

2015-2016

Curriculum Management Plan

Woodville Independent
School District

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Curriculum Management Plan

2015-2016

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About the District

Woodville ISD is located in the community of Woodville, TX and is approximately 51 miles north of Beaumont on Hwy 69. Boundaries of the school district extend 310 square miles, with WISD buses traveling over 1,135 miles daily. Woodville schools have more than 90 years of tradition in excellence. Woodville students are recognized statewide for academic and extracurricular success.

The mission of Woodville ISD is to ensure quality foundational educational skills through excellent instruction in a positive learning environment for maximizing each student's potential.

In WISD, we believe:

- all children are given equal opportunity to learn,
- every child can expect to be challenged to reach his or her highest level of individual potential
- we are all accountable for the success of our students
- creating an atmosphere of excellence through citizenship, tradition, and high expectations
- our community and district will work collaboratively to foster and enhance the education of our children
- the hiring and retaining of dependable, knowledgeable, and resourceful staff is essential to the success of the district
- all district campuses and facilities will be equitable
- the pride of the community of Woodville ISD will set the standard for excellence
- all planning and actions will be purposeful and involve a high level of engagement
- disciplined people, in both thought and action, will achieve greatness over mediocrity

Woodville ISD's Vision Statement:

Be the Change....

I. Curriculum Management Plan

Woodville Independent School District

2015-2016

Rationale

The primary function of a school system is to produce increased student learning over time. This requires a school system to establish a clear, valid, and measurable set of pupil standards for learning. Standards are then used to formulate measurable objectives that are set into a workable framework for teachers. In the Woodville Independent School District, these desired student learning expectations (i.e. objectives) reflect the Texas Essential Knowledge and Skills, other identified national content standards, community attitudes and assumptions, as well as dominant beliefs about what students should know and be able to do. When combined in a coherent and systemic format, it becomes the guiding force for instruction, student assessment, and the teacher delivery system.

Purpose

A requirement of school systems committed to continuous improvement of the teaching and learning process is the development of a comprehensive curriculum management plan. The importance of such a plan is that it provides the internal congruency, quality assurances, clear linkages, and fiduciary support necessary for ensuring continuous improvement toward meeting the district's mission and goals. The Board recognizes the need and value of a systematic, ongoing program of curriculum development, assessment, implementation, and evaluation. The Woodville ISD Curriculum Management Plan enables the organization to obtain the educational and economic benefits of a coordinated and focused program for students for the purpose of enhancing learning which is complex and multi-year in its dimensions while employing sound management practices to contain cost where applicable. The plan also provides a strong directional focus for instruction to facilitate the design, delivery, and assessment of the curriculum. In essence, it is the curriculum management plan that provides the structure to ensure quality control of the curriculum and instructional process. Instead of leaving the primary function of the school system to chance, the comprehensive curriculum management plan recognizes that student learning is the result of a well-planned series of events. These events are to be designed to happen consistently and coherently across the system. Board policy and long-range planning establish the curriculum and instructional program as an integral component of the system and a reflection of the Board's vision, mission, and goals. While instructional differentiation is expected to occur to address the unique needs of identified students, that instruction shall be derived from a set of curriculum objectives common to all students, with procedures and processes that provide equitable access to the curriculum and programs for all students.

Introduction

The curriculum management plan communicates intent and direction for the district in the area of curriculum and instruction. It also connects the written, taught, and tested curriculum in a manner that unifies the district around a common vision and mission. As such, it becomes a catalyst for starting a transformational process for changing the culture of a district, the core work, and the relationships of the people within the organization who do the work. This cultural change starts with conversations about what the district wants to become and what it will take to reach that preferred future. Through such conversations, a vision of what is desired for students begins to emerge and ultimately, people willingly commit their hearts and minds to realize the vision. Because beliefs are more basic than vision, it is important that beliefs are clear and well-articulated. Therefore, to develop a curriculum management plan for Woodville ISD, curriculum philosophy, vision, beliefs, and a Graduate Portrait were developed as a basis or foundation for all other components of the plan.

Vision Statement

Provide an aligned, articulated, and assessed curriculum that provides the foundation for all students to learn, succeed, and to compete.

Curriculum Philosophy

The purpose of education is primarily imparting basic knowledge, concepts, processes, and attitudes necessary for the student to successfully function in society. Education recognizes the characteristics unique to each individual and provides a process for development and expression of each student's innate potential and talents.

Woodville ISD ensures that graduates will possess the skills and competencies to be successful in an ever-changing and dynamic world. This preparation will provide pathways for students to make higher education, technical, and career choices based on meeting and exceeding state standards as well as the approved district standards and content objectives. Meeting these high performance standards and competencies is accomplished by subscribing to the following premises:

1. All students are capable of learning the essentials of formal schooling.
2. Success influences self-concept and student efficacy, which influences learning and behavior.
3. The instructional process is differentiated and flexible to improve learning.
4. Schools can maximize the learning conditions for all students through clearly stated expectations (curriculum) for all students, quality teaching, formative and summative assessments of student learning and achievement, and appropriate interventions and adjustments in classroom practices based on assessment results.
5. Successful student learning must be based on providing appropriate educational experiences at the appropriate level of rigor in order to ensure maximum student achievement.
6. High levels of student achievement are the benchmarks for effective curriculum (design) and instruction (delivery).
7. Parental and community involvement is fundamental to building a community where learning is valued, public education is supported, and partnerships are forged in an effort to provide a safe, orderly learning environment, challenging curriculum, quality educational programs, and successful learning experiences for each student.

Belief Statements

We believe that:

1. Curriculum becomes the backbone of the instructional program by establishing a PK-12 framework in all curricular content areas so there is sufficient direction and specificity provided to teachers.
2. An effective curriculum is vertically aligned and articulated to prevent gaps from occurring as students matriculate through the system.
3. Curriculum is aligned to the state Texas Essential Knowledge and Skills Readiness and Supporting Standards.
4. Curriculum represents what students are to learn and is one of the key components to determine student success.
5. Teachers play an active role in determining the successful implementation of the curriculum.
6. Differentiating the delivery of the curriculum is based on factors that consider the needs of students.
7. Curriculum based assessments help to evaluate the efficacy of the curriculum and its delivery.
8. Teacher collaboration, when focused upon curriculum standards and assessment results, is correlated to high student performance.
9. Curriculum design is based upon vertical alignment, horizontal coordination, and system coherency.
10. Curriculum drives instruction.
11. A successful curriculum and instructional program requires that everyone in the district commits to and advocates for the same goals.
12. Implementation of the curriculum requires appropriate professional development for teachers.
13. An effective curriculum delivery system is supported by adequate time, trained personnel, and aligned resources.
14. A teachable and viable curriculum means that teachers know and understand what the essential requirements are for each grade level/content and that they have fidelity in delivering the curriculum as they plan for instruction.
15. Teachers collaborate with administrative staff to develop/implement curriculum and provide valuable feedback for evaluation and revision purposes.
16. Curriculum is non-negotiable and held tightly, while instruction is adaptable to meet the specific needs of students as identified through data, observations, and other programmatic information.

II. Curriculum

Executive Summary

This section presents management principles for the development of the written, taught, and assessed curriculum and guides district staff in its delivery.

Key Points

- *Board Policy Statement EG (LOCAL): Curriculum Development* (See Exhibit 7) directs administration to develop an articulated, written curriculum for all content areas.
- Board policy directs teachers to teach the curriculum and for administrators to monitor the delivery of the curriculum to ensure optimal use of curriculum materials and instructional time.
- Curriculum management principles are used to guide the curriculum development process, the instructional delivery of curriculum, and the assessment program to ensure quality control of the system.
- The district will use aligned curriculum-based and benchmark assessments to evaluate the overall effectiveness of the curriculum in producing desired student achievement results.
- Curriculum alignment is the degree to which the written, taught, and tested curriculum is congruent and used to guide decisions about assessments, materials, textbooks, strategies, programming, grouping patterns, professional development, facilities, and budgeting.
- The written curriculum is defined as those standards/objectives that students are to achieve and teachers are to teach including the Texas Essential Knowledge and Skills, both readiness and supporting standards, units, concepts, key understandings, and guiding questions.
- The taught curriculum refers to the delivery of the written curriculum which is defined as instruction.
- The tested curriculum is that portion of the written curriculum that is assessed by national, state, and locally developed or purchased assessments that are administered based upon a district developed assessment calendar.

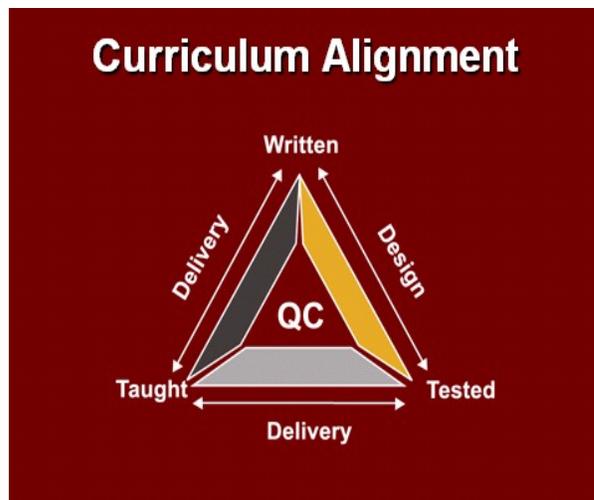
Curriculum Mission Statement

Woodville ISD is committed to providing all students with an educational experience that will enable them to excel academically. To achieve this, we will provide curriculum, assessments, and instructional programs that are aligned with the state and national standards and assessments. Administrators and teachers will work collaboratively to ensure that both design and delivery of the written, taught, and tested curriculum is in alignment throughout the district. Teachers will use a variety of research-based instructional strategies to actively engage students in activities that promote conceptual understanding. Teachers and administrators will be provided professional development to enhance and support instructional delivery of the curriculum and to meet the differentiated needs of all students. Student achievement data will be used to evaluate and improve all aspects of the curriculum and instructional program.

Curriculum Model

The curriculum model used by the district is based on Fenwick English’s alignment model that includes three components: written curriculum, tested curriculum, and taught curriculum. The basic assumption of this model is that the district must manage for quality control through the design and delivery of the curriculum. As such, quality control is defined as reducing random variation. With the use of well written curriculum documents, aligned to state assessments and implemented by teachers that have been trained to deliver the curriculum through aligned professional development, the district has created a coherent system that can be managed and controlled for quality purposes and improvement over time.

Curriculum Alignment Model



(Fenwick English)

Curriculum Management Definitions

Curriculum alignment is the degree to which the written, taught, and tested curriculum is congruent. It is also the extent to which the curriculum is used to guide decisions about assessments, materials, textbooks, strategies, programming, grouping patterns, professional development, facilities, and budgeting. If there is alignment of the curriculum, there is systemic agreement and connectedness, both horizontally and vertically. This provides a coherent system for students to matriculate through which reduces the impact of *organizational slack* or ambiguity that can exist between the written, taught, and tested curriculum. Student performance can and will be impacted to the degree that the system allows ambiguity/slack.

Written curriculum is defined as those standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives which are aligned to the state curriculum framework (Texas Essential Knowledge and Skills), district/campus developed assessments, suggested timeframes, examples of strategies, grouping arrangements, programs, aligned resources, correlations to state assessments, and other district used assessments such as Advanced Placement, SAT/ACT, as well as any assessment associated with certifications, licensures, and end of course.

Taught curriculum refers to the delivery of the written curriculum (i.e. instruction). Teachers are required to develop lesson plans and approaches to instruction for teaching the written curriculum.

Tested curriculum is that portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress toward mastery of the written curriculum. In keeping with the District's goal of providing an exceptional learning experience and to achieve academic excellence for all students, we will hold ourselves accountable for students achieving the passing standard on curriculum-based assessments and local benchmarks that will be administered, scored, and analyzed at the district, campus, and classroom levels.

Curriculum Management Principles

The following principles are based upon the Curriculum Management Audit standards and are rooted in the theory of rationality and quality control. According to English (1988), "a rational organization develops goals, translates them into activities that are congruent with the goals, portions its resources based on goal priorities, and translates both into tangible jobs to be performed and subsequently evaluated. Based upon feedback obtained from evaluation, the cycle is repeated until the desired results are obtained at the lowest possible cost" (p. 329). Over time, when this cycle is systematically repeated, the organization achieves sustained improvement in results. Such an organization has purpose and institutes management principles to help maintain what Deming referred to as "constancy of purpose" and quality control of products and services.

Curriculum Management Principles

- Curriculum development is dynamic and includes processes for the management, development, and delivery of the curriculum.
- Curriculum development reflects the best understanding of the growth and development of learners in a changing society, the needs of the community, research-based practices, state law, and State Board of Education requirements.
- Standards and student expectations are based upon the Texas Essential Knowledge and Skills (TEKS) and provide a framework for the development of a core set of non-negotiable and measurable learner objectives/student expectations that are vertically and horizontally

aligned. The results are well-articulated scope and sequence documents for all content areas and grade levels that guide decisions about teaching and learning.

- Curriculum documents are aligned and accessible.
- Curriculum is assessed by formative and summative assessments at the campus, classroom, and individual student level.

Instructional Management Principles

- Teachers are required to use their assigned curriculum.
- Classroom instruction, including instruction for special population groups, shall be aligned to the district curriculum to include all skills and content required by the aligned scope and sequence and lessons and activities.
- Teachers select instructional resources such as textbooks, software, community resources, and other materials based upon a review process to ensure alignment to their required district curriculum.
- Professional learning is designed and implemented to prepare staff members to effectively deliver the prescribed curriculum and differentiate instruction based upon identified needs of students.

Assessment Management Principles

- Student assessment data is disaggregated, distributed, and used to:
 - ✓ guide teachers' lesson design and instruction at appropriate levels of depth and complexity
 - ✓ plan for student learning
 - ✓ direct continuous district/campus improvement
 - ✓ modify instruction
 - ✓ make programmatic decisions
 - ✓ communicate student performance progress to parents
- District curriculum will be assessed to evaluate its overall effectiveness and its capacity to produce desired student achievement results. This will be achieved through the use of aligned curriculum based and benchmark assessments.
- Assessment data is used as the basis for quality control of the system.

III. Curriculum Expectations

Executive Summary

This part of the Curriculum Management Plan focuses upon the written curriculum and the criteria used by the district to develop, customize, and/or revise curriculum.

Key Points

- All district curriculum documents are aligned to state standards (i.e. TEKS) and include standards that are articulated from PK-12, sequenced based upon grading periods, non-negotiable for teacher use, and measurable based upon district assessments.
- *TEKS Resource System* provides access to Year-At-a-Glance (YAG) Documents, Vertical Alignment Documents, Scope and Sequence Documents, Unit Documents or Curriculum Maps, Unit Overview, Lesson Targets, Glossary of Terms, Instructional Resources, Recommended Strategies, and Assessments for core subject areas.
- Locally developed curriculum documents including Scope and Sequence Documents, Unit Overviews, Instructional Resources, and Assessments are used for elective courses.
- The Portrait of a Graduate will highlight the intent of the curriculum (See Exhibit 1).

The Board of Trustees shall approve all course offerings and state approved resources for local adoption purposes.

The Written Curriculum

Learning will be enhanced by adherence to the district's written, aligned, and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum should reflect the best knowledge and research regarding the growth and development of learners; the content requirements as set forth by the state, local, and national standards of the various content disciplines; consideration of the unique and special needs of students who attend the Woodville Independent School District; and the wishes as expressed by parents, patrons, and taxpayers of the District for preparing its students to become successful responsible citizens in an ever-changing world.

The PK-12 curriculum shall be based on a core set of non-negotiable and measurable student expectations/objectives and skills that prepare students to be college, technical school, or workforce ready and to be responsible community members.

Components of the Written Curriculum

The district curriculum is aligned to ensure that students are prepared to be successful learners. The district will use scope and sequence documents provided through *TEKS Resource System* for grades K-12 in the four core areas. Curriculum documents for most electives and courses offered in Pre-Advanced Placement (AP) and AP, fine arts, and health/physical education will be selected from additional resources and/or developed by the district. The district will utilize the scope and sequences provided by the Texas Education Agency for Career and Technology Application (CTE) courses. All documents in the four core areas are housed in the automated curriculum management system. The district will enter into an annual contractual agreement with ESC 5 to provide curriculum and curriculum management in the four core areas and other content as made available.

Curriculum that is purchased such as *TEKS Resource System* is customizable to address the specific needs of the district and includes Vertical Alignment Documents, Instructional Focus Documents, concept-based instructional units, research-based instructional plans, alignment continuum of performance assessments, TEKS overviews for six week planning, a Year-At-a-Glance planning tool to ensure comprehensive learning coverage, and scoring guides and rubrics. The TEKS are assembled in a vertical alignment format and ensure that each standard includes specificity for individual student expectations. The Vertical Alignment Documents provide the scope and ensure the level and complexity of a standard through grade levels. The Year-At-a-Glance and TEKS verification matrix provide the sequence and pacing. The Instructional Focus Documents serve as a bridge between curriculum, assessment, and instruction by bundling specified student expectations into key understandings or big ideas that need to be mastered by the students. Unit tests are provided and assess the specified student expectations as noted on the Instructional Focus Document.

Audit Criteria for Determining Adequacy of Curriculum

The five criteria of Standard 2 of the Curriculum Management Audit form the basis for developing and customizing curriculum documents in Woodville ISD. The criteria include the following:

- Clarity and Specificity of Objectives
- Congruence of the Curriculum to the Assessment Process
- Delineation of the Prerequisite Essential Skills
- Delineation of the Major Instruction Resources
- Clear Approaches for Classroom Use

This criterion provides a process for evaluating all district curriculum documents. Curriculum documents are considered adequate with a minimum score of twelve out of fifteen points. The desired standard for all curricula is the maximum of fifteen points. Existing district curriculum will be internally reviewed and scored and revised by trained staff to meet the desired standard using a rubric based on the audit criteria listed above (See Exhibits 13 - 14).

Guidelines for Curriculum Customization, Development, and Revision

The following questions are used in the district approved process to engage teams of professionals in dialogue to ensure a high degree of quality in developing, customizing, and refining curriculum documents.

1. Portrait of a Graduate, (See Exhibit 1), Course Mission, and Beliefs

- i. Why do students need this course of study to be successful in life?
- ii. How does the curriculum support the Portrait of a Graduate?
- iii. What are the beliefs and mission for this course?

2. Aligned Matrix of Student Objectives (Scope and Sequence Document)

- i. Is the scope and sequence document aligned to TEKS, national standards, STAAR, EOCs, SAT/ACT, curriculum-based assessments and other appropriate external/internal measures (i.e. local pre/post common assessments, AP exams, licensure exams)?
- ii. Are the objectives specific and measurable for all relevant grade levels and courses?
- iii. Are 70% of the student objectives written at the application level or above?
- iv. Is technology application integrated into the curriculum objectives?

3. Aligned Curriculum Assessments

- i. Are there aligned assessment items (clarifiers/clarifying examples, test items) for every Readiness and Supporting TEKS?
- ii. Do the assessments provide data to measure student progress?
- iii. Are the data used to guide teachers' instruction at appropriate levels of cognition to ensure continuous progress monitoring?

- iv. Are students instructed in how to use and interpret their individual performance data?
- v. Are data used by the district and/or campus to improve curriculum alignment and programmatic decisions?
- vi. Does the district provide effective and efficient means of communicating student progress to parents to support learning at home?

4. Aligned Instructional Strategies and Grouping Arrangements

- i. What does a teacher need to know about research-based best practices, methodologies, developmental appropriateness, and priorities for use of instructional time in order to provide appropriate levels of challenge?
- ii. Are strategies and grouping arrangements provided to differentiate instruction?
- iii. What professional learning is required or recommended for the effective delivery of the district curriculum?

5. Aligned Instructional Resources

- i. Is there an approved list of instructional resources available?
- ii. Are there standards that define the alignment of designated resources?
- iii. What are the criteria and district process for selecting textbooks and additional resources, including software programs and/or stand-alone programs for RTI? (See, Resource Referral, Exhibit 9).

6. Connections

- i. Does the curriculum provide connections for special programs so that coordination and articulation occur by design?
- ii. Does the curriculum provide teachers with opportunities for students to see practical (i.e. real-world) applications for content and skills being taught?
- iii. Is there a cultural heritage connection to be experienced by students through the content?
- iv. Are there suggested strategies for integrating the curriculum across other disciplines including technology applications?

7. Format

- i. Does the subject area written curriculum contain the following elements:
 - 1. Content structures based on a format consistent with the required district components and the automated curriculum management system to include Year-At-a-Glance Documents, Vertical Alignment Documents, Instructional Focus Documents, units of study, lessons, TEKS verification matrix, unit test, alignment of district resources, key vocabulary, and critical questions;
 - 2. Standard format for lesson design and planning;
 - 3. Scope and sequence documents that delineate the prerequisites or discrete skills required;
 - 4. Correlations of learner objectives to TEKS, STAAR, EOCs, CBAs, and other national, state or locally administered assessments;

5. Correlations of objectives to available instructional resources, adopted texts, and other supplemental materials;
6. Aligned suggested strategies and grouping arrangements appropriate for each objective;
7. Recommended time allocations for each instructional objective;
8. Connections for special programs, interdisciplinary activities, cultural opportunities, and practical real-world applications;
9. Procedures for implementing the curriculum, assessing the curriculum, and for monitoring and reporting student progress; and
10. Strategies for training of administrators and teachers to effectively implement and monitor the curriculum.

8. Coordination of Curriculum Development, Customization, Revision

- i. Do curriculum teams exist and are they organized to represent a vertical structure for each content area under consideration as well as provide representation from the elective courses and special programs that may be impacted?
- ii. Is the district approved process used to develop, customize, or revise curriculum including special programs?
- iii. Has a budget been prepared to support the curriculum development or revision cycle for courses and special programs being considered?
- iv. Has the district curriculum management plan been followed to develop, customize, or revise curriculum?
- v. Has a plan been developed that includes implementation as well as evaluation of the curriculum that is being considered?
- vi. Do program staff or other content area specialists coordinate the curriculum development, customization, or revision efforts with the Director of Curriculum?

9. Validation of Curriculum

- i. Does every curriculum document undergo a process for validating its degree of adequacy and rigor by:
 1. Scoring the curriculum document using the curriculum management audit criteria for curriculum adequacy;
 2. Analyzing the objectives for level of difficulty as directed by the curriculum audit;
 3. Comparing the objectives to external national and/or international standards for the appropriate discipline;
 4. Consulting with a subject-area specialty teams for a review of the objectives; and/or
 5. Using an internal and external reviewer to validate adequacy and rigor?

10. District Approval of Curriculum

- i. Does the curriculum department review and recommend curriculum changes?
- ii. Does the district provide opportunities for teachers, students, parents, and community members to provide feedback regarding the curriculum development and revision process?
- iii. Does the Board of Trustees approve the district's course offering and state approved resources? (See Exhibit 8, *Policy Statement EFAA (LEGAL): Instructional Materials Selection and Adoption*).

IV. Instructional Expectations

Executive Summary

Instruction is defined as curriculum plus teaching. Through *Policy Statement EG (LOCAL): Curriculum Development (Exhibit 7)*, the Board of Trustees specifies that teachers are required to use the district curriculum as their primary source of instructional direction. This section of the Curriculum Management Plan delineates what the instructional expectations are, how the automated management system is used by teachers to access their curriculum for lesson planning, and how professional learning opportunities will be provided to build the capacity of teachers in providing quality instruction for students.

Key Points

- Teachers are required to use the district curriculum as their primary source of instructional direction.
- Teachers will access the written curriculum and instructional components supporting the curriculum through the automated curriculum management system.
- Teachers have the flexibility to create, select, or customize lessons based upon student needs as indicated by performance data.
- Teachers other than the four core content areas will use the district approved template to plan lessons.
- Lesson planning will include research-based components that focus on what is necessary for students to learn the curriculum at high levels of engagement.
- Effective lesson planning is central to effective instruction, but is not the only contributing factor to student achievement.
- Effective use of student achievement data is critical to the attainment of the district's goals for student learning and is used to guide instructional decision making.
- A quality professional learning program is essential for building capacity within schools so there is high competency and high commitment among professional staff to the core work of teaching and learning and continuous improvement of the system.
- Professional learning needs to be designed to meet the needs of teachers based on where teachers are in their professional career.
- Professional learning is a means to an end and must be planned to enhance student learning of the curriculum.

Components of Lesson Design

The district, through *Board Policy Statement: EG (LOCAL): Curriculum Development*, has delineated expectations of the teaching process. Specifically, teachers are required to use the district curriculum as their primary source of instructional direction. There is also the expectation that since the written curriculum and instructional components supporting the core curriculum are housed in the automated curriculum management system, teacher will be required to access curriculum documents, including supporting components. This automated system will ensure continuity and equity across the system in the delivery of the curriculum. Through the use of an automated curriculum management system, all faculty members can exercise their responsibility to contribute to the alignment, refinement, and continuous improvement of curriculum design and delivery functions. Teachers will use the automated system to plan lessons according to the Scope and Sequence. For those content areas where curriculum documents are not provided, teachers will follow the district approved curriculum documents. Principals and other key leaders are responsible for managing and monitoring the delivery of the district approved curriculum using components that are available through the automated system.

The minimal district requirements for lesson design include the following research-based components:

- **Standards** Knowledge, skills and competencies expected for mastery of a course or discipline based upon the Texas Essential Knowledge and Skills (TEKS). Often referred to as objectives
- **Resources** Materials that support instruction
- **Strategies** Techniques or tools that students use to process information that can be applied to any learning situation and that engages students in the learning process
- **Structures** Ways that a teacher organizes the classroom to maximize student engagement and interaction for the purpose of enhancing learning
- **Activities** Procedures and processes to ensure that what has been planned in terms of grouping and strategies occur in an efficient and effective manner
- **Assessments** Formative and summative measures to evaluate student learning

From a systems perspective, (See Exhibit 6, Planning for Learning: A Systems Perspective), lesson planning is a cognitive and intellectual event where teachers are engaged and collaborative with colleagues to produce desired learning outcomes. The above mentioned components reflect what teachers consider when designing quality work that students see as value-added and worthy of their effort.

Instructional Design Characteristics and Process

The Board of Trustees has several expectations of the teaching and learning process. There must be assurance that teachers and their colleagues are working toward a common set of student standards/objectives. All faculty members have a responsibility not only to contribute to the refinement of the written curriculum, but also to teach to the curriculum standards/objectives. Thus, principals shall ensure that optimum use is made of the curriculum, instructional time, aligned resources, and the lesson planning tool that is provided to teachers to access their respective curriculum documents and assessments.

All programs, including those for special population students, shall be aligned to the district curriculum and support students assigned to the various programs in the acquisition of the required content and skills for mastery. This will necessitate integration and collaboration by teachers assigned to the various programs as they work with the regular education teachers in providing appropriate interventions for students.

All curriculum decisions, including but not limited to elimination, addition of programs, and courses, or extensive content modification, shall be subject to district approval. When curriculum documents are changed extensively by the District, an external expert may be used to evaluate the rigor and alignment of curricular content based on student performance data. Since curriculum management is a system decision, not a campus or employee decision, proposals from employees shall be submitted to their campus principal for referral to the central administration (i.e. see Roles and Responsibilities Section or Exhibit 16) in order for consideration and approval to be given.

Curriculum and instruction documents will be housed in an automated system for ease of access to all teachers and administrators. The guides shall follow a format that is based on management system requirements and customization decisions made by the District.

The curriculum documents will provide a scope and sequence with suggested time allocations that will provide direction to teachers in the lesson planning process. In addition to consistent delivery of the standards/objectives in the curriculum, instructional delivery shall be based on sound teaching strategies and pedagogy. Instructional supervision efforts will be aligned with these research-based teaching strategies and principals will use an approved walk through document to monitor delivery of the curriculum as well as provide instructional information for T-TESS.

Other factors that contribute to effective teacher planning and to student achievement are:

- Establishing a school climate that is conducive to learning
- Implementing research-based practices
- Expecting high levels of learning for all students
- Ensuring that all students experience opportunities for personal success
- Varying the time for learning according to the special needs of students and the complexity of the task
- Having both staff members and students take responsibility for learning
- Determining students' current skills and learning to guide instruction at appropriate levels
- Basing instructional decisions on student achievement data

- Matching instructional strategies and assessments to the objectives
- Teaching the objectives using the appropriate grouping arrangements and strategies for differentiation
- Providing progression to a more challenging level for students who demonstrate mastery of the objectives
- Using technology as a tool to teach and learn the required curriculum

Data-Driven Instruction and Learning

Effective use of student achievement data is critical to the attainment of the district’s goals for student learning that are specified in the written curriculum and in the district’s Portrait of a Graduate (See Exhibit 1). Assessment data is used to guide instructional decision making to ensure mastery of the curriculum and can be observed in the following ways:

- Using pre-assessment and placement assessments to determine students’ learning levels for diagnostic purposes
- Targeting instruction by teaching to TEKS/SE and STAAR reporting categories where mastery has not yet been demonstrated
- Using flexible grouping and regrouping of students within the classroom based upon student assessment data
- Varying the instructional time, setting, and/or presentation for differentiation based on student assessment data
- Communicating assessment/achievement data to students and parents in timely fashion
- Encouraging students and parents to work with teachers to establish learning targets/goals for students in order to achieve mastery of the curriculum
- Offering opportunities for students to experience authentic learning through the curriculum
- Providing opportunities for students to advance their course work through added on-line course selections when appropriate
- Using tutorials and other interventions to provide needed assistance to students who have not demonstrated mastery
- Using data to identify general performance trends across the district for the purpose of curriculum and instructional improvements
- Developing improvement plans at the district, campus, and classroom levels
- Evaluating and improving instructional programs based on student performance data and other relevant data

Professional Learning

A quality professional learning program is essential for building capacity within schools so there is high competency and high commitment among professional staff to the core work of teaching and learning and continuous improvement (See Exhibit 15, Continuous Improvement Model). Schools with high competency and commitment levels embrace the concept of professional learning communities as a philosophy and process to establish a collaborative culture with a focus on student achievement. Effective professional learning efforts include high-quality ongoing development with intensive follow-up and support. In addition, the most effective professional learning models incorporate processes that are research-based and designed to engage adult learners.

The National Staff Development Council has identified several standards for the design and implementation of professional learning efforts. These standards as well as other research in the field of staff development formulate the basis for district planning that provides for:

- Research-based learning opportunities in how to design and deliver a standards-based aligned curriculum
- Induction training for new teachers and administrators
- Mentoring and coaching for all teachers and administrators, particularly those new to the district
- Follow-up and support for effective implementation of job-embedded learning
- Opportunities for teachers and administrators to share ideas and strategies
- Focus on capacity building at all levels to improve teaching and learning.

In addition to the list above, professional learning should be differentiated to meet the needs of teachers based on where teachers are in their professional career (i.e. novice to expert). When professional learning opportunities for teachers are based upon a differentiated model that considers readiness and specificity to teaching assignment, teacher acceptance and commitment is higher because they see relevance and consideration being provided.

In summary, teachers need to know how to implement the curriculum using approaches that promote mastery of the curriculum with consideration given to meeting students' individual needs. Professional learning is a means to an end and must be planned to enhance student learning of the curriculum.

V. District Expectations for Assessing Curriculum

Executive Summary

Assessment, which is the focus of this section, provides feedback to the system for continuous improvement of the teaching and learning process. Thus, the use of assessments and the data they generate become an integral part of an effective instructional program. When viewed systemically, assessment is intentional, managed, consistent, aligned, coherent, and transparent. The intent is twofold. First, assessment is a process that when followed helps to determine the extent to which students are achieving and maintaining mastery of curriculum objectives. Second, it provides valuable information that when used by teachers and administrators improves decision making regarding classroom instruction, use of resources, needed professional development, appropriate instructional support for students, and changes or revisions to consider for curriculum design.

Key Points

- *Board Policy EG (LOCAL): Curriculum Development* directs staff to use assessments for the acquisition, analysis, and communication of student achievement data for:
 - ✓ Measuring student progress
 - ✓ Directing and focusing teachers' planning of instruction
 - ✓ Informing students about their learning
 - ✓ Identifying the critical needs for district/campus planning
 - ✓ Evaluating the efficacy of curriculum and programs
 - ✓ Communicating progress to the Board of Trustees, parents, and community
- Both formative and summative assessments that are aligned to the written curriculum are used by teachers as they plan for learning.
- The assessment program is based upon an extensive body of research that includes using results to improve classroom instruction and support student learning of the required curriculum.
- The district's assessment program will provide a balance between assessments that are used for grading purposes and those that are used to provide diagnostic information for teachers, students, and parents.
- The district will implement an assessment model that includes steps for teachers and administrators to follow to improve student mastery of the curriculum and state accountability measures.

Purpose and Use of Formative and Summative Assessments

The Superintendent or designee shall establish assessment approaches for determining the effectiveness of instructional programming at district, campus, and classroom levels. Assessments shall focus on determining the extent to which students are achieving and maintaining mastery of curriculum standards/objectives and the extent to which instructors are displaying effective conveyance of curriculum in the classrooms.

District staff shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. Periodic reports shall be made to the Board of Trustees concerning these assessments.

Student performance data are needed to support decisions about the design and delivery of curriculum. The tested curriculum referenced in *Board Policy EG (LOCAL): Curriculum Development* (See Exhibit 7) provides for the acquisition, analysis, and communication of student achievement data for:

- Measuring student progress
- Directing and focusing teachers' planning of instruction at appropriate levels
- Informing students about their learning for the purpose of setting learning targets/goals
- Identifying the critical needs for formulating district/campus improvement plans
- Evaluating the efficacy of curriculum and programs
- Communicating progress to the Board of Trustees, parents, and community

Definition of Formative and Summative Assessment Including Components of an Assessment Program

The comprehensive district assessment program establishes appropriate measures for determining the effectiveness of curricular design and instructional programming at district, campus, and classroom levels. It includes both formative and summative assessments. *Formative* assessments are used to determine the extent to which students are learning curricular standards/objectives so that appropriate adjustments can be made during the teaching learning process. They are also used to scaffold the learning and assessment of students to build confidence and capacity required for success. *Summative* assessments inform teachers and students whether the intended learning (i.e. mastery) occurred at the end of a unit or course of study. Both types of assessments, when done properly, are powerful catalysts for improved learning on the part of both students and teachers (See Exhibit 12, *Board Policy Statement EK (LOCAL): Testing Program*).

Formative and summative assessments are aligned to the written curriculum and are used in planning for learning in the taught curriculum. Both should be incorporated into a comprehensive assessment policy and plan that includes the following components:

- A variety of assessment instruments, surveys, evaluative studies and reviews
- A system for developing, selecting, purchasing, storing, administering, analyzing, and reporting results of curriculum based assessments, benchmarks, state and national assessments

- Reserved bank of items that the district uses to assess mastery of curriculum units of study for the purpose of documenting, recording, reporting, and planning for student mastery of the curriculum
- District calendar of all assessments, purposes, grade-levels, and content areas that are used to provide data for decision-making
- Procedures that delineate roles and responsibilities for assessments at the district and campus level
- Data-bank of assessment items aligned to the curriculum for all grade levels and courses for summative use by teachers for the purpose of planning for learning and assessing for learning.
- A program evaluation cycle and process that provides data regarding the efficacy of the various programs so that revisions, modifications, and/or decisions about termination can be made
- A process and plan for administering online assessments
- A budget to support the comprehensive assessment program
- A plan for delivering professional learning to teachers and administrators responsible for the implementation of the district assessment program.

Assessment Model and Process to Maintain and Improve Student Performance

Student assessment is an integral and critical component of instruction and should not be viewed as a separate event but rather a process that serves to inform instructional decision making and to motivate students to learn. According to the studies of several researcher (Amrein and Berliner (2002), as well as Harlen and Crick (2003), their findings show that *“motivation and achievement of some students actually suffer as a result of high-stakes standardized testing.”* Thus, a comprehensive assessment program, while certainly incorporating required high-stakes tests, should place equal, if not more, emphasis on assessment for learning using curriculum based assessment items that are aligned to the curriculum and properly scaffold so that student confidence and motivation to persevere are enhanced.

According to Rick Stiggins (2004), “there is an extensive body of research that reveals effect sizes (gains in standardized test scores) of a half to a full standard deviation and more directly attributable to the effective use of classroom assessments to support student learning (Black & William, 1998; Bloom, 1984; Meisels, Atkins-Burnett, Xue, Bickel, & Son, 2003; and Rodriquez, 2004). This research reveals that such gains occur when we:

- Share clear and appropriate learning targets with students from the beginning of the learning.
- Increase the accuracy of classroom assessments of those targets.
- Make sure that students have continuous access to descriptive feedback.
- Involve students continuously in classroom assessment, record keeping, and communication processes.

As a means to promote a balance between assessment of learning and assessment for learning, the district will implement an assessment model that includes steps for teachers and administrators to follow that is directed toward improving student mastery of the curriculum and accountability measures. These steps include:

- Understanding the curriculum standards (i.e. TEKS) and the assessment standards (i.e. STAAR, EOCs) which entails the content, context, and cognitive requirements
- Deconstruct essential assessment items for the purpose of unraveling the standards so that vocabulary, content, skills, processes, prerequisites, context clues, and cognitive levels are identified and designed into lessons and student work
- Communicate to students the assessment requirements and provide ample opportunities for students to practice in a variety of contexts and scaffold appropriately so that the element of surprise is eliminated and confidence is assured
- Use assessment as an integral element in the instructional process, providing valuable and timely feedback to students in order for corrective action to take place
- Analyze all assessment data to report results by student, teacher, campus, and district
- Base decision making about lesson design, curriculum revisions, program effectiveness, and response to interventions upon data disaggregation and analysis
- Require central office staff and principals to use data to monitor the design and delivery systems and to develop improvement plans based upon a continuous improvement cycle
- Report results and improvement plans to the Board of Trustees and community

VI. Customization and Revision of Curriculum

Executive Summary

Curriculum customization, development, and revision are ongoing and dynamic processes. Inherent in any of these processes is a level of participation by a variety of individuals representing primary stakeholders who have been selected and trained to work in a variety of roles. People selected to serve in any of the above mentioned structures will work in collaboration with the Director of Curriculum. The primary goal is to improve articulation, coordination, and collaboration across the system in continuously improving curriculum documents. To accomplish this goal, a cycle of curriculum customization, revision, development, and evaluation is used.

Key Points

- Curriculum design work is an ongoing and dynamic process.
- Curriculum development is based upon prior approval of course offerings by the Board of Trustees.
- Curriculum review and revision will be based on a six-year cycle, although data will be used annually to determine curricular effectiveness.
- Vertical teaming is viewed as an integral part of the development process and will be led by the Director of Curriculum.
- All people involved in the development, customization, and revision process will be trained.
- All inputting of curriculum components into the automated system is under the leadership, direction, and control of the Director of Curriculum.

Curriculum Development, Customization and Revision Process

The district has developed a model for the development, customization, and revision of district curriculum documents. Below is a description of the three levels of organization in this model.

Director of Curriculum is a key central office leadership position that is responsible for directing the curriculum development process for the district and working in collaboration with campus principals and teachers to ensure that curriculum documents are localized according to audit criteria and district guidelines.

Curriculum Council consist of the curriculum director and key campus leaders and is assigned with the responsibility for curriculum design work, content and program oversight, professional learning planning and training, delivery facilitation, and providing input into the decision making process for curriculum management.

Vertical Teams are composed of identified teacher leaders that represent the various content areas for all subjects and courses. The primary role of these teams is to provide leadership by working collaboratively with the content consultants in the development of an articulated scope and sequence for the various content areas.

Curriculum Development, Customization, and Revision Phases

The curriculum development, customization, and revision cycle includes the following phases:

Phase I – Assess Curricular Needs

During Phase I, the Director of Curriculum in collaboration with members of the Curriculum Council and vertical team members are charged with the responsibility of reviewing national, state, and local standards for the purpose of guiding the development, customization, and revision of curriculum documents. District student performance data is a major factor in determining curricular effectiveness and is a basis for recommended changes. The Curriculum Council in conjunction with campus leaders reviews course requests and recommendations for curriculum development, customization, and/or revisions. (See Exhibit 9: Course Addition, Customization, Revision, and Deletion). In addition, curriculum work plans will be developed by the Director of Curriculum and submitted to the Superintendent for budgeting purposes and reporting to the Board of Trustees following a yearly three phase cycle. These plans will establish budgeting priorities and will be submitted in advance of the budget being approved.

Phase II – Plan and Develop, Customize, or Revise Curriculum

During Phase II the content vertical teams, under the leadership of the Curriculum Director will develop the philosophy, vision, and belief statements for their respective content areas. Using the Graduate Portrait (See Exhibit 1), Texas Essential Knowledge and Skills, national and district standards, Year-At-A-Glance Documents, vertical alignment documents, the following components are developed, customized, or revised whichever is deemed appropriate for the particular curricular content area:

- Unit Title
- Six-Week Period and Suggested Timeframe
- Standards (TEKS/SE's color coded as Readiness or Supporting Standards)
- Technology Applications
- English Language Proficiency Standards
- College and Career Readiness Standards
- Unit Overview
 - Student Expectation Clarification
 - Guiding Questions
 - Critical Vocabulary
 - Sample Assessment Items
 - Targeted Lessons Linked to Student Expectation
 - Instructional Strategies
 - Grouping Arrangements
 - Aligned Resources
 - Assessments

The curriculum management system will house all curriculum documents. All inputting of curriculum components into the automated system will adhere to a calendar and process that is established by the Curriculum Council and approved by the Director of Curriculum.

Phase III – Implement the Curriculum

During this phase the Director of Curriculum in collaboration with the service provider and designated staff are responsible for training teachers and administrators in lesson design and using the automated system for lesson planning and data analysis. Teachers are required to use designated system components (i.e. Year-at-a-Glance, Vertical Alignment Documents, Scope and Sequence Documents, Unit Documents). The lessons located within the system will be used or modified to meet campus or district requirements. Vertical teams will provide feedback to the Director of Curriculum for making necessary modifications to all curriculum components as well as providing information to the service provider regarding the automated system and its components. Curriculum-based assessments are administered at the end of every unit for the purpose of monitoring student progress and curriculum effectiveness.

Phase IV – Evaluate and Revise Curriculum

During this phase, the Director of Curriculum will work with the Curriculum Council to analyze student performance data, feedback from teachers, and campus administrators to make decisions regarding curriculum revisions. It is the district's expectations that a minimum of 70% of the curricular standards/objectives (i.e. TEKS Readiness and Supporting Standards) are at the application level or higher. Evaluation and revision of curriculum will be based on a six-year cycle (See Exhibit 12: Policy Statement E (LOCAL): Testing Programs). The evaluation process will also include using the functionality within the curriculum management system and the data analysis system to establish correlations

between student performance results and the degree to which lesson design and delivery are contextually and cognitively aligned. This information will be used to improve curriculum design, provide quality professional development to teachers, and to make adjustments in the instructional delivery system based on lesson design and delivery principles of accuracy and precision (i.e. deep alignment).

VII. Roles and Responsibilities

Executive Summary

Curriculum customization, development, revision, evaluation, and implementation result when all stakeholders know and understand their particular roles and responsibilities. In this section of the Curriculum Management Plan, the various stakeholders have been identified and thoughtful consideration has been given to delineate what each of these groups do to contribute to the successful design and delivery of an aligned curriculum.

Key Points

- The Board of Trustees through its policy-making responsibility establishes policies to direct and support ongoing curriculum development and evaluation.
- The Superintendent is responsible for the implementation of the Board's policies, which includes the development and implementation of curriculum.
- The central administration is responsible for the development, assessment, and implementation of district curriculum.
- The campus principal is the key to implementing and monitoring the delivery of the curriculum.
- Teachers are responsible for effectively planning, delivering, and assessing the district curriculum.
- Students are responsible for actively participating in the teaching/learning process.
- Parents are active partners with teachers so that each of their children meets the New Diana ISD Graduate Portrait profile (See, Portrait of a Graduate, Exhibit 1).
- Financial Officer will ensure that the district's budget reflects the organization's goals and priorities for curriculum and instruction programming.

Roles and Responsibilities for Curriculum Management

Curriculum management is a system function that requires specificity regarding the organizational structure, procedures, processes, staff, work tasks to be performed, and finances allocated toward fulfilling the school's primary function. As such, it is imperative that the Board of Trustees fulfill its obligation to establish a rational system that is governed by a set of policies that provide an operational framework for curriculum management and accountability. Roles and responsibilities regarding curriculum management shall include the following key stakeholders:

The Board of Trustees will:

- Adopt policies to direct and support ongoing curriculum development and evaluation
- Approve recommendations from superintendent regarding curriculum and state approved instructional resources for teacher use
- Approve a budget that provides adequate funding for the development, implementation, and training needed to effectively design and deliver the curriculum
- Provide funding for the automated management system and adequate instructional resources to implement the curriculum based on system data
- Demonstrate an understanding of the curriculum management plan and articulate how the Board supports curriculum work
- Communicate to constituents the Board's curricular and student expectations

The Superintendent will:

- Implement the policies of the Board
- Recommend that central staff is hired to develop, assess, and manage curriculum
- Ensure that a functional organizational structure is in place to manage curriculum design and delivery functions
- Recommend a budget to support curriculum design and delivery work
- Require that administrative regulations and management plans are developed and followed
- Report annually to the Board concerning curriculum design and delivery progress
- Be responsible for system coherency and capacity

The Director of Curriculum will:

- Develop a comprehensive long-range plan for curriculum management, development, customization, revision, and evaluation
- Recommend staff to be hired
- Establish curriculum regulations, guidelines and priorities
- Organize and facilitate committees to develop, customize, review, and evaluate curriculum
- Oversee the assessment of curriculum
- Conduct program evaluations and communicate results
- Provide technical and expert assistance as well as training and resources needed to implement the curriculum
- Provide support to principals in their role of implementing and managing the curriculum on their campuses

The Campus Principal will:

- Serve as the primary instructional leader of teacher leaders and be responsible for managing the delivery of the curriculum
- Translate the importance of curriculum delivery and instructional best practices on a regular basis
- Develop a working knowledge of the curriculum for all subjects/courses represented at the assigned campus
- Observe teaching and learning in each classroom
- Monitor lesson delivery and assessment (See Exhibit 10, Walk-through Template)
- Monitor the quality of work that teachers assign to students and look for evidence of the design characteristics of high student engagement
- Interview and conference with individual teachers and/or teams
- Meet with campus/district curriculum and instructional staff
- Provide campus-based professional learning that improves curriculum delivery and student performance
- Provide opportunities for teachers to discuss and share ideas and strategies through professional learning communities (Curriculum Days/Data Talks)
- Use assessment data in collaboration with teachers to continuously improve student performance and develop appropriate interventions and campus improvement initiatives
- Use, as a minimum, the district's approved walk-through template to monitor the delivery of curriculum
- Participate in professional learning offerings to effectively carry out instructional leadership responsibilities
- Help parents to understand their role in supporting learning for their children
- Demonstrate an understanding of the curriculum management plan and articulate how their work supports the curriculum vision

The Teachers will:

- Be responsible for effectively teaching the district's written curriculum
- Deliver classroom instruction by using lesson plans that are designed and proven to promote high student engagement (See Exhibit 11, Lesson Plan Template)
- Determine student mastery by using a variety of assessments including common assessments, district curriculum based assessments/benchmarks, state and national assessments
- Collaborate during planned meeting times with peers and supervisors for the purpose of improving student learning
- Involve students in the learning process through the use of a variety of strategies and grouping arrangements
- Use assessment data to determine student proficiencies and areas of need and communicate those to students, parents, and staff
- Differentiate instruction based on student performance data to provide opportunities for students to demonstrate mastery of curricular objectives
- Participate in professional learning designed to improve classroom instruction and develop teacher leadership
- Demonstrate an understanding and commitment to the curriculum alignment process which includes aligning instruction contextually and cognitively

- Participate in curriculum development, customization, revision and evaluation activities as appropriate

The Students will:

- Recognize the importance of their active participation in the learning and assessment process
- Understand and articulate their learning strengths and needs
- Articulate the learning objectives within a required unit of study
- Come to class with all the necessary learning tools
- Actively participate in the learning process
- Use data results to establish learning goals
- Meet or exceed learning requirements based on the district curriculum
- Recognize the impact their behavior has on their own learning and the learning of others
- Set goals for their own learning and aspire to meet the criteria of the Portrait of a Graduate

The Parents will:

- Partner with teachers and administrators
- Establish high expectations for learning and nurturing the desire to be a life-long learner
- Be actively involved in their child's education by:
 - ✓ Knowing their child's teacher(s)
 - ✓ Attending meetings that provide parents with information about the school
 - ✓ Attending parent/teacher conferences
 - ✓ Keeping up with their child's progress, report cards, and test data
 - ✓ Making certain that their child completes homework assignments, and that their child goes to class prepared for learning with all the necessary learning tools.
- Help their child develop good study habits
- Support school policies including the discipline management plan
- Establish and maintain a positive attitude toward the school, personnel, and the educational process
- Make every effort to address the physical, emotional, and health care needs of their child

The Assistant Superintendent of Finance will:

- Ensure that the District's budget reflects the organization's goals and priorities
- Use a program based budgeting process that is based on goals, priorities, need, cost benefit, and perceived consequences if funding request is withheld or reduced
- Prepare a recommended curriculum budget with the Director of Curriculum
- Demonstrate an understanding of the curriculum management plan and articulate how the work is supported through the budgetary process
- Be able to track cost and benefit analysis to programs and services.

VIII. Financial Support

Executive Summary

The budget process ensures that district goals and priorities for the development and delivery of curriculum are considered as central to the core work. A major premise of curriculum management is that results can be assessed and that there is a relationship among goals and objectives, priorities, and costs. Budgeting processes are designed and used to establish linkage of goals, costs, priorities, and evaluation/results.

Key Points

- The Curriculum Department utilizes a program-based budgeting process.
- Funding priorities are formulated in a manner that is congruent with the district Curriculum Management Plan.
- Decisions related to reduction or increases in funding levels are addressed through administrative decision making processes involving the Superintendent and administrative team.
- Budgeting decisions reflect curriculum design and delivery, student performance and accountability, program cost, legal and state requirements, district-established priorities, and growth.

Financial Support of Curriculum Development, Delivery, Assessment, and Management

The budget serves as a link and provides tangible connections between cost and benefits of educational opportunities. The budget, therefore, is developed in a manner that ensures that the system is capable of attaining its goals and priorities for the development, delivery, assessment, and management of curriculum. Staff is required to utilize a program-based budgeting process in order to create linkages between expenditures and results achieved from the products and services that are designed and delivered by the district. Funding priorities for the curriculum, instruction, assessment, and accountability division are formulated in a manner that is congruent with the district curriculum management plan. Identified technological support, assessments, resources to support the curriculum, and professional learning opportunities are integral parts of formulating the curriculum, instruction, assessment, and accountability budget. Decisions related to reduction or requested increases in funding levels are addressed through departmental decision-making processes before submission to the Superintendent where final priorities are made. Budgeting decisions reflect the following considerations:

- Curriculum design and delivery
- Curriculum management system
- Student performance and accountability
- Planned series of interventions and special programs
- Legal and state requirements
- District growth and demographic changes, and
- District-established priorities

The divisional budget process requires the development of budget packets that include the following components:

- Description of the request including the total aggregate cost (i.e. work plans, materials, personnel, over-time/part-time, capital outlay (equipment), building modification, etc.)
- Rationale/Need/Justification
- Projected cost analysis
- Time line
- Implementation process
- Clear explanation of consequence if request is denied, reduced, or abandoned
- Divisional directors prioritize each budget request item and place in rank order with legal requirements ranked highest and so noted.

Once all or any of the recommendations are compiled, program team(s) will review the total budget for the division and the assigned rankings to establish a list of priorities. The Superintendent along with the administrative team will consider the requests and the recommended rankings and decide whether to keep the current rankings or make changes. Once this process has been completed, a priority list is developed, based on revised rankings and prioritizing each request. This leads to developing and communicating a revised priority list of projects and program requests based upon the funding capacity

of the district. The final step is converting the program-based budget packets into the state-required line-item budget for submission to the Board of Trustees for review and approval. The district uses the budget packets as back-up materials that Board members can reference. Once the budget is approved, the budget packets are used as work plans.

IX. Automated Management System

Executive Summary

Curriculum management means that there is a quality control process in place so that written curriculum, delivered curriculum, and assessed curriculum happens, not by default, but rather by design. Managing that process electronically guarantees that curriculum customization, development, and revision are a dynamic process. It also provides the means to have equitable access of curriculum by every teacher so that delivery is more consistent and coherent across the system. In addition, assessment of the curriculum is comparable, retrievable, and provides longitudinal analysis of student data over time. Last, using automated management systems that provide curriculum, assessment, lesson planning, aligned resources, monitoring of instruction, professional development tracking, and reporting results that are linked to curriculum allows for system alignment and the reduction of variability which is the enemy of system improvement.

Key Points

- Curriculum is continuously improved and updated by using an online curriculum management system.
- Resources are allocated for contracting with the vendor to provide the automated system and all of the content that is available through the system.
- A web-based solution enables teachers and administrators access to all components of the curriculum at any time.
- There are three key components in the automated system should include:
 - ✓ **Professional Development**
 - Leadership professional development
 - Onsite modeling of instructional delivery
 - Video conferencing and Web-casting
 - Modeling of research-based, best practice lessons, and instructional strategies
 - Technical assistance
 - Ongoing support by content area specialists
 - ✓ **Curriculum and Assessment**
 - K-12 systemic model in the four core content areas
 - Clarified and specified TEKS/STAAR expectations assembled in a vertical alignment format
 - Variety of curriculum documents (year-at-a-glance, vertical alignment documents, instructional focus documents, units of study, exemplar lessons)
 - Customizable instructional plans
 - Lessons in English and Spanish (K-5)
 - Aligned continuum of authentic performance assessments
 - ✓ **Innovative Technology**
 - Domain name registration and secure network
 - Unlimited number of users
 - Technical support
 - Accessibility through the Web for lesson planning

Automated Curriculum Management System

The district contracts with a vendor to provide curriculum management solutions and a data disaggregation system to all teachers and administrators. *TEKS Resource System* is an automated curriculum and instructional management system that provides a solution for housing curriculum documents K-12 in the four core areas and online lesson planning. The district also uses DMAC for data disaggregation, data analysis and curriculum management. *TEKS Resource System* and DMAC are both provided to the district by ESC 5 and a yearly negotiated contract is based on the district's ADA. Both systems used in conjunction with each other provide the district with management tools for curriculum, assessment, instructional planning, and data analysis. Teachers use both systems to access curriculum for the purpose of lesson planning, assessments, and tracking student performance based on state and local student performance data. Both systems will be used by the district to provide a solution to aid district administrators in managing random variation by tracking student performance over time based upon the content, context, and cognitive alignment of the design and delivery of district curriculum. The functionality of both *TEKS Resource System* and *DMAC* are described in the next section.

Curriculum and Instruction

Teachers of the four core areas are required to use *TEKS Resource System* to access district approved curriculum and instructional resource materials that are available and accessible through the system. Teachers of content areas other than the four core are required to use the TEKS to plan lessons using the district's approved lesson planning template. All teachers are required to use the district's lesson plan templates for lesson design which are available through the curriculum management systems. Staff can create, manage, and share lessons, assessment items, and tests across the district and campus in *TEKS Resource System*.

Administrators will use the approved walk-through template to collect observation data for T-TESS management. Both teachers and administrators are trained in the use of *TEKS Resource System* and *DMAC*.

An annual report regarding the implementation of the Curriculum Management Plan will be made to the Board of Trustees.

X. Glossary

Glossary of Terms

The following definitions are referenced in the book, *Deciding What to Teach and Test: Developing, Aligning, and Auditing the Curriculum*, written by Fenwick W. English.

Benchmark -- a district administered assessment given on a predetermined schedule (i.e. grading periods, twice a year) which meets the requirements for content, context and cognitive alignment.

Curriculum Management – rests on the central assumption of *control* meaning that the district will continue to exist; direct, maintain, or change its operations to ensure success; and charge people with specific roles and responsibilities based upon allocated resources that are designated for specific functions, tracked, and documented. Another important assumption is that the system is *rational*. This means that it is organized to accomplish specific goals and objectives. Thus, *management* entails doing what is necessary to improve itself over time and to take the necessary actions to alter what people do so as to bring about conformance to its overall goals and objectives. Curriculum management includes controlling random variation around the teaching and learning process so that student performance consistently improves over time.

Curriculum – is the work plan or plans developed by or for teachers to use in classrooms by which the content, scope, and sequence of that content, and to what extent the methodology of their teaching, is defined and configured.

Instruction – is influenced by or “guided by” a work plan (or curriculum), it becomes instruction. It is curriculum plus teaching. It is also focused and connected teaching that adheres to the curriculum and all formal testing scenarios (and tests).

Coordination of curriculum – refers to the lateral or horizontal focus and connectivity of curriculum in a school environment.

Curriculum evaluation – assessing whether or not children have learned that which the curriculum indicated should be taught.

Curriculum design or development – refers to the act of creating curriculum via specification or a template (i.e. criteria or requirements a curriculum must fulfill or include) which include state law, state testing, national goals, and local priorities.

Curriculum delivery – refers to the act of implementing the curriculum which will include teaching, monitoring, supervision, and reconnecting of test data back to the curriculum so it reflects changes brought about by identified shortcomings from the test.

Curriculum Alignment – the match, fit, or congruency between the written, taught, and tested curriculum; vertical alignment refers to agreement throughout the PK-12 system; horizontal alignment refers to agreement within a grade level or course.

Content Alignment – refers to the congruency between the written curriculum and the standards (i.e. topics) that are used for developing the written curriculum. Content alignment answers the question of what to teach. In Woodville ISD, the Texas Essential Knowledge and Skills, College Board exams, national standards, course prerequisites, and the Woodville ISD Graduate Portrait Expectations are used to develop, customize, or revise academic objectives. The objectives represent content alignment.

Frontloading – refers to the concept of design alignment in which the curriculum and the test (s) are “matched”. One would write the curriculum first and then select, adapt, or develop the test that “fits” the curriculum (or is aligned with it).

Backloading – begins with the test and works “back” to the curriculum.

Context Alignment – refers to format congruency between the written curriculum, assessed curriculum, and taught curriculum. In order to meet the contextual alignment requirement, teaching strategies and materials must be selected or developed with the assessment in mind. This requires that developers do a task analysis of the assessment. The task analysis reveals how the content must be delivered in order for there to be an alignment to the testing situation. In other words, the content must be taught within the context in which it is tested. Without contextual alignment, teachers are left to develop teaching strategies that may not align with the actual assessment, thereby reducing the likelihood that students are truly prepared to perform successfully on the assessment instrument.

Deep Alignment – refers to a process that entails deconstructing tests items so that key vocabulary, pre-requisites, concepts, skill, and processes are explicitly taught but extending instruction beyond the deconstructed test items. Thus, teachers anticipate the directions in which the test may be moving and they focus on the underlying principles and processes involved in truly comprehending and mastering the multiple learnings that are a part of every single test item.

CRT – is an acronym for criterion-referenced test (assessment based on performance toward a predetermined set of skill/competencies).

Curriculum Based Assessments (CBAs) – refer to assessment items that are written to curricular objectives for the purpose of determining student mastery of the curriculum.

Curricular Quality Control – refers to internal capability of a school system to improve its performance over time by developing goals and objectives, employing people to reach the goals, periodically assessing the differences between desired and actual performance, and then using the discrepancy data to adjust and improve day-to-day operations.

Curriculum Writing Team – individuals selected to develop, customize, or revise content specific curriculum based upon their strategic position in the K-12 teaching and learning process.

Curriculum Matrix – an aligned set of skills and competencies showing the scope and sequence instruction for all grade levels regarding a particular discipline.

“Tightening” the Curriculum – refers to actions that bring the written, taught, and tested curricula into alignment or congruence with one another so the overlap between the three curricula is increased.

Data Disaggregation – is the act of taking test items and breaking them into smaller components, skills, knowledge, and content for teaching in smaller pieces to adjust the curriculum or the work plan so that teaching changes as a result. It can also mean taking test results and breaking them out by various categories such as by teacher, groups of students, ethnicity, gender, grade level, socio-economic level, programs, campus, etc.

Data-Driven Instruction – the use of student achievement data and other learning data to guide and focus instruction, set goals, monitor programs and curriculum.

Graduate Portrait – The New Diana ISD expectations which list the standards all graduates should meet prior to graduation.

Learning Targets – the goals set by teachers and/or students (with teacher support) for achieving mastery of the required course objectives.

Standards –the content, skills, or competencies that students are expected to know and master. What students should know and be able to do. These standards are based upon the Texas Essential Knowledge and Skills and are often referred to as objectives.

Portfolio – is a compilation of achievement data, work samples, and evaluation data.

Stakeholders – refers to all constituencies involved in a particular process or decision.

Reconnecting Data to the Curriculum or “The Reconnect” – is taking disaggregated assessment data and reconnecting it to the work plan so that teachers have a different set of directions from which to teach (i.e. the curriculum is altered accordingly).

XI. References

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2. Clark, Elizabeth A. Managing the tasks: the systemworld in balance with the lifeworld of schools. *Leaders of Learners*: TX ASCD, 2009.
3. English, Fenwick W., and Larry E. Frase, Deciding What to Teach and Test: Developing, Aligning, and Auditing the Curriculum. Thousand Oaks, CA: Corwin Press, Inc., 2000.
4. English, Fenwick E., Larry E. Frase, William K. Poston, Jr., The Curriculum Management Audit: Improving School Quality. Lancaster, Pennsylvania: Technomic Publication, 1995.
5. Harlen, W., & Crick, R.D. (2003). Testing and motivation for learning. *Assessment in Education*, 10, 169-207.

VII. Exhibits

Exhibit 1:

Portrait of a Woodville ISD Graduate

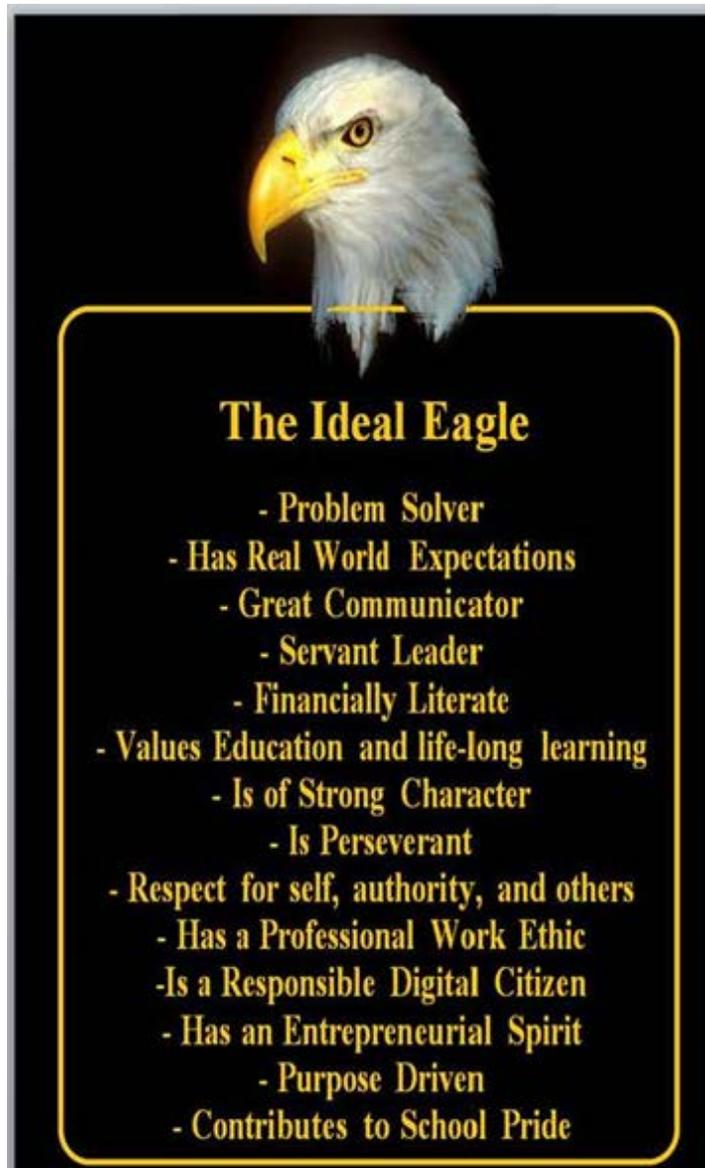


Exhibit 2:

EDUCATIONAL PHILOSOPHY

AE
(EXHIBIT)

PUBLIC EDUCATION MISSION, GOALS, AND OBJECTIVES

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. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: Texas students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: 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.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

GOAL 1: The reading and writing of the English language.

GOAL 2: The understanding of mathematics.

GOAL 3: The understanding of science.

GOAL 4: The understanding of social studies.

Education Code 4.001, 4.002

Exhibit: 3

**BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)**

**EHAA
(LEGAL)**

PURPOSE

A primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage. The District shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter, in reading courses, and in the adoption of textbooks. *Education Code 28.002(h)*

As a condition of accreditation, the District shall provide instruction in the essential knowledge and skills at appropriate grade levels in the foundation and enrichment curriculum. *Education Code 28.002(c); 19 TAC 74.1(b)*

The District shall ensure that all children in the District participate actively in a balanced curriculum designed to meet individual needs. *Education Code 28.002(g)*

Instruction may be provided in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade-level standards. *19 TAC 74.2*

REQUIRED CURRICULUM

A district that offers kindergarten through grade 12 shall offer the following as a required curriculum:

FOUNDATION CURRICULUM

A foundation curriculum that includes:

English language arts and reading;

Mathematics;

Science; and

Social studies, consisting of Texas, United States, and world history; government; geography; and economics with emphasis on the free enterprise system and its benefits.

Education Code 28.002(a)(1); 19 TAC 74.1(a)(1)

ENRICHMENT CURRICULUM

An enrichment curriculum that includes:

Languages other than English, to the extent possible. American Sign Language is a language for these purposes and the District may offer an elective course in the language;

Health, with emphasis on the importance of proper nutrition and exercise;

Physical education;

Fine Arts;

Career and technical education;

Technology applications;

Religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and

Personal financial literacy.

Education Code 28.002(a)(2), (e); 19 TAC 74.1(a)(2)

LOCAL
CREDIT

The District may offer courses for local credit, at its discretion, in addition to those in the required curriculum, but it may not delete or omit instruction in the foundation and enrichment curricula specified above. Education Code 28.002(f); 19 TAC 74.1(b)

LOCAL
INSTRUCTIONAL
PLAN

The District's local instructional plan may draw on state curriculum frameworks and program standards as appropriate. The District is encouraged to exceed minimum requirements of law and State Board rule.

MAJOR
CURRICULUM
INITIATIVES

Before the adoption of a major curriculum initiative, including the use of a curriculum management system, the District must use a process that:

Includes teacher input;

Provides District employees with the opportunity to express opinions regarding the initiative; and

Includes a meeting of the Board at which information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and members of the public and District employees are given the opportunity to comment regarding the initiative.

Education Code 28.002(g)

COMMON
CORE STATE
STANDARDS

The District may not use common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills at appropriate grade levels. The District may not be required to offer any aspect of a common core state standards curriculum. "Common core state standards" means the national curriculum standards developed by the Common Core State Standards Initiative. *Education Code 28.002(b-1), (b-3), (b-4)*

COORDINATED
HEALTH
PROGRAMS

TEA shall make available to the District one or more coordinated health programs or allow the development of District programs designed to prevent obesity, cardiovascular disease, oral disease, and type 2 diabetes in elementary, middle, and junior high school students. Each program must provide for coordinating:

Health education, including oral health education;

Physical education and physical activity;

Nutrition services; and

Parental involvement.

Education Code 38.013; 19 TAC 102.1031(a)

The District shall participate in appropriate training to implement TEA's coordinated health program and shall implement the program in each elementary, middle, and junior high school in the District. *Education Code 38.014*

Coordinated school health programs that are developed by the District and that meet TEA criteria may be approved and made available as approved programs. The District must use materials that are proven effective, such as TEA-approved textbooks or materials developed by nationally recognized and/or government-approved entities. *19 TAC 102.1031(c)*

PHYSICAL
EDUCATION

The District shall establish specific objectives and goals the District intends to accomplish through the physical education curriculum. The physical education curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.

A physical education course shall:

Offer students an opportunity to choose among many types of physical activity in which to participate;

Offer students both cooperative and competitive games; and

Be an enjoyable experience for students.

On a weekly basis, at least 50 percent of a physical education class shall be used for actual student physical activity and the activity shall be, to the extent practicable, at a moderate or vigorous level.

STUDENT/
TEACHER
RATIO

The objectives and goals shall include, to the extent practicable, student/teacher ratios [see EEB] that are small enough to enable the District to:

Carry out the purposes of and requirements for the physical education curriculum; and

Ensure the safety of students participating in physical education.

If the District establishes a student to teacher ratio greater than 45 to 1 in a physical education class, the District shall specifically identify the manner in which the safety of the students will be maintained.

Education Code 25.114, 28.002(d); 19 TAC 74.37

CLASSIFICATION
FOR PHYSICAL
EDUCATION

The District shall classify students for physical education on the basis of health into one of the following categories:

Unrestricted—not limited in activities.

Restricted—excludes the more vigorous activities. Restricted classification is of two types:

Permanent—A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.

Temporary—Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.

Adapted and remedial—specific activities prescribed or prohibited for students as directed by a member of the healing arts licensed to practice in Texas.

19 TAC 74.31

SCHOOL
HEALTH
ADVISORY
COUNCIL

The Board shall establish a local school health advisory council (SHAC) to assist the District in ensuring that local community values are reflected in the District's health education instruction. *Education Code 28.004(a)* [See BDF regarding composition of the SHAC and FFA regarding federal wellness requirements]

DUTIES

The SHAC's duties include recommending:

The number of hours of instruction to be provided in health education;

Policies, procedures, strategies, and curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, type 2 diabetes, and mental health concerns through coordination of:

Health education,

Physical education and physical activity,

Nutrition services,

Parental involvement,

Instruction to prevent the use of tobacco;

School health services,

Counseling and guidance services,

A safe and healthy school environment, and

School employee wellness;

Appropriate grade levels and methods of instruction for human sexuality instruction;

Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program:

School health services;

Counseling and guidance services;

A safe and healthy school environment; and

School employee wellness; and

If feasible, joint use agreements or strategies for collaboration between the District and community organizations or agencies. Any agreement entered into based on a recommendation of the SHAC must address liability for the District and community organization.

Education Code 28.004(c)

The SHAC shall consider and make policy recommendations to the District concerning the importance of daily recess for elementary school students. The SHAC must consider research regarding unstructured and undirected play, academic and social development, and the health benefits of daily recess in making the recommendations. The SHAC shall ensure that local community values are reflected in any policy recommendation made to the District concerning the importance of daily recess for elementary school students. *Education Code 28.004(l)*

CONTENT OF
HUMAN
SEXUALITY
INSTRUCTION

The Board shall determine the specific content of the District's instruction in human sexuality. *Education Code 28.004(h)*

The Board shall select any instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the SHAC. The instruction must:

Present abstinence as the preferred choice of behavior for unmarried persons of school age;

Devote more attention to abstinence than to any other behavior;

Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity;

Direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with HIV or AIDS; and

Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in the curriculum.

Education Code 28.004(e)

CONDOMS

The District may not distribute condoms in connection with instruction relating to human sexuality. *Education Code 28.004(f)*

SEPARATE
CLASSES

If the District provides human sexuality instruction, it may separate students according to sex for instructional purposes. *Education Code 28.004(g)* [See FB regarding single-sex classes under Title IX]

NOTICE TO
PARENTS

Before each school year, the District shall provide written notice to a parent of each student enrolled in the District of the Board's decision regarding whether the District will provide human sexuality instruction to District students. If instruction will be provided, the notice must include:

A summary of the basic content of the District's human sexuality instruction to be provided to the student, including a statement informing the parent of the instructional requirements under state law;

A statement of the parent's right to:

Review curriculum materials as provided by *Education Code 28.004(j)*; and

Remove the student from any part of that instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the District or the student's school; and

Information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the SHAC.

A parent may use the grievance procedure at FNG concerning a complaint of a violation of notice requirements.

Education Code 28.004(i)-(i-1)

AVAILABILITY
OF MATERIALS

The District shall make all curriculum materials used in human sexuality instruction available for reasonable public inspection. *Education Code 28.004(j)* [See EFAA regarding selection of curriculum materials for human sexuality instruction]

STERIOD
NOTICE AND
EDUCATION

The District shall, at appropriate grade levels as determined by the State Board of Education, provide to students involved in extracurricular athletic activities information developed by TEA regarding the use of anabolic steroids and the health risks involved with such use. *Education Code 38.0081(b)*

Each school in a district in which there is a grade level of seven or higher shall post in a conspicuous location in the school gymnasium and each other place in a building where physical education classes are conducted a notice regarding steroids, using the text set forth at Education Code 38.008 [see FNCF(EXHIBIT)].
Education Code 38.008

Exhibit 4:

**BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (SECONDARY)**

**EHAC
(LEGAL)**

Courses in the foundation and enrichment curriculum in grades 6–12 must be provided in a manner that allows all grade promotion and high school graduation requirements to be met in a timely manner. The District is not required to offer a specific course in the foundation and enrichment curriculum except as specified in *19 Administrative Code 74.3. 19 TAC 74.3(c)*

GRADES 6–8

A district that offers grades 6–8 must provide instruction in the required curriculum as specified in *19 Administrative Code 74.1*, relating to essential knowledge and skills. The District must ensure that sufficient time is provided for teachers to teach and for students to learn English language arts, mathematics, science, social studies, fine arts, health, physical education, technology applications, and to the extent possible, languages other than English. The District may provide instruction in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards. *19 TAC 74.3(a)(1)*

PHYSICAL
ACTIVITY
REQUIREMENTS

The District shall require students in grades 6–8 to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the District's physical education curriculum.

The District may as an alternative require a student enrolled in a grade level for which the District uses block scheduling to participate in moderate or vigorous physical activity for at least 225 minutes during each period of two school weeks.

EXEMPTIONS

The District must provide an exemption for:

A student who is unable to participate in the required physical activity because of illness or disability; and

A student who participates in an extracurricular activity with a moderate or vigorous physical activity component that is considered a structured activity and meets the requirements for extracurricular activity as defined at *19 Administrative Code 76.1001*.

The District may allow an exemption for a student on a middle or junior high school campus participating in a school-related activity or an activity sponsored by a private league or club only if that activity meets each of the following requirements:

The activity must be structured;

The Board must certify the activity; and

The student must provide proof of participation in the activity.

A “structured activity” is an activity that meets, at a minimum, each of the following requirements:

The activity is based on the grade appropriate movement, physical activity and health, and social development strands of the essential knowledge and skills for physical education specified in *19 Administrative Code Chapter 116*; and

The activity is organized and monitored by school personnel or by appropriately trained instructors who are part of a program that has been certified by the Board.

Education Code 28.002(l)–(l-1); 19 TAC 103.1003

FINE ARTS
REQUIREMENT

The District must ensure that, beginning with students who enter grade 6 in the 2010–11 school year, each student completes one Texas Essential Knowledge and Skills-based fine arts course in grade 6, grade 7, or grade 8. *Education Code 28.002(c-1); 19 TAC 74.3(a)(2)*

HIGH SCHOOL
COURSES AT
EARLIER
GRADES

The District may offer courses designated for grades 9–12 in earlier grade levels. *19 TAC 74.26(b)*

GRADES 9–12
COURSE
OFFERINGS

A district that offers grades 9–12 shall provide instruction in the required curriculum as specified in 19 Administrative Code 74.1. The District shall ensure that sufficient time is provided for teachers to teach and for students to learn the subjects in the required curriculum. *19 TAC 74.3(b)(1)*

The District shall offer the courses listed below in grades 9–12 and shall maintain evidence that students have the opportunity to take these courses:

English language arts — English I, II, III, IV, and at least one additional advanced English course.

Mathematics — Algebra I, Algebra II, Geometry, Precalculus, and Mathematical Models with Applications.

Science — Integrated Physics and Chemistry, Biology, Chemistry, Physics, and at least two of the following:

Aquatic Science;

Astronomy;

Earth and Space Science;

Environmental Systems;

Advanced Animal Science;

Advanced Biotechnology;
Advanced Plant and Soil Science;
Anatomy and Physiology;
Engineering Design and Problem Solving;
Food Science;
Forensic Science;
Medical Microbiology;
Pathophysiology;
Scientific Research and Design; and
Principles of Engineering.

The requirement to offer two additional courses may be reduced to one by the Commissioner upon application of a district with a total high school enrollment of less than 500 students.

Science courses shall include at least 40 percent hands-on laboratory investigations and field work using appropriate scientific inquiry.

Social studies — United States History Studies Since 1877, World History Studies, United States Government, World Geography Studies, and Economics with Emphasis on the Free Enterprise System and Its Benefits.

Physical education — at least two of the following:

Foundations of Personal Fitness;

Adventure/Outdoor Education;

Aerobic Activities; or

Team or Individual Sports.

Fine arts — courses selected from at least two of the four fine arts areas (art, music, theatre, and dance) as follows:

Art I, II, III, IV;

Music I, II, III, IV;

Theatre I, II, III, IV; or

Dance I, II, III, IV.

Career and technical education [see EEL] — coherent sequences of courses selected from at least three of the following 16 career clusters:

Agriculture, Food, and Natural Resources;

Architecture and Construction;

Arts, Audio/Video Technology, and Communications;

Business Management and Administration;
Education and Training;
Finance;
Government and Public Administration;
Health Science;
Hospitality and Tourism;
Human Services;
Information Technology;
Law, Public Safety, Corrections, and Security;
Manufacturing;
Marketing;
Science, Technology, Engineering, and Mathematics; and
Transportation, Distribution, and Logistics.

Languages other than English — Levels I, II, and III or higher of the same language.

Technology applications — Computer Science I and Computer Science II or Advanced Placement (AP) Computer Science and at least two of the following:

Computer Science III;
Digital Art and Animation;
Digital Communications in the 21st Century;
Digital Design and Media Production;
Digital Forensics;
Digital Video and Audio Design;
Discrete Mathematics for Computer Science;
Fundamentals of Computer Science;
Game Programming and Design;
Independent Study in Evolving/Emerging Technologies;
Independent Study in Technology Applications;
Mobile Application Development;
Robotics Programming and Design;
3-D Modeling and Animation;
Web Communications;

Web Design; and

Web Game Development.

Speech — Communications Applications.

Personal financial literacy — The District shall provide an elective course in personal financial literacy that meets the requirements for a one-half elective credit, using materials approved by the State Board of Education (SBOE). The instruction in personal financial literacy must include instruction on completing the application for federal student aid provided by the Department of Education. In fulfilling the requirement to provide financial literacy instruction, the District may use an existing state, federal, private, or nonprofit program that provides students without charge the described instruction.

19 TAC 74.3(b)(2); Education Code 28.0021(b)

The District must provide each student the opportunity each year to select courses in which he or she intends to participate from a list that includes all courses listed above. If the District will not offer all required courses every year, but intends to offer particular courses only every other year, it must notify all enrolled students of that fact.

The District shall teach any course a student is specifically required to take for high school graduation at least once in any two consecutive school years. For a subject that has an end-of-course assessment, the District shall either teach the course every year or use alternate delivery systems, as described in 19 Administrative Code Chapter 74, Subchapter C, to enable students to earn credit for the course and shall maintain evidence thereof.

19 TAC 74.3(b)(4)

The District may offer additional courses from the complete list of courses approved by the SBOE to satisfy graduation requirements. *19 TAC 74.3(b)(3)*

APPLIED
COURSES

The District may offer the foundation curriculum required by the Recommended and Advanced/Distinguished Achievement High School Programs in an applied manner. The courses must cover the essential knowledge and skills, and the student shall be administered the applicable end-of-course assessment instrument. *Education Code 28.025(b-4)*

RESEARCH
WRITING
COMPONENT

For students entering grade 9 beginning with the 2007–08 school year, districts must ensure that one or more courses offered in the required curriculum for the Recommended and Advanced/ Distinguished Achievement High School Programs include a research writing component. *19 TAC 74.3(b)(5)*

PARENTING
AWARENESS
PROGRAM
HIGH SCHOOL

The District shall use the parenting and paternity awareness program developed by the SBOE in its high school health curriculum.

MIDDLE AND
JUNIOR HIGH
SCHOOL

The District may use the program in the District’s middle or junior high school curriculum.

PROGRAM REQUIREMENTS

Implementation of this requirement shall comply with the requirement that the Board establish a local school health advisory council to assist the District in ensuring that local community values are reflected in the District’s health education instruction.

The District may add elements at its discretion but must include the following areas of instruction:

Parenting skills and responsibilities, including child support;

Relationship skills, including money management, communication, and marriage preparation; and

Skills relating to the prevention of family violence, only if the District’s middle, junior high, or high schools do not have a family violence program.

At the discretion of the District, a teacher may modify the suggested sequence and pace of the program at any grade level.

LOCAL PROGRAMS AND MATERIALS

The District may develop or adopt research-based programs and curriculum materials for use in conjunction with the program developed by the SBOE. The programs and curriculum materials may provide instruction in:

Child development;

Parenting skills, including child abuse and neglect prevention; and

Assertiveness skills to prevent teenage pregnancy, abusive relationships, and family violence.

PARENT PERMISSION

A student under 14 years of age may not participate in the program without the permission of the student’s parent or person standing in parental relation to the student.

Education Code 28.002(p); 19 TAC 74.35(a)

ALCOHOL AWARENESS INSTRUCTION

The District shall incorporate instruction in the dangers, causes, consequences, signs, symptoms, and treatment of binge drinking and alcohol poisoning into any course meeting a requirement for a health education credit.

The District shall choose an evidence-based alcohol awareness program to use in the District’s middle school, junior high school, and high school health curriculum from a list of programs approved by the Commissioner for this purpose.

“Evidence-based alcohol awareness program” means a program, practice, or strategy that has been proven to effectively prevent or delay alcohol use among students, as determined by evaluations that use valid and reliable measures and that are published in peer-reviewed journals.

Education Code 28.002(r); 19 TAC 74.35(b)

CPR INSTRUCTION

For all students who entered grade 7 in the 2010–11 school year and thereafter, the District shall provide instruction to students in grades 7–12 in cardiopulmonary resuscitation (CPR). The instruction may be provided as a part of any course. A student shall receive the instruction at least once before graduation from high school.

CPR instruction must include training that has been developed by the American Heart Association or the American Red Cross or using nationally recognized, evidence-based guidelines for emergency cardiovascular care and incorporating psychomotor skills to support the instruction.

The District may use emergency medical technicians, paramedics, police officers, firefighters, representatives of the American Heart Association or the American Red Cross, teachers, other school employees, or other similarly qualified individuals to provide instruction and training. Instruction is not required to result in CPR certification. If instruction is intended to result in certification, the course instructor must be authorized to provide the instruction by the American Heart Association, the American Red Cross, or a similar nationally recognized association; otherwise, an instructor is not required to be certified in CPR.

WAIVERS FOR
STUDENTS
WITH
DISABILITIES

The District may waive this requirement for a student who, due to a disability, is unable to complete the instruction. The determination regarding a student's ability to complete the CPR requirement must be made by:

The student's admission, review, and dismissal (ARD) committee if the student receives special education services under *Education Code, Chapter 29, Subchapter A*; or

The committee established for the student under Section 504, if the student does not receive special education services, but is covered by Section 504.

Education Code 28.0023 (c)–(e), (g); 19 TAC 74.38

DONATIONS

The District may accept from TEA donations the agency receives under Education Code 7.026 for use in providing instruction to students in the principles and techniques of CPR. The District may accept other donations, including donations of equipment, for use in providing CPR instruction. *Education Code 29.903*

Exhibit 5:

**SPECIAL PROGRAMS
CAREER AND TECHNICAL EDUCATION**

**EHBF
(LEGAL)**

**CAREER AND
TECHNOLOGY
PROGRAM**

Each public school student shall master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and for gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the post-secondary level. *Education Code 29.181*

The Board may conduct and supervise career and technology classes and other educational programs for students and for other persons of all ages and spend local maintenance funds for the cost of those classes and programs. In developing a career and technology program, the Board shall consider the state plan for career and technology education. *Education Code 29.183* [See EEL]

**DISTINGUISHED
ACHIEVEMENT
IN CAREER AND
TECHNOLOGY
EDUCATION**

The Board may develop and offer a program that provides a rigorous course of study consistent with the required curriculum [see EHAA] and under which a student may:

Receive specific education in a career and technology profession that leads to postsecondary education or meets or exceeds business or industry standards;

Obtain from the District an award for distinguished achievement in career and technology education and a stamp or other notation on the student's transcript that indicates receipt of the award.

An award granted under this section is not in lieu of a diploma or certificate of coursework completion. [See EI]

In developing the program, the Board shall consider the state plan for career and technology education. The Board must submit the proposed program to the Commissioner of Education in accordance with criteria established by the Commissioner.

**CONTRACTS
WITH OTHER
ENTITIES**

The Board may contract with an entity listed in Education Code 29.184(a) [see EEL] for assistance in developing the program or providing instruction to District students participating in the program. The Board may also contract with a local business or a local institution of higher education for assistance in developing or operating a career and technology education program. A program may provide education in areas of technology unique to the local area.

INSURANCE

The Board may provide insurance to protect a business that contracts with the District under this provision. [See CRB]

Education Code 29.187

APPLICABILITY

The following provisions apply only to districts receiving federal career and technical education funds. *19 TAC 75.1021*

PROGRAM EVALUATION	The District shall annually evaluate its career and technical education programs. <i>19 TAC 75.1025</i>
SPECIAL POPULATIONS	Members of special populations shall be provided career and technical services in accordance with all applicable federal and state laws, regulations, and rules.
DEFINITION	<p>In this policy, a “member of a special population” includes:</p> <ul style="list-style-type: none"> An individual with a disability; An individual from an economically disadvantaged family, including a foster child; An individual preparing for nontraditional training and employment; A single parent, including single pregnant women; A displaced homemaker; and An individual with other barriers to educational achievement, including an individual with limited English proficiency. <p><i>20 U.S.C. 2302(29)</i></p>
STUDENTS WITH DISABILITIES	<p>A student with a disability shall be provided career and technical education in accordance with all applicable federal law and regulations including the Individuals with Disabilities Education Act (IDEA) of 2004 and its implementing regulations, state statutes, and rules of the SBOE and the Commissioner.</p> <p>A student with a disability shall be instructed in accordance with the student’s individualized education program (IEP), in the least restrictive environment, as determined by the admission, review, and dismissal (ARD) committee. If a student with a disability is unable to receive a free appropriate public education (educational benefit) in a regular career and technical education program, using supplementary aids and services, the student may be served in separate programs designed to address the student’s occupational/training needs, such as career and technical education for students with disabilities (CTED). [See EHBA]</p> <p>A student with a disability identified in accordance with IDEA of 2004 is an eligible participant in career and technical education when the following requirements are met:</p> <ul style="list-style-type: none"> The ARD committee shall include a representative from career and technical education, preferably the teacher, when considering initial or continued placement of a student in career and technical education program; Planning for the student shall be coordinated among career and technical education, special education, and state rehabilitation agencies and should include a coherent sequence of courses; The District shall monitor to determine if the instruction being provided a student with a disability in career and technical education classes is consistent with the student’s IEP;

The District shall provide supplementary services that each student with a disability needs to successfully complete a career and technical education program, such as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices;

The District shall help fulfill the transitional service requirements of the IDEA of 2004 and implementing regulations, state statutes, and rules of the Commissioner for each student with a disability who is completing a coherent sequence of career and technical education courses.

When determining placement in a career and technical education classroom, the ARD committee shall consider a student's graduation plan, the content of the individual transition plan, the IEP, and classroom supports. Enrollment numbers should not create a harmful effect on student learning for a student with or without disabilities in accordance with the provisions in the IDEA of 2004 and its implementing regulations.

19 TAC 75.1023

STUDENT
ORGANIZATIONS

The District may use federal career and technical education funds to provide opportunities for student participation in approved student leadership organizations and assist career and technical student organizations in accordance with all applicable federal and state laws, rules, and regulations. A student shall not, however, be required to join a career and technical student organization. Student participation in career and technical student organizations shall be governed in accordance with 19 Administrative Code Chapter 76 (relating to extracurricular activities).

The following career and technical student organizations are recognized by the U.S. Department of Education and TEA:

Business Professionals of America (BPA);

DECA;

Future Business Leaders of America (FBLA);

FFA;

Family, Career, and Community Leaders of America (FCCLA);

Health Occupations Students of America (HOSA);

Technology Student Association (TSA); and

Skills USA.

19 TAC 75.1024 [See FM]

Exhibit 6:

**ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION**

**EIE
(LOCAL)**

CURRICULUM MASTERY	Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.
STUDENTS RECEIVING SPECIAL EDUCATION SERVICES STANDARDS FOR MASTERY	<p>Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]</p> <p>In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:</p> <p style="padding-left: 40px;">Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.</p> <p style="padding-left: 40px;">Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.</p>
GRADES 1–5	In grades 1–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics.
GRADES 6–8	In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in each of the four core areas: language arts, mathematics, science, and social studies.
GRADES 9–12	Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]
ACCELERATED INSTRUCTION	If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grades 5 and 8 shall be subject to all provisions of GRADE

ADVANCEMENT TESTING, below.

GRADE
ADVANCEMENT
TESTING

Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District's local standards for mastery and promotion.

DEFINITION OF
'PARENT'

For purposes of this policy and decisions related to grade advancement requirements, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code, to have responsibility for the student in all school-related matters [see FD]; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]

ALTERNATE
ASSESSMENT
INSTRUMENT

The Superintendent or designee shall select from the state-approved list, if available, for each applicable subject an alternate assessment instrument that may be used for the third testing opportunity. Each student's GPC shall decide whether he or she shall be given the statewide assessment instrument or the applicable alternate instrument for the third testing opportunity. The committee's decision shall be based on a review of the student's performance in the previous testing opportunities, local assessments, and any other circumstances it deems appropriate.

STANDARDS
FOR
PROMOTION
UPON APPEAL

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law.

The student shall not be promoted unless:

All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and

The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

TRANSFER
STUDENTS

When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion.

ASSIGNMENT
OF RETAINED
STUDENTS

A student not promoted to the next grade level shall remain at the same campus or shall be assigned to a similar campus setting.

REDUCING
STUDENT
RETENTION

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See EHBC]

Exhibit 7:

CURRICULUM DEVELOPMENT

**EG
(LOCAL)**

**CURRICULUM
DEVELOPMENT
AND REVIEW**

The Board recognizes the need for and value of a systematic, ongoing program of curriculum development and evaluation. The design and implementation of the curriculum shall be consistent with the Board’s adopted mission and applicable goals, state law, and State Board of Education rules. The Board deems it essential that the District continually develop and modify its curriculum to provide a common direction of action for all instructional and programmatic efforts in the District and to meet changing needs. This curriculum component shall be an integral part of the District’s long-range planning process. An environment to support curriculum delivery shall be created and maintained by all functions of the District.

While instructional differences are expected in order to address the unique needs of specific students, instruction shall be derived from a curriculum common for all students and there shall be equitable access to the curriculum for all students.

DEFINITION

The District shall define curriculum as the knowledge, skills, attitudes, and processes to be taught and learned at the appropriate levels, in the appropriate areas, or in courses in District schools.

The curriculum shall be designed and implemented using a competency-based approach that maximizes learning for all students for high levels of student achievement.

MODEL

The curriculum shall address the academic needs of learners and the content and performance expectations of the District and the state. The model for curriculum development, implementation, and evaluation shall include:

Curriculum—the written curriculum

Instruction—the taught/delivered curriculum

Assessment—the tested/learned curriculum

**THE WRITTEN
CURRICULUM**

The District expects that learning shall be enhanced by adherence to a curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum shall reflect the best knowledge of the growth and development of learners, the needs of learners based on the nature of society, the desires of the residents and taxpayers of the District, state law, and State Board of Education rules.

The curriculum shall be designed to provide teachers and students with the District’s expectations of what students are to learn. Teachers shall be expected to teach the curriculum of the District.

Subject area written curricula and instructional guides shall be developed for all grade levels and subjects in the District. The expectations shall be that:

All curricula shall be documented in writing;

The curriculum shall be reviewed on a regular cycle and updated as needed;

Teachers shall have copies of guides and shall use the objectives in the guides to develop daily lesson plans; and

Administrators shall work with teachers to maintain consistency between the written curriculum and the curriculum objectives actually taught.

RESOURCES

Instructional resources, such as personnel, textbooks, software, and other materials, shall be selected based upon their alignment with the curriculum objectives and priorities of the District.

THE TAUGHT CURRICULUM

The District shall expect that teachers and their colleagues work toward a common set of student objectives. All faculty members have a responsibility not only to contribute to the refinements of the written curriculum, but to teach to the curriculum objectives. Teachers shall be required to use the District curriculum and instruction guide as the primary source of instructional direction. The principal shall ensure that campus personnel make optimum use of available written curriculum materials and instructional time.

The taught curriculum shall be aligned with the planned and written curriculum and with the assessed curriculum, resulting in a high degree of consistency.

All programs, including those for special population students, shall be aligned with the District curriculum. Further, they shall be integrated in their delivery approach.

Since the curriculum results from a District decision and not a campus or employee decision, curriculum proposals from employees shall be presented first to the curriculum department. If the proposal is found to be acceptable at that level, it shall be presented to the Superintendent.

Curriculum guides shall direct instruction for all subject areas and courses. The guides shall align with the objectives of state-mandated assessment instruments and shall include the scope and sequence, the objectives to be taught, assessments in acceptable format, aligned resources, time frames, and instructional strategies.

The date of the Superintendent's approval of each guide shall appear on its cover.

Each teacher's grade records shall provide evidence of the taught curriculum. This information shall be used for decisions regarding mastery, promotion, and retention.

Instruction shall be consistent in delivering curriculum objectives and shall be based on sound teaching principles grounded in educational research. Instructional supervision efforts shall focus on these sound teaching principles, which shall include:

Establishing a school climate that continually affirms the worth and diversity of all students.

Expecting that all students will perform at high levels of learning.

Ensuring that all students experience opportunities for personal success.

Varying the time for instruction and learning according to the needs of each student and the complexity of the task.

Expecting that staff members, students, and parents will take responsibility for successful learning.

Assessing current student skills/learning for appropriate instructional assignment.

Analyzing each objective so that instructional strategies match content and assessment.

THE TESTED
CURRICULUM

The Superintendent or designee shall establish assessment approaches for determining the effectiveness of instructional programming at District, campus, and classroom levels. Assessments shall measure the extent to which students are achieving and maintaining mastery of curriculum objectives and the extent to which instructors are effectively conveying the curriculum in the classrooms.

District staff shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs.

The tested curriculum shall include the following components:

State-mandated assessment instruments.

An assessment approach for each grade level and course.

A program evaluation that guides program redesign around the District curriculum and program delivery.

Teachers shall conduct frequent assessment of students on the curriculum objectives. Teacher-made tests, as well as criterion-referenced tests, shall be used to determine patterns of student achievement. Teachers and supervisors shall use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends among various groups of students, and to modify curriculum and instruction as warranted by assessment results.

Principals shall review assessments to ensure they are aligned with the written curriculum.

ROLES AND
RESPONSIBILITIES
BOARD

The Board shall:

Provide the policy framework governing the design and implementation of the curriculum and setting the expectation for alignment of written, taught, and tested curricula.

Provide funding for staff development to improve instructional programs and assess student achievement.

CENTRAL
ADMINISTRATION

Fund, through the budget process, adequate resources to implement the curriculum.

The Superintendent shall:

Implement the curriculum policy.

Ensure that a functional decision-making structure is in place to carry out the curriculum policy.

The curriculum staff shall:

Ensure that a master long-range plan is in place for District curriculum development, revision, program evaluation, and student assessment.

Serve as technical advisors during implementation.

Assist principals in monitoring implementation of the curriculum.

PRINCIPALS

Principals shall:

Monitor implementation of the curriculum, as well as development, revisions, and evaluation.

Communicate the importance of effective curriculum and instruction practices on a regular basis.

Observe classes, monitor lessons, and evaluate assessment materials used on the campus.

Use, as a minimum, the following basic strategies to monitor curriculum implementation:

Full-period observations.

Frequent walk-through observations.

Curriculum planning meetings or review of minutes of such meetings.

Periodic review of curriculum documents.

TEACHERS

Teachers shall:

Teach the District curriculum.

Frequently assess and document student mastery of curriculum objectives, modifying instruction to ensure student success.

Participate in curriculum development and revision activities.

BUDGET

The administration shall ensure that the District's budget reflects funding decisions based on the District's educational goals and priorities. The budget development process shall ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reductions or increases in funding levels are addressed in those terms. [See CE]

Exhibit 8:

**INSTRUCTIONAL MATERIALS
SELECTION AND ADOPTION**

**EFAA
(LEGAL)**

Note: For provisions regarding inventory and requisition of instructional materials, see CMD.

DEFINITIONS	<p>“Instructional material” is defined as content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to a student. The term includes a book, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, online services, or an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional material. <i>Education Code 31.002(1)</i></p> <p>“Open-source instructional material” is electronic instructional material that is available for downloading from the Internet at no charge to a student and without requiring the purchase of an unlock code, membership, or other access or use charge, except for a charge to order an optional printed copy of all or part of the instructional material. <i>Education Code 31.002(1-a)</i></p> <p>“Technological equipment” is hardware, a device, or equipment necessary for instructional use in the classroom, including to gain access to or enhance the use of electronic instructional materials; or professional use by a classroom teacher. <i>Education Code 31.002(4)</i></p>
SBOE INSTRUCTIONAL MATERIALS LIST	<p>For each subject and grade level, the State Board of Education (SBOE) shall adopt a list of instructional materials.</p> <p>The list includes each instructional material that meets applicable physical specifications and contains material covering at least half of the elements of the essential knowledge and skills of the subject and grade level. <i>Education Code 31.023(a)</i></p>
OPEN-SOURCE INSTRUCTIONAL MATERIAL	<p>The SBOE shall place open-source instructional material for a secondary-level course submitted for adoption by an eligible institution on the list if it satisfies the requirements described in Education Code 31.0241. <i>Education Code 31.0241(b)</i></p>
COMMISSIONER INSTRUCTIONAL MATERIALS LIST	<p>The Commissioner, with input from the SBOE, shall adopt a list of:</p> <p>Electronic instructional material; and</p> <p>Material that conveys information to the student or otherwise contributes to the</p>

learning process, including tools, models, and investigative materials designed for use as part of the foundation curriculum for science in kindergarten through grade 5 and personal financial literacy in kindergarten through grade 8.

Education Code 31.0231(a)

SUPPLEMENTAL INSTRUCTIONAL MATERIALS LIST

The SBOE may adopt supplemental instructional materials that are not on the SBOE instructional materials list. Supplemental instructional material contains material covering one or more primary focal points or primary topics of a subject in the required curriculum but is not designed to serve as the sole textbook for a full course. *Education Code 31.035(a)*

LOCAL SELECTION POLICY

The Board shall adopt a policy for selecting instructional materials. Final selections must be recorded in Board minutes. *19 TAC 66.104(a)*

NOTICE TO SBOE

Each year, during a period established by the SBOE, the Board shall notify the SBOE of instructional materials selected in accordance with Education Code 31.101. *Education Code 31.101(a)*

FOUNDATION CURRICULUM

For subjects in the foundation curriculum, the Board shall notify the SBOE of the instructional materials it selects from the instructional materials list, including the Commissioner's instructional materials list. *Education Code 31.101(a)(1)*

ENRICHMENT CURRICULUM

For a subject in the enrichment curriculum, the Board shall notify the SBOE of instructional material it selects from the instructional materials list, including the Commissioner's instructional materials list, or that it selected instructional materials that do not appear on the list. *Education Code 31.101(a)(2)*

SUPPLEMENTAL MATERIALS

The Board may select supplemental instructional materials adopted by the SBOE, as set forth at Education Code 31.035 [see CMD]. If the Board selects supplemental instructional materials, the District shall certify to TEA that the supplemental instructional materials, in combination with any other instructional materials or supplemental instructional materials used by the District, cover the essential knowledge and skills for the course. *Education Code 31.035(d), (f)*

OPEN-SOURCE MATERIAL

The District may adopt state-developed open-source instructional material at any time, regardless of the instructional material review and adoption cycle. *Education Code 31.073(c)*

SPECIAL EDUCATION

Adopted instructional materials shall be supplied to a student in special education classes as appropriate to the level of the student's ability and without regard to the grade for which the instructional material is adopted or the grade in which the student is enrolled. *19 TAC 66.104(m)*

DURATION OF SELECTION LISTED MATERIALS

If the District selects subscription-based instructional material on the SBOE instructional materials list or electronic instructional material on the Commissioner's instructional materials list, the District may cancel the subscription and subscribe to new instructional material on the SBOE list or electronic instructional material on the Commissioner's list before the end of the state contract period if:

The District has used the instructional material for at least one school year; and

TEA approves the change based on a written request to TEA by the District that specifies the reasons for changing the instructional material used by the District.

Education Code 31.101(e)

OTHER
MATERIALS

For instructional material that is not on the instructional materials list, the District must use the instructional material for the period of the review and adoption cycle the SBOE has established for the subject and grade level for which the instructional material is used. *Education Code 31.101(d)*

CRIMINAL
OFFENSE

A Board member, administrator, or teacher commits an offense if the person receives any commission or rebate on any instructional materials or technological equipment used in the schools with which the person is associated.

A Board member, administrator, or teacher commits an offense if the person accepts a gift, favor, or service that:

Is given to the person or the person's school;

Might reasonably tend to influence the person in the selection of instructional material or technological equipment; and

Could not be lawfully purchased with state instructional materials funds.

"Gift, favor, or service" does not include:

Staff development, in-service, or teacher training; or

Ancillary materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process.

Education Code 31.152

ANCILLARY
MATERIALS

Selection and use of ancillary materials is at the discretion of the Board. *19 TAC 66.104(p)*

HUMAN
SEXUALITY
MATERIALS

Course materials relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) shall be selected by the Board with the advice of the local school health advisory council. *Education Code 28.004(e)* [See EHAA]

Exhibit 9:

**INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS**

**EFA
(LOCAL)**

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although trained professional staff members are afforded the freedom to select instructional resources for their use in accordance with this policy and the state-mandated curriculum, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

OBJECTIVES

In this policy, “instructional resources” refers to textbooks, library acquisitions, supplemental materials for classroom use, and any other instructional materials, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to deliver, support, enrich, and assist in implementing the District’s educational program. [See EFAA for the selection and adoption process of state-adopted instructional materials.]

The Board shall rely on District professional staff to select and acquire instructional resources that:

Enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.

Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.

Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.

Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.

Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

**SELECTION
CRITERIA**

In the selection of instructional resources, especially library acquisitions and supplemental materials for classroom use, professional staff shall ensure that materials:

Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

Meet high standards in presentation, format, readability, content, accuracy, artistic or literary quality, and educational significance.

Are appropriate for the subject and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.

Are designed to provide information that will motivate students to examine their own attitudes and behavior, to understand their rights, duties, and responsibilities as citizens, and to make informed judgments in their daily lives.

Recommendations for library acquisitions shall involve administrators, teachers, other District personnel, and community representatives, as appropriate. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected accordingly.

Selection of materials is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of materials still of educational value.

CONTROVERSIAL ISSUES The selection of library acquisitions on controversial issues shall endeavor to maintain a balanced collection representing various views. Library materials shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

CHALLENGED MATERIALS A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.

INFORMAL RECONSIDERATION The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned material.

The principal or designee shall explain the role the questioned material plays in the educational program, its intended educational usefulness, and any additional information regarding its use.

If appropriate, the principal or designee may offer a concerned parent other instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and a Request for Reconsideration of Instructional Materials form [see EFA(EXHIBIT)].

FORMAL RECONSIDERATION All formal objections to instructional resources shall be made on the Request for Reconsideration of Instructional Materials form. The form shall be completed and signed by the complainant and submitted to the principal or designee. Upon receipt of the request, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who either has experience teaching the challenged

material or is familiar with the challenged material. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and others deemed appropriate by the principal.

All members of the committee shall review the challenged material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy. The committee shall then prepare a written report. Copies of the report shall be provided to the principal, the Superintendent or designee, and the complainant.

APPEAL

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting with the appropriate administrator. [See DGBA, FNG, and GF] The appeal shall contain documentation of the informal reconsideration process, if any, the Request for Reconsideration of Instructional Materials form, the reconsideration committee's report, and dates of conferences with the principal or designee.

GUIDING PRINCIPLES

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.

A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own children.

When instructional resources are challenged, the principles of the freedom to read, listen, and view must be defended as well.

Access to challenged material shall not be restricted during the reconsideration process.

The major criterion for the final decision on challenged materials is the appropriateness of the material for its intended educational use. No challenged library material shall be removed solely because of the ideas expressed therein.

Exhibit 10:

PROFESSIONAL DEVELOPMENT

DMA

REQUIRED STAFF DEVELOPMENT

(LEGAL)

STAFF DEVELOPMENT EDUCATOR
The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.

PRINCIPAL
The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB]

Education Code 21.451(a), (a-1)

TRAINING SPECIFICS— EDUCATORS
Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.

A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate]

The staff development may include:

Training in technology, conflict resolution, and discipline strategies, including classroom management, district discipline policies, and the Student Code of Conduct;

Training in preventing, identifying, responding to, and reporting incidents of bullying; and

Instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

Education Code 21.451(b)–(d), (g)

STUDENTS WITH DISABILITIES
The staff development must 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 is required to provide such training only if the educator does not possess the knowledge and skills necessary to implement the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.

In developing or maintaining such training, a district must consult persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and nonprofit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district.

Education Code 21.451(d)(2), (e)–(f)

CHILD ABUSE
AND
MALTREATMENT

A district's methods for increasing awareness of issues regarding sexual abuse and other maltreatment of children [see BQ, district improvement plan, and FFG] must address employee training.

The training must be provided as part of employee orientation to all new employees and to existing employees on a schedule adopted by TEA until all district employees have taken the training. The training may be included in staff development under Education Code 21.451.

The training shall address:

Factors indicating a child is at risk for sexual abuse or other maltreatment;

Likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment;

Internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;

Techniques for reducing a child's risk of sexual abuse or other maltreatment; and

Community organizations that have relevant existing research-based programs and that are able to provide training or other education for employees, students, and parents.

A district shall maintain records of the training that include the name of each employee who participated.

If a district determines that the district does not have sufficient resources to provide the required training, the district shall work with a community organization to provide the training at no cost to the district.

Education Code 38.0041

STUDENT
DISCIPLINE

Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding Education Code Chapter 37, Subchapter G. The professional development shall include training relating to the distinction between a discipline management technique used at the principal's discretion under Education Code 37.002(a) and the discretionary authority of a teacher to remove a disruptive student under Education Code 37.002(b) [see FOA].

The professional development training may be provided in coordination with an education service center through the use of distance learning methods, such as telecommunications networks, and using available TEA resources.

Education Code 37.0181

SPECIAL
PROGRAMS
TRAINING
TITLE I STAFF
DEVELOPMENT

A district that receives assistance under Title I, Part A, shall include in its plan [see AID] a description of the strategy the district will use to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district staff, in accordance with 20 U.S.C. 6318 and 6319 (No Child Left Behind Act). 20 U.S.C. 6312(b)(1)(D), 7801(34)

READING
ACADEMIES

A teacher shall attend a reading academy under 19 Administrative Code 102.1101 if:

The teacher teaches at a campus that fails to satisfy any performance standard under Education Code 39.054(d) [see AIA] on the basis of student performance on the state reading assessment instrument administered to students in any grade level at the campus; and

The teacher teaches in general education, special education, or English as a second language for students in grade 6, 7, or 8, and:

The teacher is a certified, full-time English language arts and reading teacher who instructs English language arts and/or reading for at least 50 percent of the teacher's instructional duties; or

The teacher is a certified, full-time content area teacher who instructs mathematics, science, and/or social studies for at least 50 percent of the teacher's instructional duties.

From funds appropriated for this purpose, a teacher who attends a reading academy is entitled to a stipend in the amount determined by the Commissioner. The stipend shall not be considered in determining whether a district is paying the teacher the state minimum monthly salary [see DEA and DEAA].

Education Code 21.4551(c), (e); 19 TAC 102.1101(b)

GIFTED AND
TALENTED
EDUCATION

A district shall ensure that:

Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program 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.

Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.

Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.

Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

19 TAC 89.2

ELECTIVE
BIBLE COURSE

A teacher of an elective Bible course offered under *Education Code 28.011* [see EMI] must hold a minimum of a High School Composite Certification in language arts, social studies, or history with, where practical, a minor in religious or biblical studies. The teacher must successfully complete the staff development training developed by the Commissioner with respect to Bible elective courses. *Education Code 28.011(f)*

AUTOMATED
EXTERNAL
DEFIBRILLATORS

A district shall annually make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

The instruction provided in the use of AEDs must meet guidelines for approved AED training under Health and Safety Code 779.002. Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the Commissioner, and each student who serves as an athletic trainer, must:

Participate in the instruction; and

Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

Education Code 22.902

EXTRACURRICULAR
ACTIVITY SAFETY
TRAINING

The following persons must satisfactorily complete the extracurricular safety training program developed by the Commissioner:

A coach or sponsor for an extracurricular athletic activity;

A trainer, unless the trainer has completed the educational requirements for licensure as a licensed athletic trainer set forth at 22 Administrative Code 871.7 and the continuing education requirements at 22 Administrative Code 871.12;

A physician who is employed by a district or who volunteers to assist with an extracurricular athletic activity, unless the physician attends a continuing medical education course that specifically addresses emergency medicine; and

A director responsible for a school marching band.

The training may be conducted by a district, the American Red Cross, the American Heart Association, or a similar organization, or by the University Interscholastic League (UIL).

Education Code 33.202(b), (f); 19 TAC 76.1003

RECORDS

A superintendent shall maintain complete and accurate records of the district's compliance and the district shall make available to the public proof of compliance for each person employed by or volunteering for the district who is required to receive safety training.

A campus that is determined by a superintendent to be out of compliance with the safety training requirements shall be subject to the range of penalties determined by the UIL.

Education Code 33.206; 19 TAC 76.1003(e)

STEROIDS

A district shall require that each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL complete:

The educational program developed by the UIL regarding the health effects of steroids; or

A comparable program developed by the district or a private entity with relevant expertise.

Education Code 33.091(c-1)

CONCUSSIONS At least once every two years, the following employees shall take a training course from an authorized provider in the subject matter of concussions:

A coach of an interscholastic athletic activity shall take a course approved by the UIL.

An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of State Health Services Advisory Board of Athletic Trainers (TDSHS-ABAT) or a course approved for continuing education credit by the licensing authority for athletic trainers.

A licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDSHS-ABAT, or the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. [See FM]

Education Code 38.158

RESOURCES FOR STAFF DEVELOPMENT If a district receives resources from the Commissioner's staff development account, it must pay to the Commissioner for deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453*

Exhibit 11:

TESTING PROGRAMS
STATE ASSESSMENT

EKB
(LEGAL)

STATE
ASSESSMENT
OF ACADEMIC
SKILLS

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 [see TESTING IN GRADES 3–8, below]. *Education Code 39.023(a), (c), (f); 19 TAC 101.5*

A student may not receive a high school diploma until the student has performed satisfactorily on end-of-course (EOC) assessment instruments [see END-OF-COURSE ASSESSMENTS, below]. *Education Code 39.025(a); 19 TAC 101.4001*

LIMITED
ENGLISH
PROFICIENT
(LEP)
STUDENTS
SPECIAL
EDUCATION

In grades 3–12, a limited English proficient (LEP) student, as defined by Education Code Chapter 29, Subchapter B, shall participate in the state assessment in accordance with Commissioner’s rules at 19 Administrative Code Chapter 101, Subchapter AA. *Education Code 39.023(l), (m)* [See EKBA]

TEA shall develop or adopt appropriate criterion-referenced alternative assessment instruments to be administered to each student in a special education program for whom a state assessment instrument adopted under Education Code 39.023(a), even with allowable accommodations, would not provide an appropriate measure of student achievement, as determined by the student’s admission, review, and dismissal (ARD) committee, including assessment instruments approved by the Commissioner that measure growth. The assessment instruments developed or adopted, including the assessment instruments approved by the Commissioner, must, to the extent allowed under federal law, provide the District with options for the assessment of students.

TEA may not adopt a performance standard that indicates that a student’s performance on the alternate assessment does not meet standards if the lowest level of the assessment accurately represents the student’s developmental level as determined by the student’s ARD committee.

The student’s ARD committee shall determine whether any allowable modification is necessary in administering to the student a required EOC assessment instrument under Education Code 39.023(c), and whether the student is required to achieve satisfactory performance on an EOC assessment instrument to receive a high school diploma.

Education Code 39.023(b)–(c), .025(a-4)

MILITARY
DEPENDENTS

If the student is a military dependent, the District shall accept:

Exit or EOC exams required for graduation from the sending state;

National norm-referenced achievement tests; or

Alternative testing, in lieu of testing requirements for graduation in the receiving state.

In the event the above alternatives cannot be accommodated by the receiving state for a military dependent transferring in his or her senior year, then a Commissioner’s substitute passing standard shall apply.

SUBSTITUTE
PASSING
STANDARD

The Commissioner shall adopt a passing standard on one or more national norm-referenced achievement tests for purposes of permitting a qualified military dependent to meet that standard as a substitute for achieving a score on an assessment instrument otherwise required for graduation. The passing standard is available only for a student who enrolls in a public school in this state for the first time after completing the ninth grade or who reenrolls in a public school in this state at or above the tenth grade level after an absence of at least two years from the public schools of this state. Each passing standard in effect when a student first enrolls in a Texas public high school remains applicable to the student for the duration of the student’s high school enrollment, regardless of any subsequent revision of the standard.

Education Code 162.002 art. VII, §§ B–C [See FDD]

ADMINISTRATION

The District shall follow the test administration procedures established by TEA in the applicable test administration materials. The Superintendent shall be responsible for administering tests. *19 TAC 101.25, .27*

SCHEDULE

The Commissioner shall specify the schedule for testing that is in compliance with Education Code 39.023(c-3)(1) and (2), and supports reliable and valid assessments. Participation in University Interscholastic League (UIL) area, regional, or state competitions is prohibited on any days on which testing is scheduled between Monday and Thursday of the school week in which the primary administration of assessment instruments occurs.

The Commissioner may provide alternate dates for the administration of tests required for a high school diploma to students who are migratory children and who are out of the state.

19 TAC 101.25

ALTERNATE
TEST DATES

The Commissioner shall consider requests from districts or campuses for alternate test dates on a case-by-case basis. Alternate test dates will only be allowed if the campus or District is closed on the day on which testing is scheduled or if there is an exceptional circumstance, defined below, that may affect the District’s or campus’s ability to administer an assessment or the students’ performance on the assessment.

“Exceptional circumstances” include:

Inclement weather or natural disasters that would cause the District or campus to be closed or that would cause a small percentage of students to be in attendance on the day testing is scheduled;

Health epidemics that result in a large number of students being absent on the day of testing;

Death of a student or school official that may impact student performance;
and

Sudden emergencies that occur on the day of testing or shortly before testing that may inhibit students from completing the assessments, such as a fire on campus, a bomb threat, an extended power outage, or a water main break.

If an alternate test date for primary test administration is approved, the Commissioner may prohibit the District or campus from participating in UIL competition on the new test date if that is determined to be in the best interest of the District, campus, and students.

19 TAC 101.5003

NOTICE TO
PARENTS AND
STUDENTS
GRADE
ADVANCEMEN
T TESTING

The Superintendent shall be responsible for providing written notice to each student and the student's parent or guardian of:

The testing requirements for grade advancement [see EIE] and the dates, times, and locations of testing.

Notice of testing requirements shall be provided no later than the beginning of the student's kindergarten year, for students attending kindergarten in the District, and no later than the beginning of the student's first-grade year for all other students. The Superintendent shall also provide such notice for students in grades 1–8 who are new to the District.

GRADUATION
TESTING

The testing requirements for graduation and the dates, times, and locations of testing.

Notice of testing requirements shall be provided no later than the beginning of the student's seventh-grade year. The Superintendent shall also provide such notice for students in grades 7–12 who are new to the District. Notice of the dates, times, and locations of testing shall be provided to each student who will take the tests and to out-of-school individuals.

19 TAC 101.3012

TESTING IN
GRADES 3–8

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.

Education Code 39.023(a)

EXCEPTION Except as required for purposes of federal accountability, a student shall not be administered a grade-level assessment if the student:

- Is enrolled in a course or subject intended for students above the student’s enrolled grade level and will be administered a grade-level assessment instrument developed under the list above that aligns with the curriculum for that course or subject within the same content area; or
- Is enrolled in a course for high school credit in a subject intended for students above the student’s enrolled grade level and will be administered an EOC assessment instrument that aligns with the curriculum for that course or subject within the same content area.

A student is only eligible to take an assessment instrument intended for use above the student’s enrolled grade if the student is receiving instruction in the entire curriculum for that subject.

A student in grade 5 or 8 described above may not be denied promotion on the basis of failure to perform satisfactorily on an assessment instrument above the student’s grade level.

Education Code 28.0211(p), 39.023(a-2); 19 TAC 101.3011

ACCOMMODATIONS Testing accommodations are permitted for any student unless they would make a particular test invalid. Decisions regarding testing accommodations shall take into consideration the needs of the student and the accommodations the student routinely receives in classroom instruction. Permissible testing accommodations shall be described in the appropriate test administration materials.

The committee established by the Board to determine the placement of students with dyslexia or related disorders shall determine whether any allowable modification is necessary in administering an assessment to such a student.

A student’s ARD committee shall determine the allowable accommodations and shall document them in the student’s individualized education program (IEP). [See SPECIAL EDUCATION, above]

19 TAC 101.3013; Education Code 39.023(a)–(c), (n); 34 C.F.R. 300.320(a)(6)

END-OF-COURSE ASSESSMENTS Beginning with students first enrolled in grade 9 in the 2011–12 school year, a student enrolled in a course for which an EOC assessment exists as required by Education Code 39.023(c) shall take the appropriate assessment. *19 TAC 101.3021(a)*

STUDENTS ENROLLED BELOW HIGH SCHOOL LEVEL Beginning in the 2011–12 school year, a student in grade 8 or lower who takes a high school course for credit is required to take the applicable EOC assessment. The EOC assessment result shall be applied toward the student’s assessment graduation requirements, as specified in 19 Administrative Code 101.3022. *19 TAC 101.3021(d)*

ASSESSMENT REQUIREMENTS FOR GRADUATION A student must meet satisfactory performance on each EOC assessment listed in Education Code 39.023(c) in order to be eligible to receive a Texas diploma.

EXCEPTIONS

A student who was administered separate reading and writing EOC assessments under Education Code 39.023(c), for the English I or English II course has met that course’s assessment graduation requirement if the student has:

1. Achieved satisfactory performance on either the reading or writing EOC assessment for that course;
2. Met at least the minimum score on the other EOC assessment for that course; and
3. Achieved an overall scale score of 3750 or greater when the scale scores for reading and writing are combined for that course.

If a student earned high school credit for a course with an EOC assessment prior to enrollment in a Texas public school district and the credit has been accepted by a Texas public school district, or a student completed a course for Texas high school credit in a course with an EOC assessment prior to the 2011–12 spring administration, the student is not required to take the corresponding EOC assessment.

Exceptions related to English I also apply to English language learners who meet the criteria in 19 Administrative Code 101.1007. [See EKBA]

19 TAC 101.3021(e), .3022

SUBSTITUTE ASSESSMENTS

A student may use certain assessments as substitute assessments in place of an EOC assessment, to meet the student’s assessment graduation requirements in accordance with the Commissioner’s chart at 19 Administrative Code 101.4002(b). An approved substitute assessment may be used in place of only one specific EOC assessment.

A student is eligible to use a substitute assessment if the student:

1. Was administered an approved substitute assessment for an equivalent course in which the student was enrolled; and
2. Received a satisfactory score on the substitute assessment as determined by the Commissioner and provided in the chart at 19 Administrative Code 101.4002(b).

A student electing to substitute an assessment for graduation purposes must still take the required EOC assessment if the student does not meet the eligibility requirements above.

A student who fails to perform satisfactorily on the PSAT or the ACT-PLAN as indicated in the chart at 19 Administrative Code 101.4002(b) must take the appropriate EOC assessment to meet the assessment graduation requirements for that subject.

VERIFICATION OF RESULTS

An eligible student is responsible for providing the District an official copy of the student’s scores from the substitute assessment.

Upon receipt of official results of an approved substitute assessment, the District must:

1. Verify the student’s score on the substitute assessment; and

2. Determine whether the student met the performance standard required to qualify for a public high school diploma in Texas as established by the Commissioner.

19 TAC 101.4002, .4005

SATISFACTORY PERFORMANCE

A student is required to achieve a scale score that indicates satisfactory performance, as determined by the Commissioner on each EOC assessment instrument listed under Education Code 39.023(c) that is administered to the student. *Education Code 39.025(a)*

SPECIAL EDUCATION

A student receiving special education services who successfully completes the requirements of his or her IEP, including performance on a state assessment required for graduation, shall receive a Texas high school diploma. A student’s ARD committee shall determine if the student will be required to meet satisfactory performance on an assessment for purposes of graduation.

Beginning with the 2011–12 school year, all grades 9–12 students with significant cognitive disabilities who are assessed with an alternate assessment as specified in the student’s IEP will be assessed using alternate versions of EOC assessments as listed in 19 Administrative Code 101.3011(b)(2).

A student who is receiving special education services and who is first enrolled in grade 9 or below in the 2011–12 school year shall be administered an EOC assessment instrument upon completion of the corresponding course as required by the student’s IEP.

19 TAC 101.3023

CREDIT BY EXAMINATION

An EOC assessment administered under Education Code 39.023(c) cannot be used for purposes of credit by examination under 19 Administrative Code 74.24. [See EHDB, EHDC] *19 TAC 101.3021(c)*

ADDITIONAL STATE ASSESSMENTS

TEA may adopt EOC assessment instruments for courses not listed in statute, as described above. A student’s performance on these EOC assessment instruments is not subject to the performance requirements established for the statutory assessments. *Education Code 39.023(c-2)*

RETAKES

Each time an EOC assessment instrument is administered, a student who failed to achieve a score requirement may retake the assessment instrument. [See SATISFACTORY PERFORMANCE, above]

A student is not required to retake a course as a condition of retaking an EOC assessment instrument.

If a student failed a course but achieved satisfactory performance on the applicable EOC assessment, that student is not required to retake the assessment if the student is required to retake the course.

Education Code 39.025(b); 19 TAC 101.3021(f), .3022(d)

REPORTING RESULTS TO THE PUBLIC

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)

TO THE BOARD The Superintendent shall accurately report all test results with appropriate interpretations to the Board according to the schedule in the applicable test administration materials.

TO PARENTS,
STUDENTS,
AND
TEACHERS The District shall notify each of its students, his or her parent or guardian, and his or her teacher for that subject of test results, observing confidentiality requirements stated at CONFIDENTIALITY, below. 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. Upon receipt of the assessment results from the test contractor, the District shall disclose a student's assessment results to a student's teacher in the same subject area as the assessment for that school year. [See BQ series, FD, and FL]

19 TAC 101.3014; No Child Left Behind Act, 20 U.S.C. 6311(h)(6)

TEA shall adopt a series of questions to be included in an EOC assessment instrument administered under Education Code 39.023(c) to be used for purposes of identifying students who are likely to succeed in an advanced high school course. The District shall notify a student who performs at a high level on the questions and the student's parent or guardian of the student's performance and potential to succeed in an advanced high school course. The District may not require a student to perform at a particular level on the questions to be eligible to enroll in an advanced high school course. *Education Code 39.0233(b)*

PARENTAL
ACCESS A parent is entitled to access to a copy of each state assessment instrument administered to the parent's child. This right of access does not apply, however, to those instruments or particular questions that are being field-tested by TEA. *Education Code 26.005, .006(a)(2)*

FURTHER I
NSTRUCTION
ACCELERATED
INSTRUCTION The District shall provide each student who fails to perform satisfactorily on an EOC assessment instrument with accelerated instruction in the subject assessed by the assessment instrument. [See EHBC]

COLLEGE
PREPARATORY
COURSE
EOC PASSING
SCORES If the District determines that a student, on completion of grade 11, is unlikely to achieve the score requirement for one or more EOC assessment instruments administered to the student as provided by Education Code 39.025(a) [see SATISFACTORY PERFORMANCE, above] for receiving a high school diploma, the District shall require the student to enroll in a corresponding content-area college preparatory course for which an EOC assessment instrument has been adopted, if available.

A student who enrolls in a college preparatory course shall be administered an EOC assessment instrument for the course, with the instrument scored on a scale as determined by the Commissioner. A student may use the student's score on the EOC assessment instrument for the college preparatory course towards satisfying the score requirement.

Education Code 39.025(b-1)–(b-2) [See EHBC]

COLLEGE
READINESS The District shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and

English language arts. The courses must be designed:

For students at the twelfth grade level whose performance on:

An EOC assessment instrument required under Education Code 39.023(c) does not meet college readiness standards; or

Coursework, a college entrance examination, or an assessment instrument designated under Education Code 51.3062(c) indicates that the student is not ready to perform entry-level college coursework; and

To prepare students for success in entry-level college courses.

A course must be provided on the campus of the high school offering the course or through distance learning or as an online course provided through the institution of higher education with which the District partners.

FACULTY Appropriate faculty of each high school offering courses and appropriate faculty of each institution of higher education with which the District partners shall meet regularly as necessary to ensure that each course is aligned with college readiness expectations.

NOTICE The District shall provide a notice to each eligible student and the student's parent or guardian regarding the benefits of enrolling in a course.

CREDIT EARNED A student who successfully completes an English language arts course may use the credit earned toward satisfying the advanced English language arts curriculum requirement for the foundation high school program under Education Code 28.025(b-1)(1). A student who successfully completes a mathematics course may use the credit earned in the course toward satisfying an advanced mathematics curriculum requirement under Education Code 28.025 after completion of the mathematics curriculum requirements for the foundation high school program under Education Code 28.025(b-1)(2).

DUAL CREDIT A course may be offered for dual credit at the discretion of the institution of higher education with which the District partners.

INSTRUCTIONAL MATERIALS The District, in consultation with the institution of higher education with which the District partners, shall develop or purchase instructional materials for a course consistent with Education Code Chapter 31. The instructional materials must include technology resources that enhance the effectiveness of the course and draw on established best practices.

To the extent applicable, the District shall draw from curricula and instructional materials developed under Education Code 28.008 in developing a course and related instructional materials. A course and the related instructional materials shall be made available to students not later than the 2014–15 school year. This section expires September 1, 2015.

Education Code 28.014

SECURITY To ensure that each assessment instrument is reliable and valid and meets applicable federal requirements for measurement of student progress, the District must comply with all of the applicable requirements specified in the test

administration materials, which include general testing program information, requirements for ensuring test security and confidentiality described in the annual Test Security Supplement, procedures for test administration, responsibilities of personnel involved in test administration, and procedures for materials control.

Test coordinators and administrators must receive all applicable training as required in the test administration materials and the District must maintain records related to the security of assessment instruments for a minimum of five years.

19 TAC 101.3031

CONFIDENTIALITY Individual student performance results are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974. *Education Code 39.030(b)* [See FL and GBA]

PENALTIES Violation of security or confidentiality of any test is prohibited. A person who engages in conduct prohibited by the Test Security Supplement may be subject to sanction of credentials.

Procedures for maintaining the security and confidentiality of state assessments are specified in the Test Security Supplement and in the appropriate test administration materials. Conduct that violates the security and confidentiality of a test is defined as any departure from the test administration procedures established in the Test Security Supplement and other test administration materials. Conduct of this nature may include the following acts and omissions:

Viewing a test before, during, or after an assessment unless specifically authorized to do so;

Duplicating secure examination materials;

Disclosing the contents of any portion of a secure test;

Providing, suggesting, or indicating to an examinee a response or answer to a secure test item or prompt;

Changing or altering a response or answer of an examinee to a secure test item or prompt;

Aiding or assisting an examinee with a response or answer to a secure test item or prompt;

Encouraging or assisting an individual to engage in the conduct described in the items listed above; or

Failing to report to an appropriate authority that an individual has engaged in conduct outlined in the items listed above.

Any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation is subject to the following penalties:

Placement of restrictions on the issuance, renewal, or holding of a Texas teacher certificate, either indefinitely or for a set term;

Issuance of an inscribed or non-inscribed reprimand;

Suspension of a Texas teacher certificate for a set term; or

Revocation or cancellation of a Texas teacher certificate without opportunity for reapplication either for a set term or permanently.

Release or disclosure of confidential test content could result in criminal prosecution under Education Code 39.0303, Government Code 552.352, and Penal Code 37.10. The State Board for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with TEA in an investigation.

Any irregularities in test security or confidentiality may also result in the invalidation of student results.

The Superintendent and campus principal must develop procedures to ensure the security and confidentiality of the tests, and will be responsible for notifying TEA in writing of conduct that violates the security or confidentiality of a test. Failure to report can subject the person responsible to the applicable penalties.

19 TAC 101.3031(b)(2), 249.15

MINIMIZE
DISRUPTIONS

In implementing the Commissioner's procedures for the administration of assessment instruments adopted or developed under Education Code 39.023, including procedures designed to ensure the security of the assessment, the District shall minimize disruptions to school operations and the classroom environment.
Education Code 39.0301(a-1)

Exhibit 12:

TESTING PROGRAMS

EK
(LEGAL)

LOCAL
ACHIEVEMENT
TESTING

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. [See EKB]

Education Code 39.026, 39.032; 19 TAC 101.101

In any subject area for which a state assessment is administered, the District may not administer locally required assessments designed to prepare students for state assessments to any student on more than ten percent of the instructional days in any school year. A campus-level planning and decision-making committee may limit the administration of locally required assessments to ten percent or a lower percentage of the instructional days in any school year. This prohibition does not apply to the administration of college preparation assessments, advanced placement tests, international baccalaureate examinations, or state assessments.

Education Code 39.0262

BENCHMARK
ASSESSMENT
INSTRUMENTS

“Benchmark assessment instrument” means a District-required assessment instrument designed to prepare students for a corresponding state-administered assessment instrument.

The District may not administer to any student more than two benchmark assessment instruments to prepare the student for a corresponding state-administered assessment instrument.

This prohibition does not apply to the administration of a college preparation assessment instrument, including the PSAT, the ACT-Plan, the SAT, or the ACT, an advanced placement test, an international baccalaureate examination, or an independent classroom examination designed or adopted and administered by a classroom teacher.

A parent of or person standing in parental relation to a student who has special needs, as determined in accordance with Commissioner rule, may request administration to the student of additional benchmark assessment instruments.

Education Code 39.0263

COLLEGE
PREPARATION
ASSESSMENTS

The following provisions apply only if the legislature appropriates funds for these purposes.

Each school year, and at state cost, the District shall administer an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument:

To students in the spring of the eighth grade, for the purpose of diagnosing the academic strengths and deficiencies of students before entrance into high school; and

To students in the tenth grade, for the purpose of measuring a student's progress toward readiness for college and the workplace.

High school students, in the spring of the eleventh grade or during the twelfth grade, may select and take once, at state cost, one of the valid, reliable, and nationally norm-referenced assessment instruments used by colleges and universities as part of their undergraduate admissions processes. A high school student is not prohibited from taking a test more than once, at the student's own expense.

TEA shall:

Select and approve vendors of the specific assessment instruments administered under this section; and

Pay all fees associated with the administration of the assessment instrument, and the Commissioner shall reduce the total amount of state funds allocated to the District from any source in the same manner described for a reduction in allotments under Education Code 42.253.

Education Code 39.0261

HOME-
SCHOOLED
STUDENTS

The following provisions apply to a home-schooled student entitled under Education Code 25.001 to attend school in the District.

The District shall permit a home-schooled student to participate in an administration of the PSAT/NMSQT or a college advanced placement test offered by the District.

"Home-schooled student" means a student who predominantly receives instruction in a general elementary or secondary education program that is provided by the parent, or a person standing in parental authority, in or through the child's home.

FEES

The District shall require a home-schooled student to pay the same fee to participate in such a test that a student enrolled in the District is required to pay.

NOTICE

The District shall post on an Internet Web site maintained by the District the date the PSAT/NMSQT will be administered and the date any college advanced placement tests will be administered. The notice must state that the PSAT/NMSQT or the advanced placement test is available for home-schooled students eligible to attend school in the District and describe the procedures for a home-schooled student to register for the test.

A district that does not maintain an Internet Web site must publish the notice in a newspaper in the District. If a newspaper is not published in the District, the District

shall provide for the publication of notice in at least one newspaper in the county in which the District's central administrative office is located.

The required notice must be posted or published at the same time and with the same frequency with which the information is provided to a student who attends a District school.

Education Code 29.916

EXHIBIT 13:

**Curriculum Management Audit Criteria for
Minimum Curriculum and Guide Components and Specificity**

Criteria	Description
One	Clarity and Specificity of Objectives <ul style="list-style-type: none">0. No goals / objectives present1. Vague delineation of goals/learner outcomes2. States tasks to be performed or skills/concepts to be learned3. States for each objective the what, when (sequence within course / grade), how actual standard is performed, and amount of time to spent learning
Two	Congruity of the Curriculum to the Assessment Process <ul style="list-style-type: none">0. No assessment approach1. Some approach of assessment stated2. States skill, knowledge, concepts that will be assessed3. Keys each objective to district and/or state performance assessments
Three	Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes <ul style="list-style-type: none">0. No mention of required skills1. States prior general experience needed2. States prior general experience needed in specified grade level3. States specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grade/courses if PreK-12)
Four	Delineation of the Major Instructional Resources <ul style="list-style-type: none">0. No mention of textbook or instructional tools/resources1. Names the basic test/instructional resource(s)2. Names the basic test/instructional resource(s) and supplementary materials to be used3. States for each objective the “match” between the basic text/instructional resource(s) and curriculum objective
Five	Clear Approaches for Classroom Use <ul style="list-style-type: none">0. No approaches cited for classroom use1. Overall, vague statement on approaching the subject2. Provides general suggestions on approaches3. Provided specific examples on how to approach key concepts/skills in the classroom.
Total:	

EXHIBIT 14:

COURSE / CONTENT EVALUATED _____

Criteria (Score 0-3)	TEKS – Texas Essential Knowledge and Skills (Notes /Comments)	Score	Curriculum Guide (Notes / Comments)	Score
Clarity & Specificity of Objectives				
Congruity of the Curriculum to the Assessment Process				
Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes				
Delineation of the Major Instructional Resources				
Clear Approaches for Classroom Use				
TOTAL:				
<p>Conclusions: <i>Based on the scores given using the audit criteria, what are your conclusions about the Texas Essential Knowledge and Skills as compared to your district written curriculum documents for this course?</i></p> <ul style="list-style-type: none"> • • • • • • • 				

Exhibit 16:

Educators in Woodville ISD will:

1. Align Instruction to the standards.
2. Have a strong core instructional delivery system.
3. Use appropriate interventions for struggling students and implement with fidelity.
4. Use data for making instructional decisions.

ROLES AND RESPONSIBILITIES	
Teachers as members of Professional Learning Communities	Principals as Pedagogically-Centered Instructional Leaders
<p>What do students need to know and be able to do?</p> <ul style="list-style-type: none"> • Examine the curriculum documents • Determine how to bundle standards within the lessons(leading standard, process skills, partner standards) <p>How will we know when they've learned it?</p> <ul style="list-style-type: none"> • Develop common assessments aligned to the unit standards (both formative and summative) • Use formative and summative data to monitor student progress <p>What instruction must take place to ensure students learn?</p> <ul style="list-style-type: none"> • Design instruction in alignment with the cognitive, rigor, content, and context of the TEKS using TEKS resources • Design student tasks that are aligned to the standards and prepare students to demonstrate mastery • Select strategies that will cause students to engage in the thinking required of the new standard. • Review data from assessments and make instructional decisions based upon the findings <p>What will we do if they haven't learned it?</p> <ul style="list-style-type: none"> • Plan for re-teaching of standards that students did not master at the advanced level • Select appropriate interventions for students struggling to achieve mastery <p>What will we do if they already learned it?</p> <ul style="list-style-type: none"> • Plan for extending learning for those who have achieved mastery 	<ul style="list-style-type: none"> • Serve as the liaison to clearly articulate the beliefs, vision, and mission so that campus goals align with those of the district • Set high expectations for all teachers and students • Set up a system to coach and mentor teachers • Employ situational leadership to lead teachers, based upon their levels of readiness, to become more pedagogically-centered • Seek additional support and training to build your pedagogical repertoire and deep understanding of district initiatives • Set up a system to effectively communicate specific district information regarding curriculum and instructional to every teacher on campus • Develop a schedule to regularly visit and work with each PLC on campus • Use questioning strategies to lead teachers' thinking and professional growth • Monitor instruction through frequent walkthroughs and examination of lesson plans • Refer to curriculum documents to inform the expectations of classroom walkthroughs and lesson plans • Review data, facilitate data discussions, and follow up on actions taken in response to the data • Utilize TEKS Resource System suite of applications and become an expert for teachers' use of the system
Central Office and Support Staff as Pedagogically-Centered System Leaders	
<ul style="list-style-type: none"> • Establish the district beliefs, vision, and mission that guide in the development of clearly articulated goals • Create and facilitate vertical and horizontal teams to develop, customize, review, and evaluate curriculum • Design and deliver professional development that is aligned with district goals and supports staff in the implementation of district initiatives • Communicate specific content area information through facilitator/district meetings • Provide instructional support to principals and teachers upon request • Monitor curriculum and instructional effectiveness by conducting classroom walkthroughs and staff conferences • Employ and supervise appropriate support personnel • Purchase and make recommendations for resources that align with the district curriculum 	

