and sequence documents, and other supports for instruction.

It should be noted that comparison of district objectives with national standards was mentioned as a 2011-12 goal of the Department of Curriculum and Instruction: “All students will demonstrate exemplary performance in comparison to state and national standards.” *Board Policy EG*, however, only refers to consideration of state standards.

Characteristic 7: Reasonable Number of Student Objectives/Expectations (Adequate)

Rated adequate, this criterion requires, for every content area, a focused set of precise student objectives/student expectations and standards that are reasonable in number so students have adequate time to master the content. The scope and sequence documents provide pacing information aligned with all TEKS for a given course.

Objectives were clustered by time periods (e.g., six weeks), although it was unclear whether or not the pacing guides were designed to allow time for content mastery.

However, the auditors noted that district staff has no control over the number of objectives in the TEKS or their assigned responsibility for teaching all of the TEKS for the given course.

Characteristic 8: Curriculum Specifies Multiple Contexts and Cognitive Types (Inadequate)

This criterion was not met. To meet this criterion, documents must not only specify the content of the student objectives/student expectations, but also include multiple contexts (formats) and cognitive types.

Auditors found only general references to cognitive types. District documents refer to “higher order” thinking skills (e.g., in the “Best Instructional Practices” section of the Staff Development Program handbook and *Board Policy EG*).

No reference was made to use of multiple contexts, which requires understanding of the types of situations in which the learnings or objectives occur.

Characteristic 9: Evaluation of Curriculum Effectiveness (Inadequate)

Auditors rated this criterion as inadequate, since they found only general statements regarding curriculum review and revision in the documents provided. To be rated adequate, there must be statements of beliefs and procedures governing the assessment of curriculum effectiveness. These could include use of curriculum-based diagnostic assessments and rubrics to evaluate curriculum effectiveness and direct instructional decision making around student progress in mastery of prerequisite concepts, skills, knowledge, and long-term mastery of new learning.

Auditors found references to curriculum-based assessments for marking student progress (e.g., *Board Policy EG*, Curriculum Program flowchart, Curriculum & Instruction Year-Long To-Do List). However, they found nothing relative to the use of such data for making decisions about curriculum effectiveness.

Characteristic 10: Differentiated Instructional Approaches (Adequate)

Auditors rated this criterion as adequate. They found general direction for the curriculum to be designed to support differentiation of instruction. For example, *Board Policy EG* directed that curriculum framework documents include “relevant modifications, accommodations, and enrichment learner outcomes and strategies.” This implied that student objectives would be selected at the correct level of difficulty.

However, the auditors did not find direction stating that differentiated instruction is to be designed so that students lacking prerequisite concepts, knowledge, and skills should be moved ahead at an accelerated pace in order to catch up.

Characteristic 11: Use of Assessment Data to Strengthen Curriculum and Instruction (Inadequate)

This criterion was deemed inadequate. Minimal direction is provided for teachers and administrators in the use of assessment data for instructional decision making. *Board Policy EG* refers to the development and implementation of “a variety of assessment approaches in determining the effectiveness of the planned and written curriculum as well as the taught curriculum.” However, the policy only listed assessment components—not procedures for teacher and administrator use of such data. Similarly, the BISD Comprehensive Assessment Plan (2011-12) stated that teachers should use assessment data in making instructional decisions, but most of the document focused on what tests to administer, when and how to administer them, and how to access data.

Characteristic 12: Program Evaluation (Inadequate)

This criterion was rated inadequate. To be considered adequate, there must be evidence of procedures for conducting formative and summative evaluations of supplemental programs and interventions implemented to improve student learning in addition to the written curriculum.

Documents do not address formative program evaluation and make only limited references to summative program evaluation. *Board Policy EG* includes such statements as: “The District will establish models (the District’s Eight Step Instructional Process) for determining the effectiveness of instructional programming at district, school, and classroom levels.” However, following this statement, the policy refers to assessment of student mastery of curricular objectives—not to evaluating program effectiveness.

Further discussion of program evaluation is found in [Findings 4.1](#) and [5.3](#).

Characteristic 13: Design of a Comprehensive Staff Development Program Linked to Curriculum (Inadequate)

This criterion was rated as inadequate. To meet this criterion, the district must show a design for a comprehensive staff development program linked to curriculum design and delivery.

The 2011-12 goals and strategies of the Curriculum, Instruction, and Assessment Department refer to professional development for teachers in the implementation of the Texas English Language Proficiency (ELPS) and College and Career Readiness (CCRS) standards. Their Year-Long To-Do List (2011-12) showed the curriculum-related trainings offered from September 2011 through August 2012.

However, a comprehensive model was lacking for staff development at all stages, from design to delivery (see also [Finding 3.2](#)).

Characteristic 14: Procedures for Monitoring Curriculum Delivery (Adequate)

Auditors rated this criterion as adequate. To be rated adequate, curriculum management documents need to specify procedures for monitoring the delivery of curriculum.

Board Policy EG states, “The building principal is the key to the monitoring and implementation of the curriculum....The principal shall observe classes, monitor lessons, and evaluate teacher-made tests.” The policy lists nine monitoring strategies that are to be used.

Job descriptions refer to “supervision” and “instructional leadership,” but not to monitoring (see also [Finding 3.4](#)). However, auditors were told that walk-through training with campus administrators had begun during the fall semester.

Characteristic 15: Communication Plan for the Process of Curriculum Design and Delivery (Inadequate)

Auditors rated this criterion as inadequate. A communication plan for the process of curriculum design and delivery has not been developed.

In summary, although some components of curriculum management were in place, they were scattered across a variety of documents, were often general, and did not provide for comprehensive curriculum management planning. Consequently, auditors found these documents, in total, did not provide the district with adequate curriculum management guidance.

Interviews with some board members, district and campus administrators, and teachers revealed a perceived lack of a common direction for designing and developing the district’s written curriculum, as exemplified by the following:

- “We haven’t had consistent direction in curriculum and instruction. There is no plan for the next person to follow.” (District Administrator)
- “Up to right now, we have just kind of done our own thing.” (Campus Administrator)
- “We need processes and procedures to get things done.” (District Administrator)
- “We’ve never had procedures for doing things.” (Teacher)

Auditors also were told that district curriculum was written at a basic level—that it lacked depth. The following are representative comments:

- “I’d like to see a robust curriculum developed for both core and enrichment courses.” (District Administrator)
- “The curriculum needs direction and constant work; it does not have the depth and complexity that’s needed.” (District Administrator)
- “There are no district-specific objectives in our curriculum.” (District Administrator)

Another issue raised was that the district’s written curriculum was a compilation of pieces that did not make up a comprehensive curriculum for any given subject area.

- “This district has substituted scope and sequence for curriculum; it’s never been the full thing.” (Board Member)
- “The curriculum is disjointed. Vertical alignment is missing.” (District Administrator)
- “There is no evidence of curriculum writing; coming together to write lessons is not curriculum writing.” (District Administrator)

- “People have knowledge of the [alignment of] written, taught, and tested curriculum, but it is not implemented.” (District Administrator)

Lack of horizontal coordination across campuses was identified as a concern, as the following comments indicate:

- “I’d like a district-wide format for curriculum that is consistent at all of the schools.” (Teacher)
- “I am not sure about horizontal alignment with other schools.” (Campus Administrator)
- “When a child leaves one school and goes to another, they should not be missing curriculum.” (District Administrator)

Overall, comments by district personnel and board members indicated that curriculum management planning in the district is inadequate to direct curriculum design and delivery.

Summary

The auditors found references to curriculum management planning in various district documents. Auditors rated these documents, collectively, using the 15 criteria from Curriculum Management Plan Characteristics. Curriculum management planning in the Brazosport Independent School District met 7 of the 15 audit criteria, well below the 11 of 15 characteristics required for providing a comprehensive district-wide approach to the design, delivery, and evaluation of the curriculum.



S. F. Austin kindergarten students engaged in shared reading

Finding 2.2: The scope of the written curriculum is inadequate to provide for quality control and consistency in the delivery of curriculum in the core academic areas, but adequate in the non-core areas.

Curriculum documents are the written guidelines that provide direction for teachers in planning classroom instruction. These documents should include information about standards and objectives for students, prerequisite skills, instructional resources, classroom strategies, and methods of assessment.

A complete set of curriculum documents includes written curriculum for all subjects and courses taught. This is known as the scope, or coverage, of the written curriculum. When there is no written curriculum, teachers must rely on other resources for planning and delivering instruction. These resources may or may not be aligned with the district's intended curriculum. In addition, they may not provide for consistency, focus, and equity across schools, grades, and courses.

The auditors expect to find written curriculum documents for all subjects and courses offered at every grade level. For curriculum scope to be considered adequate, 100 percent of the four core areas (language arts, mathematics, science, and social studies) and 70 percent of all other (non-core) content areas must have written curriculum. This finding addresses only the presence or absence of some form of written curriculum for each grade level and course. The quality of the written curriculum is addressed in [Finding 2.3](#).

Auditors reviewed the various documents made available in the absence of a single, comprehensive curriculum document for each subject area. Auditors also reviewed board policies, planning documents, course lists, and course guides as well as course objectives developed by the Texas Education Agency (TEA). They interviewed board members, administrators, teachers, parents, and students regarding the scope of curricula in both core academic and non-core content areas.

Overall, auditors found that most courses had some form of written curriculum due to the presence of Texas Essential Knowledge and Skills (TEKS). However, the scope of written curriculum was not quite adequate in the core content areas, but was adequate in the non-core areas.

The following board policies and administrative regulations reference the scope of the written curriculum:

- *Board Policy AE (Exhibit): Educational Philosophy* sets the basic goals of the State of Texas for public education. The policy states that Texas public school students are expected to “demonstrate exemplary performance” in the four core content areas.
- *Board Policy EHAA (Legal): Instructional Program, Required Instruction (All Levels); Board Policy EHAB (Legal): Basic Instructional Program, Required Instruction: Elementary; and Board Policy EHAC (Legal): Basic Instructional Program, Required Instruction: Secondary* describe state-required courses and local options for all grades, kindergarten through grade 12.
- *Board Policy EG (Local): Curriculum Development* sets the expectation that all courses will have written curriculum for teachers to use “to develop daily lesson plans” and for administrators to use in “work[ing] with teachers to maintain consistency between curriculum design (written curriculum) and curriculum delivery (what is actually taught).” Furthermore, it states that all curriculum “will be subject to Board approval.”

Additionally, auditors reviewed job descriptions to ascertain which personnel were responsible for planning, development, monitoring, evaluation, and periodic revision of written curriculum documents.

- The Superintendent is responsible for ensuring “effective execution of policies” and for the “planning, operation, supervision, and evaluation” of the education programs of the district.
- The Assistant Superintendent of Curriculum and Instruction is to “coordinate and direct the work of instructional directors, coordinators and facilitators in the alignment of the written, taught, and tested curriculum” and ensure and oversee a process of “continuous curriculum...improvement at all levels of instruction.”

- Subject Area Facilitators are to “coordinate the review, development, and revision” of all subject area curriculum documents.
- Instructional Coaches/Mentors were expected to assist with curriculum writing.

In compiling their data, auditors did not include college-developed dual enrollment courses or military-developed Junior ROTC courses. In addition, they excluded life skills courses for special education students, since such curricula are largely driven by each student’s Individualized Education Plan (IEP).

The following three exhibits provide summaries of curriculum scope at the elementary, middle/intermediate, and high school levels (see [Appendix C](#) for complete scope exhibits).

Exhibit 2.2.1

Summary of Scope of Curriculum in Kindergarten through Grade 4 Brazosport Independent School District January 2012

Content Area	Number of Course Offerings	Offerings with Written Curriculum	Percentage of Offerings with Written Curriculum
Core Content Areas			
Language Arts	18	18	100
Mathematics	9	9	100
Science	9	9	100
Social Studies	9	9	100
Total Scope of Curriculum (Core Content Areas)	45	45	100%
Non-Core Content Areas			
Music	5	5	100
Physical Education	5	5	100
Total Scope of Curriculum (Non-Core Content Areas)	10	10	100%
<i>Sources: Course lists from campuses; PEIMS source list (2011-12); curriculum documents presented by district)</i>			

[Exhibit 2.2.1](#) indicates that all core and non-core curricular areas in kindergarten through grade 4 have some form of written curriculum. This meets the audit standard of 100 percent curriculum coverage in the core content areas and at least 70 percent coverage in the non-core content areas.

Exhibit 2.2.2 shows a summary of the curriculum scope for the middle and intermediate grades.

Exhibit 2.2.2

**Summary of Scope of Curriculum in Grades 5 through 8
Brazosport Independent School District
January 2012**

Content Area	Number of Course Offerings	Offerings with Written Curriculum	Percentage of Offerings with Written Curriculum
Core Content Areas			
Language Arts	31	31	100
Mathematics	18	18	100
Science	17	17	100
Social Studies	10	10	100
Total Scope of Curriculum (Core Content Areas)	76	76	100%
Non-Core Content Areas			
Career and Technical Education	9	9	100
Fine Arts	53	53	100
Foreign Languages	3	3	100
Health, Athletics, & Physical Education	10	9	90
Journalism	3	3	100
Speech	4	4	100
Technology Applications	3	3	100
Other Courses	2	0	0
Total Scope of Curriculum (Non-Core Content Areas)	87	84	97%
<i>Sources: Course handbooks, teacher schedules, course lists from campuses; PEIMS course list (2011-12); curriculum documents presented by district</i>			

Exhibit 2.2.2 shows:

- In grades 5 through 8, the scope of written curriculum in core content areas was 100 percent. This met the audit standard for curriculum coverage in these areas.
- In non-core content areas, the scope of written curriculum was 97 percent. This met the audit standard of at least 70 percent curriculum coverage in non-core content areas.

The third exhibit in the series shows a summary of scope of written curriculum for grades 9 through 12.

Exhibit 2.2.3

Summary of Scope of Curriculum in Grades 9 through 12 Brazosport Independent School District January 2012

Content Area	Number of Course Offerings	Offerings with Written Curriculum	Percentage of Offerings with Written Curriculum
Core Content Areas			
Language Arts	34	30	88
Mathematics	17	16	94
Science	25	25	100
Social Studies	26	24	92
Total Scope of Curriculum (Core Content Areas)	102	95	93%
Non-Core Content Areas			
Career and Technical Education	101	93	92
Fine Arts	49	49	100
Foreign Languages	18	18	100
Health, Athletics, & Physical Education	10	10	100
Journalism	11	9	82
Speech	4	4	100
Technology Applications	3	2	67
Other Courses	10	0	0
Total Scope of Curriculum (Non-Core Content Areas)	206	185	90%
<i>Sources: Course handbooks, teacher schedules, course lists from campuses; PEIMS course list (2011-12); curriculum documents presented by district</i>			

Exhibit 2.2.3 demonstrates the following:

- At the high school level, auditors received some form of written curriculum for 93 percent of courses offered in core content areas. This did not meet the audit standard of 100 percent curriculum coverage in core content areas.
- Among core content areas, only science met the audit standard for 100 percent curriculum coverage. However, language arts, mathematics, and social studies were close to meeting the standard.
- In non-core content areas, auditors received some form of written curriculum for 90 percent of courses. This meets the audit standard of at least 70 percent coverage in non-core areas.
- Auditors received some form of written curriculum for 100 percent of courses taught in Fine Arts; Foreign Languages; Health, Athletics, and Physical Education; and Speech.
- Non-core areas that did not meet the audit standard were Technology Applications (67 percent curriculum coverage) and Other Courses (non-categorized) with zero percent curriculum coverage.

Exhibit 2.2.4 shows the consolidated scope for kindergarten through grade 12 for BISD.

Exhibit 2.2.4

Consolidated Summary of Scope of Curriculum in Kindergarten through Grade 12 Brazosport Independent School District January 2012

Content Area	Number of Course Offerings	Offerings with Written Curriculum	Percentage of Offerings with Written Curriculum
Core Content Areas			
Language Arts	83	79	95
Mathematics	44	43	98
Science	51	51	100
Social Studies	45	43	96
Total Scope of Curriculum (Core Content Areas)	223	216	97%
Non-Core Content Areas			
Career and Technical Education	110	102	93
Fine Arts, Music	107	107	100
Foreign Languages	21	21	100
Health, Athletics, & Physical Education	25	24	96
Journalism	14	12	86
Speech	8	8	100
Technology Applications	6	5	83
Other Courses	12	0	0
Total Scope of Curriculum (Non-Core Content Areas)	303	279	92%
<i>Sources: Course handbook, PEIMS course list 2011-12, TEKS, district curriculum documents</i>			

At this final exhibit demonstrates:

- Overall, in kindergarten through grade 12, 97 percent of all courses offered in core content areas had some form of written curriculum. This did not meet the audit standard of 100 percent coverage in core areas.
- Science was the only core content area in which 100 percent of courses in kindergarten through grade 12 had written curriculum.
- Among non-core courses, the scope of written curriculum for kindergarten through grade 12 was 92 percent. This met the audit standard of at least 70 percent coverage in non-core areas.
- Among non-core courses, Fine Arts, Foreign Languages, and Speech had 100 percent curriculum coverage.

In summary, 100 percent of core courses at the elementary and middle/intermediate levels had some form of written curriculum. Nearly all core courses at the high school level had curriculum; however, the high school level did not meet the audit standard of 100 percent curriculum coverage in core content areas. Only science had 100 percent curriculum coverage at all levels. Among non-core courses, the minimum of at least 70 percent curriculum coverage was met at all three levels.

Summary

Presence of written curriculum for all courses and grade levels is essential for providing teachers direction as they design classroom instruction. In the Brazosport Independent School District, auditors found that nearly all core courses had some form of written curriculum (97 percent of all courses in kindergarten through grade 12). This fell just short of the audit standard of 100 percent. One hundred percent of core courses in kindergarten through grade 8 had curriculum coverage, and only a small number of high school courses were lacking written curriculum.

In non-core areas, the auditors found 92 percent of courses in kindergarten through grade 12 had some form of written curriculum documents, which met the minimum audit standard. In addition, the standard was met at all three levels: elementary, middle/intermediate, and high school.

Finding 2.3: The quality of curriculum documents is inadequate to support the written, taught, and tested curriculum and to maximize student success.

Quality curriculum documents provide teachers with clear frameworks connecting the written curriculum with what is taught and tested in the classroom. No amount of inspired teaching is a substitute for teaching the appropriate curriculum. Quality curriculum guides are needed to support instruction through the provision of clear objectives, alignment to assessments, delineation of prerequisite skills and knowledge, appropriate and aligned instructional resources, and instructional strategies for classroom implementation. Quality curriculum documents also allow all students equal access to learning and eliminate learning gaps from one grade to the next—and from campus to campus. Incomplete or unavailable curriculum documents contribute to inconsistency in teaching and learning as teachers make independent decisions regarding objectives, resources, instructional approaches, and assessments.

A comprehensive curriculum designed to meet state and national standards should provide internal consistency from the learning objectives through the selected materials and strategies to the formative and summative assessments used to diagnose progress and measure student mastery of the objectives. Effective curriculum also employs a range of thinking skills, drawing upon a variety of types of cognition and employing increasingly higher cognitive demand to provide a rigorous curriculum for all students. Such curriculum design offers confidence that the work to be accomplished by teachers and students will address the intended learning standards and objectives and provide a spectrum of activities to build upon each level of learning undertaken by students.

To assess the quality of curriculum in Brazosport Independent School District, auditors reviewed a variety of materials provided by the district and interviewed administrators and teachers. Board policies were reviewed for references to requirements and direction for written curriculum. The following policies provided information about district expectations for written curriculum:

1. *Board Policy BJA (Local): Superintendent, Qualifications and Duties* sets forth the expectation that the superintendent will “ensure that goals and objectives form the basis of curricular decision making and instruction and communicate expectations for high achievement.”
2. *Board Policy EG (Local): Curriculum Development* is the key policy detailing curriculum design and implementation. It states that written curriculum, which teachers are expected to follow, is necessary for “a common direction of action for all instruction.” The policy refers to the linkage between the written, taught, and tested curriculum and sets out the following expectations:
 - One core curriculum with equal access for all students;
 - High quality program of education;
 - Integrated, multi-disciplinary program that conveys multiple leanings [sic] simultaneously in order to maximize the educational benefits of the instructional time available; and
 - Students’ unique characteristics addressed and a process provided for “development and expression of each student’s innate potentiality and talents.”

The policy directs teachers to “adhere to the curriculum frameworks” in designing units of study, lesson plans, and “approaches to instruction.” As stated in the policy, written curriculum documents are to include:

- District vision statement and curriculum philosophy;
- Content area “belief statements” linked to “exit indicators of performance;”
- Program “indicators of performance...with expected emphasis;”
- Vertically aligned learning objectives and indicators of student performance;
- A scope and sequence or mapping chart for use in designing instruction at the appropriate level of difficulty for all learners;
- Indicators of correlation between the TEKS and the district’s own criterion-referenced assessments, as well as state and standardized assessments;
- Strategies for differentiation of instruction;
- Recommended amounts of time to be spent for various performance indicators;
- District-developed grade/course benchmark assessments;
- Reporting/grading procedures;
- Homework guidelines; and
- Instructional resources, which are “selected based on their alignment with the district’s written indicators of performance (benchmarks) and the...TEKS.”

Auditors reviewed district written curriculum documents. For the purposes of this review, auditors looked at those curriculum documents available on Eduphoria Forethought and Aware sites, as well as those made available to them on the district’s Google Docs site. These included, among various other documents and resources:

1. Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS) for each course/grade level;
2. “Year at a Glance” and “Pacing Calendars;”
3. “Scope and sequence” documents—pacing charts listing, by marking period, TEKS, CCRS, and sometimes ELPS to be addressed for the year/course, and sometimes including key concepts to be taught;
4. The district’s Science Stacking Concepts and the state’s ELAR Vertical Alignment;
5. Unit and/or lesson plans, along with lists of activities, handouts, quizzes and tests, teacher and student resources, ideas for differentiation, key vocabulary, and so forth, where available;
6. For some Advanced Placement courses, teacher-prepared course proposals, outlines, syllabi, or pacing guides;
7. Various curriculum-based assessments; and
8. CBA Scoring Keys, Test Blueprints, STAAR Benchmarks or other answer keys for criterion-based assessment (CBA), End-of-Year tests (EOY), Beginning-of-Year assessments (BOY), End-of-Course assessments (EOC), and semester assessments.

The auditors found wide variation in the quality of the documents available to teachers to direct classroom instruction. Overall, the district’s curriculum documents do not meet the audit standards for quality and specificity. Only six curriculum documents met the minimum audit standard for quality. In addition, auditors found low levels of congruence between sample student activities (found in Eduphoria) and the TEKS they were intended to address. Similarly, they found overall lack of congruence between sample curriculum-based assessment items and the TEKS they were designed to measure. In addition, auditors found use of documents varied widely.

Analyses conducted in this finding have been organized into the following sections:

- Minimum criteria for curriculum guide quality in core and non-core content areas;
- Congruence of content and cognitive processes between state content area objectives (TEKS) and instructional activities and curriculum-based assessment items; and
- Use of the written curriculum.

Minimum Criteria for Curriculum Guide Quality

The auditors reviewed and evaluated curriculum documents for 332 courses designed for kindergarten through grade 12 provided by the Brazosport Independent School District. Content and completeness of documents varied from subject area to subject area. Auditors were told that the district Assistant Superintendent for Curriculum and Instruction and Curriculum Facilitators had recently agreed upon a common format for future curriculum development.

To determine the quality of curriculum documents presented to the auditors, the auditors reviewed each group of documents for a given grade level or course in each content area using the following criteria for assessing quality.

Exhibit 2.3.1

Curriculum Management Improvement Model Frame One Analysis: Minimal Basic Components for Curriculum Document Quality and Specificity

Point Value	Criteria
Criterion One: Clarity and Specificity of Objectives	
0	No goals/objectives present
1	Vague delineation of goals/learner outcomes
2	States tasks to be performed or skills to be learned
3	States for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning
Criterion Two: Congruity of the Curriculum to the Assessment Process	
0	No assessment approach
1	Some approach of assessment stated
2	States skills, knowledge, and concepts that will be assessed
3	Keys each objective to district and/or state performance assessments
Criterion Three: Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes	
0	No mention of required skill
1	States prior general experience needed
2	States prior general experience needed in specified grade level
3	States specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grades/courses if Pre-K-12)
Criterion Four: Delineation of the Major Instructional Tools	
0	No mention of textbook or instructional tools/resources
1	Names the basic text/instructional resource(s)
2	Names the basic text/instructional resource(s) and supplementary materials to be used
3	States for each objective the “match” between the basic text/instructional resource(s) and the curriculum objective
Criterion Five: Clear Approaches for Classroom Use	
0	No approaches cited for classroom use
1	Overall, vague statement on approaching the subject
2	Provides general suggestions on approaches
3	Provides specific examples of how to approach key concepts/skills in the classroom

Auditors found some differences in the definitions of terms used in the preceding audit criteria and their use in Brazosport Independent School District curriculum documents:

- Full credit for clarity and specificity of objectives (Criterion One) requires inclusion of pacing guides showing, for each objective, when it will be taught within the course or grade. The district has three forms of pacing guides: 1) the most specific is “Scope and Sequences,” which blocks out objectives by topic and/or six-week marking period; 2) the Year at a Glance lists topics by six-week marking period; and 3) the Pacing Calendar is a school calendar with subject area lists of major topics by week and six-week marking period.
- Full credit for prerequisite skills (Criterion Three) requires some form of chart showing vertical articulation or progression of objectives from one grade level or course to the next. The Curriculum Audit™ uses the term “scope and sequence” (which should not be confused with the district’s use of the term, as noted previously). The district has such documents for science, called “Science Stacking Concepts.” The Texas Education Agency has an English language arts and reading scope and sequence showing vertical articulation/progression of objectives in their “ELAR TEKS Vertical Alignment.”

A curriculum document or set of documents for a given grade level or course may receive a rating of 0 to 3 on each criterion as described in [Exhibit 2.3.1](#). A “3” represents the highest rating possible for a given criterion. A total score for each curriculum document or set of documents is calculated by adding the ratings for all five criteria. A document may receive a maximum overall rating of 15 points. In order to be considered a quality guide, a curriculum document must receive a score of 12 points or more.

Evaluations of available curriculum documents for core content areas (English language arts, mathematics, science, and social studies) are presented in [Exhibits 2.3.2](#) through [2.3.5](#), respectively.

Exhibit 2.3.2

Auditors’ Ratings of English Language Arts/Reading Curriculum Documents Kindergarten through Grade 12 Brazosport Independent School District January 2012

Curriculum Document Title	1	2	3	4	5	Total Rating
	Obj.	Assmt.	Prereq.	Res.	Strats.	
English I	2	2	3	2	2	11
English III	2	2	3	2	2	11
Language Arts (gr. 3)	2	3	3	1	2	11
English II	2	2	3	1	2	10
English IV	2	2	3	0	0	7
Language Arts (gr. 1)	3	1	3	0	0	7
Language Arts (gr. 2)	2	1	3	1	0	7
Language Arts (gr. 4)	2	2	3	0	0	7
Language Arts (gr. 5)	2	2	3	0	0	7
Language Arts (gr. 6)	2	2	3	0	0	7
Language Arts (gr. 7)	2	2	3	0	0	7
Language Arts (gr. 8)	2	2	3	0	0	7
English III AP (English Language & Comp.)	1	1	0	2	1	5
English IV AP (English Lit. & Comp.)	1	1	0	2	1	5
Advanced Journalism	2	0	0	1	1	4
Journalism	2	0	0	1	1	4
Language Arts (K)	3	1	0	0	0	4
Advanced Broadcast Journalism I	2	0	0	0	0	2
Advanced Broadcast Journalism II	2	0	0	0	0	2

Exhibit 2.3.2 (continued) Auditors' Ratings of English Language Arts/Reading Curriculum Documents Kindergarten through Grade 12 Brazosport Independent School District January 2012						
Curriculum Document Title	1	2	3	4	5	Total Rating
	Obj.	Assmt.	Prereq.	Res.	Strats.	
Advanced Broadcast Journalism III	2	0	0	0	0	2
Communications Applications	2	0	0	0	0	2
Creative and Imaginative Writing	2	0	0	0	0	2
Debate I	2	0	0	0	0	2
Debate II	2	0	0	0	0	2
Debate III	2	0	0	0	0	2
Ind. Study in English	2	0	0	0	0	2
Ind. Study in Journalism	2	0	0	0	0	2
Ind. Study in Speech	2	0	0	0	0	2
Oral Interpretation I	2	0	0	0	0	2
Oral Interpretation II	2	0	0	0	0	2
Oral Interpretation III	2	0	0	0	0	2
Photojournalism	2	0	0	0	0	2
Public Speaking I	2	0	0	0	0	2
Public Speaking II	2	0	0	0	0	2
Public Speaking III	2	0	0	0	0	2
Reading 180, yr. 1 (7, 8)	2	0	0	0	0	2
Reading 180, yr. 2 (7, 8)	2	0	0	0	0	2
Reading I	2	0	0	0	0	2
Reading II	2	0	0	0	0	2
Reading III	2	0	0	0	0	2
Research and Technical Writing	2	0	0	0	0	2
Speech	2	0	0	0	0	2
Speech Communications	2	0	0	0	0	2
System 44, yr. 1 (7)	2	0	0	0	0	2
System 44, yr. 2 (8)	2	0	0	0	0	2
Mean Rating by Criterion	2.0	0.58	0.80	0.29	0.27	
Total Mean Rating (English Language Arts and Reading)						3.93
<i>Sources: Documents provided by district on Google Docs and Eduphoria sites</i>						

As shown in [Exhibit 2.3.2](#):

- The total mean rating of English language arts and reading curriculum documents was 3.93 points out of a possible 15 points. None of the English language arts and reading curriculum documents met the minimum quality standard of 12 points.
- Ratings of English language arts and reading curriculum documents ranged from 2 to 11 points.
- Three curriculum documents (Grade 3 Language Arts, English I, and English III) received ratings of 11 points.
- Sixty-two (62) percent of documents received ratings of 2, based solely on presence of TEKS objectives.

- The only curriculum documents receiving ratings of 3 for prerequisite skills were the basic language arts courses for kindergarten through grade 8 and English I through IV; these were the courses for which TEKS vertical articulation from the Texas Education Agency was available.

Exhibit 2.3.3 shows auditors' ratings of mathematics curriculum documents using the same scale.

Exhibit 2.3.3

Auditors' Ratings of Mathematics Curriculum Documents Kindergarten through Grade 12 Brazosport Independent School District January 2012

Curriculum Document Title	1	2	3	4	5	Total Rating
	Obj.	Assmt.	Prereq.	Res.	Strats.	
Algebra I (PreAP/Regular)	2	2	1	2	3	10
Mathematics (gr. 1)	2	2	0	2	2	8
Mathematics (gr. 3)	2	2	0	2	2	8
Mathematics (gr. 4)	2	2	0	2	2	8
Mathematics (gr. 6)	2	2	0	2	2	8
Algebra II (PreAP/Regular)	2	2	0	2	2	8
Calculus AB AP	2	1	3	1	1	8
Calculus BC AP	2	1	3	1	1	8
Mathematics (gr. 5)	2	2	0	2	1	7
Mathematics (gr. 7)	2	2	0	2	1	7
Pre-Algebra (gr. 7)	2	2	0	2	1	7
Mathematics (gr. 8)	2	2	0	2	1	7
Mathematics (K)	2	0	0	2	2	6
Math Advanced (gr. 6)	2	1	0	2	1	6
Geometry (PreAP/Regular)	2	2	0	0	2	6
Pre-Calculus (PreAP/Regular)	2	2	0	0	2	6
Strategic Learning for High School Mathematics	2	1	0	2	1	6
Pre-AP Algebra I (gr. 8)	2	2	0	1	0	5
Math Models with Applications	2	0	1	0	2	5
Mathematics (gr. 2)	2	2	0	0	0	4
AP Statistics	2	0	1	1	0	4
Pre-AP Algebra I (gr. 9-12)	2	1	0	0	0	3
Senior Math Applications	1	0	0	0	0	1
Mean Rating by Criterion	1.96	1.43	0.39	1.30	1.26	
Total Mean Rating (Mathematics)						6.35
<i>Sources: Documents provided by district on Google Docs and Eduphoria sites</i>						

As shown in Exhibit 2.3.3:

- The total mean rating for mathematics curriculum documents was 6.35 out of a possible 15 points. None of the mathematics curriculum documents met the minimum audit standard for quality (12 points).
- Ratings of mathematics curriculum documents ranged from 1 to 10 points.
- Only curriculum documents for one course, Algebra I (Pre-AP/Regular) received a rating of 10 points.
- All mathematics curriculum documents, with the exception of Senior Math Applications, received 2 points for clarity and specificity of objectives; all those courses had TEKS available to help guide instruction.

The following exhibit shows auditors' ratings of science curriculum documents.

Exhibit 2.3.4

Auditors' Ratings of Science Curriculum Documents Kindergarten through Grade 12 Brazosport Independent School District January 2012

Curriculum Title	1	2	3	4	5	Total Rating
	Obj.	Assmt.	Prereq.	Res.	Strats.	
Science (gr. 1)	2	2	3	2	3	12
Science (gr. 2)	2	2	3	2	3	12
Science (gr. 3)	2	2	3	2	3	12
Science (gr. 4)	2	2	3	2	3	12
Science (gr. 5)	2	2	3	2	3	12
Science (gr. 7)	2	2	3	3	2	12
Chemistry	2	2	3	2	2	11
Science (gr. 6)	2	2	3	2	2	11
Science (gr. 8)	2	2	3	2	2	11
Integrated Physics & Chemistry (IPC)	2	2	3	0	3	10
Physics	2	2	3	0	3	10
Science (K)	2	2	0	2	3	9
Biology	2	2	3	0	1	8
Anatomy & Physiology	2	0	0	0	1	3
Aquatic Science	2	0	0	0	0	2
Astronomy	2	0	0	0	0	2
Environmental Systems	2	0	0	0	0	2
Science Concepts	1	0	0	0	1	2
Mean Rating by Criterion	1.94	1.44	2.00	1.17	1.94	
Total Mean Rating (Science)						8.50
<i>Sources: Documents provided by district on Google Docs and Eduphoria sites</i>						

Based on Exhibit 2.3.4, one may observe the following about the quality of science curriculum documents in Brazosport Independent School District:

- The mean rating for all science curriculum documents was 8.50 out of a possible 15 points. This did not meet the minimum audit standard for quality of written curriculum documents of at least 12 points.
- Ratings for science curriculum documents ranged from a low of 2 points to a high of 12 points.
- One-third of the science curriculum documents reviewed by auditors earned ratings of 12 points; these met the audit criterion for curriculum document quality and specificity.
- Another 17 percent of science curriculum documents received nearly adequate ratings of 11 points.
- Twenty-two (22) percent of science documents received total ratings of 2 points, having only TEKS objectives available to guide instruction.
- Only one course (Science Concepts) had no TEKS available to guide instruction.
- The basic science courses (kindergarten through grade 8; biology, chemistry, IPC, and physics) were included in "Science Stacking Concepts," which showed vertical articulation of objectives by topic strand. These earned ratings of "3" for presence of prerequisite skills for grade 1 through these high school courses.

Exhibit 2.3.5 shows auditors' ratings of the district's social studies curriculum documents.

Exhibit 2.3.5

Auditors' Ratings of Social Studies Curriculum Documents Kindergarten through Grade 12 Brazosport Independent School District January 2012

Curriculum Document Title	1	2	3	4	5	Total Rating
	Obj.	Assmt.	Prereq.	Res.	Strats.	
Economics with Emphasis on the Free Enterprise System and Its Benefits (gr. 9-12)	2	1	0	3	2	8
Special Topics in Social Studies: Foundations of Leadership	2	1	0	2	3	8
Social Studies (gr. 5)	2	1	0	2	2	7
Social Studies (gr. 7)	2	1	0	2	2	7
Social Studies (gr. 8)	2	1	0	2	2	7
Human Geography AP	2	1	0	2	1	6
U.S. Government	2	1	0	2	1	6
Social Studies (gr. 1)	2	0	0	2	1	5
Social Studies (gr. 2)	2	0	0	2	1	5
Social Studies (gr. 3)	2	0	0	2	1	5
U.S. Government and Politics AP	2	1	0	2	0	5
World Geography	2	1	0	1	1	5
Social Studies (K)	2	0	0	1	1	4
Social Studies (gr. 6)	2	1	0	0	1	4
Social Studies (gr. 4)	2	0	0	0	1	3
AP European History	1	1	0	1	0	3
U.S. History since Reconstruction	2	1	0	0	0	3
World History	2	1	0	0	0	3
Psychology	2	0	0	0	0	2
Sociology	2	0	0	0	0	2
Social Studies Advanced Studies	2	0	0	0	0	2
Mean Rating by Criterion	1.95	0.62	0.00	1.24	0.95	
Total Mean Rating (Social Studies)						4.76
<i>Sources: Documents provided by district on Google Docs and Eduphoria sites</i>						

Exhibit 2.3.5 indicates the following:

- The mean rating for all social studies curriculum documents was 4.76 out of a possible 15 points. This did not meet the minimum audit standard for quality of written curriculum documents of at least 12 points.
- Ratings for social studies curriculum documents ranged from a low of 2 points to a high of 8 points.
- Three courses (Psychology, Sociology, and Social Studies Advanced Studies) earned ratings of 2 points, in that they only had TEKS objectives available.
- Two courses (Economics, Special Topics in Social Studies) earned 8 points each.
- All but one course (AP European History) earned ratings of 2 points for clarity and specificity of objectives. As was the case with other core content areas, this rating was awarded because, at a minimum, TEKS objectives were available.

An overall summary of ratings for core content area curriculum documents is presented in [Exhibit 2.3.6](#). Auditors calculated weighted mean ratings by multiplying the mean rating for a given content area component (e.g., mathematics, objectives) by the number of curricula reviewed in that content area to arrive at a weighted total, adding the four weighted totals for the component, and dividing that total by the number of course curricula evaluated in all four content areas (107 courses).

Exhibit 2.3.6

Summary of Curriculum Document Quality Ratings Using the Audit Criteria for Basic Minimum Components and Specificity Core Content Areas, Kindergarten through Grade 12 Brazosport Independent School District January 2012

Content Area	1	2	3	4	5	Total Rating
	Obj.	Assmt.	Prereq.	Res.	Strats.	
English Language Arts/Reading	2.0	0.58	0.80	0.29	0.27	3.93
Mathematics	1.96	1.43	0.39	1.30	1.26	6.35
Science	1.94	1.44	2.00	1.17	1.94	8.50
Social Studies	1.95	0.62	0.00	1.24	0.95	4.76
Total Mean Ratings	1.96	1.02	0.80	1.00	1.11	5.89

The summary shown in [Exhibit 2.3.6](#) shows the following:

- Overall, Brazosport Independent School District curriculum documents earned a rating of 5.89 out of a possible 15 points.
- In order of highest to lowest total rating, science earned a rating of 8.50, mathematics earned a rating of 6.35, social studies earned a rating of 4.76, and English language arts/reading earned a rating of 3.93.
- For core content areas, clarity and specificity of objectives was rated highest (1.96 points out of a possible 3 points).
- For core content areas, delineation of prerequisite essential skills, knowledge, and attitudes was rated lowest (0.80 points out of a possible 3 points).

Overall, the curriculum guides for core content areas as presented to the auditors did not contain adequate information to provide teachers with comprehensive work plans to guide their teaching. Auditors offer the following further clarification of each criterion.

Criterion One: Clarity and specificity of objectives

Overall Average Rating: 1.96

To obtain a three for clarity and specificity of objectives, a guide must state for each objective the sequence within the course or grade, the amount of time necessary to be spent learning, and how the objective is to be performed. This was the highest rated of all five criteria—generally due to the presence of state TEKS for nearly every course offered in the district.

None of the core content area curriculum documents reviewed by auditors received a rating greater than two points.

District personnel presented some of what they termed “scope and sequence” (essentially, pacing guides), which showed the objectives to be addressed during a certain period of time—typically a six-week marking period. These documents did not specify how the objective was to be performed, however. Auditors also reviewed a number of unit plans, which sometimes included references to TEKS objectives to be addressed in the course of the unit (sometimes as short as a week). With some modifications, these documents could be structured to include all components necessary to earn the three point maximum rating.

Criterion Two: Congruence of the curriculum to the assessment process

Overall Average Rating: 1.02

A three rating on this criterion requires tying objectives to be tested to specific assessment instruments and/or specific assessment item samples. Teachers need to know what objectives will be included on required testing instruments to enable them to adequately teach the objectives to students.

Auditors were presented with some documents/answer keys for district criterion-based assessments (CBA) tied to objectives. These were variously called “CBA Scoring Key,” “SBA Test Blueprint,” “STAAR Benchmark Scoring Key,” and “EOY Answer Key.” Auditors gave two points where these were available. They were told CBAs were in development. Were evidence to exist that all TEKS for a given course had been assessed, they would have been able to give the full three points.

Criterion Three: Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes

Overall Average Rating: 0.80

A full rating of three points on this criterion would require documentation of prerequisite skills and/or concepts required prior to this learning. Such documentation frequently comes in the form of a curriculum scope and sequence document showing vertical articulation or progression of objectives throughout all grades, kindergarten through 12.

In Brazosport Independent School District, there were two examples of such a document. The first was in science, where “Stacking Science Concepts” from kindergarten through grade 8 and high school biology, physics, chemistry, and IPC had been developed for 11 areas of scientific study (e.g., Change in Earth’s Systems, Force and Motion, Structures of Living Things). The other example of vertical articulation in the form of a scope and sequence document was available from the Texas Education Agency for English language arts and reading (K-12 ELAR Vertical Alignment). This document showed progression of objectives from one grade level to the next by strand (e.g., reading, writing, research).

Criterion Four: Delineation of the Major Instructional Resources and Tools

Overall Average Rating: 1.00

Earning a rating of three points for this criterion requires presence of a clear match between objectives and the text and/or instructional resource(s) to be used in teaching the objective.

In general, mathematics curriculum documents were the strongest in this area; English language arts/reading curricula were the weakest.

One example of a curriculum that showed this match was Algebra I at the high school level. As may be noted, it listed resources by cluster of objectives for a given unit—which is not precisely what was meant by the criterion. However, auditors gave it a rating of three points because the list of resources was among the most complete found by auditors. Such guidance would be invaluable for a new teacher, or any teacher, in trying to plan instruction.

Criterion Five: Clear Approaches for Classroom Use

Overall Average Rating: 1.11

In order to receive a rating of three points for this criterion, curriculum documents must provide specific examples of how to approach key concepts and/or skills.

The science curriculum documents were strongest in this area. Auditors were informed that “curriculum writing” sessions were taking place during the summer and release time throughout the school year. It should be noted that much of what was occurring during these sessions was writing of unit plans and/or lesson plans. Auditors found wide variation in both the completeness and the quality of these plans. Even within a single course/grade level, they did not necessarily find complete sets of documents showing how to approach the teaching of key concepts or skills.

In addition to rating curriculum documents for core content areas, the auditors also rated available curriculum documents for courses in non-core content areas. They included any courses found in the scope of curriculum (see [Appendix C](#) from [Finding 2.2](#)) for which curriculum documents were presented to the auditors; these were found on Eduphoria and the Google Docs repository prepared for the auditors. A summary of ratings of these guides is provided in the following exhibit. The full list of non-core content area curriculum documents and ratings may be found in [Appendix E](#).

Exhibit 2.3.7

Summary of Auditors' Ratings of Curriculum Documents Courses in Non-Core Content Areas Kindergarten through Grade 12 Brazosport Independent School District January 2012

Content Area	1	2	3	4	5	Total Rating
	Obj.	Assmt.	Prereq.	Res.	Strats.	
Career and Technical Education (CTE)	2.00	0.00	0.00	0.00	0.00	2.00
Fine Arts	2.00	0.00	0.00	0.00	0.00	2.00
LOTE (Foreign Languages)	2.00	0.15	0.20	0.80	0.35	3.50
Health, Athletics & Physical Education	2.00	0.00	0.00	0.00	0.00	2.00
Journalism	2.00	0.00	0.00	0.00	0.00	2.00
Speech	2.00	0.00	0.00	0.00	0.00	2.00
Technology Applications	2.00	0.00	0.00	0.00	0.00	2.00
<i>Sources: Documents provided by district on Google Docs and Eduphoria sites</i>						

[Exhibit 2.3.7](#) demonstrates the following:

- Overall, one may note most curriculum documents in non-core areas lacked evidence of assessment, prerequisite skills, resources, or instructional strategies. Only Languages Other than English (LOTE) had any curriculum documents addressing these areas.
- LOTE received a total rating of 3.50 out of a possible 15 points, which does not meet the minimum audit standard (12 points out of a possible 15 points) for curriculum quality.
- CTE; Fine Arts; Health, Athletics, and Physical Education; Journalism; Speech; and Technology Applications each received total ratings of 2 points, which does not meet the minimum audit standard for curriculum quality.
- For all areas, objectives received a rating of 2 points, solely due to presence of TEKS for each course/grade level in non-core areas.

Overall, written curriculum documents in the Brazosport Independent School District lack sufficient quality and specificity to effectively direct instruction for student success.

Auditors gathered extensive interview data about the written curriculum from board members, district and campus administrators, teachers, and patrons. When asked what teachers used to guide instruction, the auditors received a variety of responses, including the following:

- “We have the TEKS, which is our curriculum.” (District Administrator)
- “We have our scope and sequence, but I feel like we need a little more guidance.” (Campus Administrator)
- “We have a scope and sequence, and it’s become much more user-friendly because it’s electronic. That’s helped in terms of keeping it updated and also making it available to all teachers.” (Campus Administrator)

- “We are trying to break teachers, especially at the elementary level, from using their textbook as a travel guide for the school year.” (District Administrator)

The following comments showed widespread concern about the lack of written curriculum:

- “It will help when we get a district curriculum. Social studies and English language arts teachers have to generate a lot of their own curriculum.” (District Administrator)
- “With the STAAR test [being administered], we’d better get some curriculum.” (Board Member)
- “The district needs a more definitive pathway to follow in regards to curriculum.” (Community Member)
- “The major focus on curriculum is a big strength right now, and we have been missing that.” (District Administrator)
- “We have just begun rebuilding. We have just done the four core [content areas].” (District Administrator)
- “We didn’t have [curriculum]. For a new teacher, for a while, we couldn’t even find the curriculum, because it was in some bizarre place. Now it’s where it belongs. And the old [stuff] is finally cleaned [up].” (Teacher)

Concerns were expressed, however, about the direction in which the district was proceeding with their written curriculum. Some were concerned about its accessibility and usability, as noted:

- “We don’t write curriculum for beginning teachers. We write it for people who have been there for a very long time.” (Teacher)
- “Teachers come together and write lessons, but they are not linked to curriculum standards in many cases.” (District Administrator)

Others mentioned the lack of alignment with the state’s TEKS:

- “The scope and sequences teachers wrote don’t totally reflect the TEKS.” (District Administrator)
- “How do we know that our summer curriculum writing is really aligned to the TEKS?” (District Administrator)
- “Some teaching plans don’t match the TEKS or they align with the old TEKS.” (District Administrator)
- “With each content area, we are having [teachers] bring what they are teaching to us. The YAGs, monthly calendars, etc....[It all] looks pretty, but it doesn’t match the TEKS.” (District Administrator)

Interviewees noted problems with both horizontal alignment (from one classroom or school to another at the same grade level or in the same course) and vertical articulation (from one grade or course to the next in the sequence). Some comments as follow:

- “I’m told that what one fourth grade teacher teaches is not necessarily the same in another school.” (Board Member)
- “I have seen kids who have come from [another school] and we have to figure out where they are [in the curriculum]. It’s like getting a new kid from a different district.” (Teacher)
- “Curriculum alignment is a huge need. Campuses have had ‘curriculum anarchy’.” (District Administrator)
- “The complete lack of vertical alignment across the district curriculum has had a devastating effect on high school learning.” (Campus Administrator)
- “[I would like to see us] align the curriculum vertically to where we meet the needs of our kids.” (District Administrator)

On the other hand, a number of interviewees noted the district was moving in a positive direction toward horizontal alignment and vertical articulation, as the following remarks exemplify:

- “We are moving in a positive direction towards curriculum and alignment. We are looking at standardizing our curriculum for the campuses. In the past, our campuses have very much operated as their own little kingdoms.” (District Administrator)
- “Facilitators have been great in helping develop better horizontal alignment within subjects, but vertical alignment is still a challenge.” (Campus Administrator)
- “We are using Eduphoria as a platform to bring some consistency to instruction as lesson plans are developed online.” (District Administrator)
- “As a department at my school, we have stayed together [in terms of pacing]. We’ve gotten a lot better about collaborating.” (Teacher)
- “We are moving in a positive direction in curriculum alignment....Now we have much better buy-in in terms of following scope and sequence. There is more happening in the areas of horizontal teaming and grade level work to identify aligned supplemental materials.” (District Administrator)

The district’s approach to curriculum development was a concern expressed by some individuals:

- “They have been ‘curriculum writing’ for years, but there is no evidence of it. They have been writing a lot of lesson plans.” (District Administrator)
- “[Curriculum writing] is a multi-year process. Here, it’s been slapped together. Two days in the summer is not enough to write curriculum.” (Teacher)
- “They are giving us two curriculum writing days, and we are supposed to write six units. It’s not possible.” (Teacher)

Finally, some interviewees were worried about areas that were receiving insufficient attention, as the following statements indicate:

- “Technology TEKS need to be worked into the curriculum.” (District Administrator)
- “The K-8 technology curriculum was online, but funds were taken away, and we don’t have anything in writing now.” (District Administrator)
- “We do not have any district-specific objectives in our curriculum.” (District Administrator)
- “Special education doesn’t really have a curriculum. Teachers use a basal on one campus and on another campus they use the computer; there is a huge disconnect there.” (Campus Administrator)

In summary, auditors’ review of curriculum documents available in the Brazosport Independent School District showed most do not meet the minimum audit standard for curriculum document quality and specificity. Science was the only content area with documents earning a rating of 12 out of 15 possible points—meeting the audit’s minimum standard.

Due to the presence of TEKS from the Texas Education Agency, nearly all courses at all grade levels had some form of objectives stating tasks to be performed or skills to be learned. Availability of assessments for courses varied. Some curriculum-based assessments had been developed for core content area courses. Prerequisite knowledge, skills, and attitudes were available for grades 1 through 12 in the basic language arts/reading and science courses—but not for other content areas.



Long grade 4 teacher engaged in direct instruction

Analyses of Further Alignment

There is an audit expectation that all components of the district's curriculum documents and assessment will be aligned (congruent). Such a design makes it easier for teachers to teach the learnings desired and for students to be successful on high stakes assessments. The district's curriculum documents are grounded in the state's TEKS; therefore, all components of a given curriculum and its local assessments should be congruent with the TEKS for that grade level/course. The auditors looked for two forms of alignment within curriculum documents (specifically, student activities) and within district-designed student assessments¹:

- **Content**: Curricular components (such as instructional activities, resources, or assessment items) should focus on the same set of knowledge, skills, and attitudes. While an individual component is not likely to address the full breadth of an objective (TEKS), it would be expected to, at least, address one or more aspects of the objective.
- **Cognitive Process**: The audit expectation is that the cognitive process employed (remember, understand, apply, analyze, evaluate, or create) should be at least at the level described in the objective (TEKS). It is expected that classroom instruction will occur at a variety of levels of cognition; however, to ensure rigor, the higher levels of cognition are essential.

Because more science curriculum documents were in place than those for other content areas, the auditors elected to prepare two analyses, using science as an example. The first shows content and cognitive process congruence of sample TEKS objectives with teacher-developed instructional activities found in Eduphoria. The second shows content and cognitive process congruence of the same TEKS objectives with district-developed assessment items, taken from the fall 2011 curriculum-based assessments (CBAs).

Overall, auditors found lack of content and cognitive process congruence of instructional activities and assessment items with the TEKS they were intended to address.

The first analysis compared the selected grade 4, grade 8, and biology curriculum objectives (TEKS) with teacher-designed activities that were intended to address those objectives. For each grade level/course, auditors selected three TEKS objectives; they found two sample activities in Eduphoria for each objective. The goal was to obtain six objective-activity pairs for each grade level/course. In each instance, the auditors determined whether the objective and activity were aligned in content and cognitive process. The following exhibit shows the six sets of objectives for each grade/course, their analysis of content and cognitive process congruence, and comments where incongruities were found.

¹ A third form of alignment, context, addresses the manner in which the knowledge or skill is performed. This analysis of congruence was not performed, because TEKS lacked specificity in that regard.

Exhibit 2.3.8

Internal Consistency of Sample District Instructional Activities With Texas Essential Knowledge and Skills Objectives in Science Grade 4, Grade 8, and Biology Brazosport Independent School District January 2012

TEKS	Sample Activities from Eduphoria	Content	Cognitive Process	Areas of Incongruence
Grade 4				
4.5: The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:				
(4.5A) Measure, compare, and contrast physical properties of matter, including size, mass, volume, states (solid, liquid, gas) temperature, magnetism, and the ability to sink or float.	“Comparing Properties:” select several objects and note whether they could be described by taste/smell, feel, look, sound, feel, volume, temperature, buoyancy, mass, magnetism	Partial	No	Activity only requires observing and recording—no measuring, comparing, or contrasting.
	“Penny Boat Challenge:” Activity is a competition to see whose tin foil boat holds the most pennies (mass) before sinking.	Partial	No	This activity introduces the vocabulary term “mass.”
(4.5B) Predict the changes caused by heating and cooling, such as ice becoming liquid water and condensation forming on the outside of a glass of ice water.	“Evaporation Experiment:” Experiment involved filling containers of various shapes with the same amount of water and predicting/recording which had more evaporation over time.	No	--	Nothing to do with heating and cooling and/or condensation.
	“Condensation Experiment:” Take room temperature water and soda, add the same amount of ice to each class, and observe different amounts of condensation on the two glasses. Ask why that would occur.	No	--	Activity is a gimmick—carbon dioxide bubbles forming on the inside of glass with soda reduce condensation on the outside. It has little to do with the objective.
(4.5C) Compare and contrast a variety of mixtures and solutions such as rocks in sand, sand in water, or sugar in water.	“Sweet Sugary Solutions:” Compare rate of dissolving of a substance with several variables (stirring, size of solute).	Partial	Yes	Involves only one solute (sugar cube) and water. Variables are movement and size.
	“Solution of the Day:” Make five different common solutions. Compare and contrast solutions and mixtures, what changes in solution, can they be separated, etc.	Yes	Yes	

Exhibit 2.3.8 (continued)
Internal Consistency of Sample District Instructional Activities
With Texas Essential Knowledge and Skills Objectives in Science
Grade 4, Grade 8, and Biology
Brazosport Independent School District
January 2012

TEKS	Sample Activities from Eduphoria	Content	Cognitive Process	Areas of Incongruence
Grade 8				
8.6: The student knows that there is a relationship between force, motion, and energy. The student is expected to:				
(8.6A) Demonstrate and calculate how unbalanced forces change the speed or direction of an object's motion.	"Beetles in Motion:" Students measure and record the distance a mealworm beetle travels in 5-second increments over a 45-second time period. They repeat two more times, graph, and calculate lines of best fit.	No	--	Activity is unrelated to unbalanced forces. Page 1 of the teacher directions lists related TEKS—8.6A is not one of the TEKS listed.
	"Explore—Balanced vs. Unbalanced Forces:" (STEMScopes) Students experiment with forces, various directions/strengths, calculating effects of unbalanced forces, creating scenarios with unbalanced forces.	Yes	Yes	
(8.6B) Differentiate between speed, velocity, and acceleration.	"Explore—Speed, Velocity, & Acceleration:" (STEMScopes), Part III. Using a graph of distance over time for a hypothetical student's 100 meter race and walk back to the starting line, respond to questions about time, average speed, negative velocity, and velocity change.	Yes	Yes	Some questions require application based on understanding of the terms, so the cognitive process is higher than that required by the TEKS.
	"Elaborate—Speed, Velocity, & Acceleration" (STEMScopes) Students use a homemade accelerometer to observe and record how changes in direction and speed impact acceleration.	Partial	Yes	Activity does not fully address differentiating between the concepts. In this case, the cognitive process of the activity is higher than that of the TEKS.
(8.6C) Investigate and describe applications of Newton's law of inertia, law of force and acceleration, and law of action-reaction such as in vehicle restraints, sports activities, amusement park rides, Earth's tectonic activities, and rocket launches.	"Inertia:" (Station 2: Coin in a Cup) Index card placed on cup; coin on top of index card. Students experiment to find a method for getting coin to drop into cup without tilting the card or turning cup over. Students are asked to use Newton's law of inertia to explain.	Partial	No	The solution is provided for students if they simply read step #12 of the student directions. This entirely removes the investigation aspect, so all students have to do is remember and explain the concept.

Exhibit 2.3.8 (continued)
Internal Consistency of Sample District Instructional Activities
With Texas Essential Knowledge and Skills Objectives in Science
Grade 4, Grade 8, and Biology
Brazosport Independent School District
January 2012

TEKS	Sample Activities from Eduphoria	Content	Cognitive Process	Areas of Incongruence
	“Explore—Newton’s Laws:” (STEMScopes), Part I Students predict how increased mass will affect the rate at which a toy car will be pulled off the table by a weighted string. They run the experiment adding different weights to the car, record and graph data, explain findings, make predictions based on findings, and relate inertia to mass.	Yes	Yes	
Biology				
Bio.6: The student knows the mechanisms of genetics, including the role of nucleic acids and the principles of Mendelian Genetics. The student is expected to:				
(Bio.6.A) Identify components of DNA, and describe how information for specifying the traits of an organism is carried in the DNA.	“DNA Replication Coloring Sheet:” Worksheet on which students color in the various components of DNA is an introduction to DNA structure. Given a list of DNA components and a DNA helix with components labeled, students are asked to color in components on the helix.	Partial	No	This is an introductory activity in terms of content alignment. No identification or understanding of concepts is required.
	“DNA Model Rubric:” (Regular) Students construct their own 3D or 2D DNA models, which are scored on a rubric.	Partial	Yes	Students are not required to explain how DNA carries traits. They must use knowledge of DNA structure to create their own models.
(Bio.6.E) Identify and illustrate changes in DNA and evaluate the significance of these changes.	“Mutation Practice:” Worksheet on chromosomal and gene mutations.	Yes	Yes	
	<i>None available*</i>	--	--	
(Bio.6.F) Predict possible outcomes of various genetic combinations such as monohybrid crosses, dihybrid crosses and non-Mendelian inheritance.	“Dihybrid Coloring Sheet:” Students complete a Punnett Square showing dihybrid cross.	Yes	Yes	

Exhibit 2.3.8 (continued)
Internal Consistency of Sample District Instructional Activities
With Texas Essential Knowledge and Skills Objectives in Science
Grade 4, Grade 8, and Biology
Brazosport Independent School District
January 2012

TEKS	Sample Activities from Eduphoria	Content	Cognitive Process	Areas of Incongruence
	“Genetics Vocabulary Puzzle:” (Regular) Students assemble nine-piece puzzles by aligning terms with their correct definitions.	Partial	No	This is a vocabulary exercise. It requires only remembering and, to some degree, understanding. It is only vaguely aligned in content.
* Auditors were not able to find a second sample student activity for the Biology TEKS 6.E; consequently, only 17 of 18 possible activities were listed.				
<i>Sources: Texas Education Agency (TEKS) and BISD Eduphoria site (student activities)</i>				

The following observations may be made based on Exhibit 2.3.8:

- Six examples were aligned with their TEKS in both content and cognition (35 percent).
- Three sample activities were partially aligned in content, but were aligned (or higher) in terms of cognitive processes required (18 percent).
- Five sample activities were partially aligned with the TEKS in content, but were non-aligned in cognitive process (i.e., the activity demanded lower levels of cognitive rigor than the TEKS it was addressing) (29 percent).
- Three examples were not aligned with the TEKS in content. In these instances, analysis of alignment of cognitive process was not performed (18 percent).

Overall, in this small sample of science activities intended to target specific science TEKS at grade 4, grade 8, and biology, content and cognitive process alignment was weak. Less than 30 percent of the sample activities were fully aligned with their TEKS objectives in terms of content. Slightly more than half of the sample activities demanded cognitive processes at least at the level of their corresponding TEKS objectives.

Auditors found the rigor of the sample activities similar to that of a small set of artifacts (Grades 1 through 8) collected during their visits to schools. Using the revised Bloom’s taxonomy, auditors found that fully one-third required remembering facts—the lowest level in the cognitive process and knowledge dimension. Another half demanded understanding or applying facts or concepts/principles. Seven percent demanded analysis of concepts/principles. None required evaluation or creation (the highest levels on the cognitive process dimension), and none required procedural knowledge or metacognition (the highest levels on the knowledge dimension).

The second analysis of congruence compared the same grade 4, grade 8, and biology curriculum objectives (TEKS) with district curriculum-based assessment items intended to assess student knowledge of and skills in those objectives. Using the test blueprints found in Google Docs, the auditors found two sample test items (also in Google docs) that supposedly addressed each objective. This resulted in six assessment items for each grade level/course. In each instance, the auditors determined whether the TEKS objective and assessment item were aligned in content and cognitive process.

Overall, auditors found poor alignment of district curriculum-based assessments to the TEKS objectives they were intended to assess.

In the following exhibit, auditors show the six sets of objectives and assessment items for each grade/course and their analysis of content and cognitive process congruence.

Exhibit 2.3.9

**Internal Consistency of Sample Items from District Curriculum-Based Assessment
With Texas Essential Knowledge and Skills Objectives in Science
Grade 4, Grade 8, and Biology
Brazosport Independent School District
January 2012**

TEKS	Sample Assessment Items from District CBA (Fall 2011)	Content	Cognitive Process	Areas of Incongruence
Grade 4				
4.5: The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:				
(4.5A) Measure, compare, and contrast physical properties of matter, including size, mass, volume, states (solid, liquid, gas) temperature, magnetism, and the ability to sink or float.	#10 An ice cube floats in water because the — A. solid state of water has more mass than the liquid state of water. B. ice cube has more mass than the water. C. water is clearer than the ice cube. D. solid state of water has less mass than the liquid state of water.	Partial	No	Item simply requires remembering facts about mass of matter (water) in a solid or liquid state.
	#15 Terrell is doing an experiment. He takes an ice cube from the freezer. He leaves the ice cube on a table in the kitchen. How will the ice cube change during the experiment? A. from a liquid to a solid B. from a solid to a liquid C. from a gas to a liquid D. from a gas to a solid	Partial	No	This item also involves low levels of cognition; it requires remembering and understanding of facts and concepts/principles.
(4.5B) Predict the changes caused by heating and cooling, such as ice becoming liquid water and condensation forming on the outside of a glass of ice water.	#14 Terrell is doing an experiment. He takes an ice cube from the freezer. He leaves the ice cube on a table in the kitchen. Which is most likely to happen in the experiment? A. The ice cube will melt. B. The volume of the ice cube will become larger. C. The ice cube will stay frozen. D. The mass of the ice cube will become larger.	Yes	Yes	

Exhibit 2.3.9 (continued)
Internal Consistency of Sample Items from District Curriculum-Based Assessment
With Texas Essential Knowledge and Skills Objectives in Science
Grade 4, Grade 8, and Biology
Brazosport Independent School District
January 2012

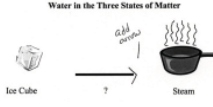
TEKS	Sample Assessment Items from District CBA (Fall 2011)	Content	Cognitive Process	Areas of Incongruence
	<p style="text-align: center;">Water in the Three States of Matter</p>  <p>#16 What should be added to the drawing above to cause the ice cube to change into steam.</p> <p>A. Wind B. Heat C. Cold D. Sun</p>	Yes	No	The assessment item represents a low level of cognition—remembering and understanding—compared to the TEKS.
(4.5C) Compare and contrast a variety of mixtures and solutions such as rocks in sand, sand, in water, or sugar in water.	<p>#19 Which of the following is a characteristic of a mixture?</p> <p>A. They flow like liquids. B. They are well mixed. C. They contain dissolved materials. D. They have parts that can be separated easily.</p>	Partial	No	Although the test item has to do with mixtures, it is a basic level recall item, not requiring any comparisons with other mixtures.
	<p>#20 Which is an example of a solution?</p> <p>A. Salt B. Tea with sugar C. Fruit Salad D. Sugar</p>	No	--	Item requires, at best, an understanding of the definition of a solution; at worst, it simply requires remembering facts.
Grade 8				
8.6: The student knows that there is a relationship between force, motion, and energy. The student is expected to:				
(8.6A) Demonstrate and calculate how unbalanced forces change the speed or direction of an object's motion.	<p>#20 Average speed is determined by the distance divided by the time ($S = D \div T$). When riding your bike, it takes you 0.5 hour to get to your friend's house, which is 9 km away. What is your average speed?</p> <p>A. 45 km/h B. 18 km/h C. 4.5 km/h D. 9.5 km/h</p>	No	--	<p>The item has to do with calculating average speed; it is a skill most likely found in TEKS at a lower grade level.</p> <p>Furthermore, item requires performing a simple calculation. It does not even require remembering a formula, since the formula is provided.</p>

Exhibit 2.3.9 (continued)
Internal Consistency of Sample Items from District Curriculum-Based Assessment
With Texas Essential Knowledge and Skills Objectives in Science
Grade 4, Grade 8, and Biology
Brazosport Independent School District
January 2012


TEKS	Sample Assessment Items from District CBA (Fall 2011)	Content	Cognitive Process	Areas of Incongruence
	<p>#21 Which does NOT change when an unbalanced force acts on an object?</p> <p>A. Speed B. Velocity C. Mass D. Motion</p>	Partial	No	Understanding of the information being assessed is helpful in being able to master the TEKS; however, it addresses only a small portion of the TEKS and requires basic understanding of the vocabulary/ concepts.
(8.6B) Differentiate between speed, velocity, and acceleration.	 <p>#27 Elias applies a force to a box filled with heavy books sitting on a level floor. Friction also exerts a force on the box.</p> <p>If the stationary box begins to move,</p> <p>A. its acceleration is zero. B. its velocity changes, but its acceleration does not change. C. it is accelerating. D. it experiences no changes in velocity or acceleration</p>	Partial	Yes	Even though the assessment item is a multiple choice question, both the test item and the TEKS require understanding of the principles/ concept.
	<p>#28 Sue drove for 2 hours to her grandmother's house at 50 km/hr. What does 50 km/hr represent?</p> <p>A. Speed B. Acceleration C. Motion D. Velocity</p>	Partial	No	This item relates only in the most basic way to the TEKS. It requires remembering and understanding only.
(8.6C) Investigate and describe applications of Newton's law of inertia, law of force and acceleration, and law of action-reaction such as in vehicle restraints, sports activities, amusement park rides, Earth's tectonic activities, and rocket launches.	<p>#29 A student pushes a shopping cart filled with groceries. The cart has a mass of 12 kilograms (kg). The student pushes the cart with a force of 15 newtons (N). Assuming the ground is frictionless, how fast will the cart accelerate until the student stops applying the force?</p> <p>A. 0.625 m/s^2 B. 0.8 m/s^2 C. 1.25 m/s^2 D. 2.5 m/s^2</p>	No	--	The item requires no investigation or description. Completing the problem, students need only remember the formula and select the answer that most closely approximates the solution.

Exhibit 2.3.9 (continued)
Internal Consistency of Sample Items from District Curriculum-Based Assessment
With Texas Essential Knowledge and Skills Objectives in Science
Grade 4, Grade 8, and Biology
Brazosport Independent School District
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TEKS	Sample Assessment Items from District CBA (Fall 2011)	Content	Cognitive Process	Areas of Incongruence
	# 31 When a hammer strikes a nail, the nail — A. exerts balanced forces that keeps it from moving. B. exerts a force equal to the weight of the hammer. C. exerts an unbalanced force that changes its velocity. D. exerts an equal and opposite force back on the hammer.	Partial	No	The item addresses only a small aspect of the TEKS. It requires recall and understanding the concepts/ principles—relatively low levels of cognition.
Biology				
Bio.6: The student knows the mechanisms of genetics, including the role of nucleic acids and the principles of Mendelian Genetics. The student is expected to:				
(Bio.6.A) Identify components of DNA, and describe how information for specifying the traits of an organism is carried in the DNA.	 #13 What function does the structure shown above perform? A. It assembles ribosomes. B. It binds proteins together. C. It stores genetic information. D. It regulates enzymes activity.	No	--	Item requires recognition that the DNA helix stores genetic information, but it is not aligned with this particular TEKS objective.
	#16 In order to digest milk, the human body must manufacture a protein called lactase. When the digestive system requires lactase, it manufactures the protein based on information stored in what molecule? A. DNA B. ATP C. CO ² D. H ₂ O	Partial	No	This item is only marginally congruent with the TEKS objective. It involves remembering facts—not the higher order cognitive processes demanded by the objective.

Exhibit 2.3.9 (continued)
Internal Consistency of Sample Items from District Curriculum-Based Assessment
With Texas Essential Knowledge and Skills Objectives in Science
Grade 4, Grade 8, and Biology
Brazosport Independent School District
January 2012


TEKS	Sample Assessment Items from District CBA (Fall 2011)	Content	Cognitive Process	Areas of Incongruence
(Bio.6.E) Identify and illustrate changes in DNA and evaluate the significance of these changes.	#18 Why are the mutations generated in a species' gene pool important? A. The mutations reduce variation. B. The mutations prevent inbreeding. C. The mutations maintain equilibrium. D. The mutations cause evolution.	Yes	No	This demonstrates congruence in that it refers to understanding of the significance of DNA mutations. However, the assessment item does not require the level of cognition demanded by the TEKS objective.
	 #19 Why are color mutations, as shown in the bears above, important? A. They increase chances of survival in various environments B. They improve the frequency of heterozygous alleles. C. They reduce other types of mutations. D. They reduce mating competition.	Partial	No	The student must demonstrate a level of understanding of mutations to respond; however, this is not at the cognitive level described in the TEKS objective.
(Bio.6.F) Predict possible outcomes of various genetic combinations such as monohybrid crosses, dihybrid crosses and non-Mendelian inheritance.	#22 A set of parents who are both carriers of the recessive allele that causes cystic fibrosis are having a baby. Neither parent has the disease. What is the chance that the baby will have cystic fibrosis? A. 0% B. 25% C. 50% D. 100%	Yes	Yes	
	#24 Males have only one copy of each type of sex chromosome; therefore, all sex-linked genes are expressed, even recessive alleles. Based on this information, which statement is true? A. Males are more likely than females to have sex-linked genetic disorders. B. Females are more likely than males to have sex-linked genetic disorders. C. Females and males have the same chance of having a sex-linked genetic disorder. D. Males are the only ones who have sex-linked genetic disorders.	Yes	Yes	
<i>Sources: Texas Education Agency (TEKS) and BISD Google Docs (CBA assessment items)</i>				

Exhibit 2.3.9 indicates:

- Three assessment items were congruent with their respective TEKS both in content and in cognitive process (17 percent).
- Two more were congruent in content, but the assessment items demanded lower levels of cognition than did their respective TEKS (11 percent).
- One item was partially congruent in content and fully congruent in cognitive demand (six percent).
- Eight items were partially congruent in content, but not so in terms of the cognitive processes required of students (44 percent).
- Four items were not congruent with their respective TEKS (22 percent); cognitive process congruence was not assessed for these items.

Overall, auditors found limited congruence between science TEKS and sample assessment items designed to assess student mastery of those objectives.

Use of the Written Curriculum

Consistent use of clear and user-friendly curriculum documents to support teaching and learning in the classroom is critical to establishing quality control of the educational program offered in a school system. In order for students to have equal access to the adopted curriculum with comparable opportunities for achievement, teachers at all grade levels should provide instruction designed to promote mastery of the intended goals and objectives. Likewise, it is important that all teachers have access to adopted primary and supplemental instructional materials and access to diagnostic, formative, and mastery assessments for determining instructional requirements of their students.

To determine the extent to which curriculum documents were used by classroom teachers to provide program consistency and ensure student access to the intended curriculum, the auditors interviewed board members, administrators, teachers, and students.

The auditors found use of curriculum documents varied by content area, grade level, campus, and teacher. During site visits and document review, as well as in interviews with board members, district and campus administrators, and teachers, auditors saw a common theme: the written curriculum is not in a condition to be completely useful and user-friendly. The following are some of the issues uncovered by auditors:

- Although the district is moving toward a common format for written curriculum, this has not been fully implemented in all content areas.
- Many core content area courses and most non-core courses have only TEKS to guide them (e.g., unit plans, teacher resources, and student activities missing).
- Unit plans, for the most part, provide only vague indications of how teachers should address the topics.
- The focus on adding lesson/unit plans and student activities into Eduphoria is problematic in that there are wide variations in the quality of these instructional resources.
- In language arts, social studies, and math, most “lessons/activities” do not identify the TEKS they address. This was in contrast to science, in which TEKS are listed for most, if not all, student activities.
- Low levels of rigor found in unit plans and activities as well as in district-developed curriculum-based assessments are going to cause challenges with full implementation of the new state assessment program, STAAR, according to district personnel.
- Pacing guides vary—some in six-week blocks, some weekly—to the detriment of horizontal alignment.
- With the exception of English language arts and science, there are no vertical articulation documents (which the audit refers to as scope and sequence). Consequently, teachers do not have ready access to prerequisite knowledge and skills or of those skills that would be expected in the next grade or course in the sequence.

Another substantial challenge is that, in many instances, two or more courses use the same curriculum to guide instruction. The auditors questioned the utility of a curriculum document that is intended to direct instruction for several different courses. This issue occurs in both core and non-core content areas. The following are a number of examples of the many core courses sharing identical written curriculum documents.

Exhibit 2.3.10

**Sample Core Courses Sharing the Same Curriculum
Brazosport Independent School District
January 2012**

Curriculum	Courses Using the Same Curriculum
Language Arts (1)	Language Arts Language with Applications Reading Reading with Applications
Language Arts (7)	Language Arts Language Arts 7 Pre-AP Language SEARCH Read 180 System 44 Reading Power Reading Keep on Reading Comparative Literature Language Arts with Applications
English IV	English IV English and Reading with Applications IV English IV with Applications English IV AP (also used AP curriculum) English IV Advanced Functional English Independent Study in English
Mathematics (7)	Mathematics Math Pre-AP Math SEARCH Power Math Math with Applications
Algebra I	Algebra I Algebra I Pre-AP Algebra I with Applications
Science (8)	Science Science 8 Pre-AP Science SEARCH Science with Applications
Integrated Physics and Chemistry (IPC)	Integrated Physics and Chemistry Integrated Physics and Chemistry with Applications
Social Studies (8)	History 8/U.S. History/American History History 8/American History Pre-AP History 8 with Applications
U.S. History since Reconstruction	U.S. History since Reconstruction U.S. History since Reconstruction Advanced U.S. History since Reconstruction with Applications
<i>Sources: Course lists, TEKS, Eduphoria</i>	

As may be seen from [Exhibit 2.3.10](#), courses of various titles (often levels) were supposedly using the same curriculum documents. These included ability track courses, as well as courses focusing on just a portion of the curriculum for a given course or grade level (e.g., System 44). Auditors found some of the more extreme instances of grade level/course TEKS being used for multiple courses, such as middle/intermediate grades music—where grade level music TEKS guided courses ranging from several choirs to various individual instruments, bands, and orchestras.

Use of curriculum documents varies from one content area to another, one grade level or course to another, from campus to campus, and even from teacher to teacher. The state’s TEKS, along with CCRS and ELPS, are to serve as the foundation for instruction. However, it did not appear that these are in regular use, as the following comments indicated:

- “The staff has been exposed to the written-taught-tested as a concept, but does not apply it. They go to resource center training, but where is the application?” (District Administrator)
- “I think they have quite a bit of information about [written, taught, and tested] curriculum, but it is not being used.” (Campus Administrator)

Interviewees stated that teachers use a wide variety of resources, including basal textbooks and/or packaged programs, to guide instruction. The following comments present information about resources used by teachers to inform their instruction:

- “Teachers use their scope and sequences. They have started putting examples on Eduphoria.” (Campus Administrator)
- “Teachers think teaching the textbooks is teaching the standards.” (Teacher)
- “A lot of teachers are using their textbook—and we are asking them to go beyond.” (Campus Administrator)
- “For curriculum, teachers use online video clips, basals, products from different companies, and leveled readers.” (District Administrator)
- “Teachers received a huge box of materials three years ago, but many don’t know what’s in their boxes.” (District Administrator)

Some interviewees identified issues with inconsistent use of the curriculum, as the following statements show:

- “We have to have teachers know their TEKS, know their curriculum. And I don’t have the sense that they do.” (District Administrator)
- “In math we have had a standardized curriculum for a long time, but it was up to the campuses how much they were following it.” (District Administrator)
- “Some of the alignment [with TEKS] is really weak. And some is not there at all.” (District Administrator)

Additional issues surrounding the use of curriculum documents and resources were cited:

- “Eduphoria is so slow for teachers to access their lesson plans. Just to take attendance takes class time.” (District Administrator)
- “There are some instances where the textbooks are not aligned with the TEKS, so we have to come up with other resources.” (District Administrator)
- “Two years ago, we had an excellent textbook adoption. It was the same publisher K-12. A challenge was that adoption has a lot of resources, and teachers were overwhelmed by the number of resources.” (District Administrator)
- “We have a very vague scope and sequence. It’s better than it was three years ago.” (Teacher)

Interviewees informed the auditors that considerable effort was going into improving the quality and usability of curriculum documents, beginning with the core content areas. Selected comments follow:

- “We will be pulling together some of our experienced teachers and some of our newer teachers to ensure that every unit has a dedicated plan for every lesson.” (District Administrator)
- “We are going to take some time working with the teachers on their curriculum.” (District Administrator)
- “The teachers need to take more ownership in writing CBAs. Right now, the curriculum facilitators are writing the exams.” (District Administrator)
- “We don’t know what STAARs is going to be.” (District Administrator)
- “What we are working towards is trying to build the curriculum.” (District Administrator)
- “This summer we worked on aligning the curriculum—looking at TEKS and ELPS.” (District Administrator)

Auditors found curriculum documents are not easily accessible, in large part due to technology limitations. Availability of documents and resources online vary from one content area to another and from one grade level to the next. Teacher use of curriculum documents was primarily limited to the TEKS, and decisions about usage were highly individual.

Summary

In summary, high quality curriculum documents are critical in providing teachers with clear frameworks connecting the written curriculum with what is taught and tested in the classroom. Nearly all courses at all grade levels have some form of objectives stating tasks to be performed or skills to be learned due to presence of the state’s TEKS. Auditors rated curriculum documents using criteria for curriculum guide quality and specificity. To meet the minimum audit standard, curriculum documents for a given course must receive at least 12 out of a possible 15 points. Only six curriculum documents of the 332 documents reviewed (less than two percent) received ratings of 12 and met the minimum audit standard.

All components of the district’s curriculum documents and assessment need to be congruent. Because all district curriculum is expected to align with the state TEKS, all components of a given curriculum and its local assessments should be congruent with the TEKS for that grade level/course. In an analysis of student activities found in science curriculum documents (Eduphoria), auditors found both content and cognitive process congruence lacking. Similarly, the auditors found low levels of congruence in their analysis of content and cognitive process alignment of selected district curriculum-based assessment items and the TEKS they were intended to assess.

Interviewees described curriculum document usage as inconsistent because of limited quality, difficulty in accessing, and because monitoring use was not an expectation (see [Finding 3.4](#)). It was noted, however, that district personnel are currently making efforts to develop local curriculum aligned with state objectives.

STANDARD 3: The School District Demonstrates Internal Consistency and Rational Equity in Its Program Development and Implementation.

A school system meeting this Curriculum Audit™ standard is able to show how its program has been created as the result of a systematic identification of deficiencies in the achievement and growth of its students compared to measurable standards of pupil learning.

In addition, a school system meeting this standard is able to demonstrate that it possesses a focused and coherent approach toward defining curriculum and that, as a whole, it is more effective than the sum of its parts, i.e., any arbitrary combinations of programs or schools do not equate to the larger school system entity.

The purpose of having a school system is to obtain the educational and economic benefits of a coordinated and focused program for students, both to enhance learning, which is complex and multi-year in its dimensions, and to employ economies of scale where applicable.

What the Auditors Expected to Find in the Brazosport Independent School District:

The TCMAC-CMSi auditors expected to find a highly-developed, articulated, and coordinated curriculum in the school system that was effectively monitored by the administrative and supervisory staffs at the central and site levels. Common indicators are:

- Documents/sources that reveal internal connections at different levels in the system;
- Predictable consistency through a coherent rationale for content delineation within the curriculum;
- Equity of curriculum/course access and opportunity;
- Allocation of resource flow to areas of greatest need;
- A curriculum that is clearly explained to members of the teaching staff and building-level administrators and other supervisory personnel;
- Specific professional development programs to enhance curricular design and delivery;
- A curriculum that is monitored by central office and site supervisory personnel; and
- Teacher and administrator responsiveness to school board policies, currently and over time.

Overview of What the Auditors Found in the Brazosport Independent School District:

This section is an overview of the findings that follow in the area of Standard Three. Details follow within separate findings.

The Brazosport Independent School District board policies and district planning documents indicate a commitment to student success in the educational program. Numerous programs and initiatives have been implemented to support this commitment, but these efforts have not had a positive impact on student performance. An analysis of test scores reveals that a long-standing achievement gap persists for minority and economically disadvantaged students, and insufficient progress has been made toward reducing the disparities. A large number of students leave the school system between grades 9 and 12. Inequalities exist in student access to a consistent curriculum and to some district programs and services.

The BISD offers a wide variety of staff development opportunities, but the district lacks a systemic, coordinated approach to professional development that will improve teaching and learning and build the capacity of all district employees. Staff development functions operate independently without district-wide coordination and systematic evaluation.

Expectations for instructional practice are not clearly and consistently communicated in board policy, job descriptions, the teacher appraisal instrument, or curriculum guides. Teaching practices were generally incongruent with district expectations for the use of critical thinking, differentiated instruction, and technology to support instruction. During brief classroom visits, the auditors observed a preponderance of teachers engaged

in direct instruction, such as lecturing or presenting to students, or in assisting or monitoring students as they did seatwork.

Board policies, job descriptions, and appraisal instruments do not reflect current expectations for principals and others for monitoring the delivery of the curriculum. Principals visit classrooms and various types of monitoring take place, but administrators indicated wide differences in the types of monitoring tasks performed.

Finding 3.1: Inequalities exist in access to comparable programs, services, and learning opportunities. Resource allocation practices have contributed to some inequities.

In a well-managed school system, all students are placed in programs and activities with equal access to the curriculum and to services available in the district. Access should not be determined by gender, ethnicity, attendance area, or socioeconomic status. The auditors expect to find similar proportions of students by gender, socioeconomic status, and ethnic origin in specific programs as reflected in the general student population. No one student group should be disproportionately represented in retention and suspension rates, graduation rates, and enrollment in various special programs and services.

While the term “equal” means exactly the same, the audit refers to “equity” as the principle of treating students in accordance with differentiated needs. Rather than distributing resources based on a per pupil allocation, equity requires that additional resources be directed to students with greater needs. Without equal access to programs and services, differential educational responses, and equitable distribution of resources, school systems perpetuate the disparities among students that a public school education was designed to ameliorate.

The auditors reviewed documents, including board policies, district plans, test data, budget documents, and enrollment and participation reports compiled by school district and state personnel. They interviewed board members, community members, administrators, teachers, parents, and students relative to equality and equity issues within the district. Auditors also visited classrooms in all the schools and collected observational data on most of the instructional spaces in the district.

The auditors found that the Brazosport Independent School District board policies, job descriptions, and district and campus improvement plans indicate the intent to provide students with equal access to programs and opportunities and to distribute resources based on student needs (see [Findings 1.1, 1.2, 4.3, 5.1, and 5.3](#)). However, the auditors noted inequalities in a number of areas, including staff demographics and student participation in special programs. Student performance data, student suspensions, and graduation rates indicate disparities among student groups (see [Finding 4.3](#)). A large number of ninth graders drop out of school before they reach grade 12. Poverty and ethnicity continue to be predictors of low student achievement.

The following board policies address equal access to educational opportunities (see [Finding 1.1](#)):

- *Board Policy AE (Exhibit): Public Education Mission, Goals, and Objectives* states: “The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation.”
- *Board Policy BJA (Local): Superintendent Qualifications and Duties* requires the superintendent to provide leadership and direction to an educational system based on “the needs of students, on standards of excellence and equity, and on community goals.”
- *Board Policy DAA (Legal): Employment Objectives: Equal Employment Opportunity* requires the district to not refuse to hire any individual on the basis of race, color, or national origin; sex; religion; age; disability; or genetic information.
- *Board Policy EG (Local): Curriculum Development* states: “There will be one core curriculum, with equal access for all students, regardless of program or funding source.”
- *Board Policy FB (Legal): Equal Education Opportunity* states, “The district shall provide equal opportunities to all individuals within its jurisdiction. No officer or employee of the district shall...

refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin."

- *Board Policy GA (Legal): Access to Programs, Services, and Activities* states that "No person shall, on the grounds of race, color, or national origin, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any district program or activity."

As indicated above, board policies include the expectation that students will have equal access to the educational program.

The District Improvement Plan (2011-12) lists the following Belief: "All students can learn given appropriate time, instruction, and resources." A goal states: "All students will be provided a balanced and appropriate curriculum to ensure that they meet their full educational potential."

Only the Career Technical Counselor's job description specifically references equality: "Facilitate trainings regarding equal program access to all students, including specific presentations on members of special populations, nontraditional careers, and program linkages to future educational training opportunities."

Student and Staff Characteristics

The auditors expect to find the diversity of the staff reflective of the diversity of the student population. Proportionate representation in the ethnic and gender composition of the staff and students in a school system provides students with role models and contributes to their sense of belonging.

The following board policies and district initiatives reference staff characteristics:

- *Board Policy AE (Exhibit): Public Education Mission, Goals, and Objectives* states: "Qualified and highly effective personnel will be recruited, developed, and retained."
- *Board Policy BJA (Local): Superintendent Qualifications and Duties* expects that a system for recruiting and selection results in personnel recommendations based on "defined needs, goals, and priorities."
- *Board Policy DAB (Local): Employment Objectives: Objective Criteria for Personnel Decisions* lists the following criteria for decisions regarding the hiring, dismissal, reassignment, promotion, and demotion of district personnel:
 - Academic or technical preparation;
 - Proper certification for assignment, including emergency permits and endorsements for specific subjects, programs, or positions;
 - Experience;
 - Recommendations and references;
 - Appraisals and other performance evaluations; and
 - The needs of the district.
- The District Improvement Plan includes the following goals:
 - Highly qualified and effective personnel will be recruited, developed, and retained.
 - Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning.
 - The district will identify critical shortage areas and develop a plan of action for recruitment.

All of the district's teachers are categorized as Highly Qualified. However, none of the board policies or district or campus initiatives reference developing a diverse staff that reflects the student body.

Exhibit 3.1.1 shows a comparison of the ethnicity of the students and the ethnicity of district teachers from 2006 to 2011.

Exhibit 3.1.1

Ethnicity of District Teachers and Students in Percentages Brazosport Independent School District 2006-07 to 2010-11

Year	White		Hispanic		African American		Asian/Pacific Islander		Native American	
	T	S	T	S	T	S	T	S	T	S
2006-07	82.2	45.9	11.1	41.9	5.8	10.2	0.7	1.7	0.2	0.3
2007-08	81.6	44.5	11.8	43.2	5.7	10.2	0.7	1.7	0.2	0.3
2008-09	81.7	43.4	12.2	44.4	5.2	10.1	0.7	1.7	0.2	0.3
2009-10	82.7	42.5	12.0	45.0	4.3	10.4	0.7	1.8	0.3	0.3
2010-11	81.0	39.6	12.5	47.9	5.3	8.6	0.7	1.6	0.5	0.5
<i>Source: AEIS Reports</i>										

Exhibit 3.1.1 indicates the following:

- In 2010-11, the district's student body was 60 percent minority, but the teaching staff was 81 percent White.
- The over-representation of White teachers and the under-representation of minority teachers have changed little since 2006.

Exhibit 3.1.2 presents a comparison of the gender of district teachers with the gender of BISD students.

Exhibit 3.1.2

Gender of District Teachers and Students in Percentages Brazosport Independent School District 2006-07 to 2010-11

Year	Staff Members		Students	
	Male	Female	Male	Female
2006-07	21.6	78.4	51.2	48.8
2007-08	21.0	79.0	51.3	48.7
2008-09	20.1	79.9	51.4	48.6
2009-10	20.0	80.0	51.3	48.7
2010-11	20.6	79.4	51.1	48.9
<i>Source: AEIS and Lone Star Reports</i>				

Exhibit 3.1.2 shows the following:

- The percentage of male teachers decreased by one percent over the past five years.
- A 30.5 percent difference continues between the male teaching staff and the male student populations.

Exhibits 3.1.1 and 3.1.2 indicate that BISD students receive the majority of their instruction from White females. As one district administrator commented: "Our circle of recruitment has declined, and we need to reach out wider."



Students doing research at O. A. Fleming

Participation in Advanced Courses and Special Programs

The gifted and talented program provides identified K-12 students learning opportunities in the core content areas commensurate with their abilities. The Advanced Placement Program (AP) offers high school students the opportunity to participate in challenging college level course work while in high school. Favorable scores on AP tests afford students the opportunity to earn advanced standing or college credit at selected colleges and universities. Special education provides a continuum of specialized services to address students' identified needs.

The District Improvement Plan lists the following need: "Increase under-represented student populations in G/T, dual credit, and AP classes." [Exhibit 3.1.3](#) shows the percentages of district students participating in special programs and courses by ethnicity.

Exhibit 3.1.3

Enrollment in Special Programs and Courses By Ethnicity in Percentages Brazosport Independent School District January 2012

Program	White	Hispanic	African American	Asian/Pacific Islander	Native American
Special Education*	n/a	n/a	n/a	n/a	n/a
Gifted & Talented	62.6	27.2	2.7	5.6	0.2
AP Courses**	62.4	27.1	3.2	6.9	0.4
District Total	39.6	47.9	8.6	1.6	0.5
*Special education ethnicity data were not available.					
**Students may be enrolled in more than one AP course.					
<i>Source: District data</i>					

[Exhibit 3.1.3](#) shows:

- White students are over-represented in gifted programs and in Advanced Placement courses by approximately 23 percent.
- Hispanic students are under-represented in gifted programs and advanced courses by almost 21 percent.

- African American students are under-represented in gifted programs and advanced courses by nearly six percent.
- Asian and Pacific Islander students are over-represented in gifted and talented programs by four percent and in AP courses by 5.3 percent.
- The percentage of American Indian students participating in the gifted program or AP courses reflects their percentage in the student body.

Exhibit 3.1.4 summarizes student participation in special programs and courses by gender.

Exhibit 3.1.4
Enrollment in Special Programs and Courses
By Gender in Percentages
Brazosport Independent School District
January 2012

Program	Total District Enrollment in Program	Percent Male	Percent Female
Special Education	9.9	66.0	34.0
Gifted & Talented	13.1	47.9	52.1
AP Courses*	13.1	44.1	55.9
District Total		51.1	48.9
*Students may be enrolled in more than one AP course			
<i>Source: District PEIMS data</i>			

Exhibit 3.1.4 indicates:

- Males are over-represented in special education by 15 percent.
- Female students are slightly over-represented in gifted and talented programs by 3.2 percent and in Advanced Placement courses by seven percent.

During interviews a number of central office administrators mentioned the under-representation of student subgroups in rigorous programs. Representative comments included the following:

- “Certain AP teachers are gatekeepers.” (District Administrator)
- “We need to reduce barriers in access to higher level courses.” (District Administrator)
- “We need to ask, ‘Are we identifying kids (for various programs) that reflect our community?’” (District Administrator)
- “We haven’t identified minorities (for gifted programs) like we should.” (District Administrator)

Student Attendance

Students need to attend school on a regular basis in order to be successful in the educational program. An objective of the District Improvement Plan stated: “In 2011-2012, all students in each subpopulation will have an attendance rate above 95 percent.” Monthly attendance reports are to be monitored, and an attendance intervention process is to be developed for use with identified students. Campus improvement plans included strategies for increasing attendance, such as home visits for at risk students and providing incentives for attendance.

Exhibit 3.1.5 compares the BISD student attendance rate with state averages.

Exhibit 3.1.5

District and State Attendance Rates in Percentages Brazosport Independent School District 2006-07 to 2010-11

Year	BISD Attendance Rate	State Attendance Rate
2006-07	95.6	95.5
2007-08	95.0	95.5
2008-09	95.3	95.6
2009-10	95.3	95.5
2010-11	95.3	n/a

Source: AEIS Reports and district documents

Exhibit 3.1.5 demonstrates:

- District student attendance has remained relatively stable over the five-year period.
- District attendance was slightly below state averages, except for slightly exceeding the state in 2006-2007.

Exhibit 3.1.6 displays student attendance rates by ethnicity and economic status.

Exhibit 3.1.6

Student Attendance by Ethnicity and Economic Status in Percentages Brazosport Independent School District 2006-07 to 2009-10

Year	White	Hispanic	African American	Asian/Pacific Islander	Native American	Econ. Disadvan.
2006-07	95.6	95.4	95.6	98.3	95.3	95.3
2007-08	95.1	94.8	95.1	97.8	91.8	94.8
2008-09	95.2	95.3	95.1	n/a	94.0	94.8
2009-10	95.2	95.2	95.3	98.0	94.9	94.9

Source: AEIS Reports

Exhibit 3.1.6 indicates the following:

- In 2009-10, attendance nearly reached the goal of 95 percent for all student groups.
- In 2009-10, the attendance of Asian/ Pacific Islander students was from 2.7 to 3.1 percent higher than the other student groups.
- In 2009-10, the attendance rates of Native American and economically disadvantaged students were from 0.3 to 3.1 percent lower than the other subgroups.
- The attendance rates within each student group over the four-year period remained relatively stable.

Disciplinary Actions

The following board policies reference student discipline:

- *Board Policy AE (Exhibit): Public Education Mission, Goals, and Objectives* states: “School campuses will maintain a safe and disciplined environment conducive to student learning.”
- *Board Policy AE (Local): Educational Philosophy* lists as goals:
 - Improve discipline so as not to distract from the learning process.
 - Develop/implement a self-discipline program.
 - Create a safe and secure environment conducive to teaching and learning.
- *Board Policy FNC (Legal): Student Rights and Responsibilities: Student Conduct* requires each district to adopt and implement a discipline management program to be included in the District Improvement Plan.
- *Board Policy FO (Legal): Student Discipline* requires the board to develop a Student Code of Conduct.
- *Board Policy FO (Local): Student Discipline* provides district guidelines for disciplinary actions.
- *Board Policy FOB (Legal): Student Discipline: Out of School Suspension* states that a suspension may not exceed three school days.
- *Board Policy FOD (Legal): Student Discipline: Expulsion* presents guidelines for mandatory expulsion and expulsion proceedings.

The BISD Student Code of Conduct describes categories of unacceptable behavior and related consequences. The District Improvement Plan included the following goal: “BISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees.” Strategies for improving student discipline listed in the district and campus improvement plans included the following:

- Developing a district anti-bullying curriculum;
- Creating a suicide prevention program;
- Developing procedures for the identification, prevention, response to, and reporting of bullying;
- Investigating a district-wide approach to effective discipline practices;
- Providing assemblies to educate students and staff about sexual harassment and substance abuse; and
- Reducing the number of disciplinary placements.

Exhibit 3.1.7 shows the numbers of suspensions and expulsions for the past three years.

Exhibit 3.1.7

Incidents of Student Expulsions and Suspensions* Brazosport Independent School District 2008-09 to 2010-11

Year	Expulsions	Out-of-School Suspensions	In-School Suspensions	Total District Enrollment
2008-09	17	869	5,848	12,912
2009-10	23	905	6,699	12,822
2010-11	12	753	6,776	12,671
Change	-5	-116	+928	-241
*Some students may have been involved in multiple incidents.				
Source: District PEIMS data				

Exhibit 3.1.7 indicates:

- Expulsions have decreased by 29 percent since 2008.
- Out-of-school suspensions have decreased by 13.3 percent over the past three years.
- In-school suspensions have increased by 15.9 percent.
- Total district enrollment has decreased by 241 students, or 1.9 percent, but the percentage of in-school suspensions has increased.

Student discipline was a concern of a number of individuals interviewed, as reflected by these comments:

- “Behavior interventions used in schools are not consistent.” (District Administrator)
- “What plan do we have for kids with substance abuse problems? Sending them to DAEP for 15 days isn’t a solution. We need to do more than punishment.” (Campus Administrator)
- “Our disciplinary practices are old school. If they don’t behave, kick them out or arrest them.” (District Administrator)
- “We don’t have strong RTI in our district. Too many kids are going to ISS.” (District Administrator)

Retention

A goal of the District Improvement Plan (2011-12) was to develop district procedures for the retention of students. Exhibit 3.1.8 compares the retention rate of BISD students with state averages.

Exhibit 3.1.8

Comparison of District and State Student Retention Rates For Grades K-8 in Percentages Brazosport Independent School District 2008-09 to 2010-11

Grade	2008-09		2009-10		2010-11	
	BISD	State	BISD	State	BISD	State
K	3.6	2.6	3.5	2.4	2.2	2.3
1	5.9	5.5	5.1	5.3	4.2	4.7
2	5.1	3.2	3.6	3.0	2.5	2.8
3	2.4	2.5	1.2	2.3	0.7	2.0
4	1.9	1.3	0.8	1.2	0.7	1.1
5	2.7	1.9	1.5	1.7	0.9	1.3
6	0.8	0.9	0.1	0.8	0.0	0.7
7	1.0	1.4	0.5	1.2	0.0	1.0
8	1.0	1.7	0.0	1.4	0.2	1.2
Source: AEIS Reports						

Exhibit 3.1.8 demonstrates:

- BISD and state retention rates decreased at each grade level from 2008-09 to 2010-11.
- District retention rates were slightly less than state averages at every grade level for the three-year period.
- The greatest number of retentions occurred in grade 1 followed by grade 2 at both the district and state levels during all three years.

During interviews many district staff members expressed concerns about the number of students who had to repeat a grade level. Sample comments included:

- “Retention of students was huge here. Such decisions will need lots of data in the future.” (District Administrator)
- “We need to look at retention by ethnicity.” (District Administrator)
- “We need to focus on student retention. It’s a death sentence to be retained two times.” (District Administrator)
- “We are trying to help elementary schools meet kids’ needs rather than retaining them.” (District Administrator)
- “We don’t need to retain kids so much and give them more of the same. They need something different.” (District Administrator)
- “When the student fails, the teacher fails.” (District Administrator)

Student Dropouts

A major district focus has been on the prevention of students dropping out of school before graduation. The following board policies reference dropout prevention:

- *Board Policy AIA (Legal): Accountability: Accreditation and Performance Indicators* states that a school district’s dropout rate is a Texas Education Agency indicator of student achievement used in the state accreditation process.
- *Board Policy AE (Exhibit): Public Education Mission, Goals, and Objectives* states: “Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.”
- *Board Policy BQ (Legal): Planning and Decision-Making Process* requires that dropout reduction strategies be included in the District Improvement Plan.
- *Board Policy EHBC (Legal): Special Programs: Compensatory/Accelerated Services* expects a district to use its compensatory education allotment to fund supplemental programs and services designed to eliminate disparities on state assessments for students at risk of dropping out of school.
- *Board Policy EHBC (Local): Special Programs: Compensatory/Accelerated Services* requires that each principal ensure that students who have been identified as at risk of dropping out of school, who are not performing at grade level, or who are not performing satisfactorily on state assessments, receive compensatory services.

District and campus improvement plans list goals and strategies for keeping students in school. A goal of the District Improvement Plan states: “Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.” Strategies include:

- Develop a process for identifying and monitoring at risk students.
- Provide a framework of interventions for identified at risk students.
- Implement SOAR program to accelerate students two or more years behind cohorts.
- Provide training for Early Warning System and appropriate interventions for at risk students.
- Establish dropout prevention meetings with campus leaders to collaborate on intervention efforts.

The auditors found that numerous programs and interventions have been implemented for the purpose of dropout prevention (see [Finding 5.3](#)). Examples of such initiatives include the following:

- The Graduation and Completion Advisory group was formed to educate and support students, parents, district staff, and community members about graduation requirements so students will be able to maintain “Graduate: On Track – On Time” status. Advisory members review district and campus

goals and activities and provide support for monitoring attendance, retention, academic, discipline, and grading issues.

- Student Accelerated Instruction and Learning program (SAIL) provides students at risk of dropping out or who have dropped out the opportunity to earn a diploma through accelerated instruction in small classes, counseling, and teacher support.
- High School Equivalency Program (HSEP) is a GED test preparation class for students who are at least 17 years of age and at risk of dropping out of school.
- Advancement Via Individual Determination (AVID) are high school classes for economically disadvantaged students with college potential. Activities include providing access to rigorous courses and PSAT tests, college visits, and academic assistance.

A variety of instructional support programs have been implemented, such as Project Read, READ 180, and Math Models (see [Finding 5.3](#)).

Despite the many programs and initiatives targeted at dropout prevention, BISD continues to lose a large number of students between grades 9 and 12. [Exhibit 3.1.9](#) compares the numbers of students in grades 9 and 12 for the past five years.

Exhibit 3.1.9

Grade 9 and 12 Enrollment Comparison Brazosport Independent School District 2001-2010

Year	Grade 9	Year	Grade 12	Difference Since Grade 9	Percent Change
2001	1,145	2004	784	-361	-31.5
2002	1,172	2005	802	-370	-31.6
2003	1,192	2006	795	-397	-33.3
2004	1,237	2007	895	-342	-27.6
2005	1,156	2008	852	-304	-26.3
2006	1,251	2009	871	-380	-30.4
2007	1,189	2010	825	-364	-30.6
<i>Source: AEIS Reports</i>					

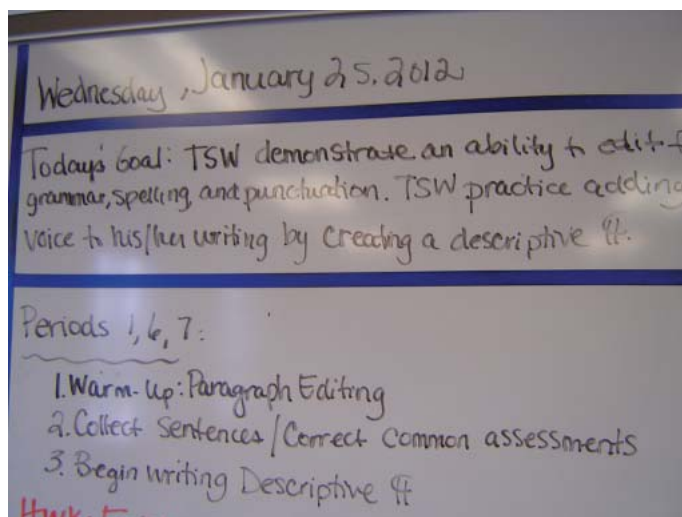
[Exhibit 3.1.9](#) demonstrates:

- For the past seven years grade 12 classes have had from 304 to 397 fewer students than were enrolled in grade 9 classes four years earlier, almost one-third less students over the four years.
- Since 2001, only 0.9 percent more ninth graders have reached grade 12.
- The smallest loss of students was with the 2008 grade 12 class.
- The grade 9 class of 1,145 students in 2001-02 dwindled to 784 students by the time they reached grade 12 in 2004-05.
- The grade 9 class of 1,172 students in 2002-03 decreased to 802 students by the time they reached grade 12 in 2005-06.
- The grade 9 class of 1,192 students in 2003-04 decreased to 795 students by the time they reached grade 12 in 2006-07.
- The grade 9 class of 1,237 students in 2004-05 dwindled to 895 students by the time they reached grade 12 in 2007-08.

- The grade 9 class of 1,156 students in 2005-06 dwindled to 852 students by the time they reached grade 12 in 2008-09.
- The grade 9 class of 1,251 students in 2006-07 decreased to 871 students by the time they reached grade 12 in 2009-10.
- The grade 9 class of 1,189 students in 2007-08 totaled 825 students by the time they reached grade 12 in 2010-11.

The auditors found that dropout prevention efforts have not achieved the desired results. Programs and initiatives are not coordinated across the district or implemented consistently (see [Finding 5.3](#)). Typical comments about the dropout rate included the following:

- “Dropout rates are increasing. We need staff dedicated to students before they drop out.” (District Administrator)
- “The high schools have a high failure rate. Kids need a reasonable opportunity for help.” (District Administrator)
- “Our high school bilingual students aren’t performing well. We have too many kids that drop out.” (District Administrator)
- “We need to look at the intermediate students and provide support early on.” (District Administrator)
- “We need to provide alternatives for kids.” (Board Member)
- “We need to do some innovative things to keep kids in school; for example, flexible hours.” (Campus Administrator)
- “There is a huge need for the vocational program to be revitalized and rejuvenated to provide kids with alternative pathways to continuing education.” (Community Member)



Displaying daily lesson objectives is a practice at Lake Jackson Intermediate School

Graduation Rate

The state defines a graduate as a student who graduated from a Texas public school in year 1, 2, 3, or 4. The “completion rate” refers to the percentage of the students in their cohort who received high school diplomas by August 31 and those who were enrolled as high school students for the following year.

The following board policies address the graduation rate:

- *Board Policy AE (Local): Educational Philosophy* lists the goal: “Increase the number of graduates (completion rate).”

- *Board Policy AIA (Legal): Accountability: Accreditation and Performance Indicators* states that the high school graduation rate is to be used as an indicator in the state's accreditation process.

The District Improvement Plan includes the following goals relative to the graduation and/or completion rates: "In 2011-2012, the completion rate of all student groups will increase by five percent." Campus improvement plans also included goals and strategies for increasing the graduation/completion rates.

Exhibit 3.1.10 presents a comparison of BISD and state graduation rates for the past five years. The graduation rate used in this exhibit also includes special education students who graduated with an Individualized Education Program.

Exhibit 3.1.10

Percentage Comparison of District and State Student Graduation Rates Brazosport Independent School District 2006-2010

Year	BISD Graduation Rate	State Graduation Rate
2006	77.3	80.4
2007	76.0	78.0
2008	77.4	79.1
2009	80.5	80.6
2010	84.3	84.3
<i>Source: AEIS Reports</i>		

Exhibit 3.1.10 shows the following:

- District graduation rates lagged from 0.1 to 3.1 percent behind the state rates from 2006 to 2009 and matched the state rate in 2010.
- District rates have increased by seven percent since 2006.

Exhibit 3.1.11 shows the graduation rate for 2010 by student ethnicity.

Exhibit 3.1.11

High School Graduation Rate by Ethnicity in Percentages Brazosport Independent School District June 2010

Student Group	Graduation Rate	% of District Enrollment
White	47.1	39.6
African American	9.4	8.6
Hispanic	39.8	47.9
Asian/Pacific Islander	2.2	1.6
American Indian	0.5	0.5
<i>Source: AEIS Report</i>		

Exhibit 3.1.11 indicates:

- White students comprised 47.1 percent of the 2010 graduating class although they represented 39.6 percent of the total student body.
- African American students made up 9.4 percent of the graduates, but represented 8.6 percent of the student enrollment.
- Hispanic students made up 39.8 percent of the graduating class although they comprised 47.9 percent of the student body, an under-representation of 8.1 percent.

Student Performance

Ethnicity and socioeconomic status are predictors of student test performance when the written, taught, and tested curricula are not aligned. Achievement gaps on the Texas Assessment of Knowledge and Skills (TAKS) persist in BISD for socioeconomically disadvantaged and minority students (see [Finding 4.3](#)). Both the District Improvement Plan and campus improvement plans listed goals and strategies for improving subgroup performance on state assessments.

The State of Texas Assessments of Academic Readiness (STAAR) will replace the TAKS assessments during the 2011-2012 school year. The STAAR and End-of-Course (EOC) assessments will focus on readiness for success in subsequent grades and courses with the ultimate goal of preparing students for college and career success. “College-ready” performance will be used in future accountability ratings. To be considered college-ready, a graduate must have met or exceeded the college-ready criteria on the TAKS exit level English/language arts and mathematics tests or on the SAT or ACT test.

[Exhibit 3.1.12](#) shows the percentage of BISD students identified as college-ready by ethnicity during the past five years.

Exhibit 3.1.12
Student Subgroups Achieving College Ready Status
On Texas Assessment of Knowledge and Skills
Brazosport Independent School District
2006-2010

	2006	2007	2008	2009	2010
English/Language Arts					
African American	34	38	33	58	56
Hispanic	38	42	43	52	59
White	55	60	66	72	75
Mathematics					
African American	36	32	32	29	45
Hispanic	49	51	45	43	52
White	68	64	64	67	72
College Ready in Both Subjects					
African American	22	18	17	22	30
Hispanic	25	28	26	31	39
White	48	50	53	58	66
<i>Source: AEIS Reports</i>					

[Exhibit 3.1.12](#) indicates:

- All student groups have progressed in achieving college-ready status in ELA, mathematics, and in both subjects over the five-year period.
- All student groups increased their percentages in ELA by from 20 to 22 points over the time frame.
- Improvement in math was less for all groups, ranging from a three to nine percent increase.
- Improvement for all student groups achieving college-ready status in both subjects ranged from 8 to 18 percent.
- The gaps in college-ready performance for Hispanic and African American students compared with White students were substantial and persisted over the five years.

The following are sample comments made by district and campus administrators about student subgroup performance:

- “Accommodating the needs of all learners is a high need.” (District Administrator)
- “A lack of student intervention is a fact at many schools, especially at the higher grade levels.” (Campus Administrator)
- “The students don’t have the skills they need to be successful in jobs and gain better employment. Not all of them should be going to work in fast food restaurants.” (District Administrator)
- “We all want to jump to the specialists for our challenges, and our test scores show it.” (District Administrator)
- “For children that struggle with learning, we need to do a better job.” (District Administrator)
- “Let’s break the cycle of poverty and educate our students.” (District Administrator)

Allocation of Resources

The audit defines equity as the distribution of resources based on areas of need so that all students have the tools necessary to experience academic success. The auditors reviewed various documents, including board policies, planning documents, staffing patterns, and budget allocations to obtain information about the distribution of resources in the BISD (see [Finding 5.1](#)). The auditors also conducted interviews with board members, administrators, and teachers.

The following board policies reference equity and allocation of resources:

- *Board Policy BBD (Exhibit): Framework for School Board Development* states: “The board adopts a budget that incorporates sound business and fiscal practices and provides resources to achieve the district’s vision, mission, and goals.”
- *Board Policy EG (Local): Curriculum Development* states the intent to move to a program-driven budget process in which funding decisions are based on the organization’s educational goals and priorities.

However, the auditors found that the budget process is currently not linked to district improvement planning (see [Finding 1.2](#)) or adequately linked to student needs and curricular priorities (see [Finding 5.1](#)). Cost benefit analyses have not been conducted to promote high productivity (see [Finding 4.4](#)). Additionally, a number of factors contribute to inequities in the distribution of resources among district schools. Examples include the following:

- Increased financial or staffing allocations are not provided to high priority schools other than Title I funding.
- Certain schools receive funding from grants or special programs. For example, Brazoswood High School has received a Small Learning Communities Grant for the past several years.
- Size of student enrollment contributes to the ability to offer elective classes. For example, some schools offer theater arts and others don’t.
- Transportation is not provided for after school activities.
- PTA and booster club revenues vary among schools from no fundraising efforts to over \$50,000 raised in one year. Among the various materials or activities purchased from these funds, the following were mentioned by parents, teachers, or principals during interviews: field trips, library books and media ware, technology, school activity days, and playground equipment.

The auditors noted a few examples of resources allocated according to student needs that included the following:

- The BISD Education Foundation provides funds for educational programs and activities that are not funded by the district operating budget. The funds are to be used to facilitate student achievement and skill development, to recognize and encourage staff excellence, and to expand community involvement with individuals, business, and civic organizations.

- A grant from the Texas Education Agency (TEA) provides for an after school program at several schools.

Many individuals interviewed commented on the allocation of resources in the school district. Representative comments included the following:

- “Equity issues run so deep that parents and staff don’t even notice them.” (District Administrator)
- “Numbers of students shouldn’t be the only determination of the availability of electives.” (Campus Administrator)
- “On campuses with high needs kids, the staffing numbers should be lower.” (Campus Administrator)
- “Some schools got a grant for cameras. Others have no working cameras.” (Campus Administrator)
- “There is no busing for after-school activities. If a student doesn’t have access to a car, they are out of luck.” (District Administrator)
- “Title I funds can’t buy some of the things we need that PTO funds can provide.” (Campus Administrator)

A number of individuals interviewed voiced opinions about perceived inequalities and inequities in the educational opportunities relative to geographic areas within the district:

- “Historically it’s been the northside versus the southside” (in access to opportunities). (District Administrator)
- “There is a perception that there is not equality of education in our facilities. (Some believe) if you go to Freeport, you don’t get the education that you do at Lake Jackson.” (Board Member)
- “There is a perception that Lake Jackson Intermediate School is a better school because the outside looks nicer.” (Board Member)
- “Some people think that teachers at schools in lower socioeconomic area schools have lower expectations.” (Parent)

Summary

Many programs and initiatives have been implemented to address the diverse needs of BISD students. However, inequalities exist in a number of areas, and resources do not flow to the areas of greatest need. Minority and economically disadvantaged students are not achieving at the level of other students, indicating a lack of alignment of the written, taught, and tested curriculum. A troubling number of students leave the school system between grades 9 and 12. Staff demographics do not reflect the ethnic and gender representation of the student body. Disproportional student enrollments by ethnicity were noted in special education and the gifted and talented programs. However, a priority of the new district leadership is to provide a consistent and equitable educational program, and efforts have been initiated in that direction.

Finding 3.2: Numerous professional development opportunities are available, but staff development is not guided by a comprehensive professional development plan to provide focus on district priorities and to provide coordination and consistency across the district.

A high-quality professional development program is essential to achieving a district’s mission and goals and to providing connectivity in curriculum design and delivery. Effective staff development programs support a district’s comprehensive plan, are based on identified professional learning needs, offer a variety of professional development delivery models, incorporate follow-up and support mechanisms, and are all-inclusive. Well-planned professional development programs also contain evaluation methods that are used to determine effectiveness and to plan future initiatives.

The auditors reviewed board policies, job descriptions, professional development planning documents, lists of professional development offerings, and other related documents to determine the quality of the professional

development program in the Brazosport Independent School District. They also made visits to each school and conducted interviews with administrators, central office staff, and a number of teachers.

Overall, the auditors found that professional development opportunities are extensive in BISD, but they are not coordinated across the district. Components of professional development planning are included in board policies, the 2011-12 District Improvement Plan, in campus improvement plans, the 2010-2013 Technology Plan, and in district staff development planning documents, but a comprehensive, system-wide professional development program was not evident. Staff development decisions are based primarily on employees' personal choices or are made at the individual school level. A comprehensive district plan that coordinates district and campus professional development initiatives to support district priorities and provides for ongoing coaching to impact student learning has not been developed.

Currently, teachers are required to participate in seven days of professional development, consisting of three days of campus staff development and four six-hour days outside the staff members' required contractual days/ time to qualify for four comp days. The staff development offerings need to be in the teacher's content area addressing TEKS or technology. Any other content must be approved by the campus principal.

Exhibit 3.2.1 presents the professional development-related documents reviewed by the auditors.

Exhibit 3.2.1

Professional Development Documents Reviewed Brazosport Independent School District January 2012

Documents Reviewed	Date
Site-Based Staff Development Guidelines	2011-12
BISD Board Policies	9/27/11
BISD District Improvement Plan	1/19/12
BISD Staff Development Program	Undated
BISD Summer Staff Development	4/28/11
BISD Technology Plan	9/19/11
District Scorecard	Undated
Eduphoria	Undated
Elementary Needs Assessment Results	4/11/11
G/T (Gifted/Talented) Staff Development, Fall 2011-12	Undated
High School Needs Assessment Results	4/11/11
Job Descriptions	Varied
Middle/Intermediate Needs Assessment Results	4/11/11
Staff Development Cycle	Undated
Staff Development Update	1/2012
Strategic Plan, 2011-2016	10/11
Teacher Induction Program (TIP)	8/24/10
Teacher Technology Survey	2011
Texas Education Code – Subchapter J – Staff Development	Undated

The following board policies reference professional development:

- *Board Policy AE (Local): Educational Philosophy* lists the goal: "Improve/increase staff development."
- *Board Policy BJA (Legal): Superintendent Qualifications and Duties* states that the superintendent is expected to support the professional development of principals, teachers, and other staff.

- *Board Policy BJA (Local): Superintendent Qualifications and Duties* requires the superintendent to oversee a program of staff development and monitor staff development effectiveness in improving district performance.
- *Board Policy BQ (Legal) Planning and Decision-Making Process: District Level* states that the District Improvement Plan is to include strategies for staff development for the professional staff.
- *Board Policy QQB (Legal): Planning and Decision-Making Process: Campus Level* states that the campus-level committee must approve the portions of the school plan that address campus staff development needs.
- *Board Policy DMA (Legal): Professional Development: Required Staff Development* states that staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee. Further expectations listed in the policy include the following:
 - Staff development is to be conducted in accordance with standards developed by the district and designed to improve the educational program.
 - Staff development is to include training, based on scientifically based research that relates to the instruction of students with disabilities and is designed for educators who work primarily outside the area of special education.
 - A district that receives assistance under Title I shall provide high-quality professional development that will improve the teaching of the academic subjects, consistent with the state content standards, to enable all children to meet the state's student performance standards.
 - Teachers who provide instruction and services for the gifted program are to have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.
- *Board Policy DMD (Local): Professional Development: Professional Meetings and Visitations* states that professional personnel may attend and participate in meetings, conferences, and workshops that will contribute to their professional growth and development.
- *Board Policy EG (Local): Curriculum Development* states that a focused staff development plan will be designed and implemented to prepare staff members to teach the designated curriculum.

Board policy references a staff development plan, but does not provide specific direction for a comprehensive, district-wide professional development plan (see [Finding 1.1](#)).

The following job descriptions list responsibilities relative to staff development:

- Superintendent: Support all professional development activities.
- Director of Instructional Programs and Professional Development: Provides leadership to plan, develop, implement, and evaluate professional development for all employees of the district, including administrative, professional, paraprofessional, and operational support employees. Additional duties include:
 - Ensure that professional development activities are aligned with district goals and initiatives and current professional research.
 - Ensure staff development activities support the curricular focus of the district.
 - Evaluate effectiveness of district professional development and ensure appropriate follow-up.
- Assistant Superintendent of Curriculum and Instruction: Coordinate and direct the work of instructional directors, coordinators, and facilitators in developing and supervising a program of continuous curriculum and staff development improvement for all levels of instruction.

- Executive Director of Curriculum and Instruction: Provide effective staff development activities that incorporate the mission of the district, program, evaluation outcomes, and input from teachers and others.
- Chief Technology Officer: Develop training options and improvement plans to ensure exemplary operations in the information services, technology, and crisis management areas.
- Director of Human Resources: Provides training and development for department staff.
- Principal: Work with campus-level planning and decision-making committee to plan professional development activities, and confer with subordinates regarding their professional growth. Work with them to develop and accomplish improvement goals.
- Subject Area Facilitator: Plan and provide staff development for teachers, administrators, and staff in designated subject areas.
- Coordinator of Technology Services: Assist in training and supporting district personnel in the use of software and hardware.
- Coordinator of Career and Technology Education: Participate in recruitment, selection, and training of personnel.
- Coordinator of SEARCH (Gifted and Talented) Program: Assist with the planning, implementation and evaluation of staff development for gifted/talented.
- Dropout Recovery and Grant Writer Administrator: Provide targeted staff development training specific to school-wide and targeted at-risk student performance goals.
- District RTI Interventionist: Provide professional development related to scientifically based academic instruction and behavioral interventions, including literacy and mathematics instruction.
- Director of Child Nutrition: Develop training options and improvement plans to ensure exemplary operation in the food service area. Recruit, train and supervise personnel and make sound recommendations about personnel placement, transfer, retention, and dismissal.
- Teacher: Participate in staff development activities to improve job-related skills.

Job descriptions assign responsibilities for professional development to a number of positions. While several job descriptions reference alignment of staff development with district priorities and the curriculum, an expectation for developing a comprehensive and coordinated district-wide professional development plan is not included in any job description.

The following planning documents reference professional development:

- BISD District Improvement Plan (2011-12) includes the following objectives and strategies relative to professional development (see [Finding 1.2](#)):
 - Develop a professional development plan, which includes a plan to build capacity among principals for data analysis, curriculum monitoring, assessment literacy, and state and federal accountability.
 - Train 100 percent of campus staff for the purpose of improved performance in alignment with a district professional development plan.
 - Include high quality, research-based professional development topics and strategies in the Comprehensive Professional Development Plan. It will include strands that include all roles in the district, and will cover topics in the following areas: Curriculum Development and Implementation, Best Practices, Technology, and Legal Compliance issues.
 - Train teachers to participate in Campus Assessment Teams and to participate in district activities regarding STAAR training, the assessment schedule, the development, the review, and the data disaggregation of assessments.

- BISD Technology Plan (2010-2013) includes the following objectives:
 - Provide high quality, ongoing staff development opportunities and support to ensure integration of appropriate technology throughout all instructional programs.
 - Provide a comprehensive staff development program to ensure the effective use of existing and emerging technologies.
- Campus improvement plans list various staff development topics that support school goals and objectives (see [Finding 1.2](#)).

As noted above, board policies, job descriptions, the Technology Plan, and district and campus improvement plans include components of professional development planning. However, a coordinated and cohesive approach to staff development is absent.

Site-Based Staff Development Guidelines (2011-12) indicate that “All campus staff development activities are a result of a baseline campus staff development needs assessment and/or teacher/staff self-analysis survey.” The auditors were provided with a summary of the Professional Development Needs Assessment Results in which staff members indicated their level of interest based on a list of staff development topics. Those professional development topics and the staff members’ responses are shown in [Exhibit 3.2.2](#).

Exhibit 3.2.2

Professional Development Needs Assessment Results Brazosport Independent School District 2010-11

Professional Development Topics	Elementary Staff - % of moderate-high interest (n=377)	Middle & Intermediate Staff - % of moderate-high interest (n = 207)	High School Staff - % of moderate-high interest (n = 205)
Academic Interventions	92	92	86
Accelerated Instruction	80	80	77
Behavior Strategies	90	91	89
Cultural Diversity	70	82	77
Curriculum Modifications	86	86	74
Differentiated Instruction	82	83	82
Understanding Students in Poverty	78	84	84

[Exhibit 3.2.2](#) shows the following:

- K-12 staff members indicated the most interest in academic interventions and behavior strategies.
- The elementary staff was the least interested in cultural diversity.
- The middle and intermediate school staff were least interested in accelerated instruction.
- The high school staff members showed the least interest in curriculum modifications.

All staff members are required to participate in three days of campus staff development based on a list of required topics displayed in the Required Campus Tracking Form (2011-12) shown below:

- Discipline Strategies
- PDAS Overview
- Crisis Management Plan
- Seizure Disorders and the School
- Reporting Child Abuse & Neglect

- Blood-borne Pathogens
- FERPA
- RTI/SIR Process
- Instructional Strategies-Differentiated Instruction
- Tools for Teaching
- Rigor, Relevance, Relationships
- Special Education Legal Issues and Update
- Parental Involvement for Title I Schools
- CPR, Steroids, AEC
- Sexual Harassment and Bullying

The auditors were not provided with information as to how the results of the needs assessment shown in [Exhibit 3.2.2](#) were used in developing the list of required topics for campus staff development or in the website offerings listed in [Exhibit 3.2.3](#) below.

[Exhibit 3.2.3](#) lists the professional development offerings listed on the district website by instructional content area.

Exhibit 3.2.3
Professional Development Offerings by Instructional Content Area
Brazosport Independent School District
2011-2012

Instructional Content	# of Sessions Offered	% of Total Offerings
Assessment Training	10	3.4
Career & Technology Education	7	2.4
Classroom Management	3	1.0
CPI Recertification	5	1.7
CPR (Athletics)	12	4.1
CTC STAAR/TAKS Training	6	2.0
ELA Curriculum Workshop, K-12	16	5.5
ELA Leadership Team , K-12	4	1.3
ELA Textbook Training, K-12	5	1.7
ELLS	1	0.4
ESL	1	0.4
Fine Arts Curriculum Workshop, K-12	5	1.7
Gifted and Talented	67	27.0
LOTE Curriculum Workshop, 7-12	2	0.6
Master Scheduling	2	0.6
Math	9	3.1
Math Curriculum Workshop, K-12	6	2.0
New Teacher Academy	3	1.2
Paraprofessional Training	6	2.0
Physical Education Curriculum Workshop, K-12	6	1.0

Exhibit 3.2.3 (continued) Professional Development Offerings by Instructional Content Area Brazosport Independent School District 2011-2012		
Instructional Content	# of Sessions Offered	% of Total Offerings
Pre-K and Kindergarten Training	7	2.4
Reading	12	4.1
Science Curriculum Workshop, K-12	6	2.0
Social Studies Curriculum Workshop, K-12	6	2.0
Social Studies Leadership Team Meeting	2	0.6
Special Education	16	5.5
Strategic Planning	3	1.0
Student Engagement	2	0.6
Teaching with Poverty in Mind	1	0.3
Technology	47	16.0
UIL Rules Compliance Program (Athletics)	10	3.4
Understanding the Nature of Poverty	2	0.6
Total Offerings	290	
<i>Source: BISD website</i>		

Exhibit 3.2.3 indicates the following:

- A total of 290 professional development offerings were listed on the district’s website. The largest percentage of professional development sessions focused on gifted/talented education (27 percent) followed by 16 percent in technology.
- The next highest percentages of professional development offerings focused on the content areas of English, math, reading, social studies, science, and special education, ranging from 2 to 5.5 percent each of the total offerings.
- Of the total BISD student enrollment, 56.8 percent of its students qualify for free and reduced priced lunch (see Exhibit 0.5). Two professional development sessions entitled “Understanding the Nature of Poverty” were made available to the staff.
- The diversity within the district is evident with the student body comprised of 39.6 percent White students, 47.9 percent Hispanic, 8.6 percent African-American, 1.6 percent Asian/Pacific Islander, 0.5 percent Native American, and 1.8 percent of students classified as “Other” (see Exhibit 0.4). However, no professional development offerings related to cultural diversity were listed.

The Curriculum Management audit uses 18 criteria of a comprehensive professional development program to evaluate adequacy of staff development programs. A district’s professional development program is considered adequate if it receives a rating of adequate in at least 70 percent of the criteria. Exhibit 3.2.4 presents the auditors’ ratings of the Brazosport Independent School District’s approach to professional development.

Exhibit 3.2.4

Quality Criteria for Professional Development and Auditors' Assessment of District Approach Brazosport Independent School District January 2012

Characteristics	Adequate	Inadequate
Policy		
1. Has policy that directs staff development efforts.		Partial
2. Fosters an expectation for professional growth.	X	
3. Is for all employees.		X
Planning and Design		
4. Is based on a careful analysis of data and is data-driven.		X
5. Provides for a system-wide coordination and has a clearinghouse function in place.		X
6. Provides the necessary funding to carry out professional development goals.	X	
7. Has a current plan that provides a framework for integrating innovations related to mission.		X
8. Has a professional development mission in place.		X
9. Is built using a long-range planning approach.		X
10. Provides for organizational, unit, and individual development in a systemic manner.		X
11. Focuses on organizational change—staff development efforts are aligned to district goals.		Partial
Delivery		
12. Is based on proven research-based approaches that have shown to increase productivity.		X
13. Provides for three phases of the change process: initiation, implementation, and institutionalization.		X
14. Is based on human learning and development and adult learning.		X
15. Uses a variety of professional development approaches.	X	
16. Provides for follow-up and on-the-job application necessary to ensure improvement.		X
17. Expects each supervisor to be a staff developer of staff supervised.		Partial
Evaluation		
18. Requires an evaluation process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual changed behavior.		X
Total	3	15
Percentage of Adequacy	16.7%	
Note: A “Partial” rating is considered inadequate.		

Exhibit 3.2.4 indicates that the BISD professional development program was rated adequate on three of the criteria, partially adequate on three criteria, and inadequate on 12 of the criteria. Therefore, the district's approach to professional development is considered inadequate at this time.

The auditors noted the following about the district's approach to professional development:

Policy

- Board policies specifically call for the development of a professional development plan. The district was in the process of updating the professional development plan at the time of the audit visit. However, at this time, there is an absence of clear direction for district-wide coordination of professional development functions and activities.

- Board policies establish the expectation for the professional growth of instructional and administrative staff, but the policy does not address staff development for all employees. Included in the Professional Development Needs Assessment results were a variety of written comments that reflected additional professional development needs. Sample comments included:
 - “(We need) staff development for all curriculum areas such as music, PE, library.” (Elementary)
 - “(I’d like) more appropriate staff development for counselors.” (Middle, Intermediate, and High School)
 - “As a paraprofessional, we need more academic training so we can be more helpful to teachers.” (Elementary, Middle, Intermediate, and High School)
 - “I would like to see more topics geared to nurses.” (Middle and Intermediate)

Planning and Design

- The auditors were not provided with evidence that student achievement data are used to identify professional development needs. Teachers completed a needs assessment survey, but the auditors were not provided with information as to how these data were reflected in district and campus plans.
- A comprehensive staff development plan has not been developed, but a district-wide Professional Development Steering Committee met in December 2011 to begin the process of creating such a plan.
- Job descriptions indicated that many individuals have responsibilities for providing staff development and a wide range of individual, campus, and district professional development activities take place. However, these efforts are fragmented without system-wide coordination.
- The auditors did not identify a staff development mission.
- Professional development is currently planned for a single year at a time.
- The superintendent has initiated ongoing professional development for administrators through efforts such as professional learning communities, book studies, campus walk-throughs, and data analysis. However, other staff development activities are not yet aligned with district goals for organizational change.

Delivery

- The auditors were not presented with documents that incorporate plans or procedures for implementation and long-term institutionalization of staff development efforts.
- Procedures for systematic follow-up or on-the-job application were not evident.
- The lack of updated technology has made it difficult to achieve the professional development goals outlined in the BISD Technology Plan.
- Several administrative job descriptions list responsibilities for providing professional development for staff supervised, but this is not an expectation for all supervisors.

Evaluation

- Staff Development Guidelines state that campus staff development is evaluated and data analysis is maintained at the campus level, and district staff development is evaluated and data analysis maintained at the district level. The auditors were not provided with any data used in evaluating campus or district professional development efforts.
- A professional development planning cycle included in the BISD Professional Development Plan describes a cycle that includes the monitoring and evaluation of the staff development offered. The auditors were not presented with the results of the district’s monitoring and evaluation of the professional development plans.

Auditors heard a variety of comments about professional development in the Brazosport Independent School District during interviews with teachers, administrators, and central office staff. The following representative comments indicated the need for system-wide staff development planning:

- “We need a united effort on the district level to provide focused staff development.” (Campus Administrator)
- “Staff development has been decentralized. Some principals bring in staff development to align with their school goals, but not all.” (Central Office Administrator)
- “We have to systematically look at what we need for staff development.” (Central Office Administrator)
- “Professional development in the past has been scattershot. It’s been more ‘What do I need to take to get my comp days?’” (Central Office Administrator)
- “Instead of trying to build capacity among teachers, the in-house PD has been just to put a check mark to say you’ve done it.” (Teacher)
- “There’s no follow-up; no ongoing staff development.” (Teacher)
- “Campuses are independent silos. Everybody’s doing something different.” (Central Office Administrator)

Other comments supported the district’s recent efforts to improve the quality of professional development:

- “Improvement has come from better administrative monitoring. Also, some training was provided.” (Campus Administrator)
- “The quality of time we spend together (in principal professional development meetings) is great. We are meeting twice as often and twice as long.” (Campus Administrator)
- “Principals are organized into small professional learning teams and engage in such activities as book studies, which are then presented to the entire group. This serves as a model of how to provide training to the teaching staff.”
- “We have a steering committee working on staff development and what direction we are going to go.” (Central Office Administrator)

Summary

In summary, the auditors found components of professional development planning in BISD, but a coordinated, system-wide professional development program is not evident. Professional development activities are extensive, but they are not guided by a comprehensive plan that connects district and campus-based staff development efforts and provides ongoing support to impact teaching and learning.

Finding 3.3: Classroom instructional practices generally indicate low levels of rigor and limited use of effective instructional strategies.

The effective delivery of curriculum is a key determinant of a school district’s capacity to impact student achievement. Effective delivery of the curriculum begins with well-written curriculum documents that identify priorities of the district and goals for student learning. Congruent expectations for the delivery of the curriculum need to be specified in board policy, job descriptions, and the teacher appraisal process. Staff development needs to be aligned with these expectations and provide teachers the opportunity to enhance their knowledge of curriculum delivery. Administrators need to consistently monitor instruction and provide teachers with feedback about teaching relative to district expectations.

Teachers need to know and apply a wide variety of instructional techniques in order to best meet the instructional needs of students who have varying academic skills, language backgrounds, learning styles, and levels of engagement. Diversifying teaching methods promotes student growth, combats student boredom, and addresses a wide range of student learning styles and needs.

The auditors analyzed board policies, the district Strategic Plan (2011), the staff development handbook, the teacher evaluation protocol, job descriptions, and other relevant documents to determine district expectations for delivery of the curriculum. In addition, the auditors interviewed board members, district and campus administrators, and teachers to gather information about the nature of teaching practices used in district classrooms. Brief visits were made to 278 classrooms at all campuses, and observational data were analyzed from those classrooms in which instruction in the four core content areas was occurring.

Overall, auditors found that classroom instruction did not consistently reflect district expectations for critical thinking, differentiation of instruction, and use of technology. Teaching practices noted during campus visits revealed that the most prevalent teacher and student activities were whole class instruction and individual seatwork. Technology use by teachers was typically limited to use of document cameras. Student use of computers was primarily in doing computer-based instructional programming in computer labs. Use of higher order cognition and knowledge domains was minimal. Teacher implementation of effective instructional strategies was limited to a few basic practices (e.g., giving students time for practice, review, and application—which often meant students were doing seatwork in the form of workbooks or worksheets).

The following board policies provide some direction for the delivery of the curriculum in the classroom:

- *Board Policy AE (Exhibit)* includes the following as objectives of public education:
 - Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
 - Technology will be implemented and used to increase the effectiveness of student learning.
- *Board Policy AE (Local): Educational Philosophy* states the goal of “maintaining/increasing high expectations for students to perform at ‘Mastery’.”
- *Board Policy BJA (Legal): Superintendent, Qualifications and Duties* requires among the duties of the superintendent, “Providing leadership for the attainment and, if necessary, improvement of student performance...on the state’s student achievement and quality of learning indicators” and any others as directed by the state board. Later in the policy, this is reiterated by stating the superintendent is to “Provide leadership for the development of an educational system that is based on the needs of students, on standards of excellence and equity, and on community goals.”
- *Board Policy EFA (Local): Instructional Resources, Instructional Materials* directs the use of textbooks, library resources, and instructional materials that reflect best practice.
- *Board Policy EG: Curriculum Development* states the following expectations for instructional practice:
 - Instructional differentiation to address the unique needs of specific students;
 - Expectations that all students will perform at high levels;
 - Student awareness of the purpose for instruction (“Orienting students to the objectives”); and
 - Appropriate remediation using different teaching strategies until indicators of performance are attained.

Job descriptions provided the following expectations for instruction:

- The Assistant Superintendent of Curriculum and Instruction is expected to “represent the district in the organization and presentation of BISD effective instructional practices.”
- Principals are to “communicate and promote expectations for high-level performance to staff and students” and to “recognize excellence and achievement.” They are to “apply research findings...to promote school improvement” and “define expectations for and monitor staff performance with regard to instructional strategies.”

- Teachers are expected to use appropriate instructional and learning strategies “reflect[ing] understanding of the learning styles and needs of students assigned.” They are to “create classroom environment[s] conducive to learning and appropriate for the physical, social, and emotional development of students.”

Additional district documents describe expectations for instruction, as follows:

- The staff development program handbook presents a list of “Indicators of Best Instructional Practices.” This list includes the following:
 - Student-centered instructional strategies (cooperative grouping, manipulative, etc.);
 - Higher order thinking skills (HOTS) including Bloom’s Taxonomy;
 - Integration of technology;
 - BISD Eight Step Instructional Process (data, developing remedial enrichment activities, etc.); and
 - Focus on results and rigor.
- The teacher evaluation protocol, the Professional Development and Appraisal System (PDAS), requires evaluators to rate teachers on the following:
 - Student engagement;
 - Critical thinking and problem solving;
 - Student self-direction and ability to connect learning to their own experiences;
 - Motivational strategies;
 - Appropriate questioning and inquiry;
 - Use of technology;
 - Use of data from appropriate assessments;
 - Reinforcement of learning; and
 - Provision of constructive feedback.

Auditors were told that the “BISD Eight Step Instructional Process” had been the district’s instructional model, but it was no longer a focus.

As noted above, board policies and district documents describe various expectations for instructional practice, but the expectations are not aligned among documents nor do they provide consistent direction for classroom instruction. However, common elements in the documents include expecting high levels of student achievement, using a varied instructional approach, and incorporating technology in teaching.

Brief classroom visits provided the auditors with a general impression of the teaching practices used in the district across all grade levels. The auditors visited all schools in the system and nearly all classrooms in which instruction was occurring at the time of the visits. During the visits, auditors used a uniform observation protocol to record “snapshot” observations, collecting data on the following:

- Predominant teacher activity;
- Teacher use of technology;
- Predominant student activity;
- Student use of technology;
- Student orientation to work;

- Cognitive rigor, using the updated Bloom’s Taxonomy (designed by Anderson, Krathwohl, et al) with knowledge (fact, concept/principle, procedure, metacognitive) and cognitive process (remember, understand, apply, analyze, evaluate, create) dimensions;
- Effective instructional strategies (using Marzano’s research-based, effective instructional practices);
- Effective instructional strategies for English language learners (taken from *Guidelines for Linguistic Accommodations for Each Proficiency Level*, Canter Press, 2008, found on the Texas Education Agency website).

The auditors collected observational data from 262 classrooms in the core content areas (language arts, mathematics, science, and social studies) at all campuses, with the exception of those classrooms being taught by substitute teachers. It should be noted that validity of the auditors’ observations rested on the assumption that what was observed in the short time in a given classroom was representative of a typical day.

Using the classroom observation protocol, the auditors observed and recorded dominant teacher and student behaviors upon. Teacher behaviors were classified as listed in [Exhibit 3.3.1](#).

Exhibit 3.3.1

Classification of Predominant Teacher Behaviors

Activity	Description
Large Group Instruction	Teacher is presenting information, leading a discussion, asking questions, or is going over the assignment with the whole class.
Small Group Instruction	Teacher is working with a small group of students while the rest of the class is engaged in seatwork, centers, or other activities.
Individual Work	Teacher is working directly with one student while the rest of the class is engaged in seatwork, centers, or other activities.
Monitoring	Teacher is monitoring students while they complete an assignment independently (or take a test, watch a video, etc.) without providing additional instruction to the students.
Assisting	Teacher is providing help to students, either individually, in pairs, or in small groups.
Other	Teacher is engaged in an activity other than those in listed (e.g., distributing papers, grading assignments, watching a presentation with students, talking on phone, sitting at desk or computer, preparing students for transition, or talking informally with students).

Exhibit 3.3.2 shows the predominant teacher behaviors observed during the brief classroom visits.

Exhibit 3.3.2
Predominant Teacher Behaviors in Percentages
Observed During Classroom Visits
Brazosport Independent School District
January 2012

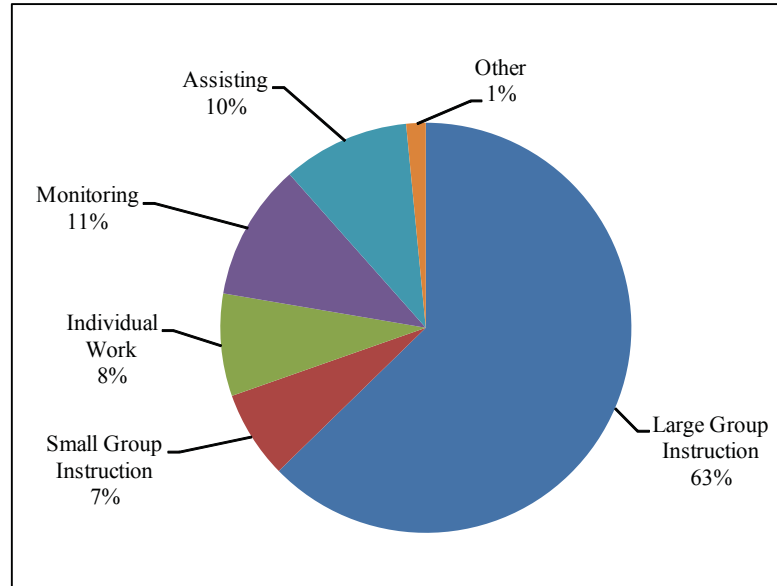


Exhibit 3.3.2 indicates the following about predominant teacher behaviors in core subject area classrooms:

- In nearly two-thirds of classrooms, large group instruction was the mode of delivery.
- In seven percent of classrooms, teachers were engaged in small group instruction.
- In another eight percent of classrooms, teachers were working directly with individual students, while the rest of the class was otherwise occupied.
- Teachers were monitoring students as they worked in 11 percent of classrooms or providing brief episodes of assistance to individuals or small groups in another 10 percent of classrooms.

During classroom visits, auditors also noted predominant student behaviors. [Exhibit 3.3.3](#) provides definitions of student behaviors.

Exhibit 3.3.3

Classification of Predominant Student Behaviors

Activity	Description
Transition	Students are participating in transition tasks when moving from one subject to another.
Warm-up/Review	Students are working on a warm-up, sponge, or review activity at the beginning of instruction.
Large Group Work	Students are being instructed by the teacher. They may be listening, discussing, responding to teacher question, or going over an assignment.
Small Group Work	Students are working in small groups on assignments or tasks set by the teacher. This may include formal cooperative learning processes or simply working in small groups.
Individual Work	Students are working individually on assignments or tasks without interaction with other students.
Lab/Hands-on	Students are using information previously taught in a lab or hands-on setting. They may be working individually or in small groups. It may involve deciphering information, analyzing data, or determining other information needed and how to obtain that information.
Watching Video	Students are watching a video. They may be doing so silently or taking notes.
Taking Test	Students are taking tests, quizzes, or other assessments.
Other	Students are doing none of the listed activities.



Second grade students engaged in hands-on math

Exhibit 3.3.4 shows the predominant student behaviors observed.

Exhibit 3.3.4
Predominant Student Behaviors in Percentages
Observed During Classroom Visits
Brazosport Independent School District
January 2012

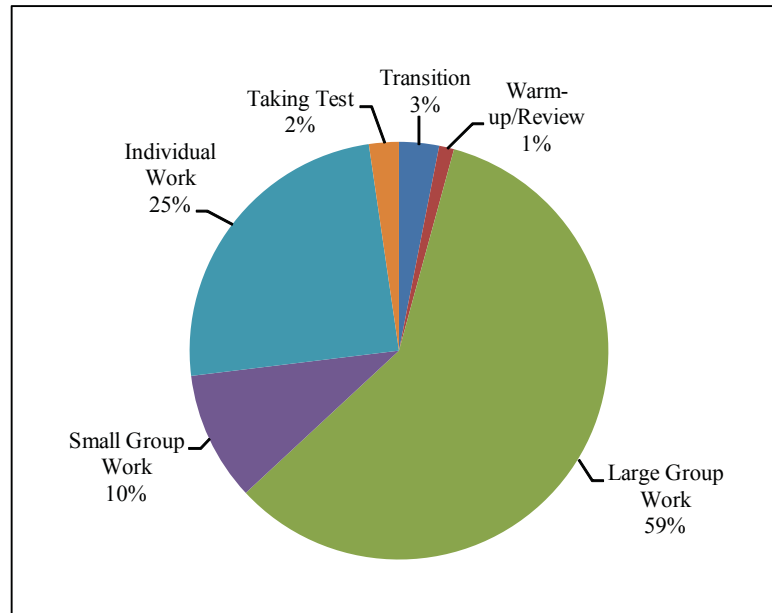


Exhibit 3.3.4 illustrates the following:

- In nearly 60 percent of classrooms, students were engaged in working in a large group—typically, the class as a whole. This often involved listening to teachers give information, responding to teachers' questions, completing worksheets under teacher direction, or other similar activities.
- In another 25 percent of classrooms, students were working individually—most commonly reading or completing worksheets or other assignments as directed by the teachers.
- In 10 percent of classrooms, students were working in small groups to complete assignments.
- In the remaining classrooms, students were taking tests (two percent), in transition (three percent), or doing some type of warm-up or review activity (one percent).

Auditors expected to find students highly engaged in the instructional process; a high level of engagement serves to increase student motivation and results in increased student learning. [Exhibit 3.3.5](#) shows the percentage of classrooms in which auditors found each of the listed ranges of student orientation to work.

Exhibit 3.3.5
Student Orientation to Work
Observed During Classroom Visits
Brazosport Independent School District
January 2012

Category	Percentage of Classrooms
All/Most Oriented to Work	87
About Three-Quarters Oriented to Work	10
About One-Half Oriented to Work	2
About One-Quarter Oriented to Work	0.4
Few/None Oriented to Work	0.4
Note: N=231	

[Exhibit 3.3.5](#) shows that during the classroom visits, auditors found the norm to be most students on task and oriented to their work.

Many teachers have limited access to technology for instructional purposes or face challenges with its implementation (see [Finding 5.2](#)). Therefore it follows that the auditors found little technology in use by students, except in computer lab settings where students were engaged in computer-based learning programs (e.g., i-Station) or, in some instances, conducting research. As the following exhibit shows, auditors most commonly found teachers using document cameras (i.e., Elmo), as shown in [Exhibit 3.3.6](#).

Exhibit 3.3.6
Technology in Use by Teachers
Brazosport Independent School District
January 2012

	Number of Classrooms	Percentage of All Classrooms
Document camera	35	13
Computer	1	0.4
Computer projection system	4	2.0
Graphing calculator	1	0.4
Cell phone	1	0.4
Notes: N=262		

As [Exhibit 3.3.6](#) shows, use of technology by teachers was limited and basic. Most often, when auditors saw any form of technology in use, it was teachers using document cameras to project worksheets, text material, and so forth on the board.

Auditors used the revised Bloom’s framework of cognitive processes and knowledge dimensions to reflect a “snapshot” of classroom instructional rigor at the time of their visits. The auditors recognized that several levels of cognition or dimensions of knowledge may be present even in a short observation period. Therefore, in analyzing the data, they gave credit for the highest level present in a given classroom. It should be further noted that auditors were not able to identify presence of cognitive process or knowledge dimensions in all classrooms. Therefore, any single category will not add up to 100 percent of classrooms visited. [Exhibit 3.3.7](#) shows percentages for “all classrooms” and for “bilingual classrooms” in the core content areas.

Exhibit 3.3.7

**Observation of Cognitive Process and Knowledge Dimensions
in All Classrooms and in Bilingual Classrooms
Brazosport Independent School District
January 2012**

	Dimensions	Percentage of All Classrooms	Percentage of Bilingual Classrooms
Cognitive Process	Create	1	0
	Evaluate	0	0
	Analyze	5	0
	Apply	28	27
	Understand	26	33
	Remember	26	27
Knowledge	Metacognitive	0	0
	Procedure	8	0
	Concept/Principle	15	13
	Fact	46	53
Note: All classrooms, N=262; Bilingual classrooms, N=15			

As may be observed from [Exhibit 3.3.7](#):

- Remembering, understanding, and applying were the most common cognitive processes found in all classrooms in which auditors were able to collect data.
- Application was observed in only 28 percent of all classrooms. More than half of the remaining classrooms in which one of the cognitive processes was observed involved the lowest levels of cognition—remembering and understanding.
- In only five percent of all classrooms, auditors observed analysis; they found no classroom evidence of evaluating, and, in only one percent of classrooms did they find evidence of creating—the highest cognitive process.
- In bilingual classrooms, auditors found understanding to be the most frequent cognitive process in use.
- In bilingual classrooms, auditors saw no evidence of analyzing, evaluating, or creating.
- When auditors were able to identify one of the knowledge dimensions, it was primarily “fact.” In 46 percent of all classrooms and 53 percent of bilingual classrooms, students were dealing with factual knowledge.
- In 15 percent of all classrooms and 13 percent of bilingual classrooms, auditors found evidence of students working at the concept/principle levels.
- In eight percent of all classrooms, auditors observed procedural knowledge, but nowhere did they observe metacognitive knowledge.
- In bilingual classrooms, there was no evidence of either procedural or metacognitive knowledge.

Auditors looked for evidence of effective instructional practices, using Marzano’s framework. The following exhibit shows the percentage of all core content area classrooms in which they saw evidence of each of the following practices.

Exhibit 3.3.8
Evidence of Teacher Use of Effective Instructional Practices
Brazosport Independent School District
January 2012

Instructional Strategy	Percentage of Classrooms
Specific learning goals/objectives	11
Corrective feedback	10
Reinforcement of effort; recognition	33
Well-constructed cooperative learning	2
Cues and prompts	12
Advance organizers	4
Non-linguistic representations	7
Kinesthetic activities to increase student understanding	2
Mental pictures (by students)	0
Physical models of concepts (manipulatives)	7
Summarizing	3
Note-taking	6
Time for practice, review, application	21
Homework with a clear purpose	0
Comparing, classifying, metaphors/analogies	3
Generate and test hypotheses (students)	0
Clearly explain hypotheses and conclusions	0
Note: N=262	

Exhibit 3.3.8 indicates the following observations about teacher use of research-based, effective instructional practices:

- Reinforcing students for their effort or giving recognition to students was the most common strategy observed (33 percent of classrooms).
- Giving students time for practice, review, and application of new learnings was the next most common strategy (21 percent of classrooms). It should be noted, however, that this frequently consisted of giving students seatwork in the form of worksheets or other low-level assignments.
- Other strategies used in approximately 1 in 10 classrooms were giving cues and prompts (12 percent), setting specific learning goals and objectives (11 percent), and providing students with corrective feedback (10 percent).
- The remaining strategies were either not observed or found in fewer than 10 percent of classrooms.

Given the increasing number of non-English speaking students in the school district, auditors looked for teacher use of some of the effective strategies for use with English language learners as recommended by the Texas Education Agency. Exhibit 3.3.9 shows the percentage of all classrooms and of bilingual classrooms in which such strategies were observed.

Exhibit 3.3.9

Evidence of Use of Texas Education Agency Recommended Instructional Strategies For English Language Learners in All Classrooms and in Bilingual Classrooms Brazosport Independent School District January 2012

Effective ELL Strategies	Percent of All Classrooms	Percent of Bilingual Classrooms
Use of slower speech and simplified language (Beg./Int. level)	6	13
Visual aids (visuals, drawing, gestures, movements)	16	47
Verbal cues	2	20
Direct teaching of vocabulary, including critical terms & phrases	9	47
Sentence stems (both oral and written)	2	20
Modeling of spoken language (pronunciation, grammar, vocabulary)	10	53
Scaffolded writing	0	0
Previewing texts	2	7
Wide range of reading and writing activities	0	0
Peer support and collaboration	1	7
Extra processing time	1	7
Native language support	3	27
Allowance for some non-participation	0	0
Positive feedback	5	20
Note: All Classrooms, N=262, Bilingual Classrooms, N=15		
Source: Strategies adapted from <i>Guidelines for Linguistic Accommodations for Each Proficiency Level</i> (Canter Press, 2008, and the Texas Education Agency)		

Exhibit 3.3.9 indicates the following about the use of effective strategies for teaching English language learners:

- In all classrooms and in bilingual classrooms, auditors found evidence of the use of 11 of the 14 strategies. Three strategies were not observed in either setting: scaffolded writing, wide ranges of reading and writing activities, and allowance for some non-participation.
- In bilingual classrooms, the most common strategies were modeling of spoken language (53 percent of classrooms), direct teaching of vocabulary (47 percent), use of various visual aids (47 percent), and native language support (27 percent).
- Other strategies observed in 20 percent of bilingual classrooms were use of verbal cues, sentence stems, and positive feedback.
- Among all classrooms, use of effective strategies for English-language learners was infrequent. The most common strategies were use of visual aids (16 percent of all classrooms) and modeling of spoken language (10 percent).

Interviews provided additional information about instructional practices in Brazosport Independent School District, as the following statements show:

- “A change in philosophy is needed. We need new attitudes about learning and behavior.” (District Administrator)

- “Very traditional instructional approaches are used in the classrooms. Little technology is incorporated and there is a lack of knowledge of best practices. Teachers go to all kinds of trainings, but nothing is applied.” (District Administrator)
- “Teachers are not using ESL strategies on a regular basis.” (District Administrator)
- “We do not teach children how to think.” (Campus Administrator)

Some comments linked instructional practice to a lack of understanding as to how to effectively teach the state standards, as the following comments reveal:

- “Drill and kill was been the mode of instruction in the primary level in the past, but has not prepared students well for the upper grades, especially with state tests that are becoming more focused on higher order skills.” (District Administrator)
- “One problem we have is a lack of teacher understanding regarding the necessary depth of instruction needed for particular standards.” (District Administrator)
- “Understanding of the linkage between work products and TEKS objectives is not there yet.” (District Administrator)

Summary

In summary, auditors found a lack of clear and consistent direction for classroom instruction in district documents. Expectations vary among documents and are often written in general terms. District-wide, instructional delivery generally consisted of teacher-directed whole group instruction or individual seatwork. Both teacher and student use of technology was limited and reflected out of date technologies. Auditors observed instruction requiring mostly low levels of cognitive processes and knowledge dimensions. Few research-based effective instructional practices were in evidence.

Finding 3.4: Monitoring the delivery of the curriculum in the classroom is evident. However, the design for curriculum monitoring is inadequate to provide for a consistent approach and quality control.

Supervision of curriculum and instruction can be an effective tool for improving teaching and learning. Systemic monitoring ensures that the adopted curriculum is being implemented and provides teachers with support and feedback to improve their teaching. Typical components of curriculum monitoring include activities such as regular review of lesson plans, frequent visits to classrooms, formal and informal observations, formal and informal conferences with teachers, and participation in staff, grade level, or departmental team meetings for curriculum discussions.

Board policy needs to provide direction for what is to be taught in the classroom, as well as expectations for curriculum monitoring and coaching across the system. The primary responsibility for monitoring curriculum delivery and instructional practices lies with the building principal. In addition, other district staff may assist in communicating expectations and in curriculum monitoring and coaching.

The auditors reviewed various documents to determine the expectations for monitoring in the Brazosport Independent School District. Board policies, job descriptions, performance appraisal instruments, the District Comprehensive Improvement Plan, campus improvement plans, and other related documents were analyzed. Principals, teachers, and district administrators were interviewed to determine the status of monitoring in the district.

This past year the superintendent has made developing the capacity of district and campus administrators a priority. The District Improvement Plan lists the following goals:

- Train campus administrators on effective instructional leadership.
- Provide guidelines for principals to develop curriculum monitoring processes.

The auditors found that instruction was being monitored in district schools using a variety of techniques. However, the quality and frequency of curriculum monitoring activities, including classroom walk-throughs, varied widely among administrators. Board policies, job descriptions, and appraisal instruments reference supervision and monitoring instruction, but the documents do not reflect current monitoring expectations or provide clear direction for a consistent approach.

The following board policies provide direction for principals in monitoring the delivery of the curriculum.

- *Board Policy DP (Legal): Personnel Positions* states that the principal shall be the instructional leader of the school and needs to be provided with adequate training and personnel assistance to assume that role. The principal is to “Observe classes, monitor lessons, and evaluate teacher-made tests.”
- *Board Policy EG (Local): Curriculum Development* lists the following responsibilities:
 - Principals, department chairs, and other supervisors are to see that “optimum use is made of available curriculum documents.”
 - Instructional supervision efforts are to focus on “sound teaching principles.”
 - Teacher evaluations are to focus on determining the extent to which students are achieving and maintaining their mastery of specific learning outcomes and the extent to which instructors are displaying “effective conveyance of curriculum in the classrooms.”
 - Principals are to observe classes, monitor lessons, and evaluate teacher-made tests. They are to use, as a minimum, the following strategies to monitor the curriculum:
 - Full period classroom observations when possible.
 - Twenty-minute classroom observations.
 - Walk-through observations.
 - Interviews and conferences.
 - Student achievement data observations.
 - Teacher pass rate for state assessments.
 - Teacher lesson plan design and delivery.
 - The district’s Eight Step Instructional Process.
 - State Professional Development and Appraisal System (PDAS)
 - The principal’s supervisor shall evaluate the principal’s records of classroom monitoring of instruction. This evaluation is to consist of analyzing the quantity and quality of observations.

Board policies provide expectations for monitoring classroom instruction, but the policies refer to the district’s Eight Step Instructional Process, which is not a current focus, and do not specifically describe expected instructional approaches, such as differentiation of the curriculum (see [Findings 1.1](#) and [3.3](#)).

The principal’s job description lists the following responsibilities for supervision:

- Communicate and promote expectations for high level performance to staff and students;
- Recognize excellence and achievement;
- Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public;
- Confer with subordinates about their professional growth. Work with them to accomplish improvement goals; and
- Supervise and evaluate the performance of staff assigned to campus.

The assistant principal’s job description lists the following duty: “Observe employee performance, record observations, and conduct evaluation performances.”

The principal’s and assistant principal’s job descriptions include general statements about supervision, but they do not provide specific direction for monitoring the delivery of the curriculum in the classroom. The administrator’s appraisal instrument also lacks specific expectations for monitoring curricular delivery.

Board policies, job descriptions, and appraisal instruments provide direction for curriculum monitoring, but these documents do not reflect current expectations and are incongruent with each other. In addition, the written curriculum is inadequate in many subject areas to guide teachers in lesson planning and principals in monitoring curriculum delivery (see [Finding 2.3](#)). Clear and consistent direction for expected classroom instructional practices is lacking in district documents (see [Finding 3.3](#)).

During interviews campus administrators stated that the superintendent expects principals and assistant principals to walk through classrooms and that they are accountable for a prescribed number of walk-throughs per teacher each year. The superintendent walks through classrooms with them when she visits their schools and discusses various topics, such as examining student work products and curriculum specific instructional strategies. Subject area facilitators, instructional coaches, department chairs, and coordinators reported that they also walk through classrooms in their roles of supporting classroom instruction.

Monthly principals’ and assistant principals’ meetings with district leadership serve as ongoing professional development for administrators where expectations for monitoring have been discussed. Administrator professional learning communities have included a book study on curriculum specific instructional strategies.

During school visits a number of principals described the monitoring procedures they had developed for their campuses. Some of the procedures included providing feedback on the quality of lesson plans. Various walk-through formats were also shared. Some walk-through forms included the phrase “instructional strategies” without any delineation of specific instructional approaches expected. Not all of the walk-through forms included observation of the curriculum or the Texas Essential Knowledge and Skills (TEKS) being taught.

Monitoring data were classified by the strategies listed in [Exhibit 3.4.1](#).

Exhibit 3.4.1

Auditors’ Definitions of Monitoring Strategies

Monitoring Strategy	Definitions of Monitoring Strategies
No Evidence of Monitoring	Administrator did not indicate any method of monitoring the curriculum.
Lesson Plan Review	Teachers’ lesson plans are reviewed; the expectation is that the plans are focused on the written curriculum and content objectives to be taught.
Teachers Meetings	Administrators meet with teachers to discuss classroom observations including, but not limited to, the content and/or the context of the lesson; provide feedback to teachers regarding the lesson content and/or context; provide follow-up about professional development efforts; share strengths and concerns regarding the lesson; and, help teachers with future planning,
Formal Instructional Observations	Administrator spends time (usually a full class period or for an entire lesson) in the classroom observing the instructional process and teacher/student interactions as the lesson is implemented. The administrator and the teacher discuss the lesson.
Environmental Scanning	Administrators monitor how the classroom environment supports teaching and learning; evaluating the items/content on display in the classroom.
Reflective Questioning	Administrator engages teachers in dialogue and poses questions focusing on decisions teachers make about their teaching practice.
Disaggregation of Assessment Data	Administrator meets with teachers to discuss student achievement data and how to use data to make informed decisions about meeting student needs.
Walk-Through Observations	Administrator uses informal 3-5 minute classroom visits to determine how the board-adopted curriculum is being implemented, and the instructional practices employed by the teacher.

Exhibit 3.4.2 shows the monitoring strategies reported by the BISD campus administrators.

Exhibit 3.4.2

Monitoring Strategies Reported by Administrators Brazosport Independent School district January 2012

Monitoring Strategy	Monitoring Strategies Reported by District Administrators
No Evidence	All interviewees identified at least one monitoring strategy.
Lesson Plan Review	Several principals stated that they provide feedback to teachers about the quality of their lesson plans. In some instances, department chairs review lesson plans.
Teachers Meetings	Some principals reported that they meet with teacher groups where they discuss teaching strategies, analyze student work, and review assessment data to guide instruction and professional development activities.
Instructional Observations	All principals implement the PDAS teacher observation system and provide feedback to teachers as a part of this process.
Environmental Scanning	A number of principals provide feedback to teachers regarding the effectiveness of their classroom and hallway displays and their alignment with the curriculum.
Reflective Questioning	Building administrators did not identify reflective questioning as a strategy used in monitoring curriculum implementation.
Disaggregation of Assessment Data	Some principals stated that during campus professional development time teachers review formative assessment data to identify TEKS that students have not mastered and make adjustments to curriculum and instruction to accommodate learning needs. A number of campus improvement plans cited analysis of assessment data as a key evaluation strategy for monitoring student progress.
Walk-Through Observations	All building administrators indicated that they conduct classroom walk-throughs. Walk-throughs were defined as an organized visit through the school environment using specific criteria or “look fors” that focus on teaching and learning. Several principals stated that they have used peer observations with teachers observing each others’ lessons.

Exhibit 3.4.2 indicates:

- All administrators monitor instruction in some way. A variety of monitoring strategies are used.
- All administrators conduct walk-throughs; some use data disaggregation to monitor curriculum implementation.

During interviews a number of administrators and teachers made positive comments about monitoring procedures. Representative comments included the following:

- “The new superintendent was hired with the agenda to work with principals. She is walking the schools, coaching principals, and meeting with principals for a full day monthly.” (District Administrator)
- “The principal comes into my classroom at least once a week. I see the assistant principal all of the time.” (Teacher)
- “I visit classrooms every day. Our walk-through format is on Eduphoria. It records how many walk-throughs we’ve done, and you can have a dialog with a teacher.” (District Administrator)
- “At our school, department chairs do walk throughs and check lesson plans.” (Teacher)

Other individuals noted that improvements are needed in instructional monitoring.

- “I don’t see an administrator in my classroom very often.” (Teacher)
- “There is no follow-up on staff development activities.” (Teacher)
- “It’s tough to get into classrooms as often as I should.” (Campus Administrator)

Campus administrators indicated variance in what they look for during classroom walk-throughs.

- “I look for classroom management.” (Campus Administrator)
- “I monitor the amount of seatwork that’s given.” (Campus Administrator)
- “I look for Marzano’s Nine” (effective instructional strategies). (Campus Administrator)
- “I pull trends as a result of walk-throughs and plan professional development for the staff.” (Campus Administrator)
- “Some principals use their iPads to record their walk-through information. We are to look for areas for growth.” (Campus Administrator)
- “We are evaluating the quality of lesson plans. Some have lessons aligned to the TEKS and some don’t.” (Campus Administrator)

Overall, administrators at the various levels of the school district are engaged in curriculum monitoring activities, including classroom walk-throughs. However, the type, frequency, and quality of these practices vary widely among principals. Classroom visits are frequent by some principals and occasional by others. The auditors concluded that the design for monitoring is inadequate to sustain consistency and quality control of the curriculum.

STANDARD 4: The School District Uses the Results from District-Designed and/or -Adopted Assessments to Adjust, Improve, or Terminate Ineffective Practices or Programs.

A school system meeting this audit standard has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives. Common indicators are:

- A formative and summative assessment system linked to a clear rationale in board policy;
- Knowledge, local validation, and use of current curricular and program assessment best practices;
- Use of a student and program assessment plan that provides for diverse assessment strategies for varied purposes at all levels—district, school, and classroom;
- A way to provide feedback to the teaching and administrative staffs regarding how classroom instruction may be evaluated and subsequently improved;
- A timely and relevant database upon which to analyze important trends in student achievement;
- A vehicle to examine how well specific programs are actually producing desired learner outcomes or results;
- A database to compare the strengths and weaknesses of various programs and program alternatives, as well as to engage in equity analysis;
- A database to modify or terminate ineffective educational programs;
- A method/means to relate to a programmatic budget and enable the school system to engage in cost-benefit analysis; and
- Organizational data gathered and used to continually improve system functions.

A school district meeting this audit standard has a full range of formal and informal assessment tools that provide program information relevant to decision making at classroom, building (principals and school-site councils), system, and board levels.

A school system meeting this audit standard has taken steps to ensure that the full range of its programs is systematically and regularly examined. Assessment data have been matched to program objectives and are used in decision making.

What the Auditors Expected to Find in the Brazosport Independent School District:

The auditors expected to find a comprehensive assessment program for all aspects of the curriculum, pre-K through grade 12, which:

- Was keyed to a valid, officially adopted, and comprehensive set of goals/objectives of the school district;
- Was used extensively at the site level to engage in program review, analysis, evaluation, and improvement;
- Was used by the policy-making groups in the system and the community to engage in specific policy review for validity and accuracy;
- Was the foci and basis of formulating short- and long-range plans for continual improvement;
- Was used to establish costs and select needed curriculum alternatives; and
- Was publicly reported on a regular basis in terms that were understood by key stakeholders in the community.

Overview of What the Auditors Found in the Brazosport Independent School District:

This section is an overview of the findings that follow in the area of Standard Four. The details follow within separate findings.

The auditors found many components of a comprehensive student assessment and program evaluation plan present in board policies, in the comprehensive assessment plan, and in the current district improvement plan. However, these sources are not well integrated and do not provide a single vision for coordinated district-wide planning for student assessment and program evaluation. A systemic approach is not in place to evaluate programmatic efforts at all levels of the system—student, program, and organization.

Overall, the auditors found that the kindergarten through grade 12 scope of assessment was adequate in nearly all cases to monitor student achievement across core curriculum offerings. However, formal assessment of non-core courses was nearly non-existent. Student assessment in the core curricular subject areas in Brazosport Independent School District was primarily dependent on the mandatory state testing program and the use of district tests associated with that program. A substantial portion of the taught curriculum lacks the formal assessment needed to provide district leadership with information as to whether the curriculum is producing desired results.

Auditors found that academic performance among students in the district as determined by the current state assessments was close to state and regional averages, although achievement gaps among different student subgroups are evident. Those subgroups performing consistently less well were socioeconomically disadvantaged students, African American students, Hispanic students, and students with disabilities. Subgroup performance discrepancies were substantial, and at the current rate of progress, achievement gaps are unlikely to be closed. However, some improvement has been made by the district, especially related to the higher overall proportion of students from all subgroups meeting the minimum standard on the Texas Assessment of Knowledge and Skills.

Auditors found that while a great deal of student assessment data are available, these data are not used consistently to provide feedback for instructional decision making. Individual principals, teachers, or curriculum specialists may use data to address their specific circumstances, but system-wide, integrated data usage was not found. In addition, while the instructional staff engages in a variety of assessment activities, the resulting data were not found to impact program decision making at the campus or district level.

Finding 4.1: Student assessment and program evaluation planning is not adequate to provide critical feedback to support district-wide decision making.

A comprehensive student assessment and program evaluation plan provides the foundation for making decisions about the effectiveness of curriculum design, its delivery, and the efficacy of each instructional program. The data derived from a wide range of student performance measures encompassed in such a plan provide school district leadership the means for determining how well the curriculum and supporting programs are producing desired learning results. Many types of data, including test results, survey data, and statistical analyses of program efficacy, contribute to decisions concerning modification or elimination of programs that fall short or fail to deliver on the district's stated goals. Such information is critical for individual teachers as well as for school leaders, program administrators, and district-level decision makers to assess areas in need of improvement.

In order to determine the extent to which comprehensive student assessment and program evaluation planning is in place and used for the improvement of student learning, the auditors reviewed district board policies, the 2011-12 District Improvement Plan, the Brazosport ISD Strategic Plan (2011-2016), the State Student Assessment Testing Calendar, district job descriptions, the 2010-11 Comprehensive Assessment Plan, and other documents germane to student and program evaluation. Board members, district and campus personnel, and teachers were also interviewed to determine the process for student assessment planning and program evaluation.

The auditors found that a number of the components of comprehensive student assessment and program evaluation planning are present in board policies, job descriptions, the district assessment plan, and the current

District Improvement Plan. However, these sources are inadequate to provide direction for a unified program of student assessment and program evaluation. Auditors found little evidence that these documents are being used to direct program evaluation. Project compliance reports associated with grants were the only program evaluation reports available for auditor review. Such reports are too narrowly focused to guide a district-wide program evaluation effort through the expected sequence of program selection, implementation, data analysis, and application of results to instructional improvement efforts.

Board policy was found to be the most comprehensive district resource that provides direction for assessment requirements and practices in the Brazosport Independent School District. The following policies address various aspects of student assessment and program evaluation.

- *Board Policy AE (Local): Educational Philosophy* requires that accountability expectations be “clearly defined and communicated to parents, teachers, and students.” In addition, the policy calls for development of “a prioritized list of measurements for progress on goals.”
- *Board Policy AIA (Legal): Accreditation and Performance Indicators* states: “The Commissioner shall adopt a set of indicators of student achievement. The student achievement indicators shall include:
 1. The results of state assessments, including the results of assessments required for graduation and retaken by students;
 2. Dropout rates; and
 3. High school graduation rates.”

“Performance on the state assessment and dropout rate indicators shall be compared to state standards and required improvement. State standards shall be adopted by the Commissioner.” In addition, this policy specifies that “required improvement” is the process necessary for the campus or district to meet state standards.

- *Board Policy AID (Legal): Federal Accountability Standards* specifies that a district receiving federal funds under Title I, Part A shall:
 1. Use the state academic assessments and other academic indicators described in the state plan to review annually the progress of each school served under Title I, Part A to determine whether the school is making adequate yearly progress (AYP).
 2. At the district’s discretion, use any assessments or any other academic indicators described in the district plan to review annually the progress of each school served under Title I, Part A to determine whether the school is making AYP.
 3. Publicize and disseminate the results of the local annual review to parents, teachers, principals, schools, and the community.
 4. Review the effectiveness of the actions and activities with respect to parental involvement, professional development, and other activities assisted under Title I, Part A.
- *BBD (Exhibit): Board Member Training and Orientation* outlines the procedure by which the board establishes planning and decision-making processes with regard to accountability.
 - The board ensures progress toward achievement of district goals through a systematic, timely, and comprehensive review of reports prepared by or at the direction of the superintendent.
 - The board monitors the effectiveness and efficiency of instructional programs by reviewing reports prepared by or at the direction of the superintendent and directs the superintendent to make modifications that promote maximum achievement for all students.
 - The board ensures that appropriate assessments are used to measure achievement of all students.
 - The board reports district progress to parents and community in compliance with state laws and regulations.

- *Board Policy BJA (Legal): Superintendent Qualifications and Duties* contains the board expectations relative to superintendent qualifications and duties. Specific to student assessment and program evaluation, the duties of the superintendent include:
 - Assuming administrative responsibility and leadership for the planning, organization, operation, supervision, and evaluation of the education programs, services, and facilities of the district and for the annual performance appraisal of the district's staff.
 - Providing leadership for the attainment and, if necessary, improvement of student performance in the district based on the state's student achievement and quality of learning indicators and other indicators as may be adopted by the Commissioner or the board.
- *Board Policy BJA (Local): Superintendent Qualifications and Duties* adds specificity to *Policy BJA (Legal)* by directing the following: In addition to responsibilities specifically provided by law or in the superintendent's contract, the superintendent shall:
 - Provide leadership and direction for the development of an educational system that is based on the needs of students, on standards of excellence and equity, and on community goals. Toward that end, the superintendent shall:
 - Oversee annual planning for instructional improvement and monitor for effectiveness.
 - Ensure that appropriate data are used in developing recommendations and making decisions regarding the instructional program and resources.
 - Oversee a system for regular evaluation of instructional programs, including identifying areas for improvement, to attain desired student achievement.
- *Board Policy BQ (Legal): Planning and Decision Making Process* includes the requirement that "At least every two years, the district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance." Toward that end: "The board shall ensure that the district-level planning and decision making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels." *Education Code 11.251(d)*
- *Board Policy BQA (Legal): Planning and Decision Making Process – District Level* directs that the superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program. *Education Code 11.252(f)*
- *Board Policy EG (Local): Curriculum Development*, in the context of curriculum management, requires linkage to state assessments and to the district's benchmark assessments. "A subject-area curriculum management system shall be developed for all grade levels or interdisciplinary subjects in the district. These documents shall be logically derived from the district's philosophy and beliefs and shall represent tangible operational bridges to and from them. The documents shall be revised/updated yearly and readopted by the board every five years, or sooner as necessary." The framework documents shall contain the following components:
 - Correlation of learner indicators of performance to the Texas Essential Knowledge and Skills (TEKS) and district criterion-referenced tests as well as standardized tests and state tests.
 - District grade-level or course benchmarks with assessment pieces.

In addition, this policy contains a number of the characteristics of a comprehensive program evaluation and student assessment planning process: "The District will establish models (the District's Eight Step Instructional Process) for determining the effectiveness of instructional programming at district, school, and classroom levels. Evaluations will focus on determining the extent to which students are achieving and maintaining their mastery of appropriate specific learning outcomes and the extent to

which instructors are displaying effective conveyance of curriculum in the classrooms. The district staff shall design and use a variety of assessment approaches in determining the effectiveness of the planning and written curriculum as well as the taught curriculum.”

The policy states that the tested curriculum shall include the following components:

- A criterion-referenced assessment system that documents, records, reports, and awards credit for student skill attainment.
- District-level, criterion-referenced tests for selected core objectives across all levels.
- A criterion-referenced information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation (the District’s Eight Step Instructional Process).
- Assessment strategies for teachers to diagnose and determine instructional assignments of student learning.
- An evaluation system that allows students to demonstrate and receive credit for mastery at any time (acceleration, distance learning, and/or Credit By Exam).
- An assessment approach using state/local criterion-referenced tests to evaluate the status of students from a national perspective and for curriculum revision as well as program design.
- A program evaluation component that guides curriculum redesign and instructional planning, with the learning outcomes based on program graduates and the performance demands of post-school rules.

Policy also directs that “Teachers shall conduct frequent diagnosis of students on the curriculum objectives. Teacher-made tests as well as criterion referenced tests will be used to determine patterns of student achievement. The teachers and supervisors are to use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.”

- *Board Policy EHAA (Legal): Basic Instructional Program Required Instruction (All Levels)* describes the board expectation that district curriculum be examined and modified as needed in an ongoing manner. “In order to provide a challenging, relevant curriculum to support students’ skills and learning, the district supports ongoing, continuous analysis and improvement of curriculum and student performance. To ensure quality and equity in curriculum, schools and staff members are expected to follow an established process for recommending or implementing curriculum changes or additions. Curriculum updates and revisions are scheduled through and supported by district staff and funds. Proposals describing a desired curriculum change or addition should be submitted to the administration and the campus/district educational improvement council for review and approval prior to implementation.”
- *Board Policy EK (Local): Local Testing Programs* describes the types of standardized tests to be used in the district, the purposes of those tests, and the reports to be provided based on the results of standardized test administration. Standardized tests shall be administered at intervals determined by the instructional staff to accomplish the following purposes:
 - Diagnose specific skill deficiencies for individual students.
 - Provide information that can be used to plan instructional activities that capitalize on individual student strengths.
 - Provide teachers with data to use in evaluating the effectiveness of their planning and teaching strategies.
 - Assess student achievement and provide objective data for evaluation and reporting student progress.

- Assess aspects of the instructional program, providing information that can be used in planning program improvements.

The policy states: “Achievement, aptitude, interest, ability, prognostic, and readiness tests shall be included in the testing program. Tests such as the PSAT/NMSQT, the SAT, and ACT, and the Advanced Placement Test of the College Entrance Examination shall be administered to students who register for them and pay any applicable fees.”

A reporting requirement calls for the superintendent to report to the board at least annually the results of student achievement on standardized tests compared with students in other districts, statewide and nationwide. “The superintendent shall include in the report explanations for areas in which district students are deficient and shall submit recommendations for correcting those deficiencies.”

- *Board Policy EKB (Legal): Testing Programs – State Assessments* mandates that “Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced assessments, as required by Education Code Chapter 39, Subchapter B. *Education Code 39.023(a), (c), (f); 19 TAC 101.5(a)*”

The policy calls for the district to follow test administration procedures established by TEA in the “applicable test administration materials.” The superintendent shall be responsible for:

- Administering tests;
- Maintaining the integrity of the test administration process; and
- Ensuring that every test administrator receives at least annual training in these procedures as provided by TEA through the education service centers.

Testing in Grades 3–8 includes the following: “Except as provided below, all students, other than students who are assessed under *Education Code 39.023(b)* (alternative assessment instrument) or *39.023(l)* (LEP students) or exempted under *Education Code 39.027*, shall be assessed in:

- Mathematics, annually in grades 3 through 7 without the aid of technology and in grade 8 with the aid of technology on any assessment instrument that includes algebra;
- Reading, annually in grades 3 through 8;
- Writing, including spelling and grammar, in grades 4 and 7;
- Social studies in grade 8;
- Science in grades 5 and 8; and
- Any other subject and grade required by federal law.

The policy also includes expectations for reporting results to the public, board, parents, and students: “Overall student performance data, aggregated by ethnicity, sex, grade level, subject area, campus, and district, shall be made available to the public, with appropriate interpretations, at regularly scheduled meetings of the Board, after receipt from TEA. The information shall not contain the names of individual students or teachers *Education Code 39.030(b)*. The superintendent shall accurately report all test results with appropriate interpretations to the board according to the schedule in the applicable test administration materials. The district shall notify each of its students and his or her parent or guardian of test results, observing confidentiality requirements. All test results shall be included in each student’s academic achievement record and shall be furnished for each student transferring to another district or school.”

- *Board Policy EKC (Legal): Testing Programs – Reading Assessment* states that “The Commissioner shall adopt a list of reading instruments that the district may use to diagnose student reading development and comprehension. The district-level committee may adopt a list of reading instruments in addition to the reading instruments on the Commissioner’s list. Each reading instrument adopted by

the district-level committee shall be based on scientific research concerning reading skills development and reading comprehension. A list of adopted reading instruments shall provide for diagnosing the reading development and comprehension of students participating in a bilingual or special language program.”

For kindergarten through the second grade, “The district shall administer, at the kindergarten and first- and second-grade levels, a reading instrument on the list adopted by the Commissioner or by the district-level committee. The district shall administer the reading instrument in accordance with the Commissioner’s recommendations.”

At the seventh grade, “The district shall administer a diagnostic reading instrument during the first six weeks of the school year to each student in grade 7 whose performance on the grade 6 state reading assessment did not meet the passing standard. If a student was administered the modified state assessment in reading, the ARD [Admission, Review, and Dismissal] committee may determine if the diagnostic assessment is appropriate for use with that student.”

As stated in policy, a student in grade 7 who does not have a score for the state reading assessment in grade 6 may be given an equivalent comprehension assessment. If that student does not meet the passing standard, the student must be administered the diagnostic reading assessment.

The district must use the Texas Middle School Fluency Assessment and/or an alternate diagnostic reading instrument. The district needs to submit an alternate diagnostic reading instrument to TEA for approval. An alternate diagnostic instrument must:

- Be based on published scientific research in reading;
- Be age and grade-level appropriate, valid, and reliable;
- Identify specific skill difficulties in word analysis, fluency, and comprehension; and
- Assist the teacher in making individualized instructional decisions based on the assessment results.

The policy includes a reporting expectation: The superintendent shall:

- Report to the Commissioner and the board the results of the reading instruments;
 - Report, in writing, to a student’s parent or guardian the student’s results on the reading instrument; and
 - Effective with the 2008–09 school year and using the school readiness certification system, report each student’s raw score on the reading instrument to TEA using the school readiness certification system.
- *Board Policy EKD (Legal): Testing Programs – Mathematics Assessment* contains requirements concerning diagnostic math tests. “The Commissioner shall develop and make available or contract for the development and dissemination of assessment instruments that the district may use to diagnose students’ mathematics skills. The results of such assessment instruments may not be used for purposes of appraisals and incentives under *Education Code Chapter 21* or accountability under *Chapter 39. Education Code 28.007*.

Overall, the Brazosport Independent School District’s board policies indicate the intent to measure student achievement and program effectiveness. While policies identify several components of a comprehensive plan for assessment and program evaluation, auditors did not find an expectation for the development of a comprehensive plan or planning process to clearly direct the review, analysis, evaluation, and improvement of instructional programs or the use of student assessment data to determine program efficacy.

As noted above, BISD lacks a comprehensive student assessment and program evaluation plan, but some components of assessment planning were evident in the documents reviewed. Exhibit 4.1.1 presents 15 audit characteristics of quality student assessment and program evaluation planning and the auditors' assessment of the district's approach. In order for assessment planning to be considered adequate, at least 11 of the 15 characteristics must be rated as adequate.

Exhibit 4.1.1

**Characteristics of a Comprehensive Student Assessment
And Program Evaluation Plan and Auditors' Assessment of District's Approach
Brazosport Independent School District
January 2012**

Characteristic	Auditors' Rating	
	Adequate	Inadequate
1. Describes the philosophical framework for the design of the student assessment plan and directs both formative and summative assessment of the curriculum by course and grade in congruence with board policy. Expects ongoing formative and summative program evaluation; directs use of data to analyze group, school, program, and system student trends.	X	
2. Includes an explicit set of formative and summative assessment procedures to carry out the expectations outlined in the plan and in board policy. Provides for regular formative and summative assessment at all levels of the system (organization, program, and student).	X	
3. Requires that formative, diagnostic assessment instruments that align to district curriculum be administered to students frequently to give teachers information for instructional decision making. This includes information regarding which students need which learner objectives to be at the appropriate level of difficulty (e.g., provides data for differentiated instruction).		X
4. Provides a list of student assessment and program evaluation tools, purposes, subjects, type of student tested, timelines, etc.	X	
5. Identifies and provides direction on the use of diverse assessment strategies for multiple purposes at all levels—district, program, school, and classroom—that are both formative and summative.	X	
6. Specifies the roles and responsibilities of the central office staff and school-based staff for assessing all students using designated assessment measures, and for analyzing test data.	X	
7. Specifies the connection(s) among district, state, and national assessments.		X
8. Specifies the overall assessment and analysis procedures used to determine curriculum effectiveness.	X	
9. Requires aligned student assessment examples and tools to be placed in curriculum and assessment documents.		X
10. Specifies how equity issues will be identified and addressed using data sources; controls for possible bias.		X
11. Identifies the components of the student assessment system that will be included in program evaluation efforts and specifies how these data will be used to determine continuation, modification, or termination of a given program.		Partial*
12. Provides for appropriate trainings for various audiences on assessment and the instructional use of assessment results.		Partial*
13. Delineates responsibilities and procedures for <u>monitoring</u> the administration of the comprehensive student assessment and program evaluation plan and/or procedures.	X	

Exhibit 4.1.1 (continued) Characteristics of a Comprehensive Student Assessment And Program Evaluation Plan and Auditors' Assessment of District's Approach Brazosport Independent School District January 2012		
Characteristic	Auditors' Rating	
	Adequate	Inadequate
14. Establishes a process for communicating and training staff in the interpretation of results, changes in state and local student achievement tests, and new trends in the student assessment field.		X
15. Specifies creation of an assessment data system that allows for the attribution of costs by program, permitting program evaluations to support program-based cost-benefit analyses.		X
Total	7	8
Percentage of Adequacy	46.7%	
*Partial counts as inadequate		

Exhibit 4.1.1 shows that the Brazosport Independent School District's approach is considered inadequate to provide a framework for effective student assessment and program evaluation planning. District documents met 7 of the 15 characteristics, or 46.7 percent. A minimum of 11 of the 15 characteristics, or 70 percent, must be in place to be considered adequate.

The auditors noted the following regarding the auditors' ratings of student assessment and program evaluation characteristics found in Exhibit 4.1.1:

Characteristic 1: Philosophical Framework (Adequate)

This criterion is rated as adequate. Various components of a philosophical framework for the design of the student assessment plan appear in several different policies and in the BISD Comprehensive Assessment Plan.

- *Board Policy EG (Local): Curriculum Development* requires linkage between state assessments and district benchmarks, which is equivalent to a directive for summative and formative assessments. This policy also states, "A subject-area curriculum management system shall be developed for all grade levels or interdisciplinary subjects in the district."
- *Board Policy EKB (Legal): Testing Programs - State Assessments* directs data use in the following requirement: "Overall student performance data, aggregated by ethnicity, sex, grade level, subject area, campus, and district, shall be made available to the public, with appropriate interpretations, at regularly scheduled meetings of the board, after receipt from TEA."
- *Board Policy AID (Legal): Federal Accountability Standards* describes assessment analysis required under federal accountability standards.

While all components of a philosophical framework were not found together in one cogent statement, most were found in various policies and in other documents provided to the auditors.

Characteristic 2: Formative and Summative Assessment Procedures (Adequate)

This criterion is considered adequate. *Board Policy EG (Local): Curriculum Development* addresses the use of assessment at several levels of the district: "The district will establish models (the district's Eight Step Instructional Process) for determining the effectiveness of instructional programming at district, school, and classroom levels." In addition, this policy states, "The district staff shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum as well as the taught curriculum."

The policy calls for the tested curriculum to include the following components:

1. A criterion-referenced assessment system that documents, records, reports, and awards credit for student skill attainment.
2. District-level, criterion-referenced tests for selected core objectives across all levels.
3. A criterion-referenced information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation (the District's Eight Step Instructional Process).
4. Assessment strategies for teachers to diagnose and determine instructional assignments of student learning.
5. An evaluation system that allows students to demonstrate and receive credit for mastery at any time (acceleration, distance learning, and/or Credit by Exam).
6. An assessment approach using state/local criterion-referenced tests to evaluate the status of students from a national perspective and for curriculum revision as well as program design.
7. A program evaluation component that guides curriculum redesign and instructional planning, with the learning outcomes based on program graduates and the performance demands of post-school rules.

Further, "Teachers shall conduct frequent diagnosis of students on the curriculum objectives. Teacher-made tests as well as criterion-referenced tests will be used to determine patterns of student achievement. The teachers and supervisors are to use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results."

Board Policy EK (Local): Local Testing Programs provides specific direction for standardized assessments.

Characteristic 3: Formative Diagnostic Assessment Procedures (Inadequate)

This characteristic was rated as inadequate. Sources such as *Board Policy EKC (Legal): Testing Programs – Reading Assessment* and *Board Policy EKC (Legal): Testing Programs – Mathematics Assessment* address diagnostic testing, but do not include the use of frequent formative assessments to support ongoing decisions about instruction. The district Comprehensive Assessment Plan calls for "Every school to have a systematic program that diagnoses students' learning needs and strengths and monitors individual student achievement over time." However this was not stated as a plan requirement.

Characteristic 4: Assessment and Program Evaluation Tools (Adequate)

Overall, this characteristic was rated as adequate. *Board Policy EK (Local): Local Testing Programs* describes the purpose, type, and reporting responsibilities for tests, while the end-of-course assessments and student assessment testing calendar from the state provide timelines for high stakes testing.

Characteristic 5: Use of Diverse Assessment Strategies (Adequate)

This characteristic was rated as adequate. *Board Policy EG (Local): Curriculum Development* states, "The district staff shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum as well as the taught curriculum." The Comprehensive Assessment Plan also contains an assessment grid that includes a variety of assessments. Policy and other district documents include information on alternative assessments for students receiving special education services or students with limited English.

Characteristic 6: Roles and Responsibilities for Assessment (Adequate)

This criterion is considered adequate. Board policies and job descriptions describe the roles and responsibilities relative to assessment and analysis of data as follows:

- *Board Policy BQA (Legal): Planning and Decision Making Process – District Level* specifies that the superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program.
- *Board Policy BJA (Local): Superintendent Qualifications and Duties* stipulates that the superintendent “Oversee a system for regular evaluation of instructional programs, including identifying areas for improvement, to attain desired student achievement.”

The following job descriptions specify duties and responsibilities for assessment and data analysis:

- Assistant Superintendent for Curriculum and Instruction:
 - Evaluate and provide leadership for the overall instructional program.
 - Supervise the Director of Special Education Services in evaluating special education students’ achievement and program effectiveness, including state testing measurements.
 - Work cooperatively with Assessment and Accountability in developing, monitoring, and evaluating assessment, compliance, and accountability indicators.
 - Develop, implement, and monitor a program evaluation system to ensure compliance and effectiveness of programs throughout the district.
 - Direct, prepare, evaluate, and present instructional programs, campus and district evaluation reports, and proposals to the Board of Trustees.
- Director of Assessment and Accountability:
 - Develop and monitor the district’s comprehensive assessment plan.
 - Serve as the district coordinator for all federal, state, and local testing.
 - Provide training for district and campus personnel in test security and procedures.
 - Organize and provide results of assessment programs to various stakeholder groups.
 - Direct activities related to district, state, and federal assessment and accountability requirements related to student achievement.
 - Work with the curriculum team to improve productivity of all district curriculum and instructional services through the use of data and implementation of benchmark assessments.
 - Monitor student progress on a systematic basis and report findings to the Executive Director for Curriculum and Instruction.
- Subject Area Facilitator:
 - Plans, improves, and oversees testing programs for assigned subject area, including development of local assessments.
 - Uses evaluation findings (including student achievement data) to examine curriculum and instructional effectiveness for assigned subject area.
- Campus Principal: Develop, maintain, and use information systems and records to show campus progress on performance objectives addressing each Academic Excellence Indicator.
- Curriculum Coach: Assist teachers in using assessment data to plan instruction.

- Career Technology Counselor:
 - Participate in the planning and evaluation of the campus standardized testing program.
 - Interpret tests and other appraisal results appropriately and communicate to school personnel, students, and their parents.
- Graduation Campus Coach:
 - Analyze data to determine students “at risk” of not graduating on time.
 - Assist in dropout prevention by studying scholastic data, demographic data, and achievement data.
- Teacher:
 - Conduct assessments of student learning styles and use results to plan instructional activities.
 - Conduct ongoing assessment of student achievement through formal and informal testing.

Characteristic 7: Connections among Assessments (Inadequate)

This characteristic was rated as inadequate. While all levels of assessment are referenced in various documents, including board policy, the alignment among local, state and national assessment is not adequately addressed.

Characteristic 8: Assessment and Analysis Procedures (Adequate)

This characteristic was rated as adequate. Auditors found sufficient information and guidance in such district documents as *Board Policy EG (Local): Curriculum Development* and *Board Policy BQA (Legal): Planning and Decision Making Process – District Level* concerning overall assessment and analysis procedures to determine curriculum effectiveness.

Characteristic 9: Aligned Assessment Examples in Documents (Inadequate)

This characteristic was rated as inadequate. Auditors did not identify either in policy or in the district assessment plan a requirement for aligned student assessment examples and tools to be placed in curriculum and assessment documents (see [Finding 2.3](#)).

Characteristic 10: Equity Issues (Inadequate)

This characteristic was rated as inadequate. District documents do not specify how equity issues will be identified and addressed using data sources as well as controlled for bias.

Characteristic 11: Use of Data for Decision Making (Inadequate)

This characteristic was rated as inadequate. Auditors found language in some policies and job descriptions regarding program evaluation; however, these documents do not specify how data are to be used in decisions to continue, modify, or terminate given programs. In the district assessment plan, assessment systems were cited as necessary to “Help monitor the effectiveness of district-wide programs, curricula, and materials,” but direction on what assessments to use and how to determine effectiveness was absent.

Campus administrators were asked to complete school program surveys for the audit in which they identified the various programs implemented at their schools and methods for evaluating them. Results of this analysis are shown in [Finding 5.3](#).

Characteristic 12: Appropriate Assessment Training (Inadequate)

This criterion is considered inadequate. Auditors found that *Board Policy EKB (Legal): Testing Programs - State Assessments* addresses standardized assessment training, directing the superintendent to ensure “that every test administrator receives at least annual training in these procedures as provided by TEA through the education service centers.” The district assessment plan did not include specific staff development goals or methods. The Staff Development Handbook does not describe any type of assessment training in its required or

recommended lists of topics for campus training. However, the Curriculum and Instruction Department's long-range plan listed state assessment data analysis as a future activity for curriculum facilitators in 2012-13.

Characteristic 13: Monitoring Responsibilities (Adequate)

This characteristic was rated as adequate. As noted above, the job descriptions for the Superintendent, Assistant Superintendent for Curriculum and Instruction, and Director of Assessment and Accountability specify responsibilities for monitoring the formative and summative student assessment and program evaluation design, implementation, and results.

Characteristic 14: Communication and Training (Inadequate)

The auditors learned during interviews that some training on the new state assessments had been provided, but professional development for staff in the interpretation of results and communication of changes in state and local student achievement tests and new trends in the student assessment field were not evident in policy or plans reviewed. This characteristic was rated as inadequate.

Characteristic 15: Assessment Data System (Inadequate)

This characteristic was rated as inadequate. The auditors noted an emerging capacity for teachers and administrators to examine multiple levels of student assessment data using the Eduphoria system. However, the auditors did not find an assessment data system for the attribution of costs by program, permitting program evaluations to support cost-benefit analyses (see [Finding 5.1](#)).

The auditors interviewed district and school level staff, parents and community members regarding the district's assessment practices. The following were typical of comments made by various district staff members about needs relative to student assessment planning:

- "We need short assessments for the core curriculum areas so that after certain TEKS have been taught, the data can help with (planning for) re-teaching." (District Administrator)
- "I'm not sure our benchmarks are the best they can be. There are so many errors in them the teachers have lost faith." (District Administrator)
- "Universal screeners are used in the grades K-4 for reading and math. I would like to see the universal screeners expanded to cover kindergarten to eighth grade." (District Administrator)
- "The district purchased an Educational Testing Service item bank to help develop curriculum-based assessments. Teacher development of these tests prior to that raised validity and reliability concerns. Eduphoria is now the primary way for teachers and principals to get assessment data." (District Administrator)

Additional comments made by district and campus administrators and teachers reflected concerns about program evaluation:

- "Currently, our program evaluation process is only initiated when we receive a state audit or other outside concern. We need to be proactive in program evaluation, not reactive." (District Administrator)
- "We have struggled to get a comprehensive list of programs at the campuses, let alone evaluate their effectiveness." (District Administrator)
- "We are training staff to evaluate programs. They really don't know how to evaluate programs at present. We are starting to get them to recognize the need." (District Administrator)
- "We have lots of data, but it is not focused enough to use to make decisions about our programs." (Board Member)

Summary

The auditors found some elements of student assessment and program evaluation planning in board policies and other district documents, but BISD lacks a comprehensive approach to providing data to be used for making decisions about the educational program.

Finding 4.2: The scope of student assessment is nearly complete in the core subject areas, but inadequate for monitoring and evaluating student performance in other areas of the curriculum or across all grade levels.

School district leaders can make informed decisions about curriculum and instruction when comprehensive student achievement data are available. An effective testing program requires that student achievement is formally evaluated in all of the courses taught and at every grade level. When the scope of assessment does not meet this standard, the board, staff, students, and parents lack sufficient evidence as to how students are progressing in each content area as they move through the grades. A comprehensive set of assessments administered across all grade levels and subject areas provides ongoing, timely, and complete information that will contribute to quality control of the educational program.

The scope of assessment refers to the extent to which the curriculum areas taught are formally assessed. To determine BISD's scope of assessment, the auditors examined relevant documents regarding the testing program required by the district and state. This examination included a review of district policies, Texas Education Code, school improvement plans, assessment analysis documents, lists of tests administered, district assessment plan documents, curriculum materials, state and local assessment schedules, and state assessment procedures. The auditors identified the curricular areas taught at each grade level and noted whether instruments other than teacher-made tests or other informal, class-specific measures were used to assess the taught curriculum.

Overall, the auditors found that the kindergarten through grade 12 scope of assessment was nearly adequate to monitor student achievement across core curriculum offerings. However, tests used for the formal assessment of non-core courses were nearly non-existent. Student assessment in the Brazosport Independent School District is primarily dependent on the mandatory state testing program and the use of those tests associated with that program (see [Exhibit 4.2.1](#)). The scope of assessment is, therefore, inadequate to guide curriculum and instructional decision making in all curriculum areas and at all grade levels.

The following is a brief description of state assessment requirements taken from the Texas Education Agency website.

Section 39.026 of the Texas Education Code (TEC) “provides for the optional use of locally adopted criterion-referenced and/or state-approved norm-referenced assessment instruments to be used in addition to the assessment instruments administered by the Texas Education Agency. For group-administered achievement tests given under this local option, *Section 39.032 of the Texas Education Code* requires that the school district not use the same form of an assessment instrument for more than eight years and that the standardization norms not be more than eight years old at the time the test is administered.” This flexibility to use locally adopted criterion-referenced tests to assess non-core subjects is not generally exercised by BISD personnel.

Section 101.101 of the Texas Administrative Code (TAC) “requires that the Commissioner of Education provides annually to school districts and charter schools a list of state-approved group-administered achievement tests that test publishers certify meet the requirements of *TEC*, §39.032. This section defines an assessment instrument required under the *TEC*, §39.032 as a nationally normed achievement test that is group administered and reported publicly in the aggregate. Tests given for a special purpose, such as program placement or individual evaluation, are not included in this definition.”

In order to determine the expectations of the board regarding the scope of assessment, board policies were examined by the auditors. The following board policies reference the scope of student assessment and address the extent to which policy and state education code provide the staff of BISD tractability in the assessment of all course offerings.

- *Board Policy EKB (Legal): Testing Programs: State Assessment* establishes that “Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced assessments, as required by *Education Code Chapter 39, Subchapter B*. To be eligible to receive a high school diploma, a nonexempt student must demonstrate satisfactory performance on the end-of-course (EOC) assessment instruments.” Regarding testing in grades 3-8, this policy states that except as provided below, all students, other than students who are assessed under *Education Code 39.023(b)*

(alternative assessment instrument) or 39.023(l) (LEP students) or exempted under *Education Code 39.027*, shall be assessed in:

1. Mathematics, annually in grades 3 through 7 without the aid of technology and in grade 8 with the aid of technology on any assessment instrument that includes Algebra;
2. Reading, annually in grades 3 through 8;
3. Writing, including spelling and grammar, in grades 4 and 7;
4. Social studies in grade 8;
5. Science in grades 5 and 8; and
6. Any other subject and grade required by federal law. *Education Code 39.023(a)*

A student is not required to be assessed in a subject otherwise assessed at the student's grade level if the student:

1. Is enrolled in a course in the subject intended for students above the student's grade level and will be administered an assessment instrument adopted or developed under the list above that aligns with the curriculum for the course in which the student is enrolled; or
 2. Is enrolled in a course in the subject for which the student will receive high school academic credit and will be administered an end-of-course assessment instrument for the course. *Education Code 39.023(a-2).*
- *Board Policy EK (Local) Testing Programs: Local Achievement Testing* provides district flexibility in the assessment of non-core courses allowing that "In addition to the state-administered assessment instruments, the district may adopt and administer criterion-referenced or norm-referenced assessment instruments, or both, at any grade level. A locally adopted norm-referenced assessment instrument must be economical, nationally recognized, and state-approved. For purposes of this provision, 'assessment instrument' means a district-commissioned achievement test, either nationally normed or criterion-referenced, that is group administered and reported publicly (such as to the board) in the aggregate. A company or organization scoring an assessment instrument shall send test results to the district for verification. The district shall have 90 days to verify the accuracy of test data and report the results to the board. The district shall follow procedures for test security and confidentiality set forth in *19 Administrative Code Chapter 101, Subchapter C.*"
 - *Board Policy EKC (Legal): Testing Programs-Reading Assessment* stipulates: "The Commissioner shall adopt a list of reading instruments that the district may use to diagnose student reading development and comprehension. The district-level committee may adopt a list of reading instruments in addition to the reading instruments on the Commissioner's list. Each reading instrument adopted by the district-level committee shall be based on scientific research concerning reading skills development and reading comprehension. A list of adopted reading instruments shall provide for diagnosing the reading development and comprehension of students participating in a bilingual or special language program."

In addition, with regard to kindergarten through second grade, "The district shall administer, at the kindergarten and first- and second-grade levels, a reading instrument on the list adopted by the Commissioner or by the district-level committee. The district shall administer the reading instrument in accordance with the Commissioner's recommendations."

Relative to seventh grade, "The district shall administer a diagnostic reading instrument during the first six weeks of the school year to each student in grade 7 whose performance on the grade 6 state reading assessment did not meet the passing standard. If a student was administered the modified state assessment in reading, the ARD [Admission, Review, and Dismissal] committee may determine if the diagnostic assessment is appropriate for use with that student."

The policy states that a student in grade 7 who does not have a score for the state reading assessment in grade 6 may be given an equivalent comprehension assessment. If that student does not meet the passing standard, the student must be administered the diagnostic reading assessment.

The policy also directs the district to use the Texas Middle School Fluency Assessment and/or an alternate diagnostic reading instrument approved by TEA. An alternate diagnostic instrument needs to:

1. Be based on published scientific research in reading;
 2. Be age and grade-level appropriate, valid, and reliable;
 3. Identify specific skill difficulties in word analysis, fluency, and comprehension; and
 4. Assist the teacher in making individualized instructional decisions based on the assessment results.
- *Board Policy EKBA (Legal): English Language Proficiency Tests* specifies: “In kindergarten through grade 12, LEP students shall be administered state-identified English language proficiency assessments annually in listening, speaking, reading, and writing to fulfill the state requirements for the assessment and federal requirements under the *No Child Left Behind Act*. 19 TAC 101.1001.”

While board policy states the expectation to assess students and evaluate outcomes, the policy falls short of requiring formal summative and formative evaluation of all content areas at all grade or instructional levels. As such, the policy is inadequate to guide staff in designing an assessment system having sufficient scope to ascertain the status of student learning across the curricular offerings or determine the impact of district’s educational programs on that learning.

As can be seen in the policy review, the Texas Education Code underlies many of the district assessment policies, but does not provide specific direction for the provision of comprehensive assessment to support improved curriculum delivery or the evaluation of programmatic efforts within the school district. However, the Education Code does allow additional assessments as long as they are compatible with the state assessment system (see *Board Policy EK*).

Exhibit 4.2.1 identifies and describes the major tests used in the assessment of core curriculum areas in the Brazosport Independent School District.

Exhibit 4.2.1

Formal Assessments of Student Performance Brazosport Independent School District January 2012

Assessment	Description
ACT	The ACT is designed to assess high school students’ general education development and their ability to complete college-level work. Participation is voluntary. The examination covers four academic skill areas: English, Mathematics, Reading, and Science Reasoning.
Advanced Placement Program (AP)	Standardized tests are offered to students taking Advanced Placement versions of subjects such as English or biology. These tests are administered on campus and submitted to the College Board for scoring. The range of possible scores is one to five, with students receiving a three or better being potentially eligible for college credit.
District Curriculum Based Assessments (CBAs)	CBAs are formative assessments developed by the district and aligned to the TEKS and TAKS objectives.

Exhibit 4.2.1 (continued) Formal Assessments of Student Performance Brazosport Independent School District January 2012	
Assessment	Description
End-of-Course Exams.	Senate Bill (SB) 1030 mandates the development of end-of-course (EOC) assessments for secondary level courses in Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world history, world geography, and United States history. The purpose of the new EOC assessments is to measure students' academic performance in core high school courses and to become part of the graduation requirements starting with the freshman class of 2011-12. These tests were phased in, beginning with Algebra I, geometry, and biology in 2008.
Linguistically Accommodated Testing (LAT)	Linguistically Accommodated Testing (LAT) procedures have been implemented in response to federal assessment and Adequate Yearly Progress (AYP) accountability requirements for eligible recent immigrant English language learners in grades 3-8 for reading, grade 10 in English language arts, grades 3-8 and 10 for math, and grades 5, 8, and 10 for science.
National Assessment of Educational Progress (NAEP)	The NAEP is a national assessment that measures student knowledge and skills in reading, mathematics, and other subject areas. These assessments are conducted at grades 4, 8, and 12.
Preliminary Scholastic Aptitude Test/Scholastic Aptitude Test (PSAT/ SAT)	The SAT, developed by the College Board, assesses high school students' readiness for college-level work. Participation is voluntary. The examination covers Reading, Writing, and Mathematics.
State of Texas Assessment of Academic Readiness (STAAR)	Beginning in spring 2012, the State of Texas Assessments of Academic Readiness (STAAR™) will replace the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program at grades 3–8 will assess the same subjects and grades that are currently assessed on TAKS. At high school, however, grade-specific assessments will be replaced with 12 end-of-course (EOC) assessments.
Texas Assessment of Knowledge and Skills (TAKS) Accommodated	TAKS includes a form called TAKS (Accommodated) for students served by special education who meet certain eligibility requirements.
Texas Assessment of Knowledge and Skills (TAKS) Benchmark Tests	Benchmark tests are formative assessments administered by the district in Writing at grade 7; Reading at grades 4, 6, and 9; English Language Arts at grades 10-11; Mathematics at grades 3-11; Science at grades 5, 8, 9-11; Social Studies at grades 8-11.
Texas Assessment of Knowledge and Skills (TAKS) Modified (TAKS-M)	TAKS-M is an alternate assessment based on modified academic achievement standards designed for students receiving special education services who meet participation requirements.
Texas Assessment of Knowledge and Skills (TAKS) English	The TAKS measures student mastery of the statewide curriculum in Reading at grades 3-9; in Writing at grades 4 and 7; in English Language Arts at grades 10 and exit level; in Mathematics at grades 3-10 and exit level; in Science at grades 5,8, 10, and exit level; and Social Studies grades 8,10, and exit level.
Texas Assessment of Knowledge and Skills (TAKS) Spanish	The Spanish TAKS is administered at grades 3-5 in Reading and Mathematics; in Writing at grade 4; and in Science at grade 5.
Texas English Language Proficiency Assessment System (TELPAS)	TELPAS is part of an NCLB accountability system for English language learners. States must show annual increases in the progress English language learners make in learning English and attaining proficiency. The TELPAS reading is a written assessment that measures annual progress from grades 2 to 12.
Sources: Texas Education Agency Student Assessment Division and the Brazosport ISD Comprehensive Assessment Plan, 2011-12	

As noted in [Exhibit 4.1.2](#), the State of Texas has developed 12 end-of-course assessments for core courses at the secondary level. Nine of these were in use at the time of the audit site visit, and the three additional subject

tests are planned for full implementation in spring 2012. As noted on the state assessment website, “The purpose of the EOC assessments is to measure students’ academic performance in core high school courses and to become part of the graduation requirements beginning with the freshman class of 2011–2012.” As an added accountability factor, a student’s score on each EOC assessment accounts for 15 percent of the student’s final grade for that course.

Exhibit 4.2.2 provides a listing of these course tests along with their year of deployment.

Exhibit 4.2.2

Implementation Year for End-of-Course Assessments Brazosport Independent School District January 2012

Academic Subject	Implementation Year
Algebra I	Prior to 2007
Geometry	2008
Biology	2008
Chemistry	2009
U.S. History	2009
Physics	2010
World Geography	2010
English I	2011
Algebra II	2011
English II	2012 (planned)
World History	2012 (planned)
English III	2012 (planned)
<i>Source: Texas Education Agency website: Student Assessment Division</i>	

Exhibit 4.2.3 provides a summary of the formal assessments administered in BISD at the kindergarten through grade 12 levels. End-of-Course (EOC) assessments mandated are not included in the grade level exhibit, as they are subject-oriented tests given at various grade levels.

Exhibit 4.2.3

Formal Tests Administered by Grade Level Brazosport Independent School District January 2012

Test	K	1	2	3	4	5	6	7	8	9	10	11	12
Literacy Screener (B-M-E)	X	X	X	X	X								
Sentence Dictation	X												
Numeracy Screener (B-M-E)	X	X	X	X	X								
End of Year Reading CBA		X	X										
End of Year E-LA CBA			X	X									
End of Year Math CBA		X	X										
End of Year Science CBA			X										
End of Year Soc/Studies CBA				X	X								
STAAR Reading Benchmark				X	X	X	X	X	X				
STAAR E-LA Benchmark					X			X		X			
STAAR Science Benchmark						X			X	X			
STAAR Math Benchmark				X	X	X	X	X	X	X			
STAAR Soc/Studies Benchmark									X	X			

Exhibit 4.2.3 (continued) Formal Tests Administered by Grade Level Brazosport Independent School District January 2012													
Test	K	1	2	3	4	5	6	7	8	9	10	11	12
Fall/Spring Soc/Studies CBA						X	X	X					
Fall/Spring Science CBA				X	X		X	X					
Fall/Spring E-LA CBA							X						
Fall Reading CBA						X	X	X					
Fall Math CBA				X	X	X	X	X	X				
Fall Science CBA						X			X				
Fall Social Studies CBA									X				
SRI								X	X	X			
Fall E-LA CBA									X				
Sem 1 E-LA CBA										X	X	X	X
Sem 1 Science Core CBA										X	X	X	X
Sem 1 Math Core CBA										X	X	X	X
Sem 1 Soc/Studies Core										X	X	X	
Sem 1-2 Soc/Studies Core CBA													X
TAKS Math Benchmark											X	X	
TAKS Science Benchmark											X	X	
TAKS E-LA Benchmark											X	X	
TAKS Soc/Studies Benchmark											X	X	
Key: x = indicates required formal testing													
Source: BISD Comprehensive Assessment Plan 2011-2012.													

As noted in Exhibit 4.2.3:

- Kindergarten, with three formal tests, and grade 1 and grade 12, with four formal tests each, have the fewest number of formal assessments.
- Grades 8 and 9 have the most formal tests administered with nine tests each.

Exhibit 4.2.4 presents a summary of the district's curriculum assessment program in kindergarten through grade 4. To be considered adequate, the scope of the taught curriculum that is assessed must be at least 100 percent for the four academic core areas and 70 percent for the non-core content areas.

Exhibit 4.2.4
Scope of Elementary Curriculum Areas Formally Assessed
Brazosport Independent School District
February 2010

Content Area	Number of K-4 Course Offerings	Courses Formally Assessed	Percentage of Offerings with Formal Assessment
Core Content Areas			
Language Arts	18	14	78
Mathematics	9	9	100
Science	14	9	64
Social Studies	9	4	44
Total Scope of Assessment (Core Content Areas)	50	36	72

Exhibit 4.2.4 (continued) Scope of Elementary Curriculum Areas Formally Assessed Brazosport Independent School District February 2010			
Content Area	Number of K-4 Course Offerings	Courses Formally Assessed	Percentage of Offerings with Formal Assessment
Non-Core Content Areas			
Music	5	0	0
Physical Education	5	0	0
Total Scope of Assessment (Non-Core Content Areas)	10	0	0
<i>Sources: Course handbooks, District Comprehensive Assessment Plan (2011-12), course lists from campuses, and the PEIMS Course list (2011-12)</i>			

As can be noted from [Exhibit 4.2.4](#):

- The scope of assessment in the K-4 core content areas was 72 percent and did not reach the audit standard of 100 percent.
- The non-core courses are not assessed at the K-4 level.

[Exhibit 4.2.5](#) displays a summary of BISD's curriculum assessment program in the middle and intermediate grades.

Exhibit 4.2.5 Scope of Middle and Intermediate School Assessment Brazosport Independent School District January 2012			
Content Area	Number of Gr. 5-8 Course Offerings	Offerings with Formal Assessment	Percentage of Offerings with Formal Assessment
Core Content Areas			
Reading/Language Arts	29	29	100
Mathematics	18	18	100
Science	17	17	100
Social Studies	12	12	100
Total Scope of Assessment (Core Content Areas)	76	76	100
Non-Core Content Areas			
Career and Technical Education	9	0	0
Fine Arts	53	0	0
Foreign Languages	3	0	0
Health, Athletics, & Physical Education	10	0	0
Journalism	3	0	0
Speech	4	0	0
Technology Applications	3	0	0
Other Courses	2	0	0
Total Scope of Assessment (Non-Core Content Areas)	87	0	0
<i>Sources: Course handbooks, District Comprehensive Assessment Plan (2011-12), course lists from campuses, and the PEIMS Course list (2011-12)</i>			

Exhibit 4.2.5 indicates:

- All core content areas are adequately assessed using formal measures.
- No formal tests were found to be used in the assessment of student learning in the non-core areas.

Exhibit 4.2.6 displays a summary of the scope of the assessment in the curricular areas at the high school level.

Exhibit 4.2.6
Scope of High School Assessment
Brazosport Independent School District
January 2012

Content Area	Number of Gr. 9-12 Course Offerings	Offerings with Formal Assessment	Percentage of Offerings with Formal Assessment
Core Content Areas			
Language Arts	34	34	100
Mathematics	17	17	100
Science	25	25	100
Social Studies	26	26	100
Total Scope of Assessment (Core Content Areas)	102	102	100
Non-Core Content Areas			
Career and Technical Education	99	0	0
Fine Arts	49	0	0
Foreign Languages	19	0	0
Health, Athletics, & Physical Education	10	0	0
Journalism	11	0	0
Speech	5	0	0
Technology Applications	3	0	0
Other Courses	12	0	0
Total Scope of Assessment (Non-Core Content Areas)	208	0	0
<i>Sources: Course handbooks, District Comprehensive Assessment plan (2011-12), course lists from campuses; and PEIMS Course list (2011-12)</i>			

Exhibit 4.2.6 shows that the scope of assessment was adequate in the high school core courses and non-existent for the non-core courses.

Exhibit 4.2.7 presents a summary of the scope of assessment for the total K-12 curriculum.

Exhibit 4.2.7

Summary of K-12 Scope of Assessment Brazosport Independent School District January 2012

Content Area	Number of K-12 Course Offerings	Offerings with Formal Assessments	Percentage of Offerings with Formal Assessments
Core Content Areas			
Language Arts	81	77	95
Mathematics	44	44	100
Science	56	51	91
Social Studies	47	42	89
Total Scope of Assessment (Core Content Areas)	228	214	94
Non-Core Content Areas			
Career and Technical Education	108	0	0
Fine Arts	102	0	0
Foreign Languages	22	0	0
Health, Athletics, & Physical Education	20	0	0
Journalism	14	0	0
Speech	9	0	0
Technology Applications	6	0	0
Other Courses	14	0	0
Overall Scope of Assessment (Non-Core Content Areas)	295	0	0
<i>Sources: Course handbooks, District Comprehensive Assessment Plan (2011-12), course lists from campuses, and the PEIMS Course list (2011-12)</i>			

Exhibit 4.2.7 indicates that formal assessment of the K-12 core subjects fell short of the 100 percent audit standard, but was close to that goal.

- Mathematics was the only core area with formal assessments for 100 percent of the K-12 courses.
- Language arts has 95 percent assessment coverage.
- The 295 non-core courses have no formal assessments.

Summary

Overall, the auditors found that formal student assessment of the Brazosport Independent School District curriculum consists primarily of the state-mandated tests and criterion-referenced tests associated with that program. Kindergarten through grade 12 scope of assessment was adequate in mathematics and nearly adequate in language arts. However, none of the non-core courses were formally assessed. The overall lack of formal course assessments impedes curricular and instructional decision making and the evaluation of district programs.

Finding 4.3: Student performance on state assessments is close to the state and regional averages. However, substantial achievement gaps exist among student subgroups, and the gaps are likely to persist at the current rate of progress.

Tests and other student performance measures provide the school board, district officials, site administrators, teachers, and parents with information about the effectiveness of the curriculum and instructional approaches. Student assessment data also help identify important trends in student performance and provide feedback to determine how the district and schools are educating students in comparison to national and state performance averages. Analytic tools that allow for the disaggregation of student performance by subgroup, by subject areas, by curriculum strand, all the way to down to the level of individual objectives and lesson plans, provide information on subgroups and individuals at any point in time. Predictive techniques, such as the computation of “years to parity” estimate performance gaps among student groups and predict rate and direction of progress for student subgroups over time. Without such data, leaders do not have the information necessary to assess the quality of student learning and program effectiveness or to determine the need for interventions to improve organizational performance.

The auditors examined board policies, analyzed student performance data, and conducted interviews with board members, central and site administrators, teachers, parents, and community members to determine expectations for student performance and assessment trends in the Brazosport Independent School District. A particular focus was on the results of the Texas Assessment of Knowledge and Skills (TAKS) assessment data for student groups and schools, on end-of-course (EOC) assessments, and on school accountability ratings.

Auditors found that academic performance among district students was close to state and regional averages. However, achievement gaps were evident among district student subgroups. The subgroups consistently performing less well were socioeconomically disadvantaged students, African American students, Hispanic students, and students with disabilities. Auditors performed a years to parity analysis with some of these subgroups that indicated little likelihood of them reaching parity with the higher performing subgroups anytime soon.

The following board policies reference student performance in BISD:

- *Board Policy AE (Exhibit): Educational Philosophy* states that Texas students will demonstrate exemplary performance in comparison to national and international standards.
- *Board Policy AE (Local): Educational Philosophy* lists the following goals:
 - Maintain/increase high expectations for students to perform at “Mastery.”
 - Achieve “Exemplary” district rating.
- *Board Policy AIA (Legal): Accountability: Accreditation and Performance Indicators* states that a district’s accreditation status will be based, in part, on the results of state assessments, including the results of assessments required for graduation and retaken by students.
- *Board Policy AIB (Legal): Accountability: Performance Reporting* requires each district to publish an annual report describing the educational performance of the district and of each campus.
- *Board Policy AID (Legal): Accountability: Federal Accountability Standards* requires a district that receives Title I funds to use state academic assessments and other academic indicators to annually review whether each school served under Title I is making adequate yearly progress in reading/English language arts, mathematics, and either graduation rate or attendance rate.
- *Board Policy BQ (Legal): Planning and Decision-Making Process* states that the District Improvement Plan is to address student performance indicators that are disaggregated by all student groups served by the district, including categories by ethnicity, socioeconomic status, sex, and populations served by special programs.
- *Board Policy EG (Local): Curriculum Development* states that “Teachers shall conduct frequent diagnosis of students on the curriculum objectives. Teacher-made tests as well as criterion referenced

tests will be used to determine patterns of student achievement. The teachers and supervisors are to use test results to assess the status of individual student achievement, to continuously re-group students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.”

- *Board Policy EHAA (Local): Basic Instructional Program: Required Instruction (All Levels)* states: “In order to provide a challenging, relevant curriculum to support students’ skills and learning, the district supports ongoing, continuous analysis and improvement of curriculum and student performance. To ensure quality and equity in curriculum, schools and staff members are expected to follow an established process for recommending or implementing curriculum changes or additions.”
- *Board Policy EK (Local): Testing Programs* specifies that standardized tests shall be administered at intervals determined by the instructional staff to accomplish the following purposes:
 1. Diagnose specific skill deficiencies for individual students;
 2. Provide information that can be used to plan instructional activities that capitalize on individual student strengths;
 3. Provide teachers with data to use in evaluating the effectiveness of their planning and teaching strategies;
 4. Assess student achievement and provide objective data for evaluation and reporting student progress; and
 5. Assess aspects of the instructional program, providing information that can be used in planning program improvements.

As noted above, board policies provide direction for the use of assessment data to provide feedback on the effectiveness of the curriculum and instruction and for addressing gaps in student performance. In addition, a goal of the District Improvement Plan was: “All students will demonstrate exemplary performance in comparison to state and national standards in the areas of reading and writing of the English language and in the understanding of mathematics, science, social studies, and technology in order to compete globally.”

Texas Education Agency Accountability Ratings

The accountability system was established by the state legislature in 1993. To determine a school rating, indicators of performance are evaluated, such as the results of the state standardized assessments as well as longitudinal completion rates and annual dropout rates. “Exemplary” is the highest rating in the accountability system and requires at a minimum that at least 90 percent of the tested students pass each subject area test.

Exhibit 4.3.1 displays individual campus performance on the state accountability ratings from the 2005-06 to the current 2011-12 year.

Exhibit 4.3.1
Status of District Schools on State Accountability Ratings
Brazosport Independent School District
2005-06 to 2011-12

School	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Austin	R	E	R	R	E	R	R
Beutel	E	E	E	E	E	E	E
Brannen	R	E	E	E	E	R	R
Brazosport	AA	AA	AU	AA	R	AA	AA
Brazoswood	AA	AA	AA	R	R	AA	AA
Clute	AA	AA	AA	AA	R	AA	AA
Fleming	R	R	R	R	AA	R	R

Exhibit 4.3.1 (continued) Status of District Schools on State Accountability Ratings Brazosport Independent School District 2005-06 to 2011-12							
School	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Freeport	AA	R	R	AA	R	AA	AA
Griffith	AA	AA	E	E	E	E	E
Lake Jackson	AA	AA	R	AA	E	AA	AA
Lighthouse LC	AA	AA	AA	AA	AA	AA	AA
Long	R	AA	R	R	R	R	R
Ney	R	E	E	E	E	E	E
O'Hara Lanier	AA	AA	AA	R	R	AA	AA
Ogg	AA	AA	R	E	E	R	R
Polk	AA	R	E	E	E	R	R
Rasco	R	R	R	R	R	AA	AA
Roberts	R	E	E	E	E	E	E
Velasco	AA	R	R	R	R	AA	AA
Note: E=Exemplary R=Recognized AA=Academically Acceptable AU=Academically Unacceptable							
Source: Texas Education Agency – LonestarReports.com							

Exhibit 4.3.1 shows the following:

- Beutel Elementary has maintained a record of Exemplary performance for the past seven years.
- Ney and Roberts Elementary Schools have attained an Exemplary rating for the last six years.
- Griffith Elementary jumped from Academically Acceptable to Exemplary in one year and has maintained this rating for the past five years.
- Nine of the 19 district schools, or nearly half, earned an Exemplary rating in 2009-10.
- Ten (10) schools have never reached Exemplary status in the seven years covered in this exhibit.
- Only 4 of the 19 schools were rated Exemplary in 2011-12.

While district performance as measured by the accountability ratings of the individual schools began improving in 2006-07, overall performance declined to an Academically Acceptable rating after 2009-10.

The auditors noted that the individual schools varied substantially in their student population characteristics. Exhibit 4.3.2 shows the differences among the elementary schools with regard to ethnicity, LEP status, and proportion of students identified as economically disadvantaged. The mobility rate for these schools is also provided.

Exhibit 4.3.2
Elementary School Student Population Characteristics in Percentages
Brazosport Independent School District
2010-11

	LEP	Mobility Rate	White	Economically Disadvantaged	Hispanic	African American
Austin	7.7	14.0	48.1	59.2	40.8	5.9
Beutel	5.9	9.0	61.1	32.8	28.0	4.2
Brannen	6.4	13.0	57.4	32.9	32.5	2.6

Exhibit 4.3.2 (continued) Elementary School Student Population Characteristics in Percentages Brazosport Independent School District 2010-11						
	LEP	Mobility Rate	White	Economically Disadvantaged	Hispanic	African American
Fleming	37.7	23.3	12.8	91.3	77.6	7.5
Griffith	35.5	14.0	15.0	77.8	80.0	3.1
Long	20.3	21.1	18.4	87.2	70.1	8.5
Ney	2.3	12.3	56.1	53.8	32.8	7.2
Ogg	14.6	23.0	14.6	86.2	67.2	14.8
Polk	14.7	22.6	32.9	59.6	53.9	9.6
Roberts	4.6	14.8	51.9	53.4	32.0	11.3
Velasco	22.5	23.5	18.6	80.6	65.3	13.6
<i>Source: Texas Education Agency 2010-11 Comparable Improvement Report - Campus Comparison Group</i>						

Exhibit 4.3.2 shows the diversity among district elementary schools.

- Beutel and Brannen have less than one third of their students classified as economically disadvantaged, while the nine other elementary campuses have from 53.4 to 91.3 percent of their students identified as economically disadvantaged.
- The mobility rate ranges from nine percent at Beutel to 23.5 percent at Velasco.
- Griffith Elementary serves a student body that is 77.8 economically disadvantaged, but as Exhibit 4.3.1 indicated, the campus achieved Exemplary status for the last five consecutive years.

Exhibit 4.3.3 provides student population data for the middle and intermediate schools.

Exhibit 4.3.3
Middle and Intermediate School Student Population Characteristics in Percentages
Brazosport Independent School District
2010-11

	LEP	Mobility Rate	White	Economically Disadvantaged	Hispanic	African American
Clute Int.	6.8	16.3	20.2	74.0	66.7	9.6
Freeport Int.	6.5	14.8	21.8	82.7	66.1	9.3
Lake Jackson Int.	0.9	9.6	64.3	28.8	23.4	7.5
Rasco MS	0.6	7.9	58.6	36.7	27.2	8.5
O'Hara Lanier MS	10.4	14.4	19.0	86.4	67.2	12.3
<i>Source: Texas Education Agency 2010-11 Comparable Improvement Report - Campus Comparison Group</i>						

Exhibit 4.3.3 indicates:

- The percentage of economically disadvantaged students ranged from 28.8 at Lake Jackson Intermediate to 86.4 at Lanier Middle School.
- Lake Jackson Intermediate and Rasco Middle School had the lowest mobility rates, the lowest percentages of economically disadvantaged students, and lowest limited English proficient populations.
- Exhibit 4.3.1 showed that the three intermediate and two middle schools were all rated as Academically Acceptable in 2010-11.

Exhibit 4.3.4 provides student characteristics data for the high schools.

Exhibit 4.3.4

High School Student Population Characteristics in Percentages Brazosport Independent School District 2010-11

	LEP	Mobility Rate	White	Economically Disadvantaged	Hispanic	African American
Brazosport HS	3.5	20.7	26.7	71.5	59.1	11.5
Brazoswood HS	2.0	14.3	53.0	33.9	35.2	7.2
<i>Source: Texas Education Agency 2010-11 Comparable Improvement Report - Campus Comparison Group</i>						

Exhibit 4.3.4 shows the high school student demographics.

- The percentage of economically disadvantaged students ranged from 35.2 at Brazoswood High School to 71.5 at Brazosport High School.
- Exhibit 4.3.1 indicated that both high schools were rated Academically Acceptable in 2010-11.

Exhibits 4.3.2, 4.3.3, and 4.3.4 indicated that student characteristics vary substantially among district campuses, but they are not always predictors of TEA accountability ratings.

Comparison of District, Regional, and Statewide Performance on the Texas Assessment of Knowledge and Skills

TAKS Performance Level Descriptors state: “Met Standard” exemplifies what Texas wants all students to minimally achieve at each grade level for each foundation subject area.” Exhibit 4.3.5 compares the performance of district, state, and regional students in meeting the TAKS “Met Standard” criteria.

Exhibit 4.3.5

State, Regional, and District Percentage of Students Meeting TAKS Performance Standard Brazosport Independent School District 2010-11

	2011			2010		
	State	Region	District	State	Region	District
Reading/ELA	90	90	91	90	91	92
Mathematics	84	86	83	84	85	84
Writing	92	93	95	93	94	94
Science	83	85	82	82	84	84
Social Studies	95	96	95	94	95	95
All Tests*	76	78	76	76	78	77
* All Tests include a composite score for reading/English language arts, mathematics, writing, science, and social studies.						
<i>Source: Texas Education Agency 2011 Academic Excellence Indicator System Report</i>						

Exhibit 4.3.5 displays the percentage of students taking the TAKS in 2010 and 2011 who “Met Standard” at the state, regional, and district levels. As can be seen, performance in all areas fell within a very narrow band.

- District performance in writing increased by one percent from 2010 to 2011.
- BISD scores decreased by one percent in reading/ELA, mathematics, and all tests from 2010 to 2011.
- District performance decreased by two percent in science and remained the same in social studies over the same time period.

- BISD students scored slightly higher than the state and region in reading/ELA and writing in 2011.
- District students in 2011 scored slightly lower than the state and region in mathematics and science. In social studies district students matched the state and were one percent lower than the region.

The auditors reviewed *House Bill 3 Transition Plan*, which describes the new and more rigorous accountability requirements initiated by the State of Texas Assessments of Academic Readiness (STAAR) and End-of-Course tests (EOC), which will replace the TAKS assessments. The new tests focus on readiness for success in subsequent grades and courses with the ultimate goal of preparing students for college and career success.

Considering the change to more rigorous accountability standards, the auditors examined student performance at the “Commended Performance” level on the TAKS assessments. The TAKS Performance Level Descriptors state: “Those for Commended Performance are the goals for the majority of our students. Acquiring these knowledge and skills will provide the foundation for our students’ success in the future.” Exhibit 4.3.6 represents the performance of the state, regional service center, and district students relative to the more demanding “Commended Performance” criteria.

Exhibit 4.3.6

State, Regional, and District Percentages of Students Meeting Commended Performance Standard Brazosport Independent School District 2010-11

	2011			2010		
	State	Region	District	State	Region	District
Reading/ELA	33	34	33	32	33	32
Mathematics	29	31	25	28	30	26
Writing	31	32	31	32	33	32
Science	30	32	30	28	29	29
Social Studies	47	50	45	45	48	44
All Tests	16	17	15	15	16	14
<i>Source: Texas Education Agency 2011 Academic Excellence Indicator System Report</i>						

Exhibit 4.3.6 indicates that the district, region, and state all had fewer students at the Commended level of achievement than at the Meets Standard level, as noted in Exhibit 4.3.5, but relative performance varied little among the groups.

- The percentage of district students at the Commended level increased by one percent in reading/ELA, science, social studies, and all tests from 2010 to 2011.
- District performance decreased by one percent in mathematics and writing from 2010 to 2011.
- State and regional students scored at the same level or slightly higher than BISD students in all subjects during both years, except in 2010 when district students outperformed state students by one percent in science..

As noted previously, Brazosport Independent School District performance on state assessments was comparable to the regional education service center and state scores.

Comparison of BISD Individual School Performance on the TAKS

Exhibit 4.3.7 displays the percentage of test takers at each of the elementary schools reaching the Commended level of performance by subject area over the past four years.

Exhibit 4.3.7

Percentage of Elementary Students Achieving Commended Performance On the TAKS by Campus and Subject Area Brazosport Independent School District* 2008- 2011

School	Reading/ELA				Mathematics				Writing				All Tests			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Austin	42	40	31	38	33	38	26	26	17	32	15	20	24	19	13	15
Beutel	55	63	58	63	49	50	46	51	49	60	46	47	24	36	32	30
Brannen	57	57	62	56	46	58	47	39	47	61	48	50	30	40	33	30
Fleming	17	24	16	24	24	18	13	21	27	20	10	29	8	8	6	11
Griffith	28	42	33	37	33	41	34	40	37	46	35	43	14	23	19	22
Long	17	19	28	24	18	22	17	17	33	32	15	15	6	8	8	8
Ney	49	52	44	54	42	52	34	36	36	38	32	29	23	31	16	24
Ogg	24	30	36	35	27	38	39	31	17	17	23	25	10	15	17	14
Polk	33	39	33	37	37	36	24	39	44	30	31	29	19	16	14	19
Roberts	46	48	45	48	47	43	37	45	51	47	41	59	26	30	24	29
Velasco	18	27	24	28	13	16	11	20	24	18	8	14	5	9	5	8
*Bold font indicates 50% or more students attained Commended level																
Source: Texas Education Agency Academic Excellence Indicator System Report																

Exhibit 4.3.7 indicates the following:

Reading/ELA

- In 2011, the percentage of students reaching the Commended Performance level ranged from 24 percent at Long and Fleming to 63 percent at Beutel.
- Nine elementary schools increased their percentage of students attaining the Commended level in reading/ELA over the four years.
- Ogg and Velasco increased their Commended percentages by 11 and 10 percent, respectively.
- More than 55 percent of Beutel and Brannen students reached the Commended level in reading/ELA for the past four years.

Mathematics

- In 2011, the percentage of Commended students in mathematics ranged from 17 percent at Long to 51 percent at Beutel.
- Five elementary schools increased their percentage of Commended students in mathematics over the four-year time frame.
- Griffith and Velasco each increased their math Commended percentages by seven percent.

Writing

- In 2011, the percentage of Commended students in writing ranged from 14 percent at Velasco to 59 percent at Roberts.
- Six elementary schools increased their Commended percentages over the past four years.

- Ogg and Roberts each increased their writing Commended percentages by eight percent over the time frame.

The auditors did not find a consistent pattern of improvement in Commended performance among the elementary campuses over time. The greatest percentages of Commended scores were in reading/ELA.

Exhibit 4.3.8 provides summary information on the percentage of student test-takers at the three intermediate schools meeting the Commended level in the five core subject tests.

Exhibit 4.3.8

Percentage of Intermediate School Students Achieving Commended Performance on the TAKS Core Subject Assessments By Campus and Subject Area Brazosport Independent School District* 2008-2011

Subject	Clute				Freeport				Lake Jackson			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Reading/ELA	29	25	24	26	33	38	27	28	54	53	48	50
Mathematics	24	21	2	19	15	21	14	15	26	37	30	27
Writing	19	23	26	16	35	34	30	25	40	49	43	35
Science	21	19	22	19	18	17	19	15	39	45	50	54
In 2011, Social Studies	20	35	25	28	34	35	31	27	47	50	51	54
All Tests	10	8	8	9	7	8	6	5	16	23	20	18
*Bold font indicates 50% or more students attained Commended level												
Source: Texas Education Agency Academic Excellence Indicator System Report												

Exhibit 4.3.8 demonstrates the following:

Reading/ELA

- In 2011, the percentages of students attaining the Commended level in reading/ELA ranged from 26 percent at Clute to 50 percent at Lake Jackson.
- None of the intermediate schools increased their percentages of Commended performance over the four years.

Mathematics

- In 2011, the percentages of Commended level students in math ranged from 15 percent at Freeport to 27 percent at Lake Jackson.
- Lake Jackson increased their Commended level in math by one percent over the four years; Freeport's percentage remained the same, and Clute's decreased by five percent.

Writing

- In 2011, the percentage attaining the Commended level of writing performance ranged from 16 percent at Clute to 35 percent at Lake Jackson.
- All of the intermediate schools' Commended levels declined over the time frame.

Science

- In 2011, Commended science performance ranged from 15 percent at Freeport to 54 percent at Lake Jackson.
- Commended science performance increased by 15 percent at Lake Jackson over the time frame and decreased at Freeport and Clute by three and two percent, respectively.

Social Studies

- In 2011, the percentage of students reaching the Commended level in social studies ranged from 27 percent at Freeport to 54 percent at Lake Jackson.
- Commended social studies performance increased by eight percent at Clute and seven percent at Lake Jackson; social studies performance decreased by seven percent at Freeport.

The auditors did not find a consistent pattern of improved Commended performance among the intermediate campuses over time. The greatest percentages of Commended scores were in social studies.

Exhibit 4.3.9 displays the percentage of middle school test-takers achieving the Commended performance level in Reading/English language arts, mathematics, and science.

Exhibit 4.3.9

**Percentage of Middle School Students Achieving Commended Performance
On TAKS Core Subject Assessments by Campus and Subject Area*
Brazosport Independent School District
2008-2011**

Subject	O'Hara Lanier Middle				Rasco Middle			
	2008	2009	2010	2011	2008	2009	2010	2011
Reading/ELA	29	26	21	23	53	52	40	40
Mathematics	29	28	22	17	54	49	37	31
Science	16	29	27	22	57	59	51	42
All Tests	13	13	9	8	36	34	24	21
*Bold font indicates 50% or more students attained Commended level								
Source: Texas Education Agency Academic Excellence Indicator System Report								

Exhibit 4.3.9 indicates:

Reading/ELA

- In 2011, Lanier had 23 percent of its students reaching Commended performance; 40 percent of Rasco students attained Commended performance.
- Over the four-year period, Lanier's Commended performance percentage decreased by six percent; Rasco's Commended scores decreased by 13 percent.

Mathematics

- In 2011, 17 percent of Lanier students reached Commended in math; 31 percent attained Commended at Rasco.
- Mathematics Commended scores declined by 12 percent over the four years at Lanier; math Commended scores decreased by 23 percent at Rasco.

Science

- In 2011, 22 percent of Lanier students attained Commended performance in science; 42 percent of Rasco students received a Commended rating.
- Lanier's percentage of Commended performance increased by six points over the four years; Rasco's Commended scores decreased by 15 percent.

Rasco's Commended scores declined each year in all three subject areas; Lanier's declined in reading/ELA and math, but increased in science.

Exhibit 4.3.10 displays high school results regarding the percentage of students demonstrating Commended performance.

Exhibit 4.3.10

**Percentage of High School Students Achieving Commended Performance
On TAKS Core Subject Assessments by Subject Area and Campus*
Brazosport Independent School District
2008-2011**

Subject	Brazosport HS				Brazoswood HS			
	2008	2009	2010	2011	2008	2009	2010	2011
Reading/ELA	16	14	16	14	31	31	32	30
Mathematics	9	12	12	13	27	30	29	26
Science	5	9	10	14	18	22	27	31
Social Studies	22	35	37	39	42	50	51	52
All Tests	4	5	5	5	13	13	16	16
*Bold font indicates 50% or more students attained Commended level								
Source: Texas Education Agency Academic Excellence Indicator System Report								

Exhibit 4.3.10 demonstrates the following:

Reading/ELA

- In 2011, 14 percent of Brazosport students achieved a Commended rating in reading/ELA; 30 percent of Brazoswood students achieved a Commended rating.
- Brazosport's reading/ELA scores declined by two percent over the time frame; Brazoswood's scores declined by one percent.

Mathematics

- In 2011, 13 percent of Brazosport students achieved a Commended rating in math; 26 percent of Brazoswood students reached Commended.
- Brazosport's Commended scores increased by four percent over the four years; Brazoswood's math scores decreased by one percent.

Science

- In 2011, 14 percent of Brazosport students received a Commended rating in science; 31 percent of Brazoswood students scored at the Commended performance level.
- Brazosport Commended science scores increased by nine percent; Brazoswood Commended scores increased by 13 percent.

Social Studies

- In 2011, 39 percent of Brazosport students received a Commended rating in social studies; 52 percent of Brazoswood students reached that level.
- Brazosport's Commended social studies scores increased by 17 percent over the time frame; Brazoswood students' scores increased by 10 percent.

Both high schools achieved the most Commended performance percentages in social studies. Brazoswood's percentages of Commended scores increased over time in science and social studies and remained stable in reading/ELA and math. Brazosport showed improvement over time in math, science, and social studies.

District Subgroup Performance on the TAKS

While overall district performance on the TAKS was commensurate with state and regional performance, substantial achievement gaps were found among district subgroups. [Exhibit 4.3.11](#) compares the percentages of district subgroups that Met Standard with the total group of test takers.

Exhibit 4.3.11

Texas Assessment of Knowledge and Skills (TAKS) Comparison of Student Subgroups and All Students Meeting Standard Brazosport Independent School District 2010-11

	2011			2010		
	Test Takers	Met Standard	% Met Standard	Test Takers	Met Standard	% Met Standard
Reading/ELA						
All Students	7,929	7,179	91	8,065	7,385	92
African Amer.	682	573	84	830	707	85
Hispanic	3,713	3,248	87	3,533	3,130	89
White	3,239	3,076	95	3,526	3,374	96
Econ. Disadv.	4,389	3,794	86	4,362	3,828	88
Mathematics						
All Students	7,939	6,628	83	8,046	6,786	84
African Amer.	684	491	72	824	608	74
Hispanic	3,706	2,949	80	3,520	2,820	80
White	3,252	2,919	90	3,526	3,189	90
Econ. Disadv.	4,392	3,422	78	4,353	3,416	78
Social Studies						
All Students	2,470	2,339	95	2,501	2,384	95
African Amer.	205	186	91	249	229	92
Hispanic	1,096	1,012	92	991	922	93
White	1,079	1,051	97	1,210	1,183	98
Econ. Disadv.	1,204	1,106	92	1,187	1,095	92
Science						
All Students	3,407	2,799	82	3,389	2,856	84
African Amer.	302	208	69	336	252	75
Hispanic	1,560	1,154	74	1,390	1,062	76
White	1,412	1,315	93	1,591	1,476	93
Econ. Disadv.	1,778	1,310	74	1,712	1,309	76
<i>Source: Texas Education Agency 2011 District Accountability Data Tables</i>						

[Exhibit 4.3.11](#) shows the following:

- In both years fewer African American, Hispanic, and economically disadvantaged students Met Standard in all subjects than All Students or White students.
- In 2011, from four to seven percent fewer African American, Hispanic, and economically disadvantaged students Met Standard in reading/ELA compared to the All Student group.
- In 2011, from 3 to 11 percent fewer African American, Hispanic, and economically disadvantaged students Met Standard in mathematics compared to the All Student group.

- The achievement gap among subgroups was the smallest in social studies. In 2011, from three to four percent fewer African American, Hispanic, and economically disadvantaged students Met Standard in social studies compared to the All Student group.
- The gap was the largest in science. In 2011, from 8 to 13 percent fewer African American, Hispanic, and economically disadvantaged students Met Standard in science compared to the All Student group.

Exhibit 4.3.12 presents seven years of TAKS performance in reading/ELA and mathematics for all students and for the four student groups identified in Exhibit 4.3.11.

Exhibit 4.3.12
Percentage Meeting TAKS Standards for Student Groups
Reading/English Language Arts and Mathematics
Brazosport Independent School District
2005-2011

	2005	2006	2007	2008	2009	2010	2011
Reading/English Language Arts							
All Students	88	91	91	93	94	92	91
African American	79	85	87	89	91	85	84
Hispanic	83	87	87	88	90	89	87
White	92	95	95	97	97	96	95
Economically Disadvantaged	82	86	87	89	90	88	86
Mathematics							
All Students	77	77	79	81	85	84	83
African American	60	59	66	66	75	74	72
Hispanic	71	70	72	75	79	80	80
White	84	84	86	89	91	90	90
Economically Disadvantaged	70	70	72	74	78	78	78
<i>Source: Texas Education Agency, 2011 District Accountability Data Tables</i>							

Exhibit 4.3.12 shows the following:

- From three to five percent improvement can be seen over the time frame in the All Student and subgroup reading/ELA scores.
- From 6 to 12 percent improvement was attained by All Students and subgroups in mathematics.
- While the African American group increased from 60 percent to 72 percent meeting the standard in mathematics, these students still trailed the other groups in this subject area.

Exhibit 4.3.13 presents subgroup performance in social studies and science over the past seven years.

Exhibit 4.3.13

Percentage Meeting TAKS Standards for Student Groups Social Studies and Science Brazosport Independent School District 2005-2011

	2005	2006	2007	2008	2009	2010	2011
Social Studies							
All Students	92	91	89	91	94	95	95
African American	90	85	82	85	93	92	91
Hispanic	85	86	82	86	92	93	92
White	96	95	94	95	97	98	97
Economically Disadvantaged	86	85	81	85	90	92	92
Science							
All Students	68	73	67	73	80	84	82
African American	41	51	51	55	66	75	69
Hispanic	50	59	51	60	70	76	74
White	81	85	82	85	90	93	93
Economically Disadvantaged	49	56	51	59	69	76	74
<i>Source: Texas Education Agency, 2011 District Accountability Data Tables</i>							

Exhibit 4.3.13 indicates the following:

- Social studies scores improved by from one to seven percent for all groups over time.
- The percentages of students meeting standard in science increased from 12 to 28 percent. African American students made the largest increase.

Years to Parity

The previous exhibits presented the past and present TAKS performance of student subgroups on the various subject area tests. In order to identify program needs, district leaders need to project the likely impact of existing efforts over time. The next section examines the likely future impact of the continued use of existing curricular and instructional approaches.

The Brazosport Independent School District mission statement states the belief that all students can experience success in the educational program: “The mission of BISD is to inspire continuous learning and ensure academic success for all students by working as a team to focus on the diverse strengths and needs of our community.”

Performance differences tied to demographic subgroups in the student population do not just indicate current gaps, but suggest the likelihood of persistent trends into future years. Given the stated mission of the district and the expressed intent of district leaders regarding student performance, the auditors determined the number of years it would take for current student achievement gaps to be ameliorated based on the historical rate of annual change in scores. These calculations were based on six years of data and assumed the continuation of existing instructional practices. Therefore, these projections do not take into account changes made in the future.

Exhibits 4.3.11 through 4.3.13 illustrated the levels of disparity existing between White, African American, Hispanic, and economically disadvantaged students on the TAKS in terms of both percentage of students meeting basic standards and those meeting Commended performance standards.

Exhibit 4.3.14 displays the estimated years to parity for African American students compared to White students in reading/English language arts, mathematics, and “all tests” (reading/English language arts, mathematics, writing, science, and social studies).

Exhibit 4.3.14

Estimated Years for African American Students to Reach Parity with White Students In Percentage Meeting TAKS Standard English/Language Arts, Mathematics, and All Tests Brazosport Independent School District 2006-2011

	2006	2007	2008	2009	2010	2011
ELA: Difference in African American and White students' scores	10	7	8	8	6	11
Change in Difference	<i>(First year difference – final year difference)</i>					-1
Average Rate of Change	<i>(Change in difference) / (number of years -1)</i>					-0.2
Years to Parity	<i>(Final year gap / gain by year)</i>					Never
Math: Difference in African American and White students' scores	25	20	23	16	16	18
Change in Difference	<i>(First year difference – final year difference)</i>					7
Average Rate of Change	<i>(Change in difference) / (number of years -1)</i>					1.4
Years to Parity	<i>(Final year gap / gain by year)</i>					12.9
All Tests: Difference in African American and White students' scores	29	24	27	24	23	26
Change in Difference	<i>(First year difference – final year difference)</i>					3
Average Rate of Change	<i>(Change in difference) / (number of years -1)</i>					0.6
Years to Parity	<i>(Final year gap / gain by year)</i>					43.3
<i>Source: Texas Education Agency 2011 Academic Excellence Indicator System Report</i>						

Note: The tabled numbers in columns two through seven represent the difference between the two subgroups in terms of percentage of test takers for all combined grade levels meeting the TAKS base standard. For example, in 2011, 84 percent of African American students met the TAKS standard in English/language arts for all grade levels tested, while 95 percent of the White students met the same standard. The difference (11 percent) appears in the 2011 ELA cell. If the difference in the average rate of change is negative, then parity will never be reached.

Exhibit 4.3.14 shows the following:

- After improvement from 2006 to 2010, African American students fell further behind in English/language arts in 2011. As indicated, if this trend continues, there is no chance the African American subgroup will reach parity with the White subgroup.
- In math, an annualized gain of 1.4 years means that African American students will reach parity with the White subgroup in about 13 years.
- The “All Test” designation is a compilation of all TAKS subject tests administered to all grade levels, and, thus, provides a broad summary of state test performance for each student subgroup. In this analysis, African American students can be seen making a rate of progress that if continued without programmatic change, will result in overall parity in just over 43 years.

Exhibit 4.3.15

Estimated Years for Hispanic Students to Reach Parity with White Students In Percentage Meeting TAKS Standard English/Language Arts, Mathematics, and All Tests Brazosport Independent School District 2006-2011

	2006	2007	2008	2009	2010	2011
ELA: Difference in Hispanic and White students' scores	8	8	9	7	7	8
Change in Difference	<i>(First year difference – final year difference)</i>					0
Average Rate of Change	<i>(Change in difference) / (number of years -1)</i>					0
Years to Parity	<i>(Final year gap / gain by year)</i>					Never
Math: Difference in Hispanic and White students' scores	6	14	14	12	10	10
Change in Difference	<i>(First year difference – final year difference)</i>					-4.0
Average Rate of Change	<i>(Change in difference) / (number of years -1)</i>					0.8
Years to Parity	<i>(Final year gap / gain by year)</i>					Never
All Tests: Difference in Hispanic and White students' scores	19	19	21	19	16	17
Change in Difference	<i>(First year difference – final year difference)</i>					2
Average Rate of Change	<i>(Change in difference) / (number of years -1)</i>					0.4
Years to Parity	<i>(Final year gap / gain by year)</i>					42.5
<i>Source: Texas Education Agency 2011 Academic Excellence Indicator System Report</i>						

The following can be determined upon examination of Exhibit 4.3.15:

- Between seven and nine percent fewer Hispanic test takers met the base English/language arts TAKS standard than the White student subgroup from 2006 to 2011.
- The Hispanic subgroup made no overall gains in English/language arts when compared to the White subgroup; thus, current trends suggest parity will never be achieved.
- The percentage of Hispanic students meeting the TAKS standard in math decreased over the time frame relative to the White Subgroup; thus, parity, given current trends, will not be achieved.
- Slight improvement in Hispanic students all tests performance will, if trends continue, result in parity with the White subgroup in 42.5 years.

Exhibit 4.3.16 displays years to parity calculations among economically disadvantaged students and White students in ELA, mathematics, and all tests.

Exhibit 4.3.16

**Estimated Years for Economically Disadvantaged Students to Reach Parity
With White Students in Percentage Meeting TAKS Standard
English/Language Arts, Mathematics, and All Tests
Brazosport Independent School District
2006-2011**

	2006	2007	2008	2009	2010	2011
ELA: Difference in Econ. Disadv. and White students' scores	9	8	8	7	8	9
Change in Difference	<i>(First year difference – final year difference)</i>					0
Average Rate of Change	<i>(Change in difference) / (number of years -1)</i>					0
Years to Parity	<i>(Final year gap / gain by year)</i>					Never
Math: Difference in Econ. Disadv. and White students' scores	14	14	15	13	12	12
Change in Difference	<i>(First year difference – final year difference)</i>					2.0
Average Rate of Change	<i>(Change in difference) / (number of years -1)</i>					0.4
Years to Parity	<i>(Final year gap / gain by year)</i>					30
All Tests: Difference in Econ. Disadv. and White students' scores	19	19	21	20	18	19
Change in Difference	<i>(First year difference – final year difference)</i>					0
Average Rate of Change	<i>(Change in difference) / (number of years -1)</i>					0
Years to Parity	<i>(Final year gap / gain by year)</i>					Never
<i>Source: Texas Education Agency 2011 Academic Excellence Indicator System Report</i>						

Exhibit 4.3.16 presents the following:

- In English/language arts, the difference in the percentage of students in the White and the economically disadvantaged subgroups meeting the TAKS standard varied by less than 10 percent, but no progress was made toward closing that gap.
- In mathematics, the economically disadvantaged subgroup is making slow progress toward closing this difference. Based on current performance trends, economically disadvantaged students will reach parity with White students in 30 years.
- In the final comparison, which included all subject tests included in the TAKS for the given years, no progress was made in closing the gap.

In summary, estimates of years to parity showed widening achievement gaps among African American, Hispanic, and economically disadvantaged students compared with the performance of White students on “Met Standard” on the TAKS. Given the current approaches, these subgroups will not reach parity with White students unless interventions or procedures change to reverse the current trend.

SAT and ACT Tests

SAT and ACT tests are used as indicators of students' college readiness. [Exhibit 4.3.17](#) displays the mean SAT and ACT scores for the nation, state, region, and district.

Exhibit 4.3.17

Mean SAT and ACT Scores Comparison Nation, State, Region, and District Brazosport Independent School District 2009-2010

	2010				2009			
	Nation	State	Region	District	Nation	State	Region	District
Participation Rate*	-	62.6%	63.3%	49.2%	-	61.5%	62.2%	47.4%
Mean SAT Score**	1017	985	991	1013	1016	985	992	1038
Mean ACT Score***	21.0	20.5	21.0	22.2	21.1	20.5	21.2	22.2
*= the % of graduates who took either the SAT or ACT								
** = includes math plus critical reading scores								
*** = total composite score								
<i>Sources: Texas Education Agency 2011 Academic Excellence Indicator System Report; SAT and ACT websites</i>								

[Exhibit 4.3.17](#) indicates the following:

- District participation in these tests trailed both the state and Region 4 rates by a substantial margin.
- District SAT scores exceeded state and regional scores for both years and the nation in 2009.
- District ACT composite scores were slightly higher than the national, state, and regional scores.

Auditors conducted interviews with board members, central and site administrators, teachers, parents, and community members regarding the quality of student academic performance in the Brazosport Independent School District. The following comments indicated that the analysis of achievement trends had previously not been a common practice.

- “In the past we did not look at data because the data could be bad.” (District Administrator)
- “Before the state notification that we missed AYP this year, the principals and board were not that aware of how the schools were doing.”
- “The principals did not have high enough expectations for student performance. They were just happy to avoid an unacceptable rating.” (District Administrator)
- “Most schools do not monitor students receiving intervention services and just hope for the best.” (District Administrator)

Summary

Auditors found that district performance on the current state assessments was close to state and regional averages. However, substantial achievement gaps exist among district student subgroups. Subgroups consistently performing less well were socioeconomically disadvantaged students, African American and Hispanic students, and students with disabilities. Auditors performed years to parity analysis with some of these student subgroups and found little likelihood of them reaching parity with the higher performing subgroups anytime soon. While some progress has been made related to the higher proportion of students from all subgroups meeting the minimum standard on the Texas Assessment of Knowledge and Skills, as state criteria become more stringent and comprehensive, this progress will not be enough to educate all students to district expectations.

Finding 4.4: The use of data in decision making is emerging in some areas, but a systemic approach to the use of data in all critical functions is lacking.

Professionals working in an effective school system assess the impact of their efforts by analyzing data to help determine if what they are doing is working, whether they should be doing something differently, and how they can do it better. Assessment resources may include data from tests, formative assessments, surveys, program evaluation, external evaluations and accreditation reports, and teacher evaluations. The resulting data need to be made available to all levels of the school system in formats that can be effectively utilized in decision-making situations such as the following:

- District long-range planning;
- School improvement planning;
- Curriculum review, modification, or adoption;
- Classroom teaching decisions;
- Instructional materials selection;
- Professional development planning;
- District and school-based program selection and evaluation; and
- Human and financial resource allocations and budget development.

The auditors reviewed board policies, job descriptions, the District Improvement Plan, campus improvement plans, budgets, written curriculum, and other documents that reflect the collection and use of data. The auditors also interviewed board members, administrators, teachers, other staff, and parents about the use of data in decision-making in the Brazosport Independent School District.

An expectation for the use of data in decision making is exhibited in board policies and job descriptions (see [Findings 1.1, 1.3, and 4.1](#)). Auditors found that while a great deal of student assessment and other data are available to district personnel, these data are not sufficiently accessed throughout the system to provide feedback to guide instructional decision making. Some professional development has been provided on the use of test data (see [Finding 3.1](#)). However, the BISD lacks a formalized student assessment and program evaluation plan to direct the collection and use of data in improving student achievement and in evaluating programs (see [Findings 4.1 and 5.3](#)). In addition, student assessment data are not available for any of the non-core courses taught in the district (see [Finding 4.2](#)). Program evaluations and student assessment data are not used in the budget process (see [Finding 5.1](#)).

Some instances of data use were evident, such as in developing the District Improvement Plan, the Strategic Plan, and some campus improvement plans (see [Finding 1.2](#)). Individual principals, curriculum facilitators, and teachers use data to address their specific circumstances. Formative use of assessment information has been used in some classrooms to identify and report progress toward mastery of specific skills. However, for the most part, the primary uses of data have been to identify student needs for instructional placement or for program services, to support grant application requests, and to attain feedback for purposes of state and NCLB accountability reporting. System-wide and integrated data usage was not found.

The following board policies reference the use of data:

- *Board Policy AID (Legal): Federal Accountability Standards* describes the requirements under the *No Child Left Behind Act* for districts receiving Title I funds for an annual review of the progress of each school in meeting adequate yearly progress criteria.
- *Board Policy BAA (Legal): Board Legal Status Powers and Duties* states that the board has the responsibility to “Publish an annual report describing the district’s educational performance, including campus performance objectives and the progress of each campus toward those objectives.”

- *Board Policy BBD (Exhibit): Board Members Training and Orientation Data* states: “The board monitors the effectiveness and efficiency of instructional programs by reviewing reports prepared by or at the direction of the superintendent and directs the superintendent to make modifications that promote maximum achievement for all students.” This policy goes on to specify that “appropriate assessments” are used to measure achievement of all students.
- *Board Policy BJA (Local): Superintendent Qualifications and Duties* states that the use of student performance feedback data is part of the job role of the superintendent. The policy directs the superintendent to:
 - Ensure that appropriate data are used in developing recommendations and making decisions regarding the instructional program and resources; and
 - Oversee the system for regular evaluation of instructional programs, including identifying areas for improvement, to attain desired student achievement.
- *Board Policy BQ (Legal): Planning and Decision-Making Process* requires the board to ensure that data are gathered and criteria are developed to undertake the required biennial evaluation (of the District Improvement Plan) to ascertain that policies, procedures, and staff development activities are effectively structured to impact student achievement.
- *Board Policy BQB (Legal): Planning and Decision-Making Process: Campus Level* requires that data be used in the development of campus improvement plans as follows: “Each campus-level planning and decision-making committee for a junior, middle, or high school campus shall analyze information related to dropout prevention....”
- *Board Policy EG (Local): Curriculum Development* includes the following with regard to the use of assessment data: “The board report process shall include a statement of instructional goals by grade level, assessment on testing trends data as may be relevant, important new trends that are to be incorporated into the curriculum, recommended instructional resources (e.g., textbooks) in the curriculum, and input from administrators and the teaching staff.”
- Teachers are expected to use test results to assess the status of individual student achievement, regroup students for instruction, and to modify curriculum and instruction.
- *Board Policy EHBC (Legal): Special Programs Compensatory/Accelerated Services* states: “The district shall use student performance data from state basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district’s schools that enable the students to perform at grade level at the conclusion of the next regular school term.” *Education Code 29.081(a)*.
- *Board Policy EHBD (Legal): Special Programs: Federal Title I* is consistent with federal law that requires that the district “Use the state academic assessments and other indicators described in the state plan to review annually the progress of each school served under 20 U.S.C. Title I, Part A...to determine whether the school is making adequate yearly progress.” This policy also allows for the discretionary use of “any academic assessments or any other academic indicators described in the district’s plan to review annually the progress of each school served under Title I, Part A to determine whether the school is making adequate yearly progress.”
- *Board Policy EKB (Legal): Testing Programs State Assessment* specifies that: “Overall student performance data, aggregated by ethnicity, sex, grade level, subject area, campus, and district, shall be made available to the public, with appropriate interpretations, at regularly scheduled meetings of the board, after receipt from TEA.”

Clearly, many board policies have expectations for the collection, analysis, and use of data for sound curriculum management and instructional decision making. Policies provide guidance for data disaggregation, teacher tracking of student mastery, and modification of the curriculum based on performance data. However, the policies fall short in requiring that data be used in decision making throughout all district functions.

The following job descriptions reference the use of data:

- Superintendent—As noted above, *Board Policy BJA (Local)* references the use of data related to decisions about the educational program, but the policy does not require data-driven decisions in other district functions.
- Director of Assessment and Accountability—Works with the curriculum team to improve productivity of all district curriculum and instructional services through the use of data and the implementation of benchmark assessments.
- Subject Area Facilitator—Uses evaluation findings, including student assessment, to examine curriculum and instruction and program effectiveness in assigned subject area.
- Curriculum Coach—Assists teachers in using assessment data to plan instruction.
- Teacher—Conducts assessment of student learning styles and uses results to plan instructional activities.
- Career Technology Counselor—Interprets tests and other appraisal results and communicates them to school personnel, students, and their parents.
- Graduation Campus Coach—Analyzes data to determine students “at risk” of not graduating on time and assists in drop-out prevention by studying scholastic data, demographic data, and achievement data.

The auditors found a number of job descriptions that expect the use of data in instructional decision making, although the principals’ and assistant principals’ job descriptions provide minimal direction for data use. In addition, cabinet members’ and support staff supervisors’ job descriptions lack expectations for data-driven decision making (see [Finding 1.3](#)).

The Brazosport Independent School District could be described as a “data rich” school district, but not “data-driven.” An extensive state accountability system provides data in the following areas:

- Texas Assessment of Knowledge and Skills (TAKS) reports present data on student performance in the core subject areas;
- The Performance-Based Monitoring Analysis System (PBMAS) reports on the performance of school districts in bilingual education/English as a second language, career and technical education, and special education; and
- The Academic Excellence Information System (AEIS) displays data from state assessments and information collection processes related to all facets of school operations.
- Other external data sources are the state accreditation status; accountability ratings; and the annual Adequate Yearly Progress (AYP) evaluations for all public school districts and campuses as required by federal regulation.

In addition to the student performance data available through the state, school district personnel also collect student assessment information (see [Finding 4.2](#)). [Exhibit 4.4.1](#) displays local assessments administered in the BISD at the elementary grade level.

Exhibit 4.4.1

Benchmark and Curriculum Based Assessments Grades 1-4 Brazosport Independent School District January 2012

First Grade			
Reading/ELA	Mathematics	Science	Social Studies
<ul style="list-style-type: none"> Universal Reading Screener—three times per year Tejas Lee measures student's reading, comprehension and reading related skills in Spanish—three times per year Reading End of Year Curriculum Based Assessment—May 	<ul style="list-style-type: none"> Universal Math Screener—three times per year Math End of Year Curriculum Based Assessment—May 	<ul style="list-style-type: none"> Science and Social Studies Diagnostic—September Science End of Year Curriculum Based Assessment—April 	<ul style="list-style-type: none"> Science and Social Studies Diagnostic—September
Second Grade			
<ul style="list-style-type: none"> Universal Reading Screener—three times per year Tejas Lee—three times per year Writing End of Year Curriculum Based Assessment—March Reading End of Year Curriculum Based Assessment—May 	<ul style="list-style-type: none"> Universal Math Screener—three times per year Math End of Year Curriculum Based Assessment—May 	<ul style="list-style-type: none"> Science and Social Studies Diagnostic—September 	<ul style="list-style-type: none"> Science and Social Studies Diagnostic—September
Third Grade			
<ul style="list-style-type: none"> Reading Comprehension Screener—August/September Universal Reading Screener—three times per year Reading STAAR Benchmark—January Writing End of Year Curriculum Based Assessment—May 	<ul style="list-style-type: none"> Universal Math Screener—three times per year Math Fall Curriculum Based Assessment—December Math STAAR Benchmark—March 	<ul style="list-style-type: none"> Science and Social Studies Diagnostic—September Science Fall Curriculum Based Assessment—November Science Spring End of Year Curriculum Based Assessment—May 	<ul style="list-style-type: none"> Science and Social Studies Diagnostic—September Social Studies End of Year Curriculum Based Assessment—May
Fourth Grade			
<ul style="list-style-type: none"> Universal Reading Screener—three times per year Writing STAAR Benchmark—November Reading STAAR Benchmark—January 	<ul style="list-style-type: none"> Universal Math Screener—three times per year Math Fall Curriculum Based Assessment—December Math STAAR Benchmark -March 	<ul style="list-style-type: none"> Science and Social Studies Diagnostic—September Science Fall Curriculum Based Assessment—November Science Spring End of Year Curriculum Based Assessment—May 	<ul style="list-style-type: none"> Science and Social Studies Diagnostic—September Social Studies End of Year Curriculum Based Assessment—May
Sources: Comprehensive Assessment Plan (2011-12) and revised Brazosport Independent School District Benchmark Assessment Schedule (2011-12)			

Exhibit 4.4.2 displays district level assessments that provide data for instructional decision making at grades 5-8.

Exhibit 4.4.2
Benchmark and Curriculum Based Assessments Grades 5-8
Brazosport Independent School District
January 2012

Fifth Grade			
Reading/ELA	Mathematics	Science	Social Studies
<ul style="list-style-type: none"> • Fifth Grade Reading Diagnostic—September • Reading Fall Curriculum Based—November • Reading STAAR Benchmark—January 	<ul style="list-style-type: none"> • Math Diagnostic—September • Math Fall Curriculum Based Assessment—November • -MSTAR Screener (algebra screener)—three times per year • Math STAAR Benchmark—January 	<ul style="list-style-type: none"> • Science and Social Studies Diagnostic—September • Science Fall Curriculum Based Assessment—December • Science STAAR Benchmark—March 	<ul style="list-style-type: none"> • Science and Social Studies Diagnostic—September • Social Studies Fall Curriculum Based Assessment—December • Social Studies Spring Curriculum Based Assessment—May
Sixth Grade			
<ul style="list-style-type: none"> • Sixth Grade Reading Diagnostic –September • Reading Fall Curriculum Based Assessment in—November • Reading STAAR Benchmark— February • ELA Composition Curriculum Based Assessment—November • ELA Revising/ Editing Curriculum Based Assessment—May 	<ul style="list-style-type: none"> • Math Diagnostic—September • Math Fall Curriculum Based Assessment— November • MSTAR Screener—three times per year • Math STAAR Benchmark— March 	<ul style="list-style-type: none"> • Science Diagnostic—September • Science Fall Curriculum Based Assessment December • Science Spring Curriculum based Assessment—May 	<ul style="list-style-type: none"> • Social Studies Diagnostic—September • Social Studies Fall Curriculum Based Assessment—December • Social Studies Spring Curriculum Based Assessment—May
Seventh Grade			
<ul style="list-style-type: none"> • Seventh Grade Reading Diagnostic—September • Scholastic Reading Inventory— Quarterly • Reading STAAR Benchmark— March • Reading Fall Curriculum Based Assessment— November • Writing STAAR Benchmark—November 	<ul style="list-style-type: none"> • Math Diagnostic (including pre-Algebra)—September • Math Fall Curriculum Based Assessment in—November • MSTAR Screener—three times per year • Math STAAR Benchmark— March 	<ul style="list-style-type: none"> • Science Diagnostic—September • Science Fall Curriculum Based Assessment— November • Science Spring End of Year Curriculum Based Assessment—May 	<ul style="list-style-type: none"> • Social Studies Diagnostic September • Social Studies Fall Curriculum Based Assessment—December • Social Studies Spring Curriculum Based Assessment—May
Eighth Grade			
<ul style="list-style-type: none"> • Eighth Grade Reading Diagnostic—September • Scholastic Reading Inventory— Quarterly • Reading STAAR Benchmark—February • English/Language Arts Curriculum Based Assessment—November 	<ul style="list-style-type: none"> • MSTAR Screener—three times per year • Math Fall Curriculum Based Assessment—November • Algebra I— Fall Curriculum Based Assessment—November • Math STAAR Benchmark- February • Algebra I End of Course—May 	<ul style="list-style-type: none"> • Science Diagnostic—September • Science Fall Curriculum Based Assessment— December • Science STAAR Benchmark—March 	<ul style="list-style-type: none"> • Social Studies Diagnostic—September • Social Studies Fall Curriculum Based Assessment—November • Social Studies STAAR Benchmark—March
<i>Sources: Comprehensive Assessment Plan (2011-12) and revised Brazosport Independent School District Benchmark Assessment Schedule (2011-12)</i>			

Exhibit 4.4.3 provides a display of local assessments used in BISD at the high school level.

Exhibit 4.4.3

High School Benchmark and Curriculum Based Assessments Brazosport Independent School District January 2012

High School			
Reading/ELA	Mathematics	Science	Social Studies
<ul style="list-style-type: none"> English I STAAR Benchmark English II & III TAKS English I Fall Curriculum Based Assessment English II Fall Curriculum Based Assessment English III Fall Curriculum Based Assessment English IV Fall Curriculum Based Assessment Scholastic Reading Inventory Quarterly English I End of Course English II End of Course English III End of Course 	<ul style="list-style-type: none"> Algebra I Fall Curriculum Based Assessment Geometry Fall Curriculum Based Assessment Algebra II Fall Curriculum Based Assessment Pre-Calculus Fall Curriculum Based Assessment Math 10, XL TAKS Benchmark Algebra I and Geometry STAAR Benchmark Algebra I End of Course Assessment Geometry End of Course Assessment Algebra II End of Course Assessment 	<ul style="list-style-type: none"> Biology Fall Curriculum Based Assessment IPC Fall Curriculum Based Assessment Chemistry Fall Curriculum Based Assessment Physics Fall Curriculum Based Assessment Science 10, XL TAKS Benchmark Biology End of Course Assessment Physics End of Course Assessment Chemistry End of Course Assessment 	<ul style="list-style-type: none"> World Geography Fall Curriculum Based Assessment World History Fall Curriculum Based Assessment U.S. History Fall Curriculum Based Assessment Government Fall Curriculum Based Assessment Economics Fall Curriculum Based Assessment World Geography STAAR Benchmark Social Studies 10, XL TAKS Benchmark
<i>Sources: Comprehensive Assessment Plan (2011-12) and revised Brazosport Independent School District Benchmark Assessment Schedule (2011-12)</i>			

As can be seen, between state testing, district curriculum based assessments, diagnostics, and benchmark assessments, a great deal of student testing data are collected in the district. The task of organizing this information to support sound curriculum management and effective decision making has historically been impracticable. However, recent efforts have been made to assist instructional staff in the use of these data.

One such effort has been to acquire assessment management and curriculum alignment software. The *Eduphoria!* System, with its linkage to assessment data management, lesson planning, and assessment development has the potential for aiding teachers, principals, and other instructional leaders in identifying salient information and in performing basic disaggregation and data analysis functions. Professional development to support this capability is in its beginning stages, and as such, auditors determined that while the assessment data management system holds promise, at this time, it is generally not used by enough staff or at an adequate level to provide the kind of information needed to guide instruction at any level of the organization.

Auditors heard a number of comments during interviews with professional staff regarding data collection, reporting, and its use. The following are representative comments:

Data Collection and Quality:

- “We have lots of data but it is not focused enough to use to make decisions about our programs.” (Board Member)
- “Currently there are no systematic program evaluation efforts. The only efforts at evaluation are federal compliance reports and occasional requests by district leadership to collect data on a particular program.” (District Director)
- “The current version of Eduphoria was updated recently, resulting in a significant loss of data due to the unintentional over-writing of files.” (District Administrator)

Data Use and Planning:

- “Only a few schools seem to use the assessment data [AWARE] provided in Eduphoria.” (District Administrator)
- “We are using Eduphoria as a platform to bring some consistency to instruction as lesson plans are developed online.” (District Administrator)
- “The teachers are frustrated with the technology in putting their lesson plans on Eduphoria.” District Administrator)
- “Site leaders are beginning to get (program evaluation) training, but there needs to be a continued focus on the use of AWARE in Eduphoria.” (District Administrator)

Assessment Data and Training:

- “At this time, the core academic area facilitators are the primary data customers of the Eduphoria system. They get the information and share with school staff (teachers).” (District Administrator)
- [There is] “Staff development in topics such as the use of Eduphoria” [lesson planning and test data software]. (District Administrator)
- “District staff has gone to training on data use.” (District Administrator)
- “Teachers have been getting trained to use AWARE to get data on testing.” (Principal)

Summary

The auditors found some instances of effective data utilization, but data usage is neither systemic nor evident in all schools and across critical district operations. Board policies and some job descriptions provide expectations for the use of student assessment and program evaluation data in decision making relative to the educational program, but they do not provide sufficient direction for a data-driven school district.

Auditors found that a large volume of data was available to instructional staff at a number of levels and in multiple formats. However, at the time of the audit visit, student assessment and program evaluation data were not consistently used to guide system-wide decision making. The amount and complexity of these data and the changes in staff practices needed for effective use of the new data analysis software have underlined the need for more focused and consistently applied professional development for teachers and administrators to support data use in instructional decision making.

STANDARD 5: The School District Has Improved Productivity.

Productivity refers to the relationship between system input and output. A school system meeting this standard of the TCMAC-CMSi Curriculum Audit™ is able to demonstrate consistently improved pupil outcomes, even in the face of diminishing resources. Improved productivity results when a school system is able to create a consistent level of congruence between major variables in achieving enhanced results and in controlling costs.

What the Auditors Expected to Find in the Brazosport Independent School District:

While the attainment of improved productivity in a school system is a complex process, caused in part by the lack of a tight organizational structure (referred to as “loosely coupled”), common indicators of a school system meeting this audit standard are:

- Planned and actual congruence among curricular objectives, results, and financial allocations;
- A financial database and network that can track costs to results, provide sufficient fiduciary control, and be used as a viable database in making policy and operational decisions;
- Specific means that have been selected or modified and implemented to attain better results in the schools over a specified time period;
- A planned series of interventions that have raised pupil performance levels over time and maintained those levels within the same cost parameters as in the past;
- School facilities that are well-kept, sufficient, safe, orderly, and conducive to effective delivery of the instructional program; and
- Support systems that function in systemic ways.

Overview of What the Auditors Found in the Brazosport Independent School District:

This section is an overview of the findings that follow in the area of Standard Five. Details follow within separate findings.

The auditors found that the Brazosport Independent School District budget development process yielded a budget document and a level of fiscal control that achieved a high standard of fiscal compliance. However, the budget process only involves instructional leaders in decisions on the specific reductions needed at their school or department to meet overall district spending targets. While auditors found language in board policy specifying a connection between fiscal management and the goal of quality education, a means for implementing this and related policy direction was not explicitly stated in fiscal documents or operationalized in the budgets reviewed. Auditors also determined that the current budget process and decisions related to its formation were not linked to measurable indicators of program effectiveness. Consequently, budget decisions regarding the allocation of resources were not based on an analysis of cost-benefit or other evidence of effectiveness.

The auditors found the schools to be generally clean, and, in some cases, sparkling clean. However, a number of facilities concerns were identified. These included leaky roofs, rain water entry under doors, playground safety issues, carpets requiring replacement, lack of emergency lighting in some classrooms, two pipe HVAC systems that do not respond quickly to temperature changes outside, wall and ceiling separation in one school, sewer overflow problems, insufficient heating and cooling in some rooms or areas of schools, a defective dust collection system in a shop class, problems with some chillers, defective door closers, corroding and bursting underground water pipes, lack of fencing needed for safety in some areas, and reports of mold in some schools. Auditors found that planning and policy documents related to facilities were not comprehensive or written in a way that linked educational program needs with facilities’ development, renovation, and maintenance.

District students and staff contend with a myriad of technology connectivity issues, resulting in a substantial percentage of existing computers operating solely as stand-alone devices. This is of special concern as instructional media is becoming progressively more available via technological resources. In addition, the district has deployed very few technology tools to the schools over the past several years. It was noted that

many students have better access to these tools at home, but since not all students have such access, its absence from the schools creates an equity concern. Auditors identified no board policies that address district standards for technology access for students.

The auditors found numerous programs/interventions had been implemented to address various student needs. However, the program selection process varies from school to school, resulting in a large number of disparate efforts system-wide. Programs and initiatives were generally not aligned with the core curriculum to create a coherent and focused approach across the district. Program evaluation decisions are often made informally without cost-benefit analysis.

Finding 5.1: Financial decision making and the budget development process lack cost benefit analyses and are not adequately linked to curricular priorities and core values to promote maximum educational productivity in an environment of diminishing resources.

Educational programs and services require appropriate levels of financial support in order to maintain viability and to improve school system functions and operations. The district general fund budget is the major financial planning document for expressing in dollars board support for the goals and priorities of the school system. As such, the budget should reflect a direct connection between the resources provided and the criticality of the goals toward which those resources are directed. System-wide productivity is enhanced by budgetary decisions that assure adequate resources are allocated to those program efforts that are most closely linked to school system goals and outcomes and that can demonstrate success in meeting those goals and outcomes. Such linkage allows the budget to become a numerical expression of system priorities for curriculum, teaching, and learning and thereby mirrors the essential values of the schools and the community the district serves. Without this systematic connection, decision makers at all levels can easily allow themselves to implement new programs or to expand existing efforts without first determining their linkage to goals and results, thereby diverting resources away from the system's principal mission and focus.

The auditors reviewed Brazosport Independent School District board policies regarding district budget development and other financial matters, three consecutive years of district budgets and independent accountants' financial statements, bond documents, including the advisory committee's 2012 Bond Plan, and job descriptions relating to financial responsibility. Board meeting minutes, the district strategic plan, and the current district improvement plan were also included in the review. Interviews were conducted with board members, central and site-based administrators, teachers, parents, and other community members to determine the budgetary processes used in the school district and the extent to which a direct connection was established between the fiscal resources available and the allocation of resources to support district identified goals and desired student outcomes.

The auditors found that the BISD budget development and decision-making process yielded a budget document and a level of fiscal control that achieved a high standard of fiscal compliance. The independent audits covering the past three-year period received unqualified reports with no material or otherwise reportable findings regarding financial statements or internal controls. In addition, the Financial Integrity Rating System of Texas (FIRST) has awarded Brazosport Independent School District the "Superior Achievement" rating annually since 2001-02. While successful in meeting state and independent financial audit criteria, the district budgeting process and the budget that results from that process are not guided by or fully aligned with the district mission, curriculum goals, or strategic priorities. The budget process as currently conceived is largely a function of instructional leaders deciding only on the specific reductions needed at their school or department to meet overall district spending targets. Specifically, communication with principals concerning the budget over the past several years has consisted of centrally decided budget reductions that the principals then decide how to implement at their respective schools.

While auditors found language in board policy specifying a connection between fiscal management and the goal of quality education, a means for implementing this and related policy direction was not explicitly stated in fiscal documents or operationalized in the budgets reviewed. Auditors also determined that the current budget process and decisions related to its formation are not linked to measurable indicators of program effectiveness. Consequently, budget decisions regarding the allocation of resources are not based on an analysis of cost-benefit

or other evidence of effectiveness. This is of particular concern as the Brazosport Independent School District and its leadership face the prospect of additional rounds of state reductions within the current fiscal year and beyond. Without the kind of performance data needed to make decisions regarding the retention, modification, or elimination of program efforts, such decision making may rest on factors less likely to bring about improved program performance and outcomes (see Findings 4.1, 4.4, and 5.3).

Board policies related to budget development and decision making, fiscal planning and accountability, budget priorities, and other budgetary matters include the following:

- *Board Policy AE (Local): Educational Philosophy: Vision Element Goals - Finance* calls upon district leadership to:
 - Become “best cost provider” of exemplary public education services;
 - Accumulate an appropriate fund balance;
 - Utilize temporary funding sources to accomplish long term objectives; and
 - Understand/minimize the financial impact of the district being a “property wealthy” school district.
- *Board Policy BAA (Legal): Board Legal Status: Powers and Duties* specifies that the board has responsibility for filing a budget for the succeeding fiscal year.
- *Board Policy BBD (Exhibit): Board Members Training and Orientation* makes a firm connection between the budgeting process and the achievement of the district vision, mission, and goals. In addition, it describes board responsibility for assuring accountability by reviewing how resources are used to support the vision, mission, and goals. Specifically,
 - The board adopts a budget that incorporates sound business and fiscal practices and provides resources to achieve the district’s vision, mission, and goals.
 - The board reviews the efficiency and effectiveness of district operations and use of resources in supporting the district’s vision, mission, and goals.
- *Board Policy BQB (Legal): Planning and Decision-Making Process – Campus-Level* states under the responsibilities section that “In accordance with the administrative procedures established under *Education Code 11.251(b)*, the campus-level committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. *Education Code 11.251(d)*.”
- *Board Policy CE (Local): Annual Operating Budget - Budget Planning* states that budget planning cannot be separated from program planning and that budget planning and evaluation need to be engaged in continuously. Specifically, “Budget planning shall be an integral part of overall program planning so that the budget effectively reflects the district’s programs and activities and provides the resources to implement them. In the budget planning process, general educational goals, specific program goals, and alternatives for achieving program goals shall be considered, as well as input from the district- and campus-level planning and decision-making committees. Budget planning and evaluation are continuous processes and shall be a part of each month’s activities.”
- *Board Policy CFA (Legal): Accounting Financial Reports and Statement* stipulates that “The board must adopt and install a standard school fiscal accounting system that meets the minimum requirements prescribed by the State Board of Education; is consistent with state financial laws; does not misrepresent the nature, scope, or duration of the financial activities of the state or the district; may follow the statutory standards in *Government Code Chapter 2264* when other accounting bases conflict with state law; and conforms with generally accepted accounting principles. *Education Code 44.007(a), (b); Gov’t Code 2266.002; 19 TAC 109.1, 109.41*.”

- *Board Policy EG (Local): Curriculum Development* states the intent of the district leadership to establish a program-driven budget process in the district. As specified in this policy, “It is the intent of the administration to move the district’s budget toward a document that reflects funding decisions based on the organization’s educational goals and priorities—a document commonly referred to as a program-driven budget. The budget development process will ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reduction or increase in funding levels can be addressed in those terms. The format used in preparation will reflect these considerations, and the public document eventually developed will be an interpretive document that communicates the budget to the public in consideration of the goals and priorities. The expected results of proposed expenditures will be clearly explained in the public document as well as in the proposal-preparation documents.”

Although *Board Policy EG* includes policy language that signals the intent to move toward a program-based budget process, the policy was adopted August 9, 1999, and evidence of implementation was not found in the current budget process as described to the auditors. A newer policy, *Board Policy CE (Local): Annual Operating Budget – Budget Planning*, dated August 17, 2011, makes a clear connection between budget and program planning. However, at this time auditors determined that the BISD is not utilizing a program-driven, performance-based allocation system in setting, managing, and overseeing its budget. Evidence was not provided to auditors demonstrating school district priorities as having been identified through system-wide program evaluation (see Findings [4.1](#), [4.4](#), and [5.3](#)) and then prioritized with first dollars being directed toward the highest priorities. Interviewees confirmed that most programs and initiatives were not being evaluated for efficacy prior to program funding allocations for the coming year, in spite of the fact that such language does appear in the current adopted policy of the board.

Several other district planning documents reference budget and financial goals. For example, the 2011-12 Improvement Plan includes the following goal related to the fiscal process: “BISD will ensure fiscal accountability and responsibility through sound stewardship of the district’s financial resources and will allocate funds in an effective manner in line with all provisions of the Federal and State accounting regulations.”

In addition to board policies and planning documents, school boards also exercise system controls through the responsibilities assigned to administrators. The Brazosport Independent School District Board has delegated budget development, implementation, and/or monitoring authority to the superintendent or designees. *Policy BJA (Legal)* holds the superintendent responsible for “Preparing and submitting to the board a proposed budget and administering the budget.” In addition, *Board Policy BJA (Local)* assigns to the superintendent the following:

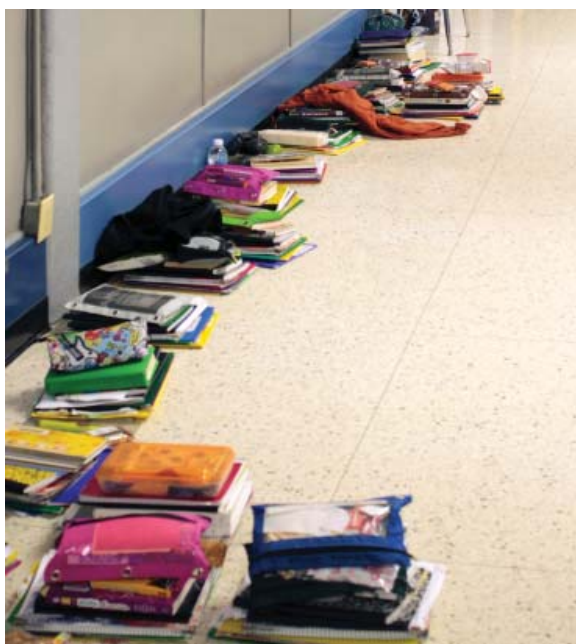
- Overseeing a budget development process that results in recommendations based on district priorities, available resources, and anticipated changes to district finances;
- Overseeing budget implementation to ensure appropriate expenditure of budgeted funds, to provide for clear and timely budget reports, and to monitor for effectiveness of the process;
- Ensuring that district investment strategies, risk management activities, and purchasing practices are sound, cost-effective, and consistent with district policy and law; and
- Maintaining a system of internal controls to deter and monitor for fraud or financial impropriety in the district.

These responsibilities relate to efficiency and compliance, but do not require the superintendent to incorporate system performance data in the budget preparation process or see to the implementation of other aspects of program-based budgeting.

The other district position having major delegated responsibility for the budget is the Chief Fiscal Officer. The following duties are assigned to this individual:

- Direct and manage the operation of all financial and business affairs of the district including accounting, payroll, purchasing, risk management, and tax collection.
- Serve as the chief financial advisor to the superintendent and board of trustees.

Overall, although board policies support program-driven budgeting, the auditors did not find direct linkage between district and campus improvement planning and the budget development process. Program evaluations and other performance data that could be used to justify difficult budget decisions and support improved student outcomes were also not found to be part of the budget development process at this time.



Lack of lockers and classroom storage results in books lying in the hallway at Beutel Elementary

The section that follows provides information about the fiscal performance of the district as well as the internal and external demands made upon the general fund and capital budgets.

Exhibit 5.1.1 presents the government fund revenue sources and expenditures for the past three fiscal years.

Exhibit 5.1.1

Statement of Revenues, Expenditures, and Changes in Fund Balances Governmental Funds Brazosport Independent School District FY 2009-2011

	2011	2010	2009
Revenues (for fiscal years ending August 31)			
Total Local and Intermediate Sources	\$84,315,565	\$87,573,589	\$90,811,688
Total State Program Revenues	\$23,529,871	\$21,909,888	\$27,897,723
Total Federal Program Revenues	\$17,788,656	\$16,861,586	\$12,912,217
Total Revenues	\$125,634,092	\$126,345,063	\$131,621,628
Expenditures (for fiscal years ending August 31)			
Instruction	\$57,074,273	\$59,413,438	\$58,335,857
Instructional Resources/Media Services	\$1,863,782	\$1,937,409	\$1,915,260
Curriculum and Staff Development	\$1,287,498	\$1,428,329	\$1,106,101

Exhibit 5.1.1 (continued) Statement of Revenues, Expenditures, and Changes in Fund Balances Governmental Funds Brazosport Independent School District FY 2009-2011			
	2011	2010	2009
Instructional Leadership	\$2,002,346	\$1,799,126	\$1,817,713
School Leadership	\$6,324,201	\$6,284,836	\$6,452,996
Guidance, Counseling, and Evaluation	\$3,865,656	\$3,662,868	\$3,892,606
Social Work Services	\$292,699	\$304,437	\$308,725
Health Services	\$1,166,912	\$1,214,658	\$1,165,059
Student Transportation	\$3,210,911	\$1,813,873	\$1,651,163
Food Services	\$6,148,375	\$6,073,543	\$6,100,006
Extracurricular Activities	\$3,962,957	\$3,907,828	\$3,172,370
General Administration	\$1,747,464	\$1,857,273	\$1,779,313
Plant Maintenance and Operations	\$10,088,000	\$10,258,172	\$9,749,275
Security and Monitoring	\$546,319	\$473,050	\$361,666
Data Processing Services	\$1,899,089	\$1,806,920	\$1,252,766
Community Services	\$153,781	\$158,486	\$146,280
Principal on Long Term Debt	\$7,028,660	\$6,619,960	\$6,306,624
Interest on Long Term Debt	\$5,495,167	\$5,642,112	\$5,949,080
Bond Issuance and Fees	\$332,958	\$143,826	\$9,741
Capital Outlay	\$5,562,878	\$451	\$4,184
Contracted Instructional Services—Other Districts	\$1,224,911	\$1,492,254	\$9,965,207
Payment from/to Service Arrangements	\$3,419,663	\$3,093,728	\$3,761,833
Payment to Juvenile Justice	\$71,200	\$154,000	\$189,810
Other Intergovernmental	\$608,826	\$615,653	\$596,197
Total Expenditures	\$125,378,526	\$120,156,230	\$125,989,832
Excess of Revenues Over Expenditures	\$255,566	\$6,188,833	\$5,631,796
<i>Source: Brazosport Independent School District Annual Financial Reports for Fiscal Years 2009, 2010, and 2011</i>			

In looking at revenues in [Exhibit 5.1.1](#), the downward trend in funding over the past three years is unmistakable. Local and state revenue are down over \$10 million over this period, which has been countered in part by an increase of federal revenues amounting to about half of the state and local reduction over the same period. While helpful over the short term, it is difficult to envisage the continuation of federal funding at this level throughout the time that conditions influencing state and local funding remain dire. District leadership and the board have worked hard to maintain and even add to fund balances for a number of years, allowing some flexibility for dealing with fiscal uncertainty in the state. The statement of revenues, expenditures, and changes in fund balances for government funds for the year ending August 31, 2011, provided in the annual financial report for that year stated an ending fund balance of \$34,224,651, while district net assets at fiscal year-end totaled \$41,410,436.

The Brazosport Independent School District is comprised of 19 schools, including an alternative education center, an administrative center, transportation facility, and a re-purposed building used as a district technology center. These facilities and the land upon which they are situated represent a major capital investment of the community (see [Finding 5.2](#)). [Exhibit 5.1.2](#) provides the current valuations of the district's capital assets. These assets and their maintenance represent significant long-term costs.

Exhibit 5.1.2

District Capital Assets (Net of Depreciation) Brazosport Independent School District 2009-2011

(Fiscal Year Ending August 31)	2011	2010	2009
Land	\$2,260,973	\$2,260,973	\$2,260,973
Land Improvements	\$1,566,260	\$1,726,428	\$1,965,695
Buildings and Improvements	\$134,310,652	\$138,105,331	\$142,136,914
Furniture, Equipment and Vehicles	\$5,099,668	\$3,897,888	\$3,577,204
Construction in Progress	\$5,541,617	\$45,887	\$45,887
Total Capital Assets	\$148,779,170	\$146,036,507	\$149,986,673
<i>Source: Brazosport Independent School District Annual Financial Reports for 2009, 2010, and 2011</i>			

The major funding source for the acquisition, and, in some cases, preservation of the capital assets of the district has been bond financing. [Exhibit 5.1.3](#) provides an examination of the district ability to raise funds through the issuance and sale of school bonds. In addition to general fund revenues and expenditures, the Brazosport Independent School District uses bond funding for capital improvement, including major renovations, new or replacement school buildings, and targeted purchases such as in the area of technology. While the amount of bond debt is a significant factor in assessing a district's fiscal health, bond financing is designed so that property taxes, based on the district aggregate taxable property valuation (AV), are levied outside of general fund sources specifically for the repayment of bonds. It is important to note that the district has never defaulted on bonded indebtedness obligations.

Exhibit 5.1.3

Relation of Bond Debt to Taxable Assessed Valuation Brazosport Independent School District 2006-2011

Fiscal Year Ended August 31	Taxable Assessed Valuation (AV)	AV Tax-Supported Bond Debt	Ratio: Bond Debt to AV
2006	\$6,167,488,798	\$159,597,441	2.59
2007	\$6,422,002,991	\$163,354,564	2.54
2008	\$6,785,512,912	\$158,214,498	2.33
2009	\$7,226,607,868	\$143,174,288	1.98
2010	\$6,973,799,658	\$128,386,527	1.84
2011	\$6,461,406,932	\$120,941,932	1.87
<i>Source: Unlimited Tax Refunding Bonds Series 2011 Official Statement dated June 9, 2011</i>			

[Exhibit 5.1.3](#) above displays the district taxable assessed valuation, the bonded indebtedness (bond obligation outstanding), and the ratio between the two for each of the past six years. As can be seen, district assessed valuations trended up between 2006 and 2009, and then, in line with national trends, dropped about a quarter billion dollars in 2010 and another half billion dollars in 2011. The 2011-12 district budget document predicts continued declines for 2012-13. In spite of this reduction in the taxable property base, debt ratios have improved due to reductions in tax debt. This reduction includes repayments to loan principal and to the district practice of periodically refunding bonds. The \$8,984,985 Unlimited Tax Refunding Bonds Series 2011 was used to refund previously issued Series 2003A Bonds. Such refunding efforts reduce bond debt, and, hence, the ratio of debt to AV. While the debt load of the school district is well within its allowed debt capacity of about seven percent of AV, there are multiple taxing jurisdictions, including the county government, college district, and several municipalities. To the extent that these jurisdictions overlap within the district, there exists overlapping debt. The resulting total bond debt, including the district debt, amounts to about \$212,700,000 or 3.29 percent of taxable assessed valuation.

One potential concern, even at this relatively low level of debt, is the fact that just 10 local corporate taxpayers, including Dow Chemical Company and BASF Corporation, account for well over half of the district's assessed valuation. If one of the larger businesses or several smaller companies among these 10 were to default on their property tax payments, the district's ability to make timely debt service payments could be adversely impacted.

At this time, several Texas school districts or groups of districts are mounting a legal challenge to the current system of school finance. This system was developed in 2006 in response to a state Supreme Court ruling finding the system unconstitutional in 2005. At issue in this litigation is the treatment of "property rich" school districts, of which BISD is one. These districts are required to make "equalization" payments back to the state, presumably to allow their redeployment to property poor districts. This has created an added burden for the district amounting to just over \$1,000,000 in the most recent budget year. The potential impact of such litigation makes a difficult funding environment that much more unpredictable.

The primary function of a performance- (or program-) based budget is to use student outcomes to make budget decisions so that adequate resources are allocated to the programs that are most closely linked to key school system goals. Exhibit 5.1.4 provides an analysis of the current budget process to determine whether the components of a performance-based budget are present and applied.

Exhibit 5.1.4
Components of a Performance-Based Budget and
Adequacy of Use in the Budget Development Process
Brazosport Independent School District
January 2012

Performance-Based Budget Components	Auditors' Rating	
	Adequate	Inadequate
1. Tangible, demonstrable connections are evident between assessment of operational curriculum effectiveness and allocations of resources.		X
2. Rank ordering of program components is provided to permit flexibility in budget expansion, reduction, or stabilization based on changing needs or priorities.		X
3. Each budget request or submittal is described to permit evaluation of consequences of funding or non-funding in terms of performance or results.		X
4. Cost benefits of components in curriculum programming are delineated in budget decision making.		X
5. Budget requests compete for funding based upon evaluation of criticality of need and relationship to achievement of curriculum effectiveness.		X
6. Priorities in the budget are set by participation of key educational staff in the allocation and decision-making process. Teacher and principal suggestions and ideas for budget priorities are reflected and incorporated in budgeting decisions.	X	
Total	1	5
Percentage of Adequacy	16.7%	

As is shown in Exhibit 5.1.4, auditors considered only one of the six components of performance-based budgeting, or 16.7 percent, to be present in the BISD budget process. Adequacy requires the presence of at least four of the six components, or 70 percent.

Further comments are provided below for each component.

Characteristic 1: Connections (Inadequate)

This criterion was not met. The current budget development process is efficient and effective within the parameters of a business office function. This process has met state accountability requirements over the years and has consistently produced positive fund balances. However, the auditors found that not only is there a lack of connection between assessment of curriculum effectiveness and allocations of resources, in most cases, such assessment was not available or not used for either program improvement or resource allocation. In addition,

there was a lack of funding for some major program efforts, as well as for needed improvements in technology at all levels and in most facilities (see [Finding 5.2](#)).

Characteristic 2: Rank Ordering (Inadequate)

This component was rated as inadequate. The auditors found some evidence of board level program ranking, but no reliable process or procedure for identifying and rank ordering of program components. Auditors found no generally accepted process or systematic use of performance data upon which to decide which programs would be reduced or terminated at the school level. While *Board Policy CE* states that budget planning cannot be separated from program planning and that budget planning and evaluation need to be engaged in continuously, reductions in programs at the schools appear to be initiated only when budget reductions are directed from the district level and not in response to ongoing program planning or the use of program evaluation data.

Characteristic 3: Description for Evaluation of Funding/Not Funding Consequences (Inadequate)

This component was considered inadequate. Auditors found no evidence that a district budget process exists whereby the consequences of funding or not funding all or portions of each program effort were described to facilitate budget decision making.

Characteristic 4: Cost Benefit Analysis (Inadequate)

This criterion was not met. Auditors determined that program cost-benefit analysis was not supportable in the district due in part to the lack of comprehensive program evaluation data upon which to base that analysis (see [Findings 4.1](#), [4.4](#), and [5.3](#)). While auditors were made aware of some programs that were terminated and replaced by others, no documentation was provided regarding how performance data were used to decide on the elimination of one program or the initiation of the other.

Characteristic 5: Competition on Basis of Need and Effectiveness (Inadequate)

This component was rated as inadequate. As noted previously, the auditors found no systematic program evaluation process. When program evaluations occurred, they were generally initiated by outside entities such as the state and not used in support of budget decisions. The current budget process does not specify a process in which program efforts are selected for expansion, modification, or elimination based on documented program outcomes. In terms of “need,” some programs were clearly valued over others. However, auditors found no standard rubric for determining the criticality of need and, in practice, found that different schools determined program need in different ways.

Characteristic 6: Decision-making Process (Adequate)

Auditors rated this component as minimally adequate. The budget cannot be viewed as an isolated document as it directs the use of resources across the system and thus influences system-wide results. As noted previously, an effective budget process is one that uses outcome data to help guide decision making. In addition, as the budget impacts all staff members as well as members of the community who support the budget via their taxes, the goals, values, and aspirations of stakeholders should be considered. The Brazosport Independent School District budget process is tightly held; however, auditors found some avenues by which individuals in the schools were able to represent themselves and others in the communication of school and program needs. Principal input in particular does impact specific aspects of the budget. While the practice of involvement in budgetary decisions is just beginning, some language supporting this process was evident.

The following quotes represent some of the main themes heard by the auditors during interviews with regard to the district budget process. A number of comments alluded to a fiscal situation that is challenging and expected to get worse, a budget process that is not organized around district priorities, and budget decision making that is not informed by student and program performance data.

- “The principals are told the percentage of their budget to cut, and they make the decisions of what to cut at their schools.” (Principal)
- “We are looking for funding requests to be linked to needs assessments in the future.” (District Administrator)

- “The board uses a ranking process that also calls for members to add input. Board members have preferences, but specific data are not provided. Cuts and other changes are brought to board for approval.” (Board Member)
- “We need a process that helps us decide ‘Is this something we should be spending our money on?’” (Board Member)
- “We have a budget crisis and that’s our number one issue.” (Board Member)

Summary

The auditors found that the Brazosport Independent School District budget development and decision-making process yields a budget document and a level of fiscal control that has achieved a high standard of fiscal compliance. While successful in meeting state and independent financial auditor criteria, the district budgeting process is not guided by or fully aligned with the district mission, curriculum goals, or strategic priorities.

While auditors found language in board policy specifying a connection between fiscal management and the goal of quality education, a means for implementing this and related policy direction was not found in fiscal documents or operationalized in the budgets reviewed. Auditors also determined that the current budget process and decisions related to its formation were not linked to measurable indicators of program effectiveness. Consequently, budget decisions regarding the allocation of resources are not based on an analysis of cost-benefit or other evidence of effectiveness. This is of particular concern as the Brazosport Independent School District and its leadership face the prospect of additional rounds of state reductions in the current fiscal year and beyond. Without the kind of performance data needed to make decisions regarding the retention, modification, or elimination of program efforts, such decision making may rest on factors less likely to bring about improved program performance and outcomes.

Finding 5.2: A comprehensive long-range facilities plan is lacking to provide flexibility in addressing changes in student enrollment and to support facilities and technology improvements to meet evolving needs.

Delivery of the curriculum requires an appropriate setting and a supportive physical environment. Providing adequate educational and support facilities is a major responsibility shared by the school district and the community. These facilities represent a substantial investment, both in terms of initial capital outlay for their construction, and in the ongoing costs to keep them adequately maintained. The design of school facilities, adequacy of space, environmental controls within that space, and flexibility of use should all work together to support the instructional program. Facilities that are well maintained, clean, appropriately heated and cooled, and safe help establish a learning climate that is both pleasant and conducive to the delivery of the educational program.

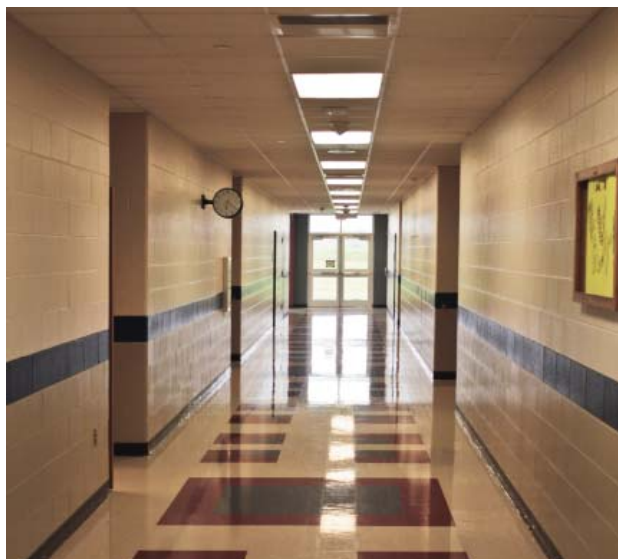
Long-range facility planning provides for the effective use of funding and real estate to meet both current and future student needs. Planning should be based on the analysis of all factors that may impact the learning environment such as enrollment trends, curriculum needs, student demographic changes, evolving instructional practices, exceptional student requirements, technology advancements, community needs, and the support services needed to maintain that environment. Long-range planning ensures that a school system is prepared financially for the task of maintaining a level of quality in existing and future facilities commensurate with community expectations and students’ educational needs.

The auditors visited each of the district’s school sites and most of its classrooms to gather data on the school facilities. Auditors interviewed board members and district employees regarding facilities and technology planning. They reviewed board policies, the Bond Plan (2012), the Ten Year Facilities Maintenance Plan: Level I (2008-2016) and Level II (2013-2018), the BISD Technology Plan (2010-2013), BISD Improvement Plan (2011-12), and Strategic Planning documents (2011-2016).

Overall, the auditors found that facilities planning and policy documents are not comprehensive nor link educational program needs with facilities development, renovation, and maintenance. The Bond Plan and the

Ten Year Facilities Plan Maintenance plan reviewed by the auditors contain components of facilities planning, but they do not meet audit standards for comprehensive, long-term planning.

The Ten Year Facilities Maintenance Plan: Level I (2008-2016) and Level II (2013-2018) provides a summary of project completion status, identification of deficiencies, and the cost of capital improvements. This plan also includes a prioritized listing of additional facilities needs documented with detailed photographs of existing conditions. With facilities and technology concerns evident to many in the district and community, staff members, working with a Bond Advisory Committee, recently completed a Bond Plan in anticipation of a possible facility and technology bond election in the near future.



Most schools are kept very clean as noted in this Brazosport High School hallway

Interviews with district and campus-based personnel indicated that the lack of funding for technology over the past several years has prevented the district from providing updated software and critical technology hardware upgrades that have impacted the delivery of the educational program. These conditions, as well as those related to facilities safety, comfort, and building code compliance, have led district officials to look beyond a strained general fund budget to an upcoming bond referendum to address these deficiencies.

The auditors reviewed board policies to determine BISD expectations for facilities and how they are to be maintained and managed to support the educational mission. The following policies reference those expectations.

- **Board Policy AE (Local): Educational Philosophy** specifies the following with regard to facilities and transportation services:
 - Develop an ongoing, preventive maintenance program;
 - Develop an ongoing, long-term refurbishing program/ schedule for all facilities;
 - Update the demographic study;
 - Understand/maximize the effect of changing laws and regulations on energy savings; and
 - Maintain/maximize student and employee safety.
- **Board Policy CLB (Legal): Buildings, Grounds, and Equipment Management Maintenance** states that “Every school building shall be located on grounds that are well drained and maintained in a sanitary condition. All buildings shall be properly ventilated and provided with an adequate supply of drinking water, an approved sewage disposal system, hand washing facilities, a heating system, and lighting facilities, all of which shall conform with established standards of good public health engineering practices.” In addition, this policy requires that “All school buildings and appurtenances to buildings

shall be maintained in a sanitary manner, and all full-time building custodians and janitors shall know the fundamentals of safety and school sanitation.”

- *Board Policy CS (Legal): Facilities Standards* sets forth requirements based on the state education code for new facilities and major space renovations as follows: “All new facilities and major space renovations approved by the board after January 1, 2004, shall meet the facility standards established by the Commissioner as set out in *19 Administrative Code 61.1036*. Other renovations associated with repair or replacement of architectural interior or exterior finishes, fixtures, equipment, and electrical, plumbing, and mechanical systems are not subject to space or educational adequacy requirements, but must meet construction quality standards. *Education Code 46.008; 19 TAC 61.1036*”

This policy also requires staff to develop an “Educational Program” document and create educational specifications consisting of “a written document for a proposed new school facility or major space renovation that includes a description of the proposed project, expressing the range of issues and alternatives.” The policy also provides detailed information pursuant to the required components of the educational specifications document. Finally, the policy includes additional buildings requirements such as those related to accessibility, security, playground safety, outdoor lighting, and fire escapes.

- *Board Policy CKA (Legal): Safety Program/Risk Management Inspections* requires a management plan for facilities asbestos, stating: “An asbestos management plan shall be developed for each school and submitted to the Texas Department of State Health Services (TDSHS) for approval. This plan shall be developed by an accredited management planner who may be required to sign a statement that the plan is in compliance with federal asbestos regulations.”

Auditors found that board policy does not direct alignment of facility planning with the curriculum and instructional goals of the district. While *Board Policy CS (Legal): Facilities Standards* specifies the development of an educational specifications document for new and renovated schools completed after January 1, 2004, auditors did not receive such documents for the five rebuilt schools or the four renovated schools completed in the district since 2006. Auditors did not find board policies that address district standards for technology access for students.

The Brazosport Independent School District was formed in 1944 when three local school districts merged into one (see [History](#) in the [Introduction](#)). The one school that existed prior to the unification, Elisbet Ney Elementary, continues to operate in essentially its original form up to the present time. While a number of schools have been replaced and new schools have been built over the years, many aging facilities are in need of substantial renovations. [Exhibit 5.2.1](#) provides information on the age and replacement/renovation history of the district’s schools and facilities.

Exhibit 5.2.1

History of School Construction and Renovation Brazosport Independent School District January 2012

Campus	Original Construction	Rebuilt	Renovated	Facility Age
Austin Elementary	1953			59
Beutel Elementary	1958			54
Brannen Elementary	1968			44
Fleming Elementary	2000			12
Griffith Elementary	1990			22
Long Elementary	1951		2002	61
Ney Elementary	1943		2002	69
Ogg Elementary	1955			57
Polk Elementary	1980		2007	32
Roberts Elementary	1960		2007	52

Exhibit 5.2.1 (continued) History of School Construction and Renovation Brazosport Independent School District January 2012				
Campus	Original Construction	Rebuilt	Renovated	Facility Age
Velasco Elementary	1942	2007		5
Lanier Middle School	1944	2007	1994	5
Rasco Middle School	1994			18
Clute Intermediate	1940	2007		5
Freeport Intermediate	1997			15
Lake Jackson Intermediate	1948	2007		5
Brazosport High School	1952	2007		5
Brazoswood High School	1968		2007	44
Lighthouse Learning Center	n/a		2006	
Administration Building	1971			41
Maintenance	1970			42
Transportation/Child Nutrition	1980			32
Technology	1952			60
<i>Source: Brazosport ISD Strategic Planning documents(2011-2016)</i>				

During school visits the auditors found the schools to be generally clean with custodial staff efforts well regarded in most schools. However, numerous facilities concerns were identified. The schools that have operated the longest without renovation tend to have the most facility issues, but other schools have a variety of functional issues as well. These included leaky roofs, rain water entry under doors, playground safety issues, carpets requiring replacement, lack of emergency lighting in some classrooms, two pipe HVAC systems that do not respond quickly to temperature changes outside, wall and ceiling separation in one school, sewer overflow problems, insufficient heating and cooling in some rooms or areas of schools, a defective dust collection system in a shop class, problems with some chillers, defective door closers, corroding and bursting underground water pipes, lack of fencing needed for safety in some areas, and reports of mold in some schools.

Additionally, district students and staff contend with a myriad of technology connectivity issues. The district has deployed few technology tools to the schools over the past several years. The District Improvement Plan stated the following about the current status of district technology: “A major area of need is technology funding. The district has relied, in a large part, on bond funding to implement and maintain technology. With limited local funds and no current bond program, technology funding is extremely inadequate. Lack of funding over the past several years has prevented the district from providing updated software and critical technology hardware upgrades.”

The District Improvement Plan also listed the following technology needs:

- Emphasis on student use of technology in classrooms as a learning tool;
- Identification and allocation of new technology funding sources to meet district technology plan goals and state mandates;
- Upgrade of network infrastructure both wired and wireless;
- Acquisition and implementation of video security for all campuses;
- Acquisition and implementation of streaming servers;
- Provision of campus-based instructional support for technology integration;
- Upgrade and acquisition of software/hardware to support technology applications and curriculum;
- Increase in district faculty, staff, and student technology proficiency;

- Expansion of virtual courses for all secondary students;
- Provision of an improved disaster recovery plan which includes a new backup/data storage system; and
- Acquisition of a centrally located technology facility large enough to house all technology personnel and training center.

These needs, as well as those related to facilities safety, comfort, and building code compliance, have led district officials to look beyond a strained general fund budget to a bond referendum to address these deficiencies. Auditors examined the Bond Advisory Committee plan for meeting these needs and identified seven major funding categories displayed in Exhibit 5.2.2

Exhibit 5.2.2

Major Allocation Categories for Proposed Bond Funds Brazosport Independent School District January 2012

Instructional Resources (non-technology)	\$838,733.00
Technology Devices and Media	\$11,710,997.00
Technology Infrastructure	\$11,020,000.00
Facilities Renovation	\$9,630,000.00
Security	\$3,359,500.00
Maintenance/Transportation Support	\$730,000.00
Extracurricular Support	\$2,975,000.00
Total	\$40,264,230.00
<i>Source: Adopted from the Brazosport Independent School District Bond Plan (2012)</i>	

Exhibit 5.2.2 indicates that technology devices and media and the infrastructure to support them account for just over half of the anticipated bond funds. Remaining funds are allocated to address long standing facility needs, many of which were previously identified in the Ten Year Facilities Maintenance Plan.

An expectation of the audit is that the district will have a comprehensive facilities plan or planning process in place to maintain and improve the quality of facilities needed to provide an appropriate environment for student learning. The audit establishes eight planning components as critical characteristics of a master facilities plan or process. For a plan or process to be judged adequate, 70 percent or six of the eight components must be present. These components and the auditors' assessment of BISD facility planning efforts are presented in Exhibit 5.2.3.

Exhibit 5.2.3

Comparison of Facilities Planning Efforts To Components of a Comprehensive Long-Range Facilities Plan Brazosport Independent School District January 2012

Components of a Comprehensive Long-Range Facilities Plan	Adequate	Inadequate
1. Philosophical statements that reflect community aspirations and the educational mission of the district and their relationship to short- and long-range facilities goals		X
2. Enrollment projections that take into account any known circumstances that may change the pupil population		X
3. The current organizational patterns of the district and identification of possible organizational changes necessary to support the educational program		X
4. Identification of educational program needs to be considered by designers of capital projects for renovation or addition of school facilities		X

Exhibit 5.2.3 (continued) Comparison of Facilities Planning Efforts To Components of a Comprehensive Long-Range Facilities Plan Brazosport Independent School District January 2012		
Components of a Comprehensive Long-Range Facilities Plan	Adequate	Inadequate
5. A detailed evaluation of each facility, including assessment of structural integrity, mechanical integrity and efficiency, energy efficiency, operations and maintenance, and health and safety requirements	X	
6. Prioritization of needs for renovation of existing facilities and the provision of additional facilities	X	
7. Cost analysis of potential capital projects to meet the educational needs of the district, including identification of revenues associated with capital construction	X	
8. Procedures for the involvement of all stakeholders of the school community in the development and evaluation of the long-range facilities plan		X
Total	3	5
Percentage of Adequacy	37.5%	

As presented in [Exhibit 5.2.3](#), the BISD facilities plan was rated as inadequate as a means of identifying and completing facilities projects in support of curriculum delivery. Overall, the facilities planning documents provided by district staff met three of the eight criteria (37.5 percent) and are, therefore, inadequate for comprehensive facilities planning.

The following provides a brief discussion of the eight components and the auditors' assessment of each.

Characteristic 1: Philosophical Statement (Inadequate)

The auditors rated this component as inadequate. Board policies are not adequate in addressing community aspirations and the educational mission of the district as they relate to facilities. Facilities policies are more focused on state construction requirements and risk management. While important, neither these policies nor other district planning documents provide clear linkage between facilities decisions and the educational mission. However, the BISD Technology Plan (2010-2013) does link technology goals with the educational mission.

Characteristic 2: Enrollment Projections (Inadequate)

This criterion was not met. Policy language does not include references to the use of demographic projections and related enrollment data in the development of a comprehensive facilities plan. No requirement for the use of such data on decisions regarding the location, number, and size of schools these decisions was found in policy or district facilities planning documents.

Characteristic 3: Organizational Pattern and Changes (Inadequate)

The auditors rated this component as inadequate. Planning documents reviewed by the auditors do not include an assessment of current district organizational patterns to meet future educational program needs, nor do they identify possible organizational changes necessary to support the educational program both now and in the future.

Characteristic 4: Educational Program Needs (Inadequate)

This component was not met. The identification of educational program needs is critical to the design of capital projects, whether these are new schools or renovations to existing schools. Documents provided by the district included recommendations for new construction, major renovation, and significant repairs to facility infrastructure and systems, to be paid for by future bond elections. The proposed goals of the current school bond are targeted at facilities and technology expansion, but related educational program concerns were not specified in detail in the facilities plan. However, the Technology Plan (2010-2013) includes a detailed technology needs assessment.

Characteristic 5: Facility Needs Assessment (Adequate)

This characteristic was considered adequate. The Brazosport Independent School District leadership developed a Ten Year Facility Maintenance Plan in June 2008 that included two phases of building modifications and capital improvements. The majority of the narrative portion of the plan explained the criteria for facilities assessment and a site-by-site assessment using those criteria. The plan also included a project priority code, rating of project scope, and delineated the specific deficiencies that the projects will be designed to address. While this plan presents a detailed evaluation of the subject facilities, it was developed internally using the Texas Education Agency Facilities Plan criteria without the use of external expertise in structural and mechanical integrity or energy efficiency. As noted by the plan author, "This facilities assessment is a very basic approach in order for you [superintendent] to prioritize work needed through local and bond funding."

Characteristic 6: Renovation and New Construction (Adequate)

The auditors rated this component as adequate. The Ten Year Facility Maintenance Plan includes specific recommendations for the prioritization of needs for renovation of existing facilities. This prioritization, for the most part, was based on both criticality of need to remedy or prevent system failure, and on a deficiency rating considering each project from the standpoint of life safety, security, and building code requirements.

Characteristic 7: Capital Cost Analysis (Adequate)

This component was rated as adequate. While district leaders knew potential capital projects existed at the time of the facilities plan development, the identification of funding sources was either vaguely stated or not addressed at all. There was no proposed spending plan based on the use of some portion of the aggregate fund balance in the general fund or the capital projects fund to complete high priority projects on the plan list. The priority list itself, although based on sound criteria, did not include the input of stakeholders, especially these school and community members who might serve as advocates for future bond elections. Finally, while individual project costs were not identified in the plan, an overall project estimate was listed as \$148 million (in 2008 dollars). The Bond Election Plan and the Technology Plan identify costs associated with each goal and project and funding sources with amount per source. While a \$40 million bond issue would benefit students and the community, it will not be sufficient to meet all of the district's facility needs.

Characteristic 8: Stakeholder Involvement (Inadequate)

The auditors rated this component as inadequate. Board policies and facilities planning documents do not address stakeholder involvement in the development and evaluation of the facilities plan. While containing an assessment and prioritization of important capital projects, the Ten Year Facilities Maintenance Plan planning process was both internal and closely held. There was no evidence provided in the planning documents of procedures to obtain outside participation in plan development. Nor was there evidence of community surveys or other attempts to enlist broad based community support. However, the approach to facilities planning changed with the formation of the Bond Community Advisory Committee, which included both community members and district personnel.

The Technology Plan was developed with input from district and community members. Surveys of administrators and teachers and data from sixth and eighth grade technology proficiency assessments were used to identify needs.

Overall, elements of facility and technology planning are evident in the Brazosport Independent School District, but BISD does not meet the audit standard for comprehensive, long-range facilities planning. While student enrollment has steadily declined over the past 10 years, no plans reviewed by the auditors address methods for stemming or reversing this trend.

The auditors interviewed district and campus administrators, teachers, board members, parents, and community members relative to facility and technology issues in the district. The following are representative comments about district facilities concerns:

- "Campus security is an issue at some of our schools due to the campus design." (District Administrator)

- “One problem is that the older schools used galvanized plumbing when they were built years ago. This does not hold up like copper and often rusts to the point where it must be taken out and replaced.” (District Administrator)
- “Ogg Elementary is one of oldest schools and is in need of repair or replacement. S.F. Austin is also a very old school that serves K-6 [instead of K-4] just to keep it open.” (Board Member)
- “One of the biggest challenges in maintenance is the age of some of our buildings.” (District Administrator)
- “Regarding facilities, we are definitely in a “break-fix” situation.” (District Administrator)
- “Three schools are in the worst shape, Beutel, Ogg, and Long Elementary.” (District Administrator)
- “Our roof systems came with 15-year warranties, but many are past that. We definitely have roof problems, and the same can be said of flooring and carpeting.” (District Administrator)



Lanier Middle School gym in separate building with inoperable bathrooms



Door separation from the wall causes a leak at Ogg Elementary



An HVAC unit operating beyond its service life

The following are sample comments about technology concerns:

- “The teachers are frustrated with the technology when it comes to putting their lesson plans on Eduphoria.” (Principal)
- “Our technology is very old. Most devices at the schools are eight or more years old.” (District Administrator)

- “Technology is poor and faces many challenges.” (Board Member)
- “The district at one time was in the forefront of technology, but state-wide budget issues and changing priorities over the years have reduced district standing.” (District Administrator)
- “In the past, local business entities have donated used computers to be used directly in the schools or as a source of parts to repair other computers, but not so much now.” (District Administrator)

Summary

The auditors found the schools to be generally clean and well cared for by the custodial staff, but numerous facilities maintenance and technology concerns were identified. Outdated technology continues to negatively impact the delivery of the educational program. Facilities and technology planning in the Brazosport Independent School District is evident as plans for a bond referendum and Strategic Planning process were underway at the time of the audit visit. However, board policies and district facility plans do not meet the audit standard for comprehensive, long-term facilities planning. Facilities plans do not adequately link educational program needs with plans for facilities development, renovation, and maintenance.

Finding 5.3: A variety of programs and interventions are offered at campuses to meet student needs; however, program interventions lack district-wide coordination and are not systematically selected, monitored, and evaluated for long-term effectiveness.

A program intervention is an action taken by school district personnel to address and /or prevent an undesirable trend. Interventions with sustained positive effects are connected to district priorities and are well planned, adequately funded, and fully implemented. Effective program interventions supplemental to the curriculum contribute to the improvement of school district productivity when staff members receive data from various feedback sources and use these data to determine actions that advance student performance.

Auditors are interested in a district’s ability to obtain its desired results within the same or reduced resource parameters. Therefore, revenues that are allocated for program interventions need to be sustainable over long periods of time.

When educators follow certain steps in designing, implementing, evaluating, and potentially modifying or terminating interventions, program interventions can have positive effects on teacher and student performance. Steps are as follows:

- Assess the current situation.
- Analyze data collected and diagnose need.
- Use data to identify the problem or issue.
- Propose and examine alternatives.
- Select the program intervention or alternative that best addresses the problem.
- Develop a formal plan for design, deployment, and implementation—and include measurable goals and objectives.
- Identify staff proficiencies required for implementation, appropriate staff development needed, and a clear communication plan for appropriate audiences.
- Provide human, material, and fiscal resources needed to initiate and sustain the intervention.
- Establish a formative and summative feedback plan with sound and appropriate techniques for monitoring the ongoing deployment and implementation of the intervention.
- Implement the intervention with well-defined mechanisms for monitoring progress tied to intervention goals, objectives, and expectations.
- Modify or adjust the intervention, as needed, and continue implementation.
- Regularly reassess and determine whether to continue, modify, or terminate the program.

The audit team gathered data pertaining to interventions by reviewing board policies, district and campus improvement plans, and intervention information found on the district website. Auditors conducted interviews with board members and district and building staff. They also collected program intervention data from campus administrators, using an Intervention Survey Form.

Overall, the auditors did not find a system requirement that school personnel use a formalized plan for selecting, monitoring, or evaluating the impact of the interventions on identified needs or determining if resources expended resulted in expected benefits (see [Findings 4.1](#) and [4.4](#)). Auditors found few district-wide interventions among the many program interventions identified by campus administrators. In fact, the majority of programs identified on a survey completed by principals were found at one campus only.

Board policies provide minimal direction for implementation of program interventions supplemental to the curriculum, as the following policies show:

- *Board Policy BJA (Local): Superintendent: Qualifications and Duties* states that the superintendent is expected to use “appropriate data” in decision making about “instructional programs and resources.”
- *Board Policy DQ (Legal): Planning and Decision-Making Process* requires the board to address strategies for “improvement of student performance” in the District Improvement Plan.
- *Board Policy EHA (Legal): Curriculum Design: Basic Instructional Program* defines an educational program as “a course or series of courses in the required curriculum other than a fine arts course or a career and technology course.” This term should not be confused with the auditors’ use of the term “program intervention” or “intervention,” which, as stated previously, refers to programs in addition to the curriculum that are undertaken by district personnel to address and/or prevent an identified, undesirable trend.

In the remainder of this finding, auditors first identify the various interventions being implemented in Brazosport Independent School District, as reported by campus administrators. Auditors display data showing the percentage of interventions that were district-wide *versus* campus-based; the range in number of interventions identified by campus; the major areas targeted by the interventions; and the types of evaluation used.

Next, auditors selected a single district-wide intervention that was being planned for implementation in kindergarten through grade 12 beginning in September 2012. The intervention planning phase was held up to the audit standards for program intervention design. Auditors also provided criteria for implementation and evaluation of the intervention—although they did not rate the program on these.



Lake Jackson students working on READ 180

Program Interventions Implemented

Many programs, initiatives, and instructional activities that could be classified as interventions have been implemented throughout the district. All schools were visited during the audit team's time in the district. Administrators and some staff members were interviewed, and data were collected to determine the interventions implemented at each school (Intervention Survey Form). From these sources, auditors determined the numbers and types of interventions being implemented in the Brazosport Independent School District. Interventions identified across the district are listed in [Appendix D](#), as reported by campus administrators.

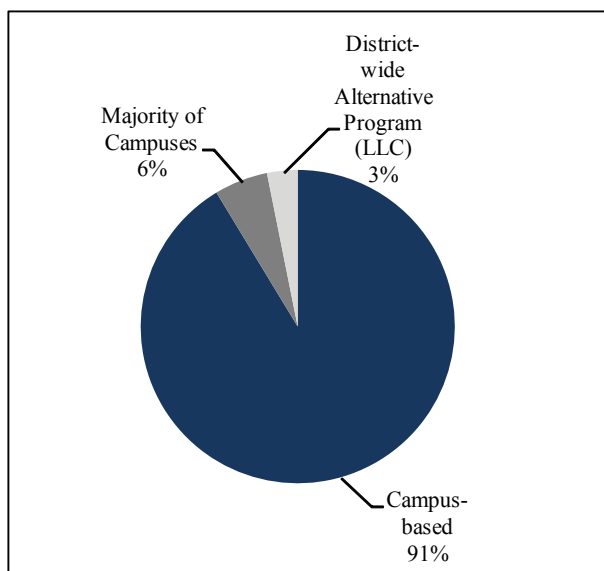
When compiling the campuses' lists of programs and interventions, auditors removed only "programs" that were actually subject area textbooks (e.g., *Journeys*). To best reflect what respondents considered as "programs," they did include other programs that were primary instructional resources (e.g., STEMScopes).

Auditors found few program interventions implemented district-wide (i.e., the given intervention was found at all or nearly all campuses at a given level). Most were found at fewer than half the campuses at a given level, and many at only one or two campuses.

In all, principals reported implementation of 127 different program interventions. At the elementary level (kindergarten through grade 4), principals identified 117 different program interventions; at the middle/intermediate level (grades 5 through 8), principals listed 12; and at the high school level (grades 9 through 12), they identified two programs. Lighthouse Learning Center identified four district-wide program interventions.

[Exhibit 5.3.1](#) shows the relative proportion of program interventions found at a majority of campuses at a given level (elementary, middle/intermediate, or high school), at the district-wide alternative program, and at individual campuses (fewer than half at a given level).

Exhibit 5.3.1
Comparison of District-Wide and Campus-Based Program Interventions
Reported by Campus Administrators
Brazosport Independent School District
January 2012

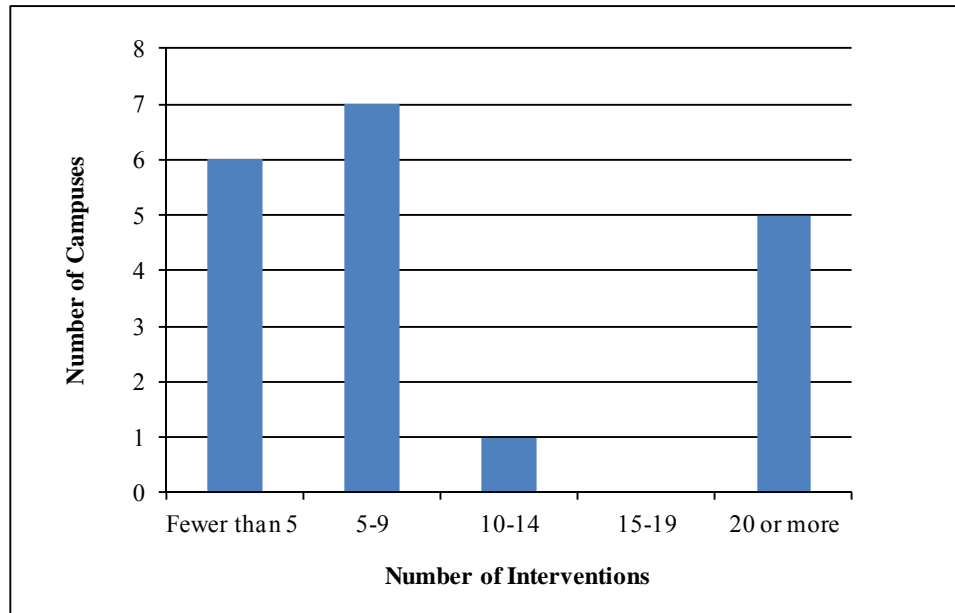


As [Exhibit 5.3.1](#) shows, more than 90 percent of all program interventions were campus-based initiatives. Only six percent were found in more than half of the campuses at a given level. Three percent were found at the district-wide alternative program (Lighthouse Learning Center).

Exhibit 5.3.2 shows the number of program interventions implemented at one or more campuses.

Exhibit 5.3.2

**Number of Program Interventions Used at One or More Campuses
Reported by Campus Administrators
Brazosport Independent School District
January 2012**



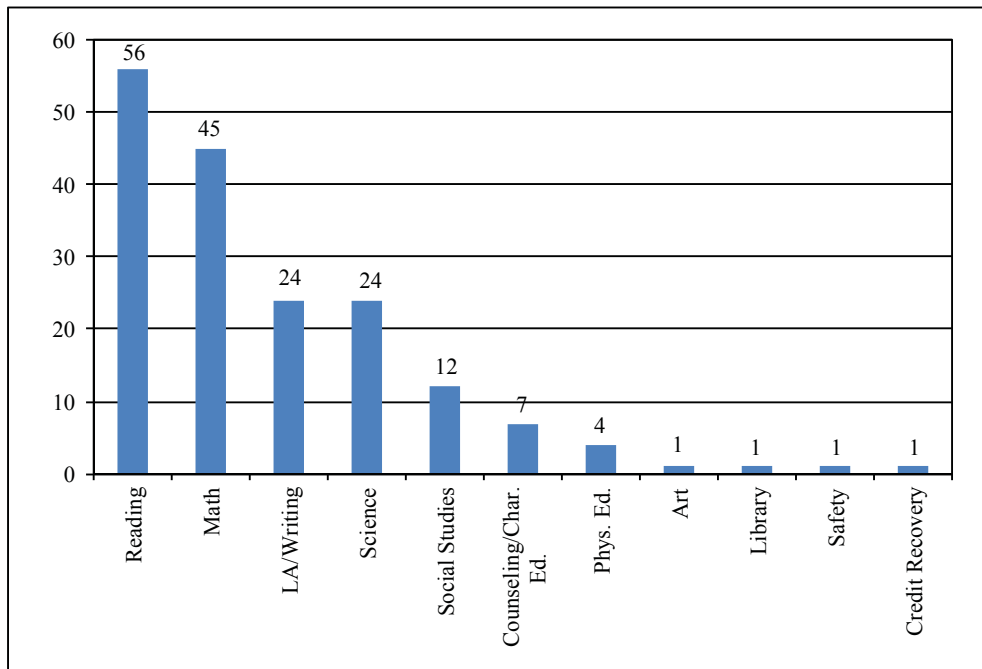
It should be noted that campus administrators may not have reported all program interventions implemented at their schools. However, based on data presented to auditors, one may make the following observations:

- At six campuses, administrators reported fewer than five programs in use.
- At another seven campuses, administrators reported having from five to nine programs in use.
- One campus was implementing between 10 and 14 programs.
- Five campuses had 20 or more program interventions in use.

Exhibit 5.3.3 shows the number of district-wide and campus-based program interventions, categorized by area of focus. It should be noted that some programs address more than one area. For example, Project Grow (the elementary grades Disciplinary Alternative Education Program) addresses reading, mathematics, science, and social studies; it was counted in all four areas for the purposes of this exhibit.

Exhibit 5.3.3

Number of Different Program Interventions by Area of Focus Brazosport Independent School District January 2012



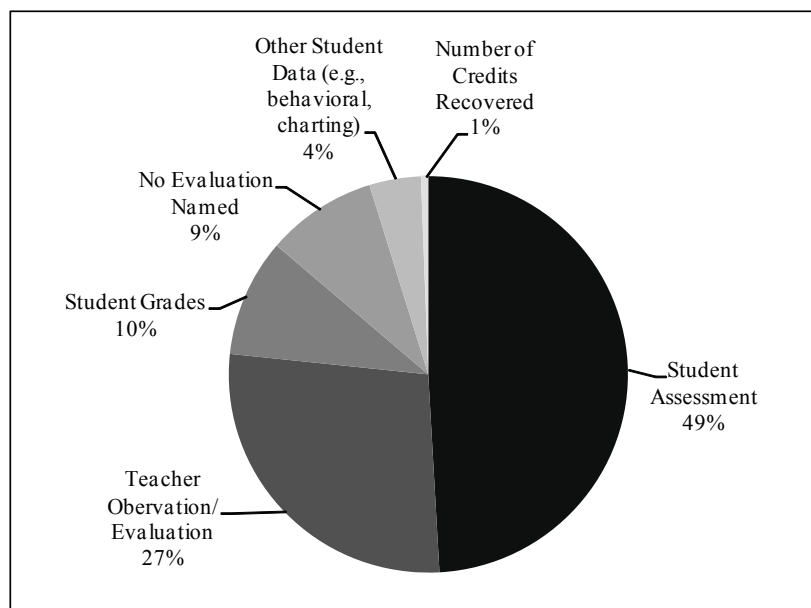
Based on the preceding, one may observe:

- Program categories included core content areas, art, physical education, and library, as well as counseling/character education, safety, and credit recovery.
- The most commonly implemented programs are in the core content areas.
- Reading programs are the most frequent (56 programs), with programs focusing on mathematics second (45 programs).
- Language arts and/or writing programs and science programs are the third most frequent, with 24 different programs each.

Campus administrators were asked to identify the “method of evaluation” used for each program. Although no forms of evaluation were listed for 15 programs, most respondents indicated student assessment or student grades are used for evaluation. The following exhibit shows the percentage of each program evaluation type used. (It should be noted that more than one form of evaluation could be used with a given program.)

Exhibit 5.3.4

Evaluation Types Reported Brazosport Independent School District January 2012



As may be seen in [Exhibit 5.3.4](#), student performance was the primary form of evaluation reported. As the preceding graph shows:

- Nearly half of all reports of evaluation were based on student assessment. Another quarter involved teachers’ observation or evaluation of student progress.
- Changes in student grades were used as a form of evaluation 10 percent of the time.
- Other student data (e.g., behavioral data, progress charting) constituted forms of evaluation four percent of the time.
- The number of credits recovered was the form of evaluation listed one percent of the time.
- For nearly 10 percent of the program interventions, no form of evaluation was given.

Among interviewees, lack of district-wide decisions about program selection, implementation, and evaluation was a common theme, as indicated by various board members and administrators:

- “We all do our own thing. We share with each other. We don’t necessarily offer the same programs. With 19 campuses and 11 elementary, we’re not all going to be [doing] the same thing.” (Campus Administrator)
- “There isn’t [a district-wide program intervention] for math.” (District Administrator)
- “The bigger issue is all the different programs. We have been decentralized for a while. We have been a district of schools, rather than a school district.” (District Administrator)
- “We have struggled to get a comprehensive list of programs at the campuses, let alone evaluate their effectiveness.” (Board Member)

- “A program gets started and then a new person comes in and the program goes out.” (Campus Administrator)

In summary, a wide variety of program interventions have been implemented in the Brazosport Independent School District. Few program interventions were found district-wide. Typically, determination of which interventions to use was made at the campus level. Most program interventions were based at the elementary levels, and most focused on language arts/reading and mathematics. For the most part, evaluation consisted of student assessment, grades, and teacher observation. There was no evidence of systematic evaluation of programs or interventions.

Use of Audit Criteria in Design, Implementation, and Evaluation of Sample Program

Typically, auditors select one program intervention and rate it according to audit characteristics for program design, implementation, and evaluation. To determine the extent to which a school system intervention meets the Curriculum Audit™ criteria for adequacy of design, the auditors reviewed planning documentation for intended district-wide implementation of the Positive Behavior Support program.

The Positive Behavior Support (PBS) program was identified during interviews as being planned as a district-wide intervention scheduled to begin in September 2012. Goals for program implementation are to standardize expectations for student behavior across the district, positively affect behavior, and reduce the number of disciplinary actions. The auditors reviewed documents pertaining to the intervention as well as other relevant district documents (see [Exhibit 5.3.5](#)). In addition, they interviewed board members, district and campus administrators, and teachers regarding the program.

Exhibit 5.3.5

Documents Reviewed Relative to the Positive Behavior Support Program Brazosport Independent School District January 2012

Document	Date
Board policies (various)	various
BISD District Improvement Plan 2011-12	2011
BISD Strategic Plan 2011-12	2011
CHAMPS Training (PowerPoint)	2011
CHAMPS District presentation (PowerPoint)	2011
Positive Behavior Support Introduction (PowerPoint)	2011
Positive Behavior Support Introduction (Campus)	2011
Positive Behavior Support (Principals' meeting)	2011
Memos and emails from Region 4 (various)	2011
PBS Initiative (Initial Kick-off for Campuses)	2012

Auditors found some aspects of intervention planning had been addressed, but others were omitted—or, at least, undocumented. A comprehensive, systematic, and documented approach to program design, implementation, or evaluation was not evident.

Auditors recognized that many of the criteria would not have been met by the time of the site visit. [Exhibit 5.3.6](#) provides the Curriculum Audit™ quality ratings for program design. Because the program is only in the planning phases, the auditors have also included, but not rated, the Curriculum Audit™ characteristics for implementation ([Exhibit 5.3.7](#)) and evaluation ([Exhibit 5.3.8](#)).

Criteria for Intervention Design

Auditors reviewed documents related to planning for the Positive Behavior Support program and rated it against audit criteria for intervention design. In order for program planning to be rated as adequate, it must meet at least six of the seven criteria. The auditors' ratings for design of the Positive Behavior Support program are shown in the following exhibit.

Exhibit 5.3.6

Comparison of the Positive Behavior Support Program To Audit Criteria for Design of Interventions Brazosport Independent School District January 2012

Intervention Design Audit Criteria	Auditors' Rating	
	Evident	Not Evident
1. The intervention relates to a documented district need—current situation had been assessed, diagnosed, and analysis data collected and considered in the selection of the intervention.	X	
2. There is evidence that a problem has been identified from data analyses, several alternatives proposed and examined, and one of the better alternatives to address the problem selected.		X
3. A formal plan with goals and measurable objectives is in place to address the identified problem. Documentation exists to define the purpose of the intervention, why it addresses the system need/problem, and how it will impact student achievement. A plan for design, deployment, and implementation of the intervention is in place.		X
4. Evidence exists that a strong deployment approach was designed, including identification of staff proficiencies needed to implement the intervention, appropriate staff development around the proficiencies, and a clear communication plan for appropriate audiences.	X	
5. Human, material, and fiscal resources needed to initiate the intervention (short-term) and to sustain the intervention (long-term) are identified and in place.		X
6. Formative feedback and summative evaluation criteria are identified and are tied to intervention goals, objectives, and expectations.		X
7. A plan for monitoring the ongoing deployment and implementation of the intervention is in place and involves appropriate individuals to carry out this plan.		X
Total	2	5
Percentage Evident	28.6%	

Exhibit 5.3.6 indicates that the design of the district-wide implementation of the Positive Behavior Support program met two of seven criteria for effective design of a program intervention. This does not meet minimum audit standard of six of seven criteria. The following are discussions of each rating by criterion.

Criterion 1: Establishment of Need (Adequate)

To meet this criterion, there must be evidence that the intervention relates to a documented district need—the current situation has been assessed, diagnosed, and analysis data collected and considered in the selection of the intervention. Auditors found this criterion was met.

A data-based needs assessment conducted for the District Improvement Plan listed several needs with implications for this program:

- Create systematic and ongoing process for monitoring students' attendance, achievement, and discipline and the process monitored;
- Continue to implement and monitor a systematic program that addresses the needs of at-risk students struggling in the core areas;
- Increase the passing rate of Special Education, limited English proficient, at-risk identified, and African American students on state assessments; and
- Reduce the number of disciplinary placements and increase the student attendance rate.

The plan identified the need to collect and disaggregate data on disciplinary infractions and behavior incidents. Needs included "district-wide participation in Positive Behavior Support and CHAMPS" and "Behavior Response to Intervention training."

Criterion 2: Selection and Rationale (Inadequate)

This criterion was not met. To meet this criterion, evidence must exist that a problem has been identified from data analyses, several alternatives have been proposed and examined, and one of the better alternatives to address the problem has been selected.

As shown in the 2010-11 Strategic Plan and District Improvement Plan, data were used to identify the problems of dropout rate, retention, disciplinary referrals and placements, student attendance rate, implementation of Least Restrictive Environment provisions for special needs students, and passing rate on state assessments by various subgroup populations (see also [Finding 3.1](#) and [Finding 4.3](#)).

However, auditors received no documentation that multiple alternatives for addressing student behavior had been examined.

Administrators attended Positive Behavior Support training offered by the Region 4 Center. Also, one or more district administrators have had previous experience with the intervention, and it was currently being implemented at two or more campuses. Auditors found no other evidence of review of alternatives.

Criterion 3: Definition of Purpose, Direction, and Rationale (Inadequate)

This criterion was not met. To meet this criterion, a formal plan must be present and needs to contain goals and measurable objectives to address the identified problem. Documentation must define the purpose of the intervention, why it addresses the system need or problem, and how it will impact student achievement. A plan for design, deployment, and implementation of the intervention must be in place.

Auditors found no evidence of goals or measurable objectives.

Auditors were given a number of PowerPoint presentations that had been used as an introduction to the Positive Behavior Support program for various groups (see [Exhibit 5.3.5](#)). These presentations explained the philosophy behind Positive Behavior Support, defined what it was and was not, and set forth "next steps" for campuses. Positive Behavior Support (spring 2012) stated that two of the Safe and Civil Schools (SFS) programs (CHAMPS and Foundations), if "implemented with fidelity...have the potential to improve school climate, reduce negative behavior, strengthen responsible behavior, and increase academically engaged time." Auditors were told, however, that campuses would not be required to implement one of the SFS programs; they could choose whatever approach/program they wished.

Next steps for campuses included forming campus-based PBS teams that would be trained and would be in charge of using data in planning programs at their respective campuses. No further plans for design, deployment, implementation, or evaluation were presented to the auditors.

Criterion 4: Staff Development and Communication Plan (Adequate)

This criterion was met. Meeting this criterion requires design of a strong deployment approach, including identification of staff proficiencies needed to implement the intervention, appropriate staff development around the proficiencies, and a clear communication plan for appropriate audiences.

District personnel presented evidence of appropriate staff training at various levels. Such training included professional development in PBS and related programs for key district administrators, training of trainers, and awareness training for principals and campus-based educators. Auditors also received a calendar of upcoming “kick-off” trainings for campus PBS Teams.

Auditors received information regarding specific programs that would be supported by the district (e.g., CHAMPS) in terms of providing program-specific training and support. It should be noted, however, that campuses electing to use other models would not have access to the same level of central office support.

Criterion 5: Provision of Resources (Inadequate)

This criterion was not met, as human, material, and fiscal resources needed to initiate the intervention (short-term) and to sustain the intervention (long-term) must be identified and in place.

Auditors requested but were not provided information about fiscal resources required for initiation of the Positive Behavior Support Program. They were given a timetable of team trainings for spring 2012 and were told that the district was prepared to provide support to any campuses electing to use the CHAMPS program as the model for their Positive Behavior Support program. Auditors, therefore, assumed resources were in place over the short term; however, they had no information about plans for resources required to sustain the intervention over time.

Criterion 6: Feedback and Evaluation (Inadequate)

This criterion was not met. To meet this criterion, formative feedback and summative evaluation criteria must be identified and tied to intervention goals, objectives, and expectations. Auditors received minimal information about formative evaluation of the program. Such evaluation data would be used for the purposes of making modifications, especially during early stages of implementation. The auditors assumed that baseline and post-implementation data on discipline referrals, suspensions, dropouts, etc., would be used for evaluative purposes. However, they received no form of an evaluation plan other than the evaluation of goals found in the BISD District Improvement Plan.

Criterion 7: Monitoring (Inadequate)

To meet this criterion, a plan for monitoring the ongoing deployment and implementation of the intervention must be in place and must identify and involve appropriate individuals to carry out the plan. Auditors found no evidence of such a plan, although they were informed of the two district administrators that would be taking the lead in getting the program up and running.

In summary, planning for implementation of the Positive Behavior Support program met only two of the seven audit program intervention design criteria.

Criteria for Program Intervention Implementation

Evaluation of implementation is another way of looking at a program or intervention. Planning for effective implementation comes hand in hand with design (see [Exhibit 5.3.7](#)).

The following exhibit shows the Curriculum Audit™ criteria for implementation of programs and interventions. As shown in [Exhibit 5.3.7](#), these criteria can be used by those responsible for coordinating implementation to ensure all aspects of effective program implementation are addressed.

Exhibit 5.3.7

Criteria for Evaluation of Implementation of Programs and Interventions

1. The formal plan, with goals, measurable objectives, and processes, is in place and is being implemented.
2. Implementation of the intervention is both strategic and purposeful. The staff proficiencies needed to implement the intervention are clearly defined. Appropriate staff development based on these proficiencies takes place every year as new personnel are hired and as additional needs are identified. Continued goals for implementing the intervention and frequent progress reports are clearly communicated to all appropriate personnel.
3. The human, material, and fiscal resources needed to initiate and sustain the intervention are identified and allocated.
4. Feedback from formative and summative evaluations that are tied to intervention goals, objectives, and expectations are systematically administered.
5. Monitoring implementation of the intervention is taking place; responsibilities and procedures for monitoring are clearly defined and assigned to the appropriate individuals to carry out this plan.
6. The intervention is being modified and adjusted as needed, based upon monitoring of formative and summative evaluation data, to ensure continued quality control.

Criteria for Intervention Evaluation

The final component of program intervention implementation is the evaluation piece. As discussed in [Finding 4.4](#), program evaluation is critical to a district's making effective use of finite, and often shrinking, resources. Through effective program evaluation, a district is able to make decisions about continuing, expanding, modifying a program or intervention—or terminating those that do not prove to be beneficial. Design, implementation, and evaluation are closely linked. Planning for evaluation is also begun as early as the design phase. Carrying out the evaluation requires both formative and summative approaches as shown in the design phase (see [Exhibit 5.3.6](#)).

Exhibit 5.3.8 shows the Curriculum Audit™ criteria for evaluation of programs or interventions. These criteria may be used by district and campus personnel to ensure they conduct a thorough, data-based review of the value of the program relative to other competing district and campus priorities.

Exhibit 5.3.8

Criteria for Evaluation of Programs and Interventions

The program evaluation report:	
1.	Describes why this program was selected to be evaluated, with reasons that suggest an expected evaluation outcome.
2.	Presents a description of the program goals, objectives, activities, individuals served, context, funding source, staffing patterns, and expected outcomes.
3.	Uses multiple measures of data collection, resulting in both quantitative and qualitative data. The report describes what data were collected from what sources and the collection methodology.
4.	Reports clearly describe the program evaluation procedures, findings, and recommendations.
5.	Clearly describes procedures used in the evaluation process.
6.	Program evaluation designs are practical, ethical, cost effective, and adequately address relevant political issues.
7.	Reports are provided in a timely manner so that timely decisions regarding program effectiveness and continuation can be made.
8.	If a sampling technique was used, it was adequate to support the conclusions that were drawn or any generalizations made to different settings or populations.
9.	Individuals responsible for the program evaluation were “independent” or, if not, there was no attempt to control the evaluation results.
10.	Findings of the evaluation seem to be supported by the evidence reported in the evaluation document.
11.	Recommendations are supported by the findings and are practical in that they are within the capacity of the organization to implement.
12.	The document contains only substantive and related information.

The following selected interview comments relate to the expansion of the Positive Behavior Support program from a limited, campus-based initiative to district-wide implementation:

- “We have looked at PEIMS data—discipline, on-campus and off-campus suspensions, attendance, DAEP data, and test score data. On the professional development survey, there were really high spikes around discipline and classroom management.” (District Administrator)
- “There needs to be a written curriculum about expectations, and those expectations need to be taught.” (District Administrator)
- “Positive Behavior Support has been a campus initiative, and we are in the process of making it district-wide. We have created awareness, are gathering teams for summer training, and we will put it in place next year.” (District Administrator)

Summary

Overall, the auditors found no system requirement that schools use a formalized plan for selecting, monitoring, or otherwise evaluating the effect of interventions on identified needs or determining if funding provided was resulting in any benefit. Auditors found few district-wide interventions among the many program interventions identified by campus administrators. In fact, 66 percent of programs identified on a survey of principals were found at one campus only. Program interventions tended to focus on language arts, reading, and mathematics. Evaluations, as described on the surveys, consisted primarily of student assessments, student grades, and teacher

observation. Auditors found no references to comprehensive evaluation of these programs to determine their efficacy or cost-effectiveness (see [Finding 4.4](#)).

Positive Behavior Support is a new initiative planned for district-wide implementation beginning in September 2012. Auditors found that it met only two of seven criteria for effective program intervention design, which did not meet the audit standard of at least six of seven design criteria. Because the program was in the design phase, auditors did not rate the intervention against the criteria for effective implementation or evaluation. They provided the criteria for use by district and campus personnel as they move forward with this and other district-wide and campus-based interventions.

IV. RECOMMENDATIONS OF THE TCMAC-CMSI CURRICULUM AUDIT™ TEAM FOR THE IMPROVEMENT OF THE BRAZOSPORT INDEPENDENT SCHOOL DISTRICT

Based on the three streams of data derived from interviews, documents, and site visits, the TCMAC-CMSi Curriculum Audit™ Team has developed a set of recommendations to address its findings shown under each of the standards of the audit.

In the case of the findings, they have been triangulated, i.e., corroborated with one another. In the case of the recommendations, those put forth in this section are representative of the auditors' best professional judgments regarding how to address the problems that surfaced in the audit.

The recommendations are presented in the order of their criticality for initiating system-wide improvements. The recommendations also recognize and differentiate between the policy and monitoring responsibilities of the board of trustees, and the operational and administrative duties of the superintendent of schools.

Where the TCMAC-CMSi audit team views a problem as wholly or partly a policy and monitoring matter, the recommendations are formulated for the board of trustees. Where the problem is distinctly an operational or administrative matter, the recommendations are directed to the superintendent of schools as the chief executive officer of the school system. In many cases, the TCMAC-CMSi audit team directs recommendations to both the board and the superintendent, because it is clear that policy and operations are related, and both entities are involved in a proposed change. In some cases, there are no recommendations to the superintendent when only policy is involved or none to the board when the recommendations deal only with administration.

Audit recommendations are presented as follows: The overarching goals for the board and/or the superintendent, followed by the specific objectives to carry out the overarching goals. The latter are designated "Governance Functions" and "Administrative Functions."

Recommendation 1: Develop, revise, adopt, and implement board policies to provide for sound curriculum management and local quality control.

A comprehensive set of board policies is a prerequisite for sound curriculum management and local quality control. Without definitive policies, a board of trustees cannot ensure program focus, effectiveness, or consistency. Policies promote constancy of purpose in district operations by providing reference points for recurring decisions. Sound board policies accomplish the following:

- Establish clear direction for the system;
- Provide for consistency of actions over time as members of the board change office, establishing a historical base for the district;
- Guide professional staff in their efforts to improve direction in the school district;
- Establish a framework for monitoring progress in the attainment of district learning goals; and
- Provide a framework for the evaluation of district employees.

The policies adopted by the Brazosport Independent School District Board of Trustees are based on the Texas Association of School Boards (TASB) model policies, but they do not provide clear expectations or adequate direction for a sound system of curriculum management and quality control (see Finding 1.1). Most policies have been reviewed or adopted within the past five years, but a number of policies do not reflect current expectations. References to curriculum and assessment are found throughout various policies, but direction for these critical areas needs to be specific and easily accessible. Establishing clear direction for district operations and curriculum management will require the board to revise some existing policies and to create additional policies.

Among the policies that are missing or need revision are policies that provide direction for district long-range and school improvement planning (see Finding 1.2); require a student assessment system that includes both formative and summative measures (see Finding 4.1); require supplemental program alignment with the curriculum (see

Findings 2.4 and 4.1); provide for a consistent system of monitoring the delivery of the curriculum (see Finding 3.4); and require the use of data in all areas of decision making (see Finding 4.4).

After the board revises or adopts new policies, the policies need to be clearly communicated to all staff members. Strategies need to be identified to ensure policy implementation.

Governance Functions: The following actions are recommended to the Brazosport Independent School District's Board of Trustees:

G. 1.1: Adopt a policy that requires a five-year cycle of systematic review of all board policies to keep policies current. Eliminate or revise outdated or duplicative policies.

G.1.2: Direct the superintendent to prepare drafts for board review, critique, and adoption of the following policies:

Policies that Provide for Control

- Revise *Board Policy EG (Local): Curriculum Development* to:
 - Require alignment of the curriculum to both state and national standards;
 - Direct curriculum documents to be more rigorous than state and national standards (see Recommendation 3).
- Adopt a policy that directs the development of a system-wide long-range plan that is updated annually (see Recommendation 2).
- Revise *Board Policy BJA (Local): Superintendent Qualifications and Duties* by adding an expectation for an organizational chart that is reviewed annually and presented to the board (see Recommendation 8).
- Adopt a policy that requires a job description for each employee that is updated regularly and meets audit criteria (see Finding 1.3 and Recommendation 8).
- Adopt a policy that clearly delineates the curriculum management decisions that are to be made centrally and those that are to be made at the campus level.

Policies that Provide for Direction

- Revise *Policy EG (Local)* to require the development of a curriculum management plan that provides direction for the design and delivery of the written, taught, and tested curricula (see Recommendation 3). *Policy EG* should accomplish the following:
 - Specify the components to be included in the written curriculum, such as:
 - Curriculum objectives that specify how students will demonstrate mastery;
 - Assessment instruments for alignment to curriculum objectives in content, context, and cognitive type;
 - Prerequisite skills that identify the skills needed to be successful on each objective;
 - Resources that align with curricular objectives and assessments in content, context, and cognitive type;
 - Suggested instructional approaches for teaching key objectives.
 - Direct alignment of textbook adoption with curriculum revision procedures.
 - Require development of formative and summative review of the written curriculum for all grade levels and content areas.
 - Require that new programs be reviewed for alignment to the curriculum.

- Require development of written procedures for formative and summative evaluation of programs based on improved student achievement (see [Recommendations 3 and 5](#)).

Policies that Provide for Connectivity and Equity

- Include in *Board Policy EG* the following requirements:
 - Vertical articulation of the curriculum across grade levels and horizontal coordination at a given grade level for the core content areas;
 - Expected instructional strategies to be used in delivering the curriculum;
 - Actions that constitute monitoring the delivery of the curriculum.
- Include in *Board Policy DMA (Local): Professional Development* the following components:
 - The requirement for a professional development plan focused on the delivery of the curriculum and linked to the Strategic Plan;
 - The requirement of a process for coaching over time in the implementation of professional development initiatives (see [Recommendation 4](#)).

Policies that Provide for Feedback

Adopt a policy that requires the development of a district student assessment process for all content areas and includes formative and summative measures (see [Recommendation 5](#)).

- Adopt a policy that directs the student assessment and program evaluation process to link with the Strategic Plan and campus improvement plans.
- Adopt a policy that requires assessment instruments to be more rigorous in content, context, and cognitive type than state assessments.
- Adopt a policy that requires a periodic review of each program to determine whether the program needs to be extended, modified, or terminated.
- Adopt a policy that directs data disaggregation at the school, classroom, and student level and use of data to determine program/curricular effectiveness (see [Recommendation 4](#)).
- Adopt a policy that requires teachers to track and document student mastery in the core content areas.

Policies that Provide for Productivity

- Revise *Board Policy CE (Local): Annual Operating Budget* to include the following:
 - Implementation of a program-centered budgeting process that includes incremental funding possibilities, a process for evaluating options, and the use of program evaluation data linked to budget allocations (see [Recommendation 6](#)).
 - A budget that allocates resources according to documented system needs, assessment data, and district curriculum and program goals and measurable results.
- Adopt a policy that provides direction for facilities that support teaching and learning (see [Recommendation 7](#)). Include the following components:
 - The expectation for a multi-year facilities plan to support the delivery of the curriculum and program priorities;
 - Facilities planning linked to the teaching and learning environment described in the district mission and vision statements.
- Adopt a policy that focuses support services on the district's mission and the educational program.
- Adopt a policy that provides direction for a data-driven school system (see [Recommendation 5](#)). Include the following elements:

- Specific requirements for data analyses that lead to improved student learning in all core and enrichment curriculum areas;
- Specific requirements for data analyses that lead to improvement in all district operations.
- Adopt a policy that requires that district, school, and department plans include the identification of strategies, grounded in assessment data, to be used to ensure long-term institutionalization of change and improved results or performance.

G.1.3: Direct the superintendent to establish procedures for monitoring the implementation and effectiveness of policies.

Administrative Functions: The following actions are recommended to the Brazosport Independent School District's Superintendent:

A.1.1: Submit drafts of the recommended policies for board review, revision, and adoption.

A.1.2: Develop or revise written administrative procedures to direct policy implementation in areas that require guidance beyond policy.

A.1.3: Design and implement an ongoing system for training administrators and other appropriate staff on policy expectations and implementation.

A.1.4: Include the implementation of policy and responsibility for keeping staff, various committees, and/or task forces aware of and following policy as a function of the administrator evaluation system.

It is recommended that appropriate policies be developed and/or revised during the next 6 to 12 months. The development or revision of appropriate administrative regulations should follow the adoption of board policies.

Recommendation 2: Revise the planning process to provide clear direction for district initiatives, improve system connectivity, and enhance implementation of goals.

Effective planning is essential for focusing and organizing district resources to meet changing student needs. Long-range planning provides a systemic means to sustain constancy of purpose as a district works towards achieving its goals. Planning efforts that are comprehensive and clearly focused benefit students by increasing the probability that effective programs, practices, and facilities will be in place to support the educational program. Coordination, prioritization, and sequencing of multiple plans that emerge within a complex system are essential in ensuring that planning efforts reinforce each other toward the achievement of district goals.

The auditors found that the Brazosport Independent School District board policies fail to provide sufficient direction for comprehensive, long-range system-wide planning or for school improvement planning (see [Finding 1.2](#)). Annual district and campus improvement plans, assessment, technology, and facilities plans have been developed, but the plans have not provided for a consistent educational program, driven system change, or improved student performance. Connected, comprehensive long-term planning is needed in the areas of curriculum management (see [Finding 2.1](#)), professional development (see [Finding 3.2](#)), student and program assessment (see [Finding 4.1](#)), facilities (see [Finding 5.2](#)), and budgeting (see [Finding 5.1](#)).

As district stakeholders complete the Strategic Planning process, the auditors offer the following recommendations designed to improve system planning for the successful accomplishment of district goals.

Governance Functions: The following actions are recommended to the Brazosport Independent School District Board of Trustees:

G.2.1: Adopt a policy to provide direction for a full scope of long- and short-range planning. The policy should address district, school, and department plan development, implementation, monitoring, evaluation, relationship to the budget planning process, and public reporting procedures.

G.2.2: Direct the superintendent to develop a Strategic Plan that includes a manageable number of goals and corresponding action plans to drive all district initiatives. Include the criteria listed in [Exhibits 1.2.2](#) and

1.2.3 of this report. Require linkage of campus improvement plans and curriculum management, student and program assessment, staff development, technology, and budget planning to the district's Strategic Plan (see Recommendations 3, 4, 5, and 6).

G.2.3: Develop district goals to be included in the long-range plan that are based on critical analyses of data about all facets of the school district, are measurable, have corresponding action plans, designate financial and other resources needed, and have formative and summative evaluation components.

G.2.4: Establish the centrality of the Strategic Plan and require the superintendent to operationalize and implement the plan by focusing district resources to achieve its goals and objectives.

G.2.5: Develop a policy to provide direction for school improvement plans that are connected to the district plan, include a feasible number of goals and strategies, and are based on the criteria outlined in Exhibit 1.2.4.

G.2.6: Adopt a policy that provides direction for a comprehensive curriculum management plan that includes the elements listed in Exhibit 2.1.2 (see Recommendation 3).

G.2.7: Direct the Superintendent to develop a district professional development plan that is aligned with the curriculum management plan (see Recommendation 4).

G.2.8: Adopt a policy to provide guidance for the assessment of student achievement and educational programs, including grants (see Recommendations 1 and 5).

- The policies should set forth a purpose, scope, and direction for assessing curriculum at all grade levels in all subject areas.
- The policies should include procedures for adopting, implementing, monitoring, and evaluating grants and programs so that they are aligned with system priorities and student learning goals.

G.2.9: Require the superintendent to establish and implement procedures for monitoring progress toward accomplishment of the goals and objectives of all plans and making appropriate adjustments for emergent issues.

G.2.10: Direct the superintendent to prepare regular reports to the board on all district plans and their results as they pertain to the attainment of district goals and objectives.

G.2.11: Commit adequate resources for the effective implementation of district planning efforts, and determine the allocation of such resources within the budget process in a timely manner to support planning decisions.

G.2.12: Require revision of job descriptions and personnel appraisal procedures to include specific responsibilities for developing, implementing, and evaluating plans. Hold administrators accountable for achieving results on the plans in their control.

Administrative Functions: The following actions are recommended to the Brazosport Independent School District Superintendent:

A.2.1: Assist the board of trustees in the development of the recommended policies and present drafts for their review, critique, and adoption.

A.2.2: Develop administrative procedures to guide policy implementation in areas that require guidance beyond board policy.

A.2.3: Develop a Strategic Plan to provide long-range planning, to drive district goals and initiatives, and to meet the criteria provided in Exhibits 1.2.2 and 1.2.3 of this report.

- Focus on a few major district initiatives for change, such as full district-wide implementation of an aligned Pre-K-12 curriculum.
- Develop an action plan that includes objectives, timelines, persons responsible, monitoring and evaluation procedures. Include only a reasonable number of objectives and strategies.

A.2.4: Provide training for all administrators and key instructional staff relative to the following:

- Building staff members' capacity to address the critical components of an effecting planning process as they assess school or department needs;
- Designing strategies for developing stakeholder input and support;
- Using multiple data sources for formative and summative evaluation of student needs to drive planning efforts to improve student learning and close achievement gaps;
- Setting realistic goals and developing targeted activities designed to have the highest probability of success;
- Monitoring progress and reporting results in ways that clearly indicate what has or has not been accomplished.

A.2.5: Develop school improvement plans to provide long-range planning and focus on a feasible number of goals and strategies linked to the district's mission and goals. Design a consistent format for school improvement plans that includes the following components:

- Measurable goals based on district priorities and the analysis of student achievement data that precisely identify objectives within content areas where students are least successful;
- Strategies that address goals to be accomplished, including actions that address achievement gaps and evaluation of progress at frequent intervals;
- Resources and funding for each strategy;
- Measurable methods of evaluating progress toward each goal;
- Identification of persons responsible for implementing the strategies;
- Professional development needed to help attain the goals;
- An accountability link between goal attainment from year to year and use of that information to guide the next planning cycle.

A.2.6: Revise the principal's job description and appraisal instrument to include responsibilities for monitoring and evaluating progress toward achieving school improvement plan goals (see [Recommendations 1 and 8](#)).

A.2.7: Design a comprehensive curriculum management plan that includes the elements listed in [Exhibit 2.1.2](#) and [Recommendation 3](#).

A.2.8: Create a district professional development plan to focus on achieving the district's mission and goals and the delivery of the curriculum (see [Recommendation 4](#)). Align district staff development goals for technology with the plan.

A.2.9: Develop a comprehensive student assessment and program evaluation plan that provides clear direction as to how assessment data are to be collected, disaggregated, analyzed, and the results disseminated in a form that can readily be used as feedback for decisions about the design and delivery of curriculum and for all district operations (see [Recommendation 5](#)).

A.2.10: Develop procedures to promote system-wide communication, coordination, and integration of plans and planning efforts. Include a procedure for analyzing the potential impact of the various plans on district resources (personnel, time, and funds) so that, in entirety, they are manageable and maintain focus on district goals and priorities.

A.2.11: Develop procedures to include ongoing monitoring and evaluation of supporting plans, such as curriculum management, staff development, technology, assessment, facilities, budgeting, and school improvement plans, to ensure that these plans are aligned with the priorities of the district plan and progress is being made toward those goals.

A.2.12: Develop a budget plan and administrative procedures to monitor the budgeting process to ensure that district planning priorities are reflected in budgeting and spending (see [Recommendation 6](#)).

A.2.13: Prepare regular reports to the board, staff, and community regarding the implementation and evaluation of the full range district planning.

A.2.14: Expect that all future action and decision making in the district will be clearly linked to the Strategic Plan, coordinated with other system-wide efforts, and prioritized and sequenced to allow for successful implementation given existing resources.

Recommendation 3: Design and implement a comprehensive curriculum management system that integrates curriculum development, expectations for instruction, and monitoring of instruction to provide continuity and consistency across all grade levels and campuses.

The goal of every school district is to provide quality instruction to each student. In order to achieve this goal, a district must focus time, energy, and the necessary resources to ensure that each student within the district has equal access to a quality education. A comprehensive curriculum management plan allows the district to focus resources and efforts toward the goal of increased student achievement for all students through a systemic means for the design, delivery and alignment of the curriculum. The plan also ties directly with and focuses the work of professional development in the system (see [Recommendation 4](#)). Curriculum management planning also provides for coordinated leadership with clear responsibilities for the creation, implementation, and evaluation of the plan (see [Recommendation 8](#)).

A quality curriculum document is based on a written, taught, and tested curriculum that is aligned in content, context, and cognitive and knowledge types. Therefore, when a curriculum is truly aligned, the content (what is taught) is aligned with the context (how a concept is learned and practiced), and with the cognitive and knowledge types (thought process and knowledge dimensions required to accomplish the task). When a quality curriculum is in place, learning is not left to chance, but becomes an intentional, focused effort with clear direction for teachers and access to the same learning for all students across the district. A consistent format for curriculum documents across grade levels and content areas further ensures that the key components of an aligned curriculum are included: objectives that have clarity and specificity, assessments that match district and state performance evaluations, prerequisite skills and knowledge needed for new learning, instructional resources and texts that match the objective, and specific classroom strategies for each objective taught.

Quality school districts have processes in place to communicate and institutionalize the system's instructional philosophy. School district belief statements in board policies and administrative regulations set the expectations for instruction in district classrooms and tie these practices to student achievement. District guiding principles are transferred to all classrooms, where they come alive, rather than existing simply as statements for display. Use of effective instructional strategies to meet the needs of all learners, thereby positively impacting student achievement, is paramount. Equally essential is communicating those expectations and monitoring delivery of the written curriculum in classrooms.

Supplemental programs and interventions need to align with and support the curriculum (see [Recommendation 5](#)). Absence of any of these components leaves curriculum delivery to individual interpretations of district goals and intents.

The auditors found BISD board policies provide insufficient direction for curriculum planning (see [Finding 1.1](#)). The district lacks a comprehensive curriculum management plan (see [Finding 2.1](#)). Due to presence of Texas Essential Knowledge and Skills (TEKS) objectives, most courses—core courses, as well as non-core courses—had some form of guidance as to expectations for student learning (see [Finding 2.2](#)). The written curriculum does not include many of the elements required to provide teachers with sufficient guidance for quality instruction; additionally, congruence among state objectives, curriculum elements, and local assessments is weak (see [Finding 2.3](#)). Classroom instructional practices generally indicated low levels of rigor and limited use of effective instructional strategies (see [Finding 3.3](#)). Although expectations for monitoring of instruction and curriculum delivery have been initiated, a consistent approach has not been implemented district-wide (see [Finding 3.4](#)).

The Brazosport Independent School District personnel need to design and implement a comprehensive curriculum management system to guide the development, delivery, monitoring, and evaluation of an aligned

curriculum. Initially, they need to revise and/or add policies for design and implementation of the curriculum management system. They need to develop and adopt a curriculum management plan to provide the foundation for a district-wide approach to design, implementation, monitoring, and assessment of the written, taught, and tested curriculum.

Quality curriculum documents must be developed that promote alignment and depth of content in a consistent document format for district-wide use. The district should begin with curriculum documents for core content area courses, but, with the goal of system-wide quality control, district personnel also need to develop curriculum documents for non-core courses, using the same format.

Implementation of a comprehensive curriculum management system must include clear delineation of expectations for instruction and implementation of a system for monitoring instruction based on those expectations and aligned with the written curriculum.

Governance Functions: The following actions are recommended to the Board of Trustees of the Brazosport Independent School District:

G.3.1: Direct the superintendent to revise for board adoption the existing *Board Policy EG (Local): Curriculum Development* or develop new policy/policies requiring development and implementation of a comprehensive, system-wide curriculum management plan to guide development, delivery, and monitoring of an aligned written, taught, and tested curriculum (see also [Recommendation 1](#)).

G.3.2: Direct the superintendent to revise (or replace) for board adoption *Board Policy EG* addressing expectations for development of written curriculum for each subject and grade level taught. The policy, as adopted by the board, should direct that curriculum documents meet the criteria listed in [Exhibit 2.3.1](#), as well as the following:

- A framework and procedures for development of curriculum, including a short- and long-term plan;
- Curriculum documents, which incorporate research-based best practices and are aligned with the Texas Essential Knowledge and Skills (TEKS), the state's College and Career Readiness Standards (CCRS), and the state's English Language Proficiency Standards (ELPS), as well as with state assessments;
- A consistent format for all curriculum documents across subject areas and grade levels;
- A means of ensuring alignment of all curriculum document components with state standards and assessments;
- Procedures for implementation of the curriculum, including professional development and monitoring;
- A process for integration of technology with instructional strategies and resources for the purpose of enhancing student learning (see [Recommendation 2](#)); and
- Formal board adoption of all curriculum documents prior to implementation.

G.3.3: Develop a district philosophy of monitoring curriculum delivery. Direct the superintendent to present for board review and adoption a district-wide plan for monitoring curriculum delivery, including instructional expectations, necessary components (e.g., teacher evaluation, walk-throughs), and roles and responsibilities of district and campus administrators.

G.3.4: Direct the superintendent to align professional development to support quality delivery of the curriculum by teachers (see [Recommendation 4](#)).

G.3.5: Commit adequate resources to support ongoing curriculum development, implementation, monitoring, and evaluation activities.

G.3.6: Direct the superintendent to develop and implement a communication plan to inform all stakeholders of the progress of curriculum development and implementation and effectiveness of efforts in meeting district goals and priorities.

G.3.7: Require regular, timely reports and evaluations of curriculum development, curriculum and program/intervention implementation (including monitoring), and curriculum and program/intervention evaluation.

G.3.8: Direct the superintendent to annually review and report on the effectiveness of the implementation of the curriculum management plan.

Administrative Functions: The following actions are recommended to the Superintendent of the Brazosport Independent School District:

A.3.1: Assist the board in revising existing policies or creating new ones directing development and implementation of a comprehensive curriculum management plan.

A.3.2: Develop a set of administrative procedures with expectations for all curriculum functions in the district, including, but not limited to:

- Development and implementation of a curriculum management plan;
- Design, development, and implementation of user-friendly, written curriculum documents for all grade levels and courses taught district-wide;
- Monitoring of curriculum implementation;
- Textbook and resource selection;
- Formative and summative assessment; and
- Program and intervention selection, monitoring, and evaluation.

A.3.3: Design a comprehensive curriculum management plan to include the following elements:

- A philosophical framework for the design of the curriculum, including such directives as standards-based, results-based, or competency-based; the alignment of the written, taught, and tested curriculum; and the approaches used in delivering the curriculum;
- Timing, scope, and procedures for a periodic cycle of review of curriculum in all subject areas and at all grade levels;
- The stages of curriculum development;
- Roles and responsibilities of the board, central office staff members, and school-based staff members in the design and delivery of curriculum;
- Format and components of all curriculum, assessments, and instructional guide documents;
- How state and national standards will be considered in the curriculum;
- Requirement that each content areas has a focused set of precise student objectives/student expectations and standards that are reasonable in number so the student has adequate time for content mastery;
- Expectation that curriculum documents not only specify the content of student objectives and expectations, but also include multiple contexts and cognitive processes and knowledge types;
- Overarching beliefs and procedures governing assessment of curriculum effectiveness (including curriculum-based formative and summative assessments to direct instructional decision making);
- Expectation that curriculum be designed to support teachers' differentiation of instructional approaches and selection of student objectives at the correct level of difficulty, so students needing prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace and students who already have mastered objectives are moved ahead at a challenging pace;
- Procedures to be followed in using assessment data to strengthen written curriculum and instructional decision making;

- Procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content;
- Requirement that there be a comprehensive staff development program linked to curriculum design and its delivery;
- Expectations and procedures for monitoring delivery of curriculum; and
- A communication plan for the process of curriculum design and delivery.

A.3.4: Ensure that specific district personnel are designated with responsibility for planning, directing, and coordinating improved curriculum design for all grades through grade 12. Reflect these responsibilities in district job descriptions (see Recommendation 8).

A.3.5: Establish standards, expectations, and processes for monitoring of instruction and curriculum implementation district-wide. These should include:

- Description of the district's philosophical approach to instructional practices;
- The nature and characteristics of instruction expected in the districts classrooms, including specific expectations for teacher practice:
 - Research-based, best practice instructional strategies;
 - Differentiated instructional strategies to meet needs of all learners;
 - Specific strategies to meet language development needs of English language learners at all proficiency levels; and
 - Highly effective strategies and activities, based on best state and local standards and objectives and national recommendations specific to the content area.

A.3.6: Formalize and implement a curriculum review cycle that includes a model for the design of curriculum documents as follows:

Organizational preparation:

- Select one core content area to begin (suggest science) and use as a model; select a format for curriculum documents and other online resource materials that is functional and user-friendly and that can be used district-wide for consistency across all content areas.
- In designing curriculum documents, build upon work done previously, expanding it to meet the audit criteria.
- Test and revise the model, then use in designing all other curriculum documents. Gradually expand curriculum development to include courses in other core content areas and all other courses taught within the district.
- Establish a timeline for developing, evaluating, and revising curriculum documents for each subject and course offered.
- Select a curriculum design team and provide training in curriculum and assessment design to this small group of individuals.
- Select a curriculum review team to analyze the curriculum documents as they are drafted by the design team. In addition to teachers who teach the discipline under review, the review team should include a principal and teachers trained in technology, special education, gifted education, and education for English language learners.

Curriculum design:

- Review the latest research and expert thinking in the discipline.
- Assess existing curriculum documents' strengths and weaknesses based on research and audit criteria in Exhibit 2.3.1.
- Include the following components of a quality curriculum document:
 - A clear statement of what skills/concepts should be learned, when and how they should be performed, and the amount of time or emphasis given to each objective;
 - Linkages between each objective and district and state assessments;
 - Specific delineation of prerequisite skills/concepts;
 - Linkages to adopted texts and other instructional materials; and
 - Specific examples on how to teach the key concepts and skills in the classroom, using a variety of proven instructional techniques.
- Include strategies for differentiating instruction to meet the needs of English language learners, special education, and gifted students.
- Incorporate rigor through expectations of higher order cognitive process and knowledge dimensions and use of effective instructional strategies—including those specific to the content area.
- Integrate instructional technology into the curriculum.
- Obtain feedback from the curriculum review team.
- Use external consultants to critique the process and products during the design phase.

Curriculum Implementation:

- Ensure adequate professional development for implementation.
- Pilot test the curriculum, as well as resource materials, assessments, and instructional strategies.
- Provide ongoing support to teachers, through needs-based professional development and through monitoring by administrators.
- Evaluate the curriculum's effectiveness in relation to student achievement.
- Revise field-tested curriculum documents, based on feedback and student achievement data.
- Submit curriculum documents for adoption by the board of trustees.
- Ensure easy availability of written curriculum documents for all teachers teaching the designated subjects.

A.3.7: Establish and communicate clear expectations for administrators and teachers with regard to use of the written curriculum.

A.3.8: Continue to refine and implement procedures for regular monitoring of curriculum implementation and teacher use of effective instructional strategies across schools, subject areas, and programs, including:

- Determining the curriculum objective and cognitive level of objective being taught;
- Comparing taught objectives to the district curriculum for congruence;
- Determining what effective instructional practices for all students, as well as those specific to English language learners, are occurring;
- Determining how instruction is being differentiated to meet the varied needs of learners;
- Determining how formative and summative data are being used to inform instruction;

- Noting other evidence of objectives and effective teaching practices; and
- Planning when and how feedback will be given to the teacher.

A.3.9: Annually evaluate the effectiveness of curriculum management relative to achievement of all students and all student subgroup populations.

A.3.10: Provide financial resources within the budget to accomplish the elements of curriculum design, implementation, and ongoing evaluation noted in this and other recommendations.

Recommendation 4: Design and implement a coordinated, system-wide professional development program that supports the district curriculum and focuses on improved student achievement.

The mission of a quality professional development program is to increase student achievement. This is accomplished by developing the skills of teachers, administrators, and support personnel in the effective delivery of the curriculum. A comprehensive professional development program is long-term, based on district goals and the curriculum, and is aligned with a curriculum management plan (see [Recommendation 3](#)).

The auditors found that numerous professional development activities take place in the Brazosport Independent School District, but they are not coordinated across the school district and have had no impact on teacher performance and student learning (see [Findings 3.1](#), [3.2](#), [3.3](#), and [4.3](#)). A long-term, comprehensive staff development plan has not been developed to provide focus and support to district and curricular priorities.

Governance Functions: The following actions are recommended to the Brazosport Independent School District Board of Trustees:

G.4.1: Direct the superintendent to develop for board adoption *Board Policy DMA (Local): Professional Development*, requiring the development of a comprehensive, long-term professional development plan that meets audit criteria (see [Exhibit 3.2.4](#)); is system-wide in approach; adequately supports district goals and the curriculum; and addresses the identified needs of all district personnel. The policy should:

- Define the purpose of professional development in terms of student achievement;
- Require congruence of curricular objectives, budgetary priorities, and professional development goals;
- Clarify individual and organizational professional development responsibilities, resources, and accountability procedures at the various organizational levels (board of trustees, superintendent, central office staff, campus administrators, teachers, and support staff);
- Define roles and responsibilities to ensure the coordination of school-based professional development activities with central office efforts;
- Require that professional development activities be evaluated primarily in terms of demonstrated teacher competence in the classroom and improved student performance; and
- Link professional development programs and committed funding so they are prioritized, planned, timed, and funded to carry out the intent of district leadership.

G.4.2: Direct the superintendent to design a comprehensive, long-range professional development plan to provide a framework for all stakeholders as an integral part of curriculum development, implementation, and assessment.

G.4.3: Direct the superintendent to provide annual reports to the board concerning the improvement of instruction and its impact on student achievement.

Administrative Functions: The following actions are recommended to the Brazosport Independent School District Superintendent of Schools:

A.4.1: Recommend to the board a comprehensive professional development policy for all employees to support the design and delivery of curriculum and district priorities.

A.4.2: Develop administrative regulations to implement the above policy when adopted.

A.4.3: Assign to the Director of Instructional Programs and Professional Development the responsibility for overall coordination of district and campus-based staff development, the development of a comprehensive professional development plan based on audit criteria, and the establishment of a clearinghouse function. Revise the job description for this position.

A.4.4: Develop a comprehensive, long-range professional development plan to build staff capacity, support district priorities, and increase student achievement. The plan should include the 18 audit criteria for professional development as provided in Exhibit 3.2.4. The plan should accomplish the following:

- Limit professional development to three to five major topics over a time period of three to five years. Consider topics such as a focus on curriculum implementation, expected instructional strategies, student engagement, the use of technology to support the delivery of the curriculum, and the use of formative and summative assessment data to inform lesson planning to increase student achievement (see Recommendation 5). Such training should be required of all administrators, teachers, and appropriate support staff with corresponding follow-up procedures.
- Provide guidelines to principals clarifying how central office and school-based professional development efforts will be integrated to support curricular, technological, organizational, and instructional initiatives.
- Require evaluation of the effectiveness of staff development activities to determine if they are cost effective in increasing teacher capacity and in improving student achievement.
- Make provisions for follow-up training to reinforce teachers' mastery of instructional strategies learned in staff development activities.

A.4.5: Align the professional development plan with the Strategic Plan, district and campus improvement plans, and the curriculum management plan (see Recommendations 2 and 3).

A.4.6: Revise job descriptions to define professional development responsibilities (see Recommendation 8).

A.4.7: Provide training to district and school administrators in monitoring the delivery of the curriculum and in supporting professional development efforts (see Recommendation 3).

A.4.8: Expand evaluation of professional development to include data such as supervisor findings based on walk-throughs and employee appraisal systems to make decisions about staff development follow-up and future offerings.

A.4.9: Assign the Director of Instructional Programs and Staff Development the responsibility of reporting annually to the board of trustees on the impact of professional development on student achievement.

Recommendation 5: Design and implement a comprehensive student assessment and program evaluation plan that directs the process for the collection and use of data to guide decisions related to curriculum, instruction, and program effectiveness.

A district-wide student assessment and program evaluation plan is the vehicle for examining whether the educational program is achieving desired results. Such a plan provides district and school level staff with the quantity and quality of information upon which they can make decisions about the design of the curriculum, the delivery of instruction, and the effectiveness and efficiency of district programs and interventions. Adequate assessment planning ensures that decision makers from the board level to the classroom have timely, accurate data on which to suggest changes in programs and practices.

A comprehensive, system-wide program of student assessment and program evaluation was not evident in the Brazosport Independent School District (see Finding 4.1). The student assessment effort, although extensive, has not provided the necessary link between assessment results and instructional decision making at the school and district level (see Findings 4.2 and 4.4). The district's assessment analysis software has not been implemented long enough to be thoroughly incorporated into the teaching and learning process at the schools. The auditors

found increasing use of data in making decisions by administrators and teachers, but data usage has not been consistently and systematically implemented in all district functions (see [Finding 4.4](#)).

Formal assessments consist primarily of state required tests along with locally developed tests for additional formative or summative use. The scope of assessment is adequate in the core academic areas, but insufficient to adequately evaluate the taught curriculum in the non-core courses (see [Finding 4.2](#)). Student assessment results for reading/English language arts, math, and social studies indicate a slight improvement over time, with the most growth in science (see [Finding 4.3](#)). Gaps persist in achievement among some student subpopulations.

Supplemental programs have been implemented at the classroom and school levels without a process of scrutinizing the investment or holding anyone accountable for the results of the programs (see [Finding 5.1](#)).

District leadership needs to consider assigning high priority to developing a comprehensive student assessment and program evaluation plan to provide feedback for all instructional efforts. It is recommended that appropriate policies and regulations and plan be developed over the next 6 to 12 months. Full implementation of these recommendations may take two years.

Governance Functions: The following actions are recommended to the Brazosport Independent School District Board of Trustees:

G.5.1: Adopt a policy that includes the expectation that data need to be systematically collected, analyzed, and used in decision making throughout the school district.

G.5.2: Direct the superintendent to revise *Board Policy EG (Local): Curriculum Development* to provide specific direction to staff regarding the purpose of assessments, expected scope of assessments, approaches for assessing curriculum at all grade levels and subject areas, and direction and accountability for the evaluation of programs and interventions.

G.5.3: Adopt a policy that directs the superintendent to develop a comprehensive student assessment and program evaluation plan.

G.5.4: Require all program interventions to show a link between district and school goals and objectives as well as coordination with other improvement efforts and alignment with the curriculum.

G.5.5: Make explicit in policy that programs/interventions be evaluated annually and include a cost analysis and program effectiveness based on student achievement.

G.5.6: Require periodic reports on the evaluation of programs and interventions, including the cost and the effectiveness (student gains).

G.5.7: Use student assessment and program evaluation data in making budget decisions and in approving curriculum revisions.

G.5.8: Commit adequate resources to support the development and maintenance of a comprehensive, system-wide student and program assessment plan.

Administrative Functions: The following actions are recommended to the Brazosport Independent School District Superintendent:

A.5.1: Assist the board in developing a policy that provides direction for development and implementation of a comprehensive student assessment and program evaluation plan.

A.5.2: Develop a comprehensive student assessment and program evaluation plan as outlined in [Exhibit 4.1.1](#). Specifically:

- Include assessments for all core academic subjects at grade levels not currently assessed.
- Include assessments for at least 70 percent of the non-core offerings across grade levels, establishing timing priorities based on student enrollment and numbers of grade levels for offerings.
- Include specific procedures for evaluation of both the curriculum and the various support programs and interventions so that data can inform judgments on program effectiveness.

- Identify review cycles for both curriculum and support programs using the most current data.

A.5.3: Provide sufficient funding to support implementation of quality formative assessments.

A.5.4: Design administrative procedures for planning, adopting, and implementing programs and interventions and an accountability procedure for monitoring, evaluating, and reporting progress. Ensure for each program intervention that is proposed or currently being offered, initiate the following process:

1. Assess the current situation.
2. Interpret the data collected.
3. Specify the problem.
4. Propose and examine alternatives.
5. Select an alternative that best addresses the problem.
6. Develop a formal plan and evaluation methodology (with goals and measurable objectives) to address the problem.
7. Provide fiscal and human resources as needed through the redistribution of the resources.
8. Implement, with well-defined mechanisms for monitoring progress.
9. Periodically evaluate the activity.
10. Adjust activity as needed, based on data gathered.
11. Implement, based on adjustments needed.

A.5.5: Direct district instructional support leaders and the technology department to collaborate with site-based instructional staff to determine the types and formats of data and data reports needed for decision making and planning and for professional development on accessing and interpreting data (see [Recommendation 4](#)). This is especially important as the district moves forward with the implementation of *Eduphoria!* as a curriculum, instruction, and assessment tool.

A.5.6: Direct district curriculum and instructional leaders to evaluate the level of usage of assessment data within the schools and the district, and determine the perception of staff members at all levels of the organization about how well these data are retrieved, communicated, understood, and used to guide instruction and program evaluation.

A.5.7: Develop a process for the consistent monitoring of data used by administrators and teachers, using well-defined methods attached to administrative evaluation criteria. Require the inclusion of test data analysis and data-based recommendations in all school department and district level reports.

A.5.8: Provide periodic progress reports to the board on the design and implementation of student assessment and program evaluation as well as the results of expanded data collection.

A.5.9: Include student assessment and program evaluation data in budget planning and curricular and instructional decision making (see [Recommendation 6](#)).

Recommendation 6: Design and implement a multi-year planning process that fully aligns district and campus resources to curricular goals and priorities and includes cost-benefit analysis to assure that funded efforts are producing the desired results.

Effective school districts establish and maintain a strong linkage between the annual budget process and district long-range planning. A well-planned and implemented curriculum-driven budgeting process can provide the board and superintendent with an effective and efficient process for allocating district resources so that district goals can be accomplished and priorities addressed, while maintaining fiscal integrity and equity. The annual allocation of resources to programs also needs to include an evaluation of program results so district personnel can judge which efforts provide the highest possible benefits at the lowest possible costs. This is of critical

importance in difficult economic times when school districts are challenged to provide even basic financial support to their core programs.

Board Policy EG (Local): Curriculum Development was adopted in 1999 and stated the intent for the Brazosport Independent School District to move to program-driven budgeting. However, the auditors found that the current budget system includes none of the components of such a budget development process (see [Finding 5.1](#)). The budget process as currently conceived is largely a business function with instructional leaders deciding only on the specific reductions needed at their school or department to meet overall district spending targets. Specifically, communication with principals concerning the budget over the past several challenging years has consisted of centrally decided budget reductions that the principals then decide how to implement at their schools.

The budget development and decision-making process is not fully aligned with the district mission, curriculum goals, or strategic priorities. Decisions related to budget formation are not linked to measurable indicators of program effectiveness or cost-benefit analysis (see [Finding 4.4](#)). This is of particular concern as the Brazosport Independent School District faces the prospect of additional rounds of state reductions in the current fiscal year and beyond.

However, the district's existing budget process does provide a foundation for a transition to a financial planning document that reflects in dollars the goals and priorities of the school system. This work should commence immediately due to the uncertainty of the revenue picture both locally and at the state level, and should be undertaken in conjunction with [Recommendation 5](#). The stability provided by the implementation of the following functions will help provide linkage between budgetary decision making and student achievement results, resulting in a more sustainable, cost-effective, and equitable use of increasingly limited resources.

Governance Functions: The following actions are recommended for consideration by Brazosport Independent School District Board of Trustees:

G.6.1: Direct the superintendent to design and prepare for board adoption a comprehensive, detailed set of curriculum-based budget policies that conform to audit criteria found in Exhibit [5.1.4](#) and support the language found in existing policy. Include assessment of curricular and instructional needs based on the strategic goals and objectives such as can be found in the Brazosport Independent School District Strategic Plan and in the District Improvement Plan (2011-12). A preliminary step should be the development of policy supporting the implementation of a performance evaluation process for all major district programs and activities, using a comprehensive assessment system.

G.6.2: Use a planned approach in the transition to a curriculum-driven budget by setting reasonable timelines to address the change. Begin by selecting one or two curricular areas to start the transition from a function/object budget to a program-defined budget. In succeeding years, the Brazosport Independent School District might add additional program areas to the process. Budgeting for transportation services, capital outlay, purchased goods, and maintenance should begin at zero and allocations justified on the basis of need, cost-savings, and elimination of redundant activities.

G.6.3: Adopt policies that require continuous monitoring of the district's financial status, including a link between budget allocations and their impact on individual instructional programs.

Administrative Functions: The following actions are recommended to the Brazosport Independent School District Superintendent of Schools:

A.6.1: Establish a communications link between the budget officers and the program evaluation officers to enhance the sharing and coordination of program budget/cost information, program achievement data, and overall effectiveness evaluations. Such linkages will facilitate cost/benefit analyses of programs and allow the use of these data to drive budgeting decisions.

A.6.2: Use a strategic planning process to:

1. Identify curricular programs and interventions, and group them into broad areas of need or purpose served.

2. Assign a budget/program manager to each program or budget request. Direct them to prepare a concise and meaningful budget package for their respective areas.
3. Attach to each program area or budget request a goal statement delineating the program's linkage to established goals and priorities, its purpose, the criteria for identifying success, how these will be evaluated, and reported. Each budget request should be described so as to permit evaluation of the consequences of funding or non-funding in terms of student performance results. Principal and program director involvement in this responsibility is critical.
4. Compile the goal/linkage statements and budget packages, and give them to appropriate staff to gather data that best describe needed service levels, program outcomes, and cost-benefits.
5. Define program performance expectations and accountability with the involvement of staff (including principals, teachers, and support staff). Current results, often in terms of student learning, should be compared to desired expectations and related service level requirements. For example, to be successful a specific program may need to be established at 110 percent of previous spending levels. This will necessitate a comparable reduction from some other program/budget judged to be of lesser consequence.
6. Prepare guidelines and recommendations, and submit to budget/program managers who will then combine all recommendations into a single budget proposal.
7. Compile past cost information, especially expenditure percentages of budget, with performance data and recommendations to guide preliminary budget estimates.
8. Appoint a budget planning team to study the goals, priorities, and parameters inherent in decisions to be made within the budgeting process. Discussions of cost-benefit information are critical at this stage. Where needed, budget plans should be extended over a minimum of five years to assure constancy of effort and focus.
9. With the leadership team, evaluate and rank the budget packages. Budget requests need to compete with each other for funding based upon data derived from evaluation of the priorities of need and level of program effectiveness.
10. Compile results of the evaluation and ranking, and publish them in a tentative budget with programs listed in priority order. Use this draft for administrators' input before a draft is prepared for use as the presentation document.
11. Finalize budget allocations based on revenues available, the appropriation levels to be authorized, and program funding priorities and rankings. Prepare the recommended budget to be taken to a public hearing before the board.
12. Use the public hearing process to communicate broadly the financial planning link with student needs, program priorities, and the results sought through program activities. Allow time for individual comment and questions before the budget adoption meeting. Prepare the final document after considering public and board comments, and seek adoption.
13. Establish final programs and services to be funded at the level approved by the board, and set the budget in place.

A.6.3: Identify key budget and instructional personnel, and require that curriculum budget areas be constructed based on the priorities for specific curriculum improvement plans. To facilitate sound decisions, each budget request should be linked to an evaluation of its past performance and expenditures. Require all staff members who submit budget requests to present an explanation of how dollar allocations will permit accomplishment of the goals, objectives, and priorities of the improvement plan in measurable terms.

A.6.4: Require that those with primary responsibility for improving student achievement (administrators and teachers) use student performance data, budget data, and curricular program evaluations to define current and desired service and program objectives.

A.6.5: After grouping and compiling all budgets within each program area, business department personnel should prepare a tentative curriculum budget for each building. The budgeted curricular areas, including costs, should be compiled into a worksheet with instructions for evaluating and ranking by the curriculum areas.

A.6.6: Give budgets to the appropriate central office administrators and all building administrative staff for evaluation and ranking. This process includes:

- Detailed hearings and justification by program administrators;
- Written explanation of the program evaluations;
- Ranking by the administrators and staff based on alignment to district goals and evidence of cost-effectiveness.

A.6.7: Compile results with curriculum budget allocations ranked by priority, and present them to the board with a detailed cost-effectiveness evaluation in support of recommendations.

A.6.8: Following budget adoption by the board, ensure through systematic process that the budget staff works in concert with the program and evaluation staff to monitor program expenditures and effectiveness as measured by completion of objectives, overall goal performance, and the cost/benefit factors. Monthly reviews of expenditures and quarterly evaluation of progress on goals and objectives are reported to the building administrators, staff, and board for program modifications as warranted.

Given attention to these recommendations, the leadership of Brazosport Independent School District will better be able to establish tangible connections between organizational goals and expectations and the resource allocation process resulting in an ongoing process of improved program outcomes and aligned budget allocations. This recommendation will take several years to fully implement.

Recommendation 7: Develop a comprehensive long-term facilities plan with educational specifications to assure equitable facilities support to the district instructional program in all schools, fully functioning physical infrastructure, and safe and healthy building environments throughout the district.

School systems and the communities they serve share the responsibility for providing schools that are safe, clean, well-maintained, and adequate in space and design to support the educational program. A comprehensive long-range facilities plan provides the administration and board with the information necessary for them to plan and maintain educational facilities to meet the needs of the community and the goals of the district and to allocate the financial resources to support the facilities plan.

The auditors found the schools to be clean and well maintained from a custodial standpoint, but serious facility concerns exist at many campuses (see [Finding 5.2](#)). The district has experienced a decline in student enrollment over the past 10 years, reducing resources otherwise available for school repair and renovation. Several years ago a capital bond election, which included funds for major facilities projects, failed to pass. District officials are planning a new bond election of more limited scope at this time to address the chronic needs of older facilities and the district's inadequate technology infrastructure.

The district continues to maintain a number of older schools resulting in challenges such as inadequate and failing HVAC systems, water damage from roof leaks and ground water issues, safety code concerns, and other issues associated with the upkeep of 50- to 60-year-old facilities. Technology issues include physical limitations on what can be added at the schools due to limited numbers of connection points at a time when technology is becoming a major vehicle of instructional delivery in place of textbooks and other printed materials. Budget pressures have resulted in the extension of deferred maintenance schedules, resulting in more frequent system failures.

Auditors found that board policy does not direct alignment of facility planning with the curriculum and instructional goals of the district (see [Finding 1.1](#)). Current district plans and specifications address some elements of facilities planning, but these documents do not include the necessary components of a comprehensive plan for the repair, renovation, and replacement of district facilities (see [Finding 5.2](#)). *Board Policy CS (Legal): Facilities Standards* requires the development of educational specifications for new and renovated schools

completed after January 1, 2004. However, the auditors did not receive such documents for the five rebuilt schools or the four renovated schools completed in the district since 2006 (see [Finding 5.2](#)).

Governance Functions: The following actions are recommended to the Brazosport Independent School District Board of Trustees:

G.7.1: Adopt a policy that requires the development of a comprehensive, long-range facilities and maintenance plan that includes the following elements:

- Ongoing demographic studies and population growth projections;
- Methods for monitoring facilities condition and maintenance needs;
- Standards for prioritizing renovations and replacement projects;
- Procedures for adjusting school boundaries and reconsidering school grade ranges in response to changing enrollment patterns;
- A comprehensive set of educational specifications for school construction and renovation that includes specific facilities provisions for disabled students; and
- Priorities for allocating funding for capital purposes and procedures for equitably implementing educational specifications in all schools.

G.7.2: Direct the superintendent to develop a comprehensive long-range facilities plan that addresses the criteria listed above and in [Exhibit 5.2.3](#).

G.7.3: Direct the superintendent to include a plan for preventative maintenance in the facilities plan. The maintenance plan should include, but not be limited to, the following:

- Painting,
- Carpet cleaning and/or replacement,
- HVAC repair or replacement, and
- Roof repair or replacement.

G.7.4: Provide sufficient budgetary support for implementation of the facilities plan.

G.7.5: Direct the superintendent to provide periodic reports on facilities projects in progress and as planning occurs for subsequent phases of the facilities plan.

Administrative Functions: The following actions are recommended to the Brazosport Independent School District Superintendent of Schools:

A.7.1: Prepare drafts of recommended policies for board review, critique, and adoption.

A.7.2: Develop a long-range facilities plan. Coordinate all facilities planning efforts including the involvement of district personnel, parents, community members, and various community entities (foundations, business and industry groups, and governmental agencies). Consolidate all elements of the plan into a single document, including existing components of the current facilities plan.

Components of the plan should include the following:

- Philosophical statement that reviews the community aspirations and the educational mission and strategic goals in relation to the short and long-term facilities goals;
- Enrollment data and school enrollment patterns (both current and projected), taking into account any known circumstances that may cause significant changes in the school age population over the next 3 to 10 years;

- A detailed description of the current organizational pattern of the schools (pattern of grade levels and programs by facility) and the identification of possible organizational changes or alternatives that may be necessary to support the educational program in response to projected facilities demand;
- Identification of educational program needs, including the needs of the special programs population that must be considered by designers of capital projects, such as the design and construction of new schools, school renovations, building additions or replacement of school facilities;
- A detailed evaluation of each district facility, including those facilities providing support to the schools, that assesses structural integrity, mechanical systems condition and efficiency, technology capacity, energy efficiency, adequacy with regard to special needs populations, space utilization, and conditions related to environmental health, safety and security;
- Renovation and long-term maintenance schedules for each facility, including building age, dates for previous renovation or major maintenance projects, estimated costs for maintenance projects for budget purposes, number of students currently served, and total student capacity in terms of classroom space and infrastructure support;
- Prioritization of needs for renovation of existing facilities and a comprehensive process for determining the need for new facilities;
- Cost analysis of potential capital projects to meet the educational needs of the district, including identification of revenues associated with capital projects;
- Procedures for the involvement of all stakeholders in the development and ongoing evaluation of the facilities plan.

A.7.3: Assign the following responsibilities to the appropriate administrative staff:

- Develop, review, enforce, and revise educational specifications documents.
- Coordinate all district planning efforts to assure that site level plans are coordinated with and integrated into the long-range facilities plan, and that the latest enrollment projections/school attendance patterns are also reflected in these plans.
- Update a critical needs capital replacement schedule for all facilities to address major infrastructure components such as HVAC, plumbing, electrical systems, and security components.
- Collect facilities and technology needs data, including current capacity, safety, code compliance, and cost-effectiveness regarding repair/replacement to be used in support of a capital bond for facilities renovation and technology.
- Coordinate with campus leaders and local communities to implement an improved safety and security plan for schools, especially those employing portable or detached classrooms and buildings with multiple entry points.
- Assess and determine appropriate and consistent standards for custodial and maintenance services taking into consideration the age and condition of each facility, usage pattern, number of students and staff served by the facility, and facility square feet.
- Develop and communicate a consistently applied priority system for all maintenance work order requests based on highest priority for life and safety and protection of investment factors.

A.7.4: Manage implementation of the long-range facilities plan and provide ongoing reports to the board on facilities improvement needs and plans.

The development and implementation of a comprehensive long-range facilities plan will result in educational facilities that support program goals and objectives, enhance student learning, provide a safe and attractive environment for students, and serve as a source of pride for the Brazosport Independent School District and the communities it serves.

Recommendation 8: Revise the table of organization to adhere to the principles of sound organizational management. Revise job descriptions to clearly outline current responsibilities and relationships within the district.

Successful organizations have a table of organization and accompanying job descriptions that provide the structure and working parameters for a well organized, focused, and efficient administrative team. Quality control and productivity depend upon the clear communication of responsibilities and relationships within the organization.

The auditors found that the Brazosport Independent School District's current table of organization does not meet all the audit principles for sound organizational design (see [Finding 1.3](#)). The auditors' analysis revealed issues related to span of control and logical grouping of functions.

Auditors found that almost all of the positions depicted on the table of organization have job descriptions that generally meet audit standards. However, many of the job descriptions do not match the duties currently expected in key positions, such as for the use of data in decision making (see [Finding 1.3](#)). In addition, a process is not in place to systematically review and revise job descriptions to ensure that they are accurate and current.

Governance Functions: The following actions are recommended to the Brazosport Independent School District's Board of Trustees:

G.8.1: Adopt a revised *Board Policy BJA (Local): Superintendent of Schools: Qualifications and Duties* that assigns to the superintendent the responsibility for developing a table of organization that is reviewed annually and presented to the board (see [Recommendation 1](#)).

G.8.2: Direct the superintendent to prepare a revised table of organization that meets audit criteria (see [Exhibit R.8.1](#)).

G.8.3: Adopt the revised table of organization as board policy.

G.8.4: Direct the superintendent to prepare annual reports to the board of trustees on the table of organization as it pertains to the following:

- Accuracy in depicting reporting relationships;
- Effectiveness in improving student achievement; and
- Cost-benefit analysis.

G.8.5: Adopt a policy that states the expectation for up-to-date job descriptions for all employees and requires a review of job descriptions every two years to ensure that they are accurate, complete, and consistent with the table of organization.

G.8.6: Direct the superintendent to establish a format and timeline for the creation of job descriptions that meet audit criteria for every position in the district (see [Finding 1.3](#)).

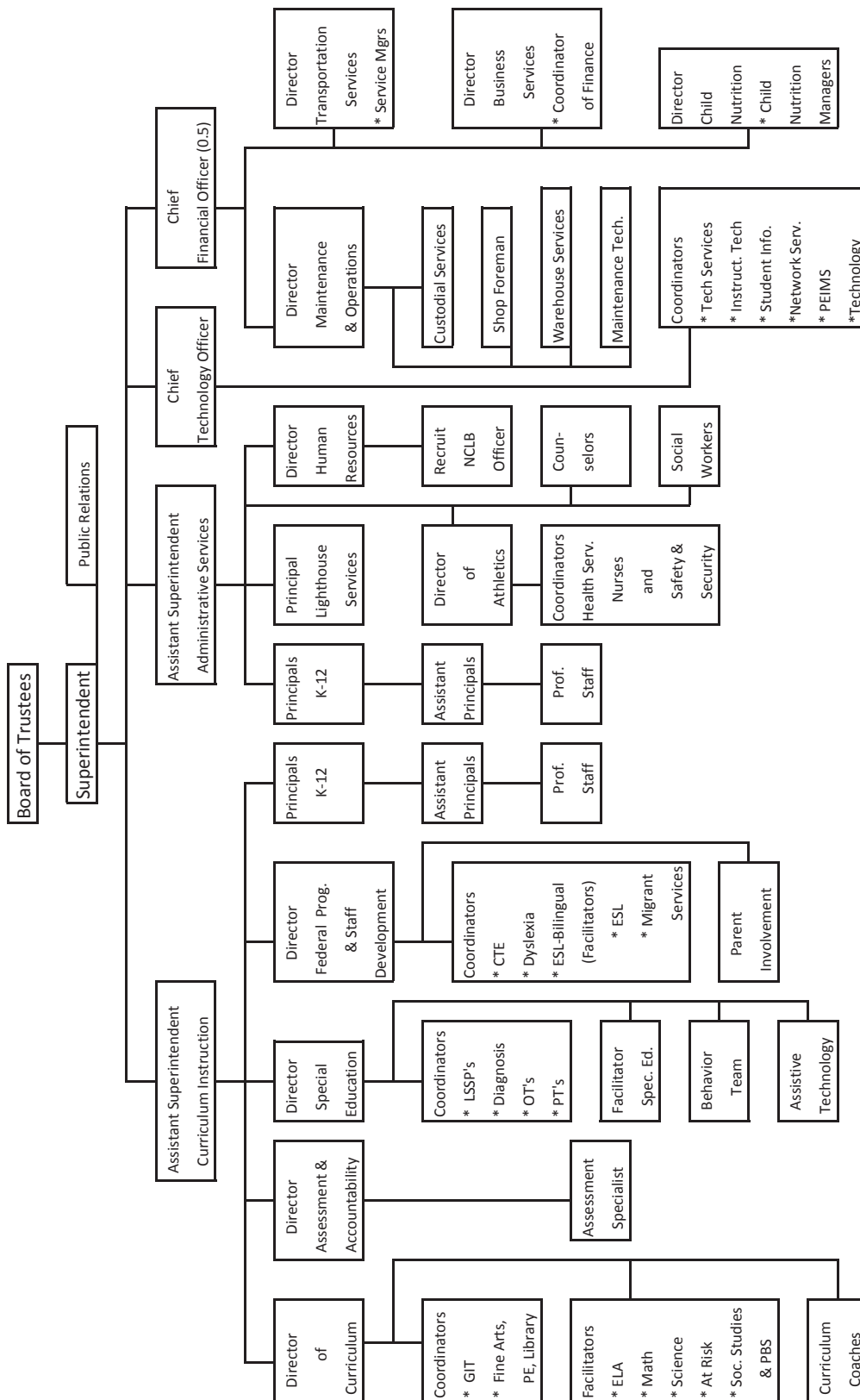
Administrative Functions: The following actions are recommended to the Brazosport Independent School District's Superintendent:

A.8.1: Assist the board with the development of recommended policies.

A.8.2: Revise the table of organization to comply with audit criteria for sound organizational management. A proposed table of organization is presented in [Exhibit R.8.1](#).

Exhibit R.8.1

Proposed Table of Organization Brazosport Independent School District January 2012



Consider the recommended table of organization presented in Exhibit R.8.1 that includes the following changes:

- Assign to the Assistant Superintendent of Curriculum and Instruction and to the Assistant Superintendent for Administrative Services the supervision of 9 or 10 K-12 principals each (organized by feeder patterns to the extent possible).
- Establish a Director of Curriculum position. Have the following positions report to this administrator: Coordinators of Gifted and Talented; Fine Arts, Physical Education, and Library; Content Area Facilitators; At Risk Facilitator; and Curriculum Coaches.
- Move the Social Worker position to supervision by the Assistant Superintendent of Administrative Services.

A.8.3: Review the table of organization and job descriptions, and prepare an annual report to the board as recommended in Action G.8.4.

A.8.4: Develop or revise job descriptions for all employees consistent with audit standards; establish a process for keeping job descriptions current; and submit new and/or revised job descriptions for approval to the board. Job descriptions should include the following minimum components:

- The date approved and/or most recently revised;
- Titles that are descriptive of the duties associated with the position;
- The physical demands of the position;
- The position's Fair Labor Standards Act (FLSA) status;
- The qualifications required for the position;
- The position's chain of command; no employee should have more than one supervisor;
- A detailed explanation of the functions, duties, and responsibilities of the position; and
- A description of the position's relationship to the curriculum where relevant (i.e., expectations regarding design and delivery of the curriculum).

A.8.5: Revise the superintendent's job description to include responsibilities for long-term district-wide planning, instructional leadership, data-based decision making, and developing a table of organization. Increase supervision, support, and coaching of principals as they work to improve curricular monitoring and teacher evaluation practices to impact teaching and learning.

A.8.6: Refocus the roles of the building principal and assistant principal on instructional leadership.

- Revise the principals' and assistant principals' job descriptions and appraisal instruments to include responsibilities for school improvement planning, monitoring the delivery of the curriculum, and using student assessment and program evaluation data in decision making (see Recommendation 5).
- Include a description of the behaviors and activities that constitute monitoring in BISD.

A.8.7: Revise the job descriptions for the superintendent's cabinet members and all department directors to include responsibility for the use of data in decision making.

A.8.8: Align board policies, administrators' and teachers' job descriptions, and appraisal instruments so expectations for duties and responsibilities are congruent among the documents.

Phase in the recommended table of organization over the next two years. Revisions to the job descriptions should be completed within the next 12 to 18 months.

Recommendation 9: Provide equal access to comparable programs, services, and opportunities to impact student achievement. Eliminate the achievement gap between ethnic and socioeconomic student groups. Take further steps to allocate resources based on student needs.

Successful school districts are characterized by a coherent school system, rather than by a system of separate schools. A well-managed school system provides all students with equal access to an aligned district curriculum, programs, services, and opportunities provided by the district. Fairness to all students is apparent in areas such as access to challenging course offerings, placement in special programs, and consistency in disciplinary actions. School districts that serve diverse communities have students that require differentiated resources if all learners are to be given an equal opportunity to experience success in the educational program.

The Brazosport Independent School District's board policies and planning documents reference providing all students with a quality educational program (see [Findings 1.1](#), [1.2](#), and [3.1](#)). The challenge for district leadership is to translate the policies and goals into actions that make a difference for BISD students. Aggressive action needs to take place throughout the district to eliminate barriers to student success and to eliminate student achievement gaps.

Despite the intent to meet the needs of all students, the district includes practices of inequality and inequity. Site-based decision making has contributed to an inconsistent educational program (see [Finding 2.1](#)). Therefore, the educational program a BISD student receives depends upon the school he/she attends. The curriculum lacks articulation and coordination, which contributes to inconsistent delivery of the curriculum from classroom to classroom and from school to school (see [Finding 2.1](#)). Inequalities exist in access to rigorous courses and advanced programs (see [Finding 3.1](#)). Performance data indicate gaps relative to ethnicity and socioeconomic status, and efforts to close the gaps have not exhibited a sufficient rate of progress (see [Findings 3.1](#) and [4.3](#)). Numerous programs and initiatives have been implemented to address student needs, but far too many students continue to drop out of school before graduation. A consistent, district-wide discipline program has not been implemented (see [Finding 3.1](#)). Gender and ethnic representation among district staff are disproportionate to that of the student enrollment (see [Finding 3.1](#)).

The auditors found several factors that contribute to the inequitable allocation of resources. Student assessment data are generally not considered in staffing allocations or in the budget development process (see [Findings 3.1](#) and [5.1](#)). Campus-based decision making, availability of grants, and PTA/booster club fundraising contribute to inequities in the distribution of resources.

In order to not perpetuate but overcome the relative disadvantages that some students bring to the educational system, the following recommendations are presented.

Governance Functions: The following actions are recommended to the Brazosport Independent School District's Board of Trustees:

G.9.1: Establish the improvement of student achievement as the primary district priority, and adopt a policy framework that focuses all district operations in supporting achievement. Include the following elements:

- District long range planning (see [Recommendation 2](#));
- School improvement planning (see [Recommendation 2](#));
- Curriculum design and delivery (see [Recommendation 3](#));
- Professional development (see [Recommendation 4](#));
- Assessment (see [Recommendation 5](#));
- Program selection, adoption, monitoring, and evaluation (see [Recommendations 5](#) and [6](#));
- Equal access and equitable distribution of resources;
- Budget planning and district priorities (see [Recommendation 6](#));
- Technology implementation (see [Recommendation 3](#)); and

- Expectations for staff performance (see [Recommendations 3](#) and [8](#)).

G.9.2: Adopt a policy that makes a commitment to end the achievement gap based on socioeconomic status and ethnicity. Establish high expectations for all students to achieve, and authorize the administration to take whatever steps necessary to change any practice that inhibits the district's response to increasing student achievement and eliminating achievement gaps.

G.9.3: Adopt a policy that makes a commitment to reduce the student dropout rate. Direct the superintendent to hold principals and teachers accountable for student success through the appraisal process.

G.9.4: Involve stakeholders in developing a definition of equal access and of equity. Establish and communicate a commitment to provide equal access to programs and services and equitable distribution of resources through board policy.

G.9.5: Adopt a policy that clearly delineates the curriculum management decisions that are to be made at the district level and those that are to be made at the schools. Ensure that curriculum and assessment are district level decisions.

G.9.6: Direct the superintendent to review curriculum areas, supplemental programs, and interventions to determine equality of access and equitable distribution of resources using achievement data and cost/benefit analyses.

G.9.7: Make the implementation of a consistent district-wide discipline program a priority. Provide training to all appropriate stakeholders. Monitor progress and hold personnel accountable for consistent implementation.

G.9.8: Direct the superintendent to revise the recruiting plan to attract minority and male teachers to the district and retain them.

G.9.9: Direct the superintendent to review personnel and budget allocation formulas, grants, and fundraising efforts to provide for an equitable educational program throughout the district.

G.9.10: Require congruity of board policy intent with administrative decisions and actions. Direct the superintendent to systematically monitor all reports, the budget, planning documents, assessment data, and programming plans to ascertain the equitable treatment of all school sites and all students.

G.9.11: Direct the superintendent to provide annual updates regarding efforts and progress in eliminating inequalities and inequities within the district.

Administrative Functions: The following actions are recommended to the Brazosport Independent School District's Superintendent:

A.9.1: Prepare drafts of the suggested policies for board review, critique, and approval.

A.9.2: Assist the board in obtaining stakeholders' commitment to equal access and equitable allocation of resources. Take steps to ensure that all students can succeed regardless of ethnicity, primary language, mobility, or socioeconomic status. Establish linkage to the budget process (see [Recommendation 6](#)).

A.9.3: Develop a comprehensive curriculum, program, and assessment plan to provide the framework for a consistent educational program, including the components noted in [Recommendations 3, 4, and 5](#).

A.9.4: Require regular analysis of disaggregated data pertaining to all district practices (e.g. student assessment, program enrollment, course offerings, disciplinary actions and interventions to determine disparities and inequities) (see [Recommendation 5](#)).

- Locate student achievement deficiencies by school and grade level.
- Focus the Strategic Plan, district and campus improvement plans, professional growth plans, and personnel evaluations on consistent student achievement goals.

A.9.5: Expect and ensure through the appraisal process strong leadership from central office and campus administrators in directing, communicating, and monitoring the alignment of the written, taught, and tested district curriculum.

A.9.6: Supervise and monitor the implementation of the intended curriculum and expected instructional strategies so that all students have access to comparable instructional and curricular experiences (see Recommendations 3 and 4).

- Hold teachers accountable through the appraisal process for the implementation of differentiated instructional strategies to meet diverse student needs.
- Require the use of teaching strategies in which students are actively engaged and challenged.
- Expect that teachers implement strategies to meet the needs of English language learners.

A.9.7: Require regular analysis of formative assessments to serve as the basis for lesson planning and instructional decision making.

A.9.8: Coordinate supporting programs and initiatives. Include the following:

- Develop a process for terminating ineffective programs and interventions and continuing effective ones (see Recommendation 5).
- Focus on the implementation of a small number of research-based initiatives most likely to increase student success.
- Provide several levels of professional development for staff in priority areas (see Recommendation 4).
- Monitor and follow through program delivery for fidelity of implementation.

A.9.9: Monitor placements in special programs for disparities in participation among subgroups.

A.9.10: Analyze data on disciplinary actions by school to determine consistency in practices.

A.9.11: Revise teacher and administrator recruitment procedures to do the following:

- Provide appropriate incentives to attract minority and male teachers to the district.
- Include minority staff and community members as part of the recruitment team.
- Recruit in high minority, declining enrollment districts.
- Establish relationships with human resource staff in declining enrollment minority school districts so they recommend BISD when reducing their teacher work force.
- Assign minority mentors to newly hired minority staff members.

A.9.12: Provide annual reports to the board that report progress on the demonstrated equitable treatment of all students.

V. SUMMARY

A Curriculum Audit™ is basically an “exception” report. That is, it does not give a summative, overall view of the suitability of a system. Rather, it holds the system up to scrutiny against the predetermined standards of quality, notes relevant findings about the system, and cites discrepancies from audit standards. Recommendations are then provided accordingly to help the district improve its quality in the areas of noted deficiency.

With a new superintendent, the Brazosport Independent School District is at a natural point for reviewing, evaluating, affirming, and improving its practices and procedures. The request for an external review provided by the Curriculum Management Audit is timely and reflects the commitment by the Board of Trustees and district leadership for ongoing system improvement.

The intent of this audit report is to identify areas in which the educational program and district operations do not meet audit criteria for effectiveness and to offer reasonable recommendations for improvement relative to the areas of need. The report includes 17 findings and nine comprehensive recommendations to help achieve congruence with audit standards.

The auditors found that the BISD’s staff includes teachers, support staff, administrators, and board members who possess the motivation and skills to serve the district well. Many staff members are a product of the district schools, still live in the community, and enjoy working in the district.

At the time of the audit visit, district leadership had initiated a strategic planning process, was developing foundational plans and procedures, and had started building the capacity of administrators to improve the educational program. A bond issue was planned to upgrade technology and facility deficiencies.

While much has been accomplished in the Brazosport Independent School District, a number of challenges confront district leadership. Declining student enrollment, state funding concerns, and disparities in student performance have been long-standing issues facing the district. The high number of students that drop out of school prior to graduation indicates that the educational program has not served the needs of all students. “The need to do better” and the need for “high expectations” for students are espoused by many staff and community members. Now it is time to translate “high expectations” into an aggressive agenda for improvement.

Efforts are being made in the right direction, but the district currently lacks focus and control of the educational program. Decisions about curriculum, instruction, assessment, staff development, programs, and interventions had previously been relegated to the school sites. Therefore, the educational program a student experiences at one school may differ widely from the education a student receives at another school. School improvement efforts have been implemented, but they have not been coordinated across the district to provide a seamless transition for students as they move from grade level to grade level or from school to school and have generally not led to improved student performance.

Specific curriculum management related board policies need to be developed or updated to provide direction for a consistent educational program. When completed, the Strategic Plan needs to direct all future decision making and actions, be coordinated with other system-wide efforts, and maintain focus on achieving district goals and priorities.

For students to perform well on accountability measures, strong alignment is needed between the written, taught, and tested curricula in Pre-Kindergarten through grade 12. A comprehensive curriculum management plan is needed to unify these areas. Not all subjects and courses taught in the district have corresponding written curriculum other than the Texas Essential Knowledge and Skills (TEKS). The available curriculum documents lack information about what students have been taught previously and what they are expected to know as they advance through the system. Alignment cannot occur when the curriculum lacks specific examples of how the tests in use approach, define, and assess knowledge and skills. Model lessons or specific examples are needed on how to teach key concepts. Technology and complex thinking experiences need to be integrated into the curriculum. Expectations for instruction and monitoring the delivery of the curriculum in the classroom must be clearly defined to ensure that high quality curriculum and instruction are available to all students. Until the

written, taught, and tested curricula are aligned, the potential for gains in achievement for all students will not be fully realized.

Professional development has been largely school-based, and coordination of these efforts has been inadequate to maximize the benefit of improved teaching and learning. Professional development needs to be targeted on district goals and the design and delivery of the curriculum.

To supplement the curriculum, programs and interventions have been implemented to address various student needs. However, the district lacks a process for selecting, implementing, monitoring, evaluating, and conducting cost/benefit analyses of programs. Too many programs and interventions can divert attention and human and financial resources away from the development of a strong district-wide curriculum. Supplemental programs need careful, long-term planning and procedures so they will be implemented to their full potential and positively impact teaching and learning.

The district lacks comprehensive student assessment and program evaluation planning. Formal student assessment is limited to the core areas of reading, mathematics, science, and social studies. The board, staff, parents, and students do not have reliable information about student learning in other curricular areas. District formative assessments need to be developed for all subjects taught at all grade levels to provide adequate feedback for decision making. Aggregate student performance on state assessments is close to state and regional averages, but student subgroups perform consistently less well than other students.

Program evaluation has generally been limited to compliance reports associated with grants or state mandates. Program evaluations that include cost-benefit analyses need to be developed. Data-based decision making needs to be practiced in all district functions and operations.

Despite the programs and initiatives that have been implemented to improve student success, inequalities and inequities persist in a number of areas. Economically disadvantaged and minority students are not achieving at the level of other students, and their current rate of progress is insufficient. Almost one-third of district students leave the school system between grades 9 and 12. Disproportional student representation by ethnicity and gender continue in the gifted program, AP courses, special education, and graduation rates.

BISD is fiscally sound and was rated “Superior” by the Financial Integrity Rating System of Texas (FIRST). However, the auditors determined that the current budget process is not closely linked to district planning, and decisions relative to the allocation of resources are not based on student assessment data or cost-benefit analyses. For a district to be considered productive, academic achievement needs to increase over time within the same cost parameters.

District schools are generally clean with custodial staff efforts well-regarded in most schools. A large number of facilities deficiencies were identified in both aging schools and some that were recently renovated. Issues included leaky roofs, defective HVAC systems, corroding and bursting underground pipes, etc.

A myriad of technology issues have frustrated district personnel over the past several years. A lack of funding has prevented the district from providing hardware and software upgrades, hindering the implementation of technology to enhance the educational program and the use of data in district-wide decision making.

While it is a time of challenge for the Brazosport Independent School District, it is also a time of opportunity. Board members, district and campus administrators, and teachers have indicated the 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 evidence of such commitment. Future progress will depend, in part, on the district leadership’s efforts to address the issues presented in the audit.

It is hoped that this curriculum audit report will provide the stimulus for the board, the administration, teachers, parents, and community members to develop a consensus for systemic change and improvement. If that process yields the kind of quality and consistency envisioned in the recommendations of the audit, there is every reason to be optimistic about the future of the Brazosport Independent School District.

VI. APPENDICES

Appendix A

Auditors' Biographical Data



Judy Birmingham, Ph.D., Senior Lead Auditor

Dr. Judy Birmingham is an educational consultant with a diverse background in public school education. She was formerly the Associate Superintendent for Instructional Services with the Anoka-Hennepin School District in Minneapolis, Minnesota. She served as an area superintendent for elementary, middle, and high schools and supervised the departments of curriculum and instruction, student assessment, professional development, special education, student services, vocational, and federal programs. She has also served as an elementary principal, classroom teacher, and special educator.

Dr. Birmingham received her undergraduate degree from the University of Wisconsin-Madison and her master's degree in curriculum and instruction and her doctorate in educational administration from the University of Minnesota. She has participated in 66 curriculum management audits since receiving her audit training in Chicago in 1993. She is a Senior Lead Auditor and a trainer for Curriculum Management Systems, Inc.



David Lutkemeier, Ed.D., Auditor

Dr. David Lutkemeier has extensive experience in public and charter school leadership roles in several states. These roles have included district superintendent, chief fiscal officer, and special education director in several districts. He has also administered district testing and program evaluation efforts and psychological services. Prior to his public school experience, he taught at Arizona State University in the Department of Special Education. Dr. Lutkemeier has served as an elected member of a school district governing board and on management boards of several professional and community service organizations.

Dr. Lutkemeier received his undergraduate degree in psychology and his master's degree in developmental psychology. He earned his doctorate in special education and psychology from the University of Cincinnati. He received his curriculum management audit training in 1991 in San Diego, California, and since that time has served on audit teams in 12 states.



Deitra Spence, Ed.D., Auditor

Dr. Deitra Spence is an educational administrator with wide experience in a variety of K-12 settings. She was recently recruited to be the Special Assistant to the Superintendent in the Lower Merion School District and is currently the Administrator for Secondary Counseling and Student Support in this suburban Philadelphia community. She has served as a teacher, assistant principal, and principal in elementary, middle, and high schools in Philadelphia and surrounding rural and suburban school districts in Pennsylvania. She has also taught graduate level courses in the fields of school law and educational leadership and has served

as a classroom teacher and mentor to aspiring principals.

Dr. Spence received her undergraduate degree from the Pennsylvania State University and her master's degree in curriculum theory and development and her doctorate in educational administration from Temple University in Philadelphia. She recently completed her training for Curriculum Management Systems, Inc.

Appendix A (continued)
Auditors' Biographical Data



Lynn F. Zinn, Ed.D., Auditor

Dr. Lynn F. Zinn lives in Steamboat Springs, Colorado. She earned her B.A. from Middlebury College, her M.Ed. in Special Education at the University of Maine, and her Ed.D. from the University of Northern Colorado. She has worked as a classroom teacher, special education resource teacher and consultant, a reading consultant, a central office administrator, a graduate instructor in educational leadership, and an educational consultant over 40 years as an educator. Much of her recent consulting work has involved program evaluation and planning. Dr. Zinn completed her curriculum audit training in Tucson, Arizona, in December 2000.

Appendix B

List of Documents Reviewed by the Brazosport Independent School District Audit Team

“A STAAR is Born” Presented at the State Assessment Conference – December 2011
“Navigating the Texas School Finance Lawsuits” – The Texas Tribune – December, 21, 2011
Administrator Appraisals – 2009-10; 2010-11
AEIS Board Presentations – 2011-12
AEIS Reports – 2002-12
Annual Financial Reports – 2009, 2010, 2011
Behavior Management Team Satisfaction Survey
Bell Schedules – 2011-12
Bilingual Continuous Improvement Plans – 2007-08, 2009-10
Board of Education Minutes – 2011
Board of Trustees Policies
Bond Documents – 2011-12
Bond Plan – 2012
Brazosport Independent School District Accountability Summary – 2011
Brazosport Independent School District Background Information
Brazosport Independent School District Board Members – 2011-12
Brazosport Independent School District Budgets – 2008-2011
Brazosport Independent School District Comprehensive Assessment Plan – 2011-12
Brazosport Independent School District Comprehensive Improvement Plan – 2011-12
Brazosport Independent School District Curriculum & Instruction Year-Long To-Do List – 2011
Brazosport Independent School District Curriculum Program: Guaranteed & Viable Curriculum – 2011
Brazosport Independent School District Curriculum Program: Mission, Vision, Beliefs, Goals – 2011
Brazosport Independent School District Gifted & Talented Staff Development – Fall 2011
Brazosport Independent School District List of Campuses – 2011-12
Brazosport Independent School District Long-Range Curriculum Plan – 2011-2013
Brazosport Independent School District Mission Statement – January 2012
Brazosport Independent School District Professional Development and Appraisal System form – 2004
Brazosport Independent School District Salary Schedule – 2011-12
Brazosport Independent School District Site-Based Staff Development Guidelines – 2011-12
Brazosport Independent School District Staff Development Cycle – January 2012
Brazosport Independent School District Staff Development Needs Assessment Results – April 11, 2011

Brazosport Independent School District Staff Development Program – April 28, 2011

Brazosport Independent School District Student Enrollment – January 2012

Brazosport independent School District Student Enrollment by Gender, Ethnicity – 2011

Brazosport Independent School District Superintendents – 2011-12

Brazosport Independent School District Table of Organization – January 2012

Brazosport Independent School District Teacher Induction Program – August 24, 2010

Brazosport Independent School District Teacher Technology Survey – 2011

Brazosport Independent School District Technology Committee

Brazosport Independent School District Technology Plan – 2010-13

Brazosport Independent School District Technology Update – November 2011

Brazosport Independent School District Website – 2011-12

Budget Planning Calendar – 2011

Business Office Activity Fund and Parent Organizations Procedures Manual

Business Office Budget Workbook – 2011-12

Business Office Title I and II Workbooks – 2011-12

Campus Homework Policies

Campus Improvement Plans – 2011-12

Career Technical Education Monitoring – 2008-09, 2009-10

Career Technical Education Program Evaluation – 2011

CHAMPS Training PowerPoint – 2011

Commissioner’s Rules Concerning Financial Exigency – January 2012

Community Surveys

Comprehensive Annual TEA Report on Texas Schools: Report to the 82nd Legislature – December 1, 2011

Comprehensive Assessment Plan – 2011-12

Corrective Action Plans Indicators 11, 12, 13 – 2008-09

Corrective Action Plans Residential Facility – 2007-08

Corrective Action Plans Special Education – 2007-08

Course List by Campus – 2011-12

Course Registration Forms – 2011-12

Course Selection Guide – 2011-12

CTE Focused Data Analysis – 2008-09; 2009-10

Curriculum Facilitators’ Goals – 2011-12

Curriculum Goals: Measuring Progress in Science – 2011-12

Data Validation Continuous Improvement Plans

Diagnostic Staff Allocations

Diagnostician/LSSP Survey

Directions for Special Education Projects
District Improvement Plan – 2011-12
District Technology Regulations
EDA Eligible Debt Service – January 2012
Eduphoria Forethought and Aware: Curriculum and Assessment documents
End-of-Course Assessments: TEA Update Presentation – February 2011
Facilities and Maintenance Plan: Levels I and II – 2008-2013
Faculty Handbooks – 2011-12
Federal Programs Implemented – 2011-12
Financial Integrity Rating System of Texas: District Status Summary – 2009-2011
Four-Year Graduation Plan
Grading Guidelines
History of the School District
Homework Guidelines
IEP Folder Review
Insight into BISD Newsletter – 2011
Integrated Interventions
Job Descriptions
Life Skills PLC Survey
Master Schedules – 2011-12
Official Notification of the 2011 Final School FIRST Rating – August 31, 2011
Ordinance setting Tax Rate – 2010, 2011
PBMAS Continuous Improvement Plans
Performance Based Monitoring for Bilingual/ESL – 2010
Positive Behavior Support Initiative – 2012
Positive Behavior Support Introduction PowerPoint – 2011
Principal Program Surveys – January 2012
Principals Needs Assessment for Special Education
Purpose of Financial Accountability Rating System – October 20, 2002
Residential CAP – 2007-08
Retention Data by Grade, Gender, and Ethnicity
School Report Cards
Special Education Enrollment – 2011-12
Special Education Staffing Allocations and Review
Speech Therapy Survey
Staff Development Handbook – 2011-12

State Approved Group-Administered Achievement Tests – October 4, 2011

State Funded Special Education Programs – 2011-12

State Testing Calendars – 2009-2013

Statement of Audit Expectation – January 2012

Strategic Planning documents – 2011

Student Assessment Schedule – 2011-12

Student Handbooks – 2011-12

Teacher Appraisals – 2009-10, 2010-11

Texas Education Agency “From Z to A: Setting the STAAR Cut Points – 2010

Texas Education Agency Accountability Ratings: Five Years at a Glance – 2010

Texas Education Agency Accreditation Status – 2010-11

Texas Education Agency Adequate Yearly Progress: Five years at a Glance – 2010

Texas Education Agency Enrollment in Texas Public Schools – 2010-11

Texas Education Agency Final AYP Results – 2011

Texas Education Agency Pupil Projections – February 2011

Texas Student Assessment Program Coordinator Manual – 2011

Textbook Adoption Procedures

The STAAR Program – TEA Update Presentation – February 22, 2011

Transportation Routes – 2011-12

Appendix C
Scope of the Curriculum
Brazosport Independent School District
January 2012

Exhibit 2.2.1
Scope of Elementary Curriculum

Content Area	K	1	2	3	4	Number of Course Offerings	Offerings with Curriculum Documents	Percent of Offerings with Curriculum Documents
Core Content Areas								
Language Arts	X	X	X	X	X	5	5	100
Language with Applications		S	S	S	S	4	4	100
Reading	X	X	X	X	X	5	5	100
Reading with Applications		S	S	S	S	4	4	100
Mathematics	X	X	X	X	X	5	5	100
Mathematics with Applications		S	S	S	S	4	4	100
Science	X	X	X	X	X	5	5	100
Science with Applications		S	S	S	S	4	4	100
Social Studies	X	X	X	X	X	5	5	100
Social Studies with Applications		S	S	S	S	4	4	100
Total Scope of Curriculum (Core Content Areas)						45	45	100%
Non-Core Content Areas								
Music	X	X	X	X	X	5	5	100
Physical Education	X	X	X	X	X	5	5	100
Total Scope of Curriculum (Non-Core Content Areas)						10	10	100%
<i>Sources: PEIMS course list by school (2011-12), TEKS, district curriculum documents</i>								
Key: X=Course offered, curriculum available S=Course offered at selected campuses, curriculum available								

Exhibit 2.2.2
Scope of Middle/Intermediate School Curriculum

Content Areas	Grade Levels/ Schools				Number of Course Offerings	Offerings with Curriculum Documents	Percent of Offerings with Curriculum Documents
	5	6	7	8			
Core Content Areas							
Language Arts	S	X	X	X	4	4	100
Language Arts 7 (PreAP)			S		1	1	100
Language Arts 8 (PreAP)				S	1	1	100
Language SEARCH		S	S	S	3	3	100
Read 180	S	S	X	X	4	4	100
System 44	S	S	X	X	4	4	100
Reading			S		1	1	100
Power Reading			S	S	2	2	100
Keep on Reading			S		1	1	100
Fundamentals of Reading	S				1	1	100
Functional Reading	S	S			2	2	100
Comparative Literature			S		1	1	100
Language Arts BIL/ESL	S	S			2	2	100
Language Arts with Applications	S	S	S	S	4	4	100
Totals (Language Arts)					31	31	100%
Mathematics							
Mathematics	X	X	X	X	4	4	100
Math (PreAP)			S		1	1	100
Math (PreAP)/Algebra I				X	1	1	100
Math SEARCH		S	S		2	2	100
Math Advanced		S			1	1	100
Power Math			S	S	2	2	100
Math with Applications	S	S	S		3	3	100
Functional Math	S	S			2	2	100
Math BIL/ESL	S	S			2	2	100
Totals (Mathematics)					18	18	100%
Science							
Science	X	X	X	X	4	4	100
Science 7 (PreAP)			S		1	1	100
Science 8 (PreAP)				S	1	1	100
Science SEARCH		S	S	S	3	3	100
Functional Science	S	S			2	2	100
Science with Applications	S	S	S	S	4	4	100
Science BIL/ESL	S	S			2	2	100
Totals (Science)					17	17	100%
Social Studies							
History	X	X			2	2	100
History BIL/ESL	S	S			2	2	100
History 7/Texas History			X		1	1	100
History 7 (Pre-AP)			X		1	1	100
History SEARCH		X			1	1	100
History 8/U.S. History/American History				X	1	1	100

Content Areas	Grade Levels/ Schools				Number of Course Offerings	Offerings with Curriculum Documents	Percent of Offerings with Curriculum Documents
	5	6	7	8			
History 8/American History (Pre-AP)				X	1	1	100
History 8 with Applications				S	1	1	100
Totals (Social Studies)					10	10	100%
Total Scope of Curriculum (Core Content Areas)					76	76	100%
Non-Core Content Areas							
Career and Technical Education							
Human Services							
Principles of Education & Training				S	1	1	100
Principles of Human Services			S	X	1	1	100
Career Portals in Human Services (1 sem.)			X	S	1	1	100
Business, Marketing & Finance							
Marketing			S	S	1	1	100
Touch System Data Entry				S	1	1	100
Manufacturing							
Manufacturing			S	S	1	1	100
Principles of Manufacturing				S	1	1	100
Career Portals in Manufacturing			S		1	1	100
Career Portals in Manufacturing (1 sem.)			S	S	1	1	100
Totals (Career and Technical Education)					9	9	100%
Fine Arts							
Art							
Art	S	X	S	S	4	4	100
Art (1 sem.)		S	S	S	3	3	100
Music							
Music	S				1	1	100
Band		S	S	S	3	3	100
Band-French Horn		S			1	1	100
Band-Sax		S			1	1	100
Band-Clarinet		S			1	1	100
Band-Flute		S			1	1	100
Band-Trombone		S			1	1	100
Band-Trumpet		S			1	1	100
Band-Baritone		S			1	1	100
Band-Tuba		S			1	1	100
Band-Percussion		S			1	1	100
Concert Winds			S	S	2	2	100
Concert Band			S	S	2	2	100
Symphonic Band			S	S	2	2	100
Jazz Band			S	S	2	2	100
Orchestra		S	S	S	3	3	100
Orchestra-Bass		S			1	1	100
Orchestra-Cello		S			1	1	100
Orchestra-Viola		S			1	1	100
Orchestra-Violin		S			1	1	100
Orchestra Winds			S	S	2	2	100
Philharmonic Orchestra			S	S	2	2	100

Content Areas	Grade Levels/ Schools				Number of Course Offerings	Offerings with Curriculum Documents	Percent of Offerings with Curriculum Documents
	5	6	7	8			
Symphonic Orchestra			S	S	2	2	100
Beginning Choir			S	S	1	1	100
Treble/Treble Clef Choir			S	S	1	1	100
Tenor/Bass Choir			S	S	1	1	100
Honor Choir (Chorale)			S	S	1	1	100
Choir		S	S	S	3	3	100
Choir (1 sem.)		S			1	1	100
Theater Arts							
Theater Arts		S	S	S	3	3	100
Drama			S	S	1	1	100
Totals (Fine Arts)					53	53	100%
Foreign Languages							
Spanish 1A			X		1	1	100
Spanish 1B				X	1	1	100
Conversational Spanish				S	1	1	100
Totals (Foreign Languages)					3	3	100%
Health, Athletics, & Physical Education							
Physical Education	S	X	X	S	4	4	100
Foundations of Personal Fitness			S		1	1	100
Foundations of Personal Fitness II				S	1	0	0
Football (Team Sports)			S	S	1	1	100
Girls' Athletics (Team Sports)			S	S	1	1	100
Dance Physical Education				S	1	1	100
Health			S	S	1	1	100
Totals (Physical Education)					10	9	90%
Journalism							
Multimedia			S	S	1	1	100
Yearbook/Journalism				S	1	1	100
Yearbook				S	1	1	100
Totals (Journalism)					3	3	100%
Speech							
Communication Applications (Speech)			S	S	2	2	100
Speech	S	S			2	2	100
Totals (Speech)					4	4	100%
Technology Applications							
Computer Skills			S	S	2	2	100
Computer	S				1	1	100
Totals (Technology)					3	3	100%
Other Courses							
Library Aide			O	O	1	0	0
Office Workers/Office Aide			O	O	1	0	0
Totals (Other)					2	0	0%
Total Scope of Curriculum (Non-Core Content Areas)					87	84	97%
<i>Sources: Course handbooks, teacher schedules, course lists from campuses, PEIMS course lists 2011-12, TEKS, district curriculum documents</i>							
Key: X=Course offered, curriculum available S=Course offered at selected campuses, curriculum available O=Course offered, no curriculum							

Exhibit 2.2.3
Scope of High School Curriculum

Course	Grade Levels				Number of Course Offerings	Offerings with Curriculum Documents	Percent of Offerings with Curriculum Documents
	9	10	11	12			
Core Content Areas							
English Language Arts/Reading							
Creative and Imaginative Writing		X	X	X	1	1	100
Dyslexia Intervention I, II, III	X	X	X	X	3	0	0
English & Reading with Applications I, II, III, IV	X	X	X	X	4	4	100
English for Speakers of Other Languages I, II	X	X	X	X	2	2	100
English I, II, III, IV	X	X	X	X	4	4	100
English I, II, III Pre-AP	X	X	X		3	3	100
English I, II, III, IV with Applications	X	X	X	X	4	4	100
English III, IV AP (Language & Composition)			X	X	2	2	100
English IV Advanced				X	1	1	100
Functional English	X	X	X	X	4	4	100
Independent Study in English				X	1	1	100
Power Reading/Writing				X	1	0	0
Reading I, II, III	X	X	X	X	3	3	100
Research and Technical Writing			X	X	1	1	100
Totals (Language Arts)					34	30	88%
Mathematics							
Algebra I	X	X	X	X	1	1	100
Algebra II	X	X	X	X	1	1	100
Algebra I Pre-AP	X	X	X	X	1	1	100
Algebra II Pre-AP	X	X	X	X	1	1	100
Algebra I with Applications	X	X	X	X	1	1	100
Calculus AB AP	X	X	X	X	1	1	100
Calculus BC AP	X	X	X	X	1	1	100
Functional Math	X	X	X	X	1	1	100
Geometry	X	X	X	X	1	1	100
Geometry Pre-AP	X	X	X	X	1	1	100
Geometry with Applications	X	X	X	X	1	1	100
Mathematical Models with Applications	X	X	X	X	1	1	100
Pre-Calculus	X	X	X	X	1	1	100
Pre-Calculus Pre-AP	X	X	X	X	1	1	100
Problem Solving Math			O	O	1	0	0
Statistics AP	X	X	X	X	1	1	100
Strategic Learning for High School Math	X	X	X	X	1	1	100
Totals (Mathematics)					17	16	94%
Science							
Anatomy & Physiology			X	X	1	1	100
Aquatic Science	X		X	X	1	1	100
Astronomy			X	X	1	1	100
Astronomy Advanced			X	X	1	1	100
Biology	X	X	X	X	1	1	100
Biology AP			X	X	1	1	100
Biology Pre-AP	X	X	X	X	1	1	100

Course	Grade Levels				Number of Course Offerings	Offerings with Curriculum Documents	Percent of Offerings with Curriculum Documents
	9	10	11	12			
Biology with Applications	X	X	X	X	1	1	100
Chemistry		X	X	X	1	1	100
Chemistry AP			X	X	1	1	100
Chemistry Pre-AP		X	X	X	1	1	100
Conceptual Chemistry		X	X	X	1	1	100
Conceptual Physics			X	X	1	1	100
Engineering Design & Problem Solving			X	X	1	1	100
Environmental Science AP			X	X	1	1	100
Environmental Systems		X	X	X	1	1	100
Forensic Science			X	X	1	1	100
Integrated Physics and Chemistry (IPC)		X	X	X	1	1	100
Integrated Physics and Chemistry with Applications		X	X	X	1	1	100
Physics			X	X	1	1	100
Physics B AP			X	X	1	1	100
Physics C AP			X	X	1	1	100
Physics Pre-AP			X	X	1	1	100
Science Concepts		X	X	X	1	1	100
Scientific Research and Design			X	X	1	1	100
Totals (Science)					25	25	100%
Social Studies							
Economics with Emphasis on Free Enterprise System and Its Benefits				X	1	1	100
Economics with Emphasis on Free Enterprise System and Its Benefits Advanced				X	1	1	100
Economics with Emphasis on Free Enterprise System and Its Benefits with Applications				X	1	1	100
Human Geography AP	X				1	1	100
Psychology			X	X	1	1	100
Psychology Advanced			X	X	1	1	100
Sociology			X	X	1	1	100
Sociology Advanced			X	X	1	1	100
Special Topics in Social Studies: Bible History & Literature I, II		O	O	O	2	0	0
Special Topics in Social Studies: Foundations of Leadership		X	X	X	1	1	100
U. S. Government				X	1	1	100
U. S. Government Advanced				X	1	1	100
U. S. Government and Politics AP				X	1	1	100
U. S. Government with Applications				X	1	1	100
U. S. History AP			X		1	1	100
U. S. History since Reconstruction			X		1	1	100
U. S. History since Reconstruction Advanced			X		1	1	100
U. S. History since Reconstruction with Applications			X		1	1	100
World Geography Studies	X				1	1	100
World Geography Studies Advanced	X				1	1	100

Course	Grade Levels				Number of Course Offerings	Offerings with Curriculum Documents	Percent of Offerings with Curriculum Documents
	9	10	11	12			
World Geography Studies with Applications	X				1	1	100
World History AP		X			1	1	100
World History Studies		X			1	1	100
World History Studies Advanced		X			1	1	100
World History Studies with Applications		X			1	1	100
Totals (Social Studies)					26	24	92%
Total Scope of Curriculum (Core Content Areas)					102	95	93%
Non-Core Content Areas							
Career and Technical Education							
Career Preparation I, II			X	X	2	2	100
Problems and Solutions			X	X	1	1	100
Agriculture, Food & Natural Resources							
Agribusiness Management & Marketing		X	X	X	1	1	100
Agricultural Facilities Design & Fabrication			X	X	1	1	100
Agricultural Mechanics & Metal Technology		X	X	X	1	1	100
Agricultural Power Systems		X	X	X	1	1	100
Food Processing		X	X	X	1	1	100
Food Technology & Safety		X	X	X	1	1	100
Livestock Production		X	X	X	1	1	100
Practicum in Agriculture, Food, and Natural Resources I			X	X	1	1	100
Practicum in Agriculture, Food, and Natural Resources II				O	1	0	0
Principles and Elements of Floral Design	X	X	X	X	1	1	100
Principles of Agriculture, Food, and Natural Resources	X	X	X	X	1	1	100
Range Ecology & Management		X	X	X	1	1	100
Small Animal Management		X	X	X	1	1	100
Veterinary Medical Applications		X	X	X	1	1	100
Wildlife, Fisheries, and Ecology Management		X	X	X	1	1	100
Architecture & Construction							
Architectural Design		X	X	X	1	1	100
Architectural Design Advanced			X	X	1	1	100
Building Maintenance Technology		X	X	X	1	1	100
Construction Management		X	X	X	1	1	100
Construction Technology		X	X	X	1	1	100
Construction Technology Advanced			X	X	1	1	100
Electrical Technology		X	X	X	1	1	100
Electrical Technology Advanced			X	X	1	1	100
HVAC and Refrigeration Technology		X	X	X	1	1	100
HVAC and Refrigeration Technology Advanced			X	X	1	1	100
Piping & Plumbing Technology		X	X	X	1	1	100
Piping & Plumbing Technology Advanced			X	X	1	1	100
Practicum in Architectural Design I, II			O	X	2	1	50
Practicum in Construction Management				X	1	1	100
Principles of Architecture & Construction	X	X	X	X	1	1	100

Course	Grade Levels				Number of Course Offerings	Offerings with Curriculum Documents	Percent of Offerings with Curriculum Documents
	9	10	11	12			
Arts, A/V Technology & Communications							
Audio/Video Production	X	X	X	X	1	1	100
Audio/Video Production Advanced		X	X	X	1	1	100
Graphic Design & Illustration		X	X	X	1	1	100
Business Management & Administration							
Principles of Business, Marketing, and Finance	X	X	X	X	1	1	100
Touch System Data Entry	X	X			1	1	100
Business Information Management		X	X	X	1	1	100
Business Information Management II			X	X	1	1	100
Business Law			X	X	1	1	100
Global Business		X	X	X	1	1	100
Business Management		X	X	X	1	1	100
Practicum in Business Management I, II				X	2	1	50
Education & Training							
Human Growth and Development		X	X	X	1	1	100
Instructional Practices in Education & Training			X	X	1	1	100
Finance							
Money Matters	X	X	X	X	1	1	100
Accounting I, II		X	X	X	2	2	100
Health Science							
Health Science		X	X	X	1	1	100
Medical Terminology	X	X	X	X	1	1	100
Practicum in Health Science I, II				X	2	1	50
Principles of Health Science		X	X	X	1	1	100
Hospitality & Tourism							
Culinary Arts		X	X	X	1	1	100
Practicum in Culinary Arts I, II			O	X	2	1	50
Restaurant Management		X	X	X	1	1	100
Human Services							
Child Development		X	X	X	1	1	100
Child Guidance		X	X	X	1	1	100
Cosmetology I, II			X	X	2	2	100
Introduction to Cosmetology			X	X	1	1	100
Dollars and Sense		X	X	X	1	1	100
Lifetime Nutrition and Wellness		X	X	X	1	1	100
Principles of Human Services	X	X	X	X	1	1	100
Information Technology							
Computer Maintenance		X	X	X	1	1	100
Computer Programming		X	X	X	1	1	100
Computer Programming Advanced			X	X	1	1	100
Computer Technician			X	X	1	1	100
Digital & Interactive Media		X	X	X	1	1	100
Principles of Information Technology	X	X	X	X	1	1	100
Research in Information Technology Solutions				X	1	1	100
Telecommunications & Networking		X	X	X	1	1	100
Web Technologies		X	X	X	1	1	100

Course	Grade Levels				Number of Course Offerings	Offerings with Curriculum Documents	Percent of Offerings with Curriculum Documents
	9	10	11	12			
Law, Public Safety, Corrections & Security							
Court Systems and Practices		X	X	X	1	1	100
Law Enforcement I		X	X	X	1	1	100
Principles of Law, Public Safety, Corrections, and Security	X	X	X	X	1	1	100
Manufacturing							
Manufacturing Engineering			X	X	1	1	100
Practicum in Manufacturing				X	1	1	100
Precision Metal Manufacturing			X	X	1	1	100
Precision Metal Manufacturing Advanced			X	X	1	1	100
Principles of Manufacturing	X	X	X	X	1	1	100
Welding		X	X	X	1	1	100
Welding Advanced			X	X	1	1	100
Marketing							
Entrepreneurship	X	X	X	X	1	1	100
Science, Technology, Engineering & Math							
Concepts of Engineering & Technology	X	X			1	1	100
Electronics		X	X	X	1	1	100
Engineering Design & Presentation		X	X	X	1	1	100
Transportation, Distribution & Logistics							
Automotive Collision Repair & Refinishing		X	X	X	1	1	100
Automotive Collision Repair & Refinishing Advanced			X	X	1	1	100
Automotive Technology		X	X	X	1	1	100
Automotive Technology Advanced			X	X	1	1	100
Energy, Power, and & Transportation Systems	X	X	X	X	1	1	100
Practicum in Transportation, Distribution & Logistics I, II				X	2	1	50
Small Engine Technology		X	X	X	1	1	100
Totals (Career and Technical Education)					101	93	92%
Fine Arts							
Art							
Art I	X	X	X	X	1	1	100
Drawing I, II, III	X	X	X	X	3	3	100
Electronic Media II, III, IV		X	X	X	3	3	100
Painting II, II, IV		X	X	X	3	3	100
Sculpture II, III, IV		X	X	X	3	3	100
Studio Art AP: 2D Portfolio			X	X	1	1	100
Studio Art AP: 3D Portfolio			X	X	1	1	100
Studio Art AP: Drawing Portfolio			X	X	1	1	100
Dance							
Dance I, II, III, IV	X	X	X	X	4	4	100
Drill Team Prep (Dance I)	X	X	X		1	1	100
Music							
Band I, II, III, IV	X	X	X	X	4	4	100
Choir I, II, III, IV	X	X	X	X	4	4	100
Chamber Choir	X				1	1	100

Course	Grade Levels				Number of Course Offerings	Offerings with Curriculum Documents	Percent of Offerings with Curriculum Documents
	9	10	11	12			
Jazz Band I, II, III, IV	X	X	X	X	4	4	100
Orchestra I, II, III, IV	X	X	X	X	4	4	100
Theatre Arts							
Technical Theater I, II, III	X	X	X	X	3	3	100
Theater Arts I	X	X	X	X	1	1	100
Theater Arts II, III, IV		X	X	X	3	3	100
Theater Production I, II, III, IV	X	X	X	X	4	4	100
Totals (Fine Arts)					49	49	100%
Foreign Languages							
American Sign Language I, II, III, IV	X	X	X	X	4	4	100
French I, II	X	X	X	X	2	2	100
French III Pre-AP	X	X	X	X	1	1	100
French IV AP	X	X	X	X	1	1	100
German I, II	X	X	X	X	2	2	100
German III Pre-AP	X	X	X	X	1	1	100
German IV AP	X	X	X	X	1	1	100
Spanish I, II	X	X	X	X	2	2	100
Spanish III Pre-AP	X	X	X	X	1	1	100
Spanish IV	X	X	X	X	1	1	100
Spanish IV AP	X	X	X	X	1	1	100
Spanish V Literature AP	X	X	X	X	1	1	100
Totals (Foreign Languages)					18	18	100%
Health, Athletics, & Physical Education							
Athletics/Team Sports I, II, III, IV (Phys. Ed. credit)	X	X	X	X	4	4	100
Health Education	X	X	X	X	1	1	100
Team Sports I, II, III, IV	X	X	X	X	4	4	100
Sports Medicine		X	X	X	1	1	100
Totals (Physical Education)					10	10	100%
Journalism							
Independent Study in Journalism I	X	X	X	X	1	1	100
Independent Study in Journalism II		O	O	O	1	0	0
Independent Study in Journalism III			O	O	1	0	0
Journalism	X	X	X	X	1	1	100
Journalism: Newspaper I, II, III Advanced		X	X	X	3	3	100
Journalism: Yearbook I, II, III Advanced		X	X	X	3	3	100
Photojournalism	S	X	X	X	1	1	100
Totals (Journalism)					11	9	82%
Speech							
Communication Applications	X	X	X	X	1	1	100
Debate I, II, III	X	X	X	X	3	3	100
Totals (Speech)					4	4	100%
Technology Applications							
Independent Study in Technology Application I		X	X	X	1	1	100
Independent Study in Technology Application II			O	O	1	0	0
Desktop Publishing		X	X	X	1	1	100
Totals (Technology Applications)					3	2	67%

Course	Grade Levels				Number of Course Offerings	Offerings with Curriculum Documents	Percent of Offerings with Curriculum Documents
	9	10	11	12			
Other Courses							
AVID (Advancement Via Individual Determination) I, II, III, IV	O	O	O	O	4	0	0
Peer Assistance and Leadership I, II			O	O	2	0	0
Peer Tutoring				O	1	0	0
PSAT/SAT/ACT Preparation	O	O	O	O	1	0	0
TAKS Accommodated Concepts with Applications I, II	O		O		2	0	0
Totals (Other Courses)					10	0	0%
Total Scope of Curriculum (Non-Core Content Areas)					206	185	90%
<i>Sources: Course handbook, PEIMS course list 2011-12, TEKS, district curriculum documents</i>							
Key: O=Course offered X=Course offered; written curriculum available S=Course offered at selected campuses							

Appendix D

List of Programs and Interventions Identified on Principal Survey

Program	Long ES	T.W. Ogg ES	Griffith ES	Beutel ES	Polk ES	Ney ES	Velasco ES	Brannen ES	O.M. Roberts ES	Fleming ES	Austin ES	Rasco MS	Lanier MS	Lake Jackson Int.	Clute Int.	Freeport Int.	Lighthouse LC	Brazoswood HS	Brazosport HS
6 Traits Writing					X														
A.D.D.								X											
Accelerated Math											X				X				
Accelerated Reader (Renaissance Place)		X		X	X	X		X	X	X	X								
Add One								X											
AIMSweb								X											
Arts Attack				X															
Author visits								X											
Auto Be Good								X											
Avenues--BIL					X														
A-Z Reading										X									
Backpack Buddies								X											
Biblioguidance								X											
Bluebonnet								X											
Brainpop								X											
Building Fluency (Lakeshore)									X										
Calendar Math							X	X											
Catch Program								X											
CEI Math					X														
CEI Reading				X	X			X	X										
Character Colors		X																	
Character Ed								X											
DAEP																	X		
Daily Geography Practice				X															
Developing Number Concepts		X																	
Diana Zykes						X													
Discover Intensive Phonics					X														
Discovery Streaming								X											
Drops in a Bucket				X		X		X	X										
Earobics			X																
Easy CBM.com													X						
Edmark Reading				X															
Enchanted Learning								X											
Essential Skills				X															
Evan-Moor Daily Language Review						X													
Evan-Moor Daily Science						X													
Evan-Moor Grammar/Punctuation						X													
Evan-Moor Hands-on Science Themes						X													
Every Day Counts				X	X				X										
FASST Math			X	X	X	X	X		X	X	X		X						
Fitness Gram								X											

Program	Long ES	T.W. Ogg ES	Griffith ES	Beutel ES	Polk ES	Ney ES	Velasco ES	Brannen ES	O.M. Roberts ES	Fleming ES	Austin ES	Rasco MS	Lanier MS	Lake Jackson Int.	Clute Int.	Freeport Int.	Lighthouse LC	Brazoswood HS	Brazosport HS
Fountas & Pinnell Phonics		X																	
Frog Math Games						X													
Gateways to Science		X	X	X	X	X	X	X			X								
Guided Reading		X		X	X	X													
Hands-on Science				X			X	X											
Handwriting without Tears				X															
Head Start for Science						X													
Here's Looking at You 2000								X											
Homework Help						X													
Imagination Station						X													
Intensive Phonics							X	X											
Interactive Writing		X																	
I-Station	X	X	X	X	X		X	X	X	X	X								
IXL Math														X					
Journeys				X															
Kamico									X										
Kim Sulton Activities				X															
Lakeshore Fluency					X														
Lakeshore Instant Science									X										
Literacy Work Stations											X								
Lonestar Math												X							
Mastering Numeration (computer)								X											
Math for Today						X													
Math Their Way		X																	
McCracken				X															
McGruff Safety Program								X											
Mega Mile								X											
Mentoring Minds						X	X		X										
Minute Math								X	X										
Minute Math									X										
Moose English									X										
Moose Math				X	X			X	X										
More Picture Perfect Science Lessons						X													
Motivation Reading						X													
Motivational Math						X		X											
Mountain Language				X	X														
Mountain Math				X	X					X									
Mudpies to Magnets								X	X										
Neauhause				X															
Odyssey Learning																		X	
Orchard Now								X											
Phonics Lessons						X													
Picture Perfect Science Lessons						X													
Positive Behavior at Work								X											

Program	Long ES	T.W. Ogg ES	Griffith ES	Beutel ES	Polk ES	Ney ES	Velasco ES	Brannen ES	O.M. Roberts ES	Fleming ES	Austin ES	Rasco MS	Lanier MS	Lake Jackson Int.	Clute Int.	Freeport Int.	Lighthouse LC	Brazoswood HS	Brazosport HS
Practice Readers					X														
Project Grow (DAEP)																	X		
Project Read	X		X	X	X	X		X	X						X				
Quick Math								X											
Rainbow Math								X											
Read 180											X	X	X	X	X	X		X	
Read About					X					X									
Read Naturally		X		X						X									
Reading Team								X											
Reading through Science								X											
Renaissance Learning				X															
Rigby					X				X										
Rocket Math									X										
Rosetta Stone													X		X				
SAIL/Odyssey Learning																	X		
Science Structures								X											
Shuttebug					X														
SOAR																	X		
SOLO						X													
STAR		X		X		X													
STEMscopes	X			X	X	X		X	X		X	X		X					
Step up to TAKS									X										
Steps to Respect								X				X							
Study Island					X	X			X					X					
Sundance Read/Power Words									X										
System 44												X	X		X				
TAKS Master				X					X										
Target the Question							X												
Targeted Math									X										
Targeted Reading									X										
Test SMART									X										
The Letter People							X												
TMSDS									X										
Touch Math				X															
TPRI								X											
Tumblebooks								X											
Unique Learning System				X															
United Streaming								X											
Wild West								X	X										
Writing Academy				X	X	X		X	X										
Total Programs by Campus	3	11	5	30	23	27	9	45	29	7	8	5	5	4	5	1	4	2	0
<i>Source: Principal Surveys</i>																			

Appendix E
Exhibit 2.3.7
CMIM Frame One Curriculum Analysis:
Auditors' Ratings of Minimal Basic Components and Specificity
Non-Core Courses, Kindergarten through Grade 12
Brazosport Independent School District
January 2012

Curriculum Document Title	1	2	3	4	5	Total Rating
	Obj.	Assmt.	Prereq.	Res.	Strats.	
Career and Technical Education (CTE)						
Agribusiness Management & Marketing	2	0	0	0	0	2
Agricultural Facilities Design & Fabrication	2	0	0	0	0	2
Agricultural Mechanics & Metal Technology	2	0	0	0	0	2
Agriculture Power Systems	2	0	0	0	0	2
Architectural Design	2	0	0	0	0	2
Architectural Design Advanced	2	0	0	0	0	2
Audio/Video Production	2	0	0	0	0	2
Audio/Video Production Advanced	2	0	0	0	0	2
Building Maintenance Technology	2	0	0	0	0	2
Business Information Management	2	0	0	0	0	2
Business Information Management	2	0	0	0	0	2
Business Law	2	0	0	0	0	2
Business Management	2	0	0	0	0	2
Career Portals in Human Services (7-8)	2	0	0	0	0	2
Career Portals in Manufacturing (7-8)	2	0	0	0	0	2
Career Preparation I	2	0	0	0	0	2
Career Preparation II	2	0	0	0	0	2
Child Development	2	0	0	0	0	2
Child Guidance	2	0	0	0	0	2
Computer Maintenance	2	0	0	0	0	2
Computer Programming	2	0	0	0	0	2
Computer Programming Advanced	2	0	0	0	0	2
Computer Technician	2	0	0	0	0	2
Concepts of Engineering & Technology	2	0	0	0	0	2
Concepts of Engineering & Technology	2	0	0	0	0	2
Construction Technology	2	0	0	0	0	2
Construction Technology	2	0	0	0	0	2
Construction Technology Advanced	2	0	0	0	0	2
Construction Technology Advanced	2	0	0	0	0	2
Cosmetology I	2	0	0	0	0	2
Cosmetology II	2	0	0	0	0	2
Court Systems and Practices	2	0	0	0	0	2
Culinary Arts	2	0	0	0	0	2
Digital & Interactive Media	2	0	0	0	0	2
Dollars and Sense	2	0	0	0	0	2
Electrical Technology	2	0	0	0	0	2
Electrical Technology Advanced	2	0	0	0	0	2
Electronics	2	0	0	0	0	2
Engineering Design & Presentation	2	0	0	0	0	2
Entrepreneurship	2	0	0	0	0	2

Curriculum Document Title	1	2	3	4	5	Total Rating
	Obj.	Assmt.	Prereq.	Res.	Strats.	
Food Processing	2	0	0	0	0	2
Food Technology & Safety	2	0	0	0	0	2
Forensic Science	2	0	0	0	0	2
Global Business	2	0	0	0	0	2
Graphic Design & Illustration	2	0	0	0	0	2
Health Science	2	0	0	0	0	2
Human Growth and Development	2	0	0	0	0	2
HVAC and Refrigeration Technology	2	0	0	0	0	2
HVAC and Refrigeration Technology Advanced	2	0	0	0	0	2
Instructional Practices in Education & Training	2	0	0	0	0	2
Introduction to Cosmetology	2	0	0	0	0	2
Law Enforcement I	2	0	0	0	0	2
Lifetime Nutrition and Wellness	2	0	0	0	0	2
Livestock Production	2	0	0	0	0	2
Manufacturing Engineering	2	0	0	0	0	2
Medical Terminology	2	0	0	0	0	2
Piping & Plumbing Technology	2	0	0	0	0	2
Piping & Plumbing Technology Advanced	2	0	0	0	0	2
Practicum in Agriculture, Food, and Natural Resources I	2	0	0	0	0	2
Practicum in Agriculture, Food, and Natural Resources II	2	0	0	0	0	2
Practicum in Architectural Design I	2	0	0	0	0	2
Practicum in Business Management I	2	0	0	0	0	2
Practicum in Construction Management	2	0	0	0	0	2
Practicum in Culinary Arts I	2	0	0	0	0	2
Practicum in Health Science I	2	0	0	0	0	2
Practicum in Manufacturing	2	0	0	0	0	2
Precision Metal Manufacturing	2	0	0	0	0	2
Precision Metal Manufacturing Advanced	2	0	0	0	0	2
Principles and Elements of Floral Design	2	0	0	0	0	2
Principles of Agriculture, Food, and Natural Resources	2	0	0	0	0	2
Principles of Architecture & Construction	2	0	0	0	0	2
Principles of Business, Marketing, and Finance	2	0	0	0	0	2
Principles of Education & Training (7-8)	2	0	0	0	0	2
Principles of Health Science	2	0	0	0	0	2
Principles of Human Services	2	0	0	0	0	2
Principles of Human Services (7-8)	2	0	0	0	0	2
Principles of Information Technology	2	0	0	0	0	2
Principles of Law, Public Safety, Corrections, and Security	2	0	0	0	0	2
Principles of Manufacturing	2	0	0	0	0	2
Range Ecology & Management	2	0	0	0	0	2
Research in Information Technology Solutions	2	0	0	0	0	2
Restaurant Management	2	0	0	0	0	2
Small Animal Management	2	0	0	0	0	2
Telecommunications & Networking	2	0	0	0	0	2
Touch System Data Entry	2	0	0	0	0	2
Touch System Data Entry (7-8)	2	0	0	0	0	2
Veterinary Medical Applications	2	0	0	0	0	2

Curriculum Document Title	1	2	3	4	5	Total Rating
	Obj.	Assmt.	Prereq.	Res.	Strats.	
Web Technologies	2	0	0	0	0	2
Welding	2	0	0	0	0	2
Welding Advanced	2	0	0	0	0	2
Wildlife, Fisheries, and Ecology Management	2	0	0	0	0	2
Mean Ratings by Criterion (CTE)	2.00	0.00	0.00	0.00	0.00	
Total Rating (CTE)						2.00
Fine Arts						
Art (5)	2	0	0	0	0	2
Art (6)	2	0	0	0	0	2
Art (7)	2	0	0	0	0	2
Art (8)	2	0	0	0	0	2
Art I	2	0	0	0	0	2
Band (6)	2	0	0	0	0	2
Band (7)	2	0	0	0	0	2
Band (8)	2	0	0	0	0	2
Band I	2	0	0	0	0	2
Band II	2	0	0	0	0	2
Band III	2	0	0	0	0	2
Band IV	2	0	0	0	0	2
Chamber Choir	2	0	0	0	0	2
Choir (6)	2	0	0	0	0	2
Choir (7)	2	0	0	0	0	2
Choir (8)	2	0	0	0	0	2
Choir I	2	0	0	0	0	2
Choir II	2	0	0	0	0	2
Choir III	2	0	0	0	0	2
Choir IV	2	0	0	0	0	2
Dance I	2	0	0	0	0	2
Dance II	2	0	0	0	0	2
Dance III	2	0	0	0	0	2
Dance IV	2	0	0	0	0	2
Drawing I	2	0	0	0	0	2
Drawing II	2	0	0	0	0	2
Drawing III	2	0	0	0	0	2
Drill Team Prep (Dance I)	2	0	0	0	0	2
Electronic Media II	2	0	0	0	0	2
Electronic Media III	2	0	0	0	0	2
Electronic Media IV	2	0	0	0	0	2
Jazz Band I	2	0	0	0	0	2
Jazz Band II	2	0	0	0	0	2
Jazz Band III	2	0	0	0	0	2
Jazz Band IV	2	0	0	0	0	2
Music (1)	2	0	0	0	0	2
Music (2)	2	0	0	0	0	2
Music (3)	2	0	0	0	0	2
Music (4)	2	0	0	0	0	2
Music (5)	2	0	0	0	0	2
Music (6)	2	0	0	0	0	2

Curriculum Document Title	1	2	3	4	5	Total Rating
	Obj.	Assmt.	Prereq.	Res.	Strats.	
Music (7)	2	0	0	0	0	2
Music (8)	2	0	0	0	0	2
Music (K)	2	0	0	0	0	2
Orchestra (6)	2	0	0	0	0	2
Orchestra (7)	2	0	0	0	0	2
Orchestra (8)	2	0	0	0	0	2
Orchestra I	2	0	0	0	0	2
Orchestra II	2	0	0	0	0	2
Orchestra III	2	0	0	0	0	2
Orchestra IV	2	0	0	0	0	2
Painting II	2	0	0	0	0	2
Painting III	2	0	0	0	0	2
Painting IV	2	0	0	0	0	2
Sculpture II	2	0	0	0	0	2
Sculpture III	2	0	0	0	0	2
Sculpture IV	2	0	0	0	0	2
Studio Art AP: 2D Portfolio	2	0	0	0	0	2
Studio Art AP: 3D Portfolio	2	0	0	0	0	2
Studio Art AP: Drawing Portfolio	2	0	0	0	0	2
Technical Theater I	2	0	0	0	0	2
Technical Theater II	2	0	0	0	0	2
Technical Theater III	2	0	0	0	0	2
Theater Arts I	2	0	0	0	0	2
Theater Arts II	2	0	0	0	0	2
Theater Arts III	2	0	0	0	0	2
Theater Arts IV	2	0	0	0	0	2
Theater Production I	2	0	0	0	0	2
Theater Production II	2	0	0	0	0	2
Theater Production III	2	0	0	0	0	2
Theater Production IV	2	0	0	0	0	2
Theatre (5)	2	0	0	0	0	2
Theatre (6)	2	0	0	0	0	2
Theatre (7)	2	0	0	0	0	2
Theatre (8)	2	0	0	0	0	2
Mean Ratings by Criterion (Fine Arts)	2.00	0.00	0.00	0.00	0.00	
Total Rating (Fine Arts)						2.00
LOTE (Foreign Languages)						
Spanish 1A (7)	2	0	0	0	0	2
Spanish 1B (8)	2	0	0	0	0	2
American Sign Language I	2	0	0	0	0	2
American Sign Language II	2	0	0	0	0	2
American Sign Language III	2	0	0	0	0	2
American Sign Language IV	2	0	0	0	0	2
French I	2	0	0	0	0	2
French II	2	0	0	0	0	2
French III Pre-AP	2	0	0	0	0	2
French IV AP	2	2	1	2	3	10
German I	2	0	0	1	0	3

Curriculum Document Title	1	2	3	4	5	Total Rating
	Obj.	Assmt.	Prereq.	Res.	Strats.	
German II	2	0	0	1	0	3
German III Pre-AP	2	0	0	1	0	3
German IV AP	2	1	1	2	3	9
Spanish I	2	0	0	2	0	4
Spanish II	2	0	0	2	0	4
Spanish III Pre-AP	2	0	0	2	0	4
Spanish IV	2	0	0	0	0	2
Spanish IV Language AP	2	0	1	1	1	5
Spanish V Literature AP	2	0	1	2	0	5
Mean Ratings by Criterion (LOTE)	2.00	0.15	0.20	0.80	0.35	
Total Rating (LOTE)						3.50
Health, Athletics & Physical Education						
Advanced Health (11-12)	2	0	0	0	0	2
Athletics/Team Sports III	2	0	0	0	0	2
Athletics/Team Sports I	2	0	0	0	0	2
Athletics/Team Sports II	2	0	0	0	0	2
Athletics/Team Sports IV	2	0	0	0	0	2
Health Education (7-8)	2	0	0	0	0	2
Health Education (9-10)	2	0	0	0	0	2
Physical Education (1)	2	0	0	0	0	2
Physical Education (2)	2	0	0	0	0	2
Physical Education (3)	2	0	0	0	0	2
Physical Education (4)	2	0	0	0	0	2
Physical Education (5)	2	0	0	0	0	2
Physical Education (6)	2	0	0	0	0	2
Physical Education (7)	2	0	0	0	0	2
Physical Education (8)	2	0	0	0	0	2
Physical Education (K)	2	0	0	0	0	2
Sports Medicine	2	0	0	0	0	2
Team Sports I	2	0	0	0	0	2
Team Sports II	2	0	0	0	0	2
Team Sports III	2	0	0	0	0	2
Team Sports IV	2	0	0	0	0	2
Mean Ratings by Criterion (Health, Athletics & Phys. Ed.)	2.00	0.00	0.00	0.00	0.00	
Total Rating (Health, Athletics & Phys. Ed.)						2.00
Journalism						
Independent Study in Journalism I	2	0	0	0	0	2
Journalism	2	0	0	0	0	2
Journalism: Newspaper I Advanced	2	0	0	0	0	2
Journalism: Newspaper II Advanced	2	0	0	0	0	2
Journalism: Newspaper III Advanced	2	0	0	0	0	2
Journalism: Yearbook I Advanced	2	0	0	0	0	2
Journalism: Yearbook II Advanced	2	0	0	0	0	2
Journalism: Yearbook III Advanced	2	0	0	0	0	2
Multimedia (7-8)	2	0	0	0	0	2
Photojournalism	2	0	0	0	0	2
Mean Ratings by Criterion (Journalism)	2.00	0.00	0.00	0.00	0.00	
Total Rating (Journalism)						2.00

Curriculum Document Title	1	2	3	4	5	Total Rating
	Obj.	Assmt.	Prereq.	Res.	Strats.	
Speech						
Communication Applications	2	0	0	0	0	2
Debate I	2	0	0	0	0	2
Debate II	2	0	0	0	0	2
Debate III	2	0	0	0	0	2
Speech (7-8)	2	0	0	0	0	2
Mean Ratings by Criterion (Speech)	2.00	0.00	0.00	0.00	0.00	
Total Rating (Speech)						2.00
Technology Applications						
Computer Literacy (6-8)	2	0	0	0	0	2
Desktop Publishing	2	0	0	0	0	2
Independent Study in Technology Application I	2	0	0	0	0	2
Mean Ratings by Criterion ((Technology Apps.)	2.00	0.00	0.00	0.00	0.00	
Total Rating (Technology Apps.)						2.00
<i>Sources: Documents provided by district on Google Docs and Eduphoria sites</i>						