Full Report



A TASA-CMSi Curriculum Audit™ of the Pearland Independent School District

September 2024

Dr. Larry Berger
Superintendent

Pearland Independent School District
1928 N. Main Street
Pearland, Texas 77581

TASA INSPIRING LEADERS

CMSi

The Full Report is the summative audit report and is comprised of two sections, the Executive Summary and the Expanded Report.

The Executive Summary serves as the Introduction to the Expanded Report, but also stands alone as a high-level synthesis of the strengths and weaknesses found in the school district and the actions needed to improve. These are presented in the Executive Summary in a more accessible format and are discussed in greater detail in the Expanded Report.

The Expanded Report details the data and analyses performed in drawing the conclusions presented in the Findings of the audit. The Expanded Report also provides background information regarding the methodology used, the rationale and research applied, and presents the detailed recommendations for improving system processes and, ultimately, student learning.

Sections of the Full Report are as follows:

Executive Summary (Introduction)
District Strengths
Key Findings
Recommendations

Expanded Report
Approach of the Audit
Findings
Recommendations
Appendices

Executive Summary



A TASA-CMSi Curriculum Audit™ of the Pearland Independent School District

September 2024

Dr. Larry Berger
Superintendent

Pearland Independent School District
1928 N. Main Street
Pearland, Texas 77581

TASA INSPIRING LEADERS

CMSi

Executive Summary Table of Contents

Introduction: I
- District Background I
- System Purpose for Conducting the Audit II
- CMSi Audit History II
- Audit Scope of Work III

Pearland ISD Strengths IV

Key Focus Areas VII
- What We Found VIII

Key Recommendations XIII
- Recommendations XIV

This Audit Report is comprised of two sections:

The **Executive Summary** provides an overview of the audit findings and recommendations in a short, graphic format.

The **Expanded Report** gives a more complete discussion of audit methodology and discusses the findings and recommendations at length. The Expanded Report also presents the extensive data analyzed and an explanation of what those data demonstrated in the context of the audit.

Pearland Independent School District Curriculum Audit by the numbers

Site Visit Date: March 25-28, 2024

127
interviews conducted with staff, administrators, board members, and parents



1,000+
documents collected for review





3,264
survey responses from parents, teachers, and students

361
classrooms observed





917
student work artifacts evaluated

Introduction: The CMSi Curriculum Audit



This document constitutes the Executive Summary of a Curriculum Audit of the Pearland Independent School District in Pearland, Texas. A Curriculum Audit is designed to reveal the extent to which leaders and personnel of a school district have developed and implemented a coordinated, valid, and comprehensive system to manage the design, development, implementation, evaluation, and support of curriculum. Curriculum is defined as the set of learnings students are expected to master over the course of their years in the district. The system to manage this curriculum, when implemented effectively and in alignment with the district's vision for student engagement, will yield improved student learning and achievement over time if all its related processes and components are operating in coordination with one another. The effectiveness of curriculum management results as well in increased efficiency and assures district taxpayers that all fiscal support is optimized within the conditions under which the district functions.

District Background

Pearland Independent School District is located 15 miles south of downtown Houston, Texas, covering 43 square miles within Brazoria and Harris Counties. The school district is located in a residential and agricultural area that includes the City of Pearland, with a reported 2020 population of 125,828, a commercial center at the intersection of State Highway 35 and Farm to Market Road 518. The district has grown from a one-room school with 23 students in 1894 to more than 21,000 students, 1,297 teachers, and 23 campuses today. Through the years of growth, Pearland ISD has consistently been the heart of the town.

Student enrollment for school year 2022-23 as of the Fall snapshot date was 21,237 students, of which: 7,042 were enrolled at the high school level (grades 9-12); 3,506 were enrolled at the junior high level (grades 7-8); 3,223 at the middle school level (grades 5-6); and 7,466 at the elementary school level (grades PK-4).

Approximately 37.0% of Pearland ISD students are classified as economically disadvantaged, 12.6% as emergent bilingual, 11.6% as special education, and 11.9% of students are classified as gifted and talented.

System Purpose for Conducting the Audit

Pearland ISD has a strong reputation as an excellent school district with high achieving students in academics, athletics, fine arts, and many other areas. The district has received an A rating from the Texas Education Agency each year (with the exception of 2018-19) since the A-F system was introduced and wants to continue this path. As the district demographics and leadership are both changing, district leaders believe this is an excellent time to conduct a full review of all district systems.

The district is seeking a full-scope audit of all teaching and learning in the school district, including analysis of the following specific areas:

- Professional Learning;
- Curriculum, Instruction, and Assessment Alignment;
- Review of Instructional Programs; and
- Effective Use of Personnel and Instructional Budget.

Essentially, the district wants to ensure that the curriculum is aligned with state standards, promotes student success, enhances teacher planning and instruction, fosters curriculum consistency, and encourages innovation in learning. District leaders look forward to the final report and recommendations.

CMSi Audit History

The Curriculum Audit™ has established itself as a process of integrity and candor in assessing public school districts. Over the last 40 years, it has become recognized internationally as an important, viable, and valid tool for the improvement of educational institutions and for the improvement of curriculum design and delivery.

The Curriculum Audit represents a "systems" approach to educational improvement; that is, it considers the system as a whole rather than a collection of separate, discrete parts. Auditors closely examine and evaluate the interrelationships of system departments, levels, and related processes to determine their impact on the overall quality of the organization in accomplishing its primary purpose of improving student learning.

The audit process was first developed by Dr. Fenwick W. English and implemented in 1979 in the Columbus Public School District in Columbus, Ohio. The audit is based upon generally-accepted concepts pertaining to effective instruction and curricular design and delivery, some of which have been popularly referred to as the "effective schools research." An audit is an independent examination of four data sources: documents, interviews, online surveys, and site visits. These are gathered and triangulated to reveal the extent to which a school district is meeting its goals and objectives related to improving student learning and achievement. The process culminates in a comprehensive written report to district leaders that summarizes district strengths, audit findings, and the auditors' recommended actions for improvement.

Curriculum Audits have been performed in hundreds of school systems in more than 46 states, the District of Columbia, and several other countries, including Canada, Saudi Arabia, New Zealand, Bangladesh, Malaysia, and Bermuda. Details about the methodology employed in the audit process and biographical information about the audit team are covered in the Appendices.



Audit Scope of Work

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

The Curriculum Audit does not examine any aspect of school system operations unless it pertains to the design and delivery of curriculum. For example, auditors would not examine the cafeteria function unless students were going hungry and were, therefore, unable to learn. In some cases, ancillary findings from a Curriculum Audit are so interconnected with the capability of a school system to attain its central objectives that they become major, interactive forces that, if not addressed, will severely compromise the ability of the school system to successfully meet student needs.

The Curriculum Audit centers its focus on the main business of schools: teaching, curriculum, and learning. Auditors use five focus areas against which to compare, verify, and comment upon a district's existing curricular management practices. The focus areas reflect a management system that is ideal, but not unattainable. They describe working characteristics that any complex work organization should possess in achieving stated organizational goals while being responsive to the unique needs of its clients.

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

The five focus areas employed in the TASA-CMSi Curriculum Audit™ are:

1. **District Vision and Accountability:** The school district has a clear vision and demonstrates its control of resources, programs, and personnel.

2. **Curriculum:** The school district has established clear and valid objectives for students and clientele.

3. **Consistency and Equity:** The school district demonstrates internal consistency and rational equity in its program development and implementation.

4. **Feedback:** The school district uses the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs.

5. **Productivity:** The school district has improved its productivity and efficiency, particularly in the use of resources.

The auditors report where and how district practices, policies, and processes have met or not met the criteria and expectations related to each focus area and what specific action steps are recommended for revising areas needing improvement. These findings and their corresponding recommendations are presented in detail in the expanded report.

Pearland ISD Strengths

Pearland ISD has a long tradition of high student achievement, outperforming region and state averages and a selected peer group of Tomball ISD, Katy ISD, and Clear Creek ISD. Document reviews, interviews, and survey responses revealed several district strengths.

1. Community Support and Pride in District
2. Comprehensive Academic and Extracurricular Offerings for Students
3. Leadership of Board, Superintendent
4. Ability to Attract and Retain Employees Dedicated to Students
5. Pearland ISD Education Foundation

"The Pearland Way was good in the past. Pearland students and the community have changed. What worked in the past doesn't now. The same students are not in the classrooms. The mindset needs to change. We need to define what the Pearland Way should be now."(Campus Administrator)

1 Community Support and Pride in District

Pearland ISD has a history of community support and pride in their schools. The district is described as forward looking. Over time, the area population grew from 30,000 to over 120,000. During that growth, the district not only maintained its standards, but actually improved. Several employees said a foundation for district success was the support of the community and the quality of students the community provides. The community passed a $220 million bond election in 2016. The bond package addressed facility issues, including the building of additions to the high schools and two ROTC facilities, renovation of Turner College and Career High School, increased seating, parking at the football stadium, safety and security needs throughout the district, technology needs, and campus renovations. Voters passed two bond propositions in May 2024. A $75 million infrastructure bond passed that will fund electrical, HVAC, plumbing, roofing, and fire alarm upgrades. A $30 million technology bond will fund computer replacement, networking, and a data center over a five-year period.

2 Comprehensive Academic and Extracurricular Offerings for Students

Pearland ISD strives to offer a world-class education that develops every child's unique gifts and talents. Some of the diverse programs offered to challenge and equip students for future success are:

- Gifted and Talented Academy;
- Dual Language Program (dual English/Spanish classrooms);
- Turner College and Career High School;
- Career and Technology Education workforce learning and career pathways;
- Dual credit/dual degrees through local colleges;
- Associate degrees;
- Professional certifications;
- Championship athletic programs;
- Premier drama, choral, band, and art programs; and
- Special Olympics.

The comprehensive academic programs in grades K-12 provide students the opportunity to reach their full potential. Special Programs, Bilingual/ESL, Gifted and Talented and PK services are offered to students who qualify.

At the secondary level (grades 7-12), the PAP/AP programs serve as the Gifted and Talented program in addition to a Gifted and Talented Academy option for student in grades 5-8. The district also has an extensive Career and Technical Education program that connects to the business community.

3 Leadership of Board, Superintendent

During interviews with district personnel, auditors heard positive comments about the leadership of the Board of Trustees and Superintendent. The board was characterized as being supportive of students and employees, while holding employees accountable. Most board members have provided several years of service to the district. Comments were provided related to positive leadership from the superintendent, who was described as visible and involved in many district activities.



4 Ability to Attract and Retain Employees Dedicated to Students

Pearland ISD was described as a destination school district and a desirable place to work. The Pearland Independent School District 2022-2027 Strategic Plan contains an objective to implement benefits and salary incentives that improve employee retention and recruitment of quality applicants. A Pearland Independent School District 2023-24 Adopted Budget document says the budget increases teacher starting pay, and provides a general pay increase of 2% as well as market and targeted pay adjustments in order to recruit and retain talented staff. District data show average teacher salaries higher than the region or the state each year since 2017. The teacher turnover rate in Pearland ISD is 17.2%, compared to a state average of 21.4%.

5 Pearland ISD Education Foundation

The Pearland ISD Education Foundation was created 10 years ago to support educational programs for both students and staff. The foundation provides funds for educational programs and activities that either have not been funded or have been under-funded by the normal operating budget. The foundation provides resources to enrich teaching, inspire learning, and enhance opportunities for students enrolled in the district. Since 2014, the foundation has funded more than 400 educational projects, totaling over $700,000, through an annual grant application cycle. The innovative grant projects facilitate student achievement and skill development; recognize and encourage staff excellence; and expand community involvement from individuals, businesses, and civic organizations.



Key Focus Areas

1. **District Vision and Accountability:** Vision is foundational for establishing a framework for all decision making throughout the district and for ensuring that those decisions move the district in a single direction toward its established mission and goals. These goals and expectations must be clearly defined in policy to establish the parameters within which decisions across the various levels, departments, and campuses/schools are made. A functional organizational structure is also needed to assure that all personnel have defined responsibilities that do not overlap and to assure accountability at all levels. Accountability is essential in coordinating efforts and supporting efficacy across the system.

2. **Curriculum:** Written curriculum, as the most critical tool to support high quality teaching and learning, not only defines high levels of student learning, but also supports teachers with suggestions on how to deliver differentiated, student-centered instruction that is responsive to students' needs, backgrounds, and perspectives. A strong curriculum assists teachers in meeting the needs of their students more effectively by prioritizing and defining essential learning targets in measurable terms and providing the formative assessment tools needed to diagnose and monitor student learning. Strong written curriculum also promotes equity by clarifying for teachers what on-level learning looks like.

3. **Consistency and Equity:** All students in the system should have equal access to programs and services, and no students should be excluded from the regular classroom environment at rates that are not commensurate with their peers. Equity refers to students being treated in accordance with need, rather than the same as everyone else. Allocating resources and supports equitably is necessary if all students are to be equally successful academically. Under Consistency and Equity, auditors also examine the degree to which the educational program and its supporting programs, such as Emergent Bilingual, Special Education, or Gifted, are defined and implemented with consistency across the system.

4. **Feedback:** Within the context of student learning expectations and a clear vision for how students should be engaged and demonstrate their learning in the classroom, having aligned assessments that measure progress and provide feedback on the strengths and weaknesses of the system is of prime importance. The audit expects school systems to have common, aligned formative assessment tools that provide teachers and building leaders with clear and specific feedback regarding student progress and learning needs. A coordinated system must be in place for data to be collected, interpreted, and accessed by teachers so that they have valid information for planning instruction.

5. **Productivity:** When all aspects of system operations are functional and effective, productivity should be evident within existing financial constraints. Over time, as the system improves and each department and school builds stronger components that work in coordination, leaders are able to allocate resources more effectively and adjust programming so that ineffective initiatives are terminated or modified in accordance with data. Support systems necessary for effective operations are clearly tied to district goals and vision, and district facilities are likewise supportive of the educational program.

What We Found

The following section presents a summary of the areas where there is the greatest need for improvement and growth in the Pearland Independent School District.

The Pearland ISD Audit Report contains 15 findings in the five focus areas applied to the district for the Curriculum Audit™. Auditors determined these findings represent the most significant issues facing the district. Focus area finding summaries are presented below. Each finding is detailed in the comprehensive full report.

"Budget planning and improvement planning are not connected. The budget is approved in June. The District Improvement Plan is approved in December for the current school year."
(Education Support Center Administrator)

In **Focus Area 1**, auditors considered whether District leaders have defined Vision and Accountability structures in the school system. Auditors found the system does not have adequate control over its personnel and programs through board policy, administrative regulations, and the organizational structure defined in the table of organization and related job descriptions. These documents provide legal references and board direction for the system through board policy, while administrative regulations developed by the superintendent provide direction to staff for the implementation of board policy (see **Finding 1.1**). Pearland ISD planning is evident in the strategic plan and aligned district and campus plans. Many goals and strategies in these plans are not specific enough and do not have measurable outcomes. Links to professional development and to the resources needed for implementation are often missing (see **Finding 1.3**).

Focus Area 2 provides an analysis of the district Curriculum. Auditors found that Pearland ISD personnel have done a great deal of work on their curriculum over time. Current board policies and other documents provide limited direction for curriculum planning, and Pearland ISD does not yet have a comprehensive plan to direct the design, development, delivery, monitoring, evaluation, and revision of the curriculum (see **Finding 2.1**). The auditors found the scope of the written curriculum to be inadequate in both core and non-core courses (see **Finding 2.2**). Auditors found a quantity of curriculum documents in Pearland ISD, but overall, curriculum guides provide insufficient focus and suggestions for delivery to support high quality teaching and learning. Many instructional resources are topologically aligned to the state standards in content, but are not aligned in context or cognition. Teachers often need to go to several different locations to access curriculum documents, and these documents are in numerous formats (see **Finding 2.3**).

"Some of the teachers are using the curriculum. If the administration is okay with the teachers not using it, they don't. Then teachers create their own curriculum."
(ESC Staff)

"We have challenges with systematically supporting students who are struggling. As far as a good solid process for support, we are weak." (ESC Administrator)

In **Focus Area 3**, auditors looked at whether there is Consistency and Equity across the district. Pearland ISD does not have an instructional model to clearly define expectations for quality delivery of the curriculum, but there are statements that offer definitions of effective instructional delivery in several district documents. The district expects teachers to post content and language objectives in classrooms, differentiate instruction, use instructional technology effectively to provide data-driven instruction, and use small group instruction. During observations in a sample of classrooms at each campus, auditors observed mostly teacher-centered, whole group instruction. Students often utilized worksheets, either on paper or on a computer screen, and were observed working on low-level cognitive processes with little differentiation. During classroom visits, auditors observed teachers utilizing technology primarily in a substitution role, which means the technology use did not enhance the strategy or approach the teacher utilized (see **Finding 3.1**). Most student work artifacts analyzed by auditors were on grade level and aligned to the Texas Essential Knowledge and Skills. They were, however, of low cognitive demand and of less engaging contexts (see **Finding 3.2**). Students in Pearland ISD do not have equal access to some programs. Students who are economically disadvantaged and students of color are less likely to perform academically at the same rate as their peers (see **Finding 3.3**). The district does not provide clear direction for the process of monitoring of classroom instruction. Inconsistencies exist in what is monitored and how data are to be used to determine instructional effectiveness (see **Finding 3.4**).

Focus Area 4 looks at Assessment and Feedback. Pearland ISD does not have a comprehensive plan to direct the development of assessments and use of data to inform instruction and district decision making (see **Finding 4.1**). The use of data and student assessment results is inconsistent. Many core courses and all non-core courses are not formally assessed. Without these assessments, the district is not able to effectively measure the effectiveness of the written curriculum or the delivery of instruction (see **Finding 4.2**). Overall, students in the district demonstrate strong academic performance. Auditors noted concerns relative to the performance of economically disadvantaged, emergent bilingual, and special education students in Pearland ISD. Hispanic/Latino and Black or African American students lag nearly 20 percentage points behind White students on state assessments (see **Finding 4.3**).

"We collect data. We don't use it to adjust instruction." (Campus Administrator)

In **Focus Area 5**, auditors analyzed Productivity in the district. Productivity can be defined as doing more with the same human and fiscal resources or doing the same with fewer resources. Productivity is diminished in Pearland ISD by the absence of a formal process to select, implement, and evaluate programs and interventions. Interventions are programs that often involve significant human and fiscal capital, as well as employee time. As such, they should be carefully selected and closely monitored for effectiveness. The district has programs that were selected without determining their alignment with student needs and whether the program was the best available. Meaningful

data are lacking to determine the impact of programs on student learning. Auditors reviewed the employee performance review process in Pearland ISD, focusing specifically on teachers and principals. While several employees told auditors during interviews that the primary purpose of performance review was feedback for improvement, when auditors reviewed randomly selected appraisal forms, it was determined that feedback for improvement was seldom provided, diminishing the productivity of this required and time consuming endeavor. Auditors also reviewed the professional development process in the district. The productivity of professional development is diminished as there is no comprehensive professional development plan; many employees told auditors that professional development needed to be improved; and the evaluation of professional development is limited mostly to participant surveys (see **Finding 5.1**). While district budgets are well managed, a budgeting process to increase productivity is needed. Budget requests should be justified annually, and all programs should compete for funding. Program evaluations need to be conducted to provide cost-benefit data upon which to make budgetary decisions. Campus budgets are determined by a per student allotment with no consideration of student needs (see **Finding 5.2**).

"We have always funded across the board equally. We never looked at it by need. We never sat down to determine what funding they need specifically to support students. We can't do that anymore. We need to fund based on need."
(ESC Administrator)



We do not have a lot of formal, written systems in place. We have been a suburban school district with strong students due to the community. We could perform well without formal structures in place. That is no longer the case. (ESC Administrator)

My children often bring homework home from Teachers Pay Teachers. It is low quality and misaligned to the rigor of the TEKS. (Parent)

Differentiation is definitely something that must be done to support students to help them be successful. However, no support comes for the district. Teachers support each other with ideas and suggestions on how to help a struggling student or a high achieving student. (Teacher)

The curriculum is outdated or not there. Some of the resources from C & I have been there for 20 years. (Teacher)

I do believe that, overall, the school district provides a good educational experience for the children at most schools. (Parent)

There needs to be a common language of the best instructional practices for all schools. Campuses should not be able to do whatever they want as long as they fund it. (Principal)

I feel like the curriculum is weak and doesn't challenge the students. (Parent)



Key Recommendations

The auditors are confident that this audit report will provide the foundation for improvement efforts. However, future progress will depend, in part, on the district leadership's efforts to make difficult decisions incorporated in the audit recommendations, including the willingness of the governing board to allocate additional resources necessary to implement the recommendations.

1. Improve management of district human and fiscal resources through comprehensive board policies and supportive administrative regulations to provide clear direction for the educational program and operational functions; establish accountably with improved organizational structure through revised organizational charts and job descriptions; and improve planning at the district, department, and campus levels.

2. Develop and implement a comprehensive curriculum management plan to provide district-wide consistency and direction for the design, use, monitoring, and evaluation of a deeply aligned curriculum. Review, revise, and further develop existing curriculum documents, or develop new curriculum documents, to ensure alignment of the written, taught, and tested curriculum and support more rigorous and engaging instruction. All courses should have a quality curriculum.

3. Develop and implement an instructional model for the district to be used, along with the curriculum, to more effectively plan for and deliver the curriculum using quality, research-based instructional strategies. Include effective utilization of instructional technology in instructional planning. Ensure equal access for all student groups to high quality curriculum and learning opportunities. Analyze data and provide resources and support to students in an equitable manner. Establish and implement standards and procedures for monitoring the delivery of the curriculum.

4. Develop and implement a formative and summative assessment program to cover all courses at all grade levels. Utilize assessment data as feedback to improve teaching and learning—the district's core business, and to give direction for ongoing curriculum revision and improvement.

5. Develop and implement a comprehensive plan for program and initiative selection, implementation, and evaluation to increase productivity. Utilize data as feedback for initiation, modification, continuation, or termination of programs and instructional practices. Utilize employee performance reviews to provide feedback for improvement of performance and for planning professional development. Develop a comprehensive professional development plan, and utilize data as the primary means for selecting professional development offerings and for evaluating their effectiveness. Utilize cost-benefit data from program evaluations to implement a performance-driven budgeting process to prioritize district expenditures.

Recommendations

The audit recommendations contained in this report address insufficiencies and inadequacies to assist Pearland ISD in meeting their vision, mission, and goals. The recommendations focus on several areas of curriculum management and supporting processes to lead the district to increased student performance. A high-quality curriculum is needed that defines, prioritizes, and sequences student learning while offering solid suggestions for how it should be delivered. Students should be provided high quality learning activities and engagement in district classrooms. Also needed is increased teacher capacity in content and pedagogy to meet the current and future needs of students as district demographics continue to change.

Recommendation 1: The role of the governing board is to establish policy that sets clear expectations and guidelines for all district work. Findings from the Curriculum Audit™ should be used to adopt new and revised board policies to establish and maintain control over curriculum management and other operational functions. The superintendent should develop, and the board should consider and adopt, an *EH(LOCAL)—Curriculum Design* policy and revise other policies to express the board's expectations for quality curriculum and its management and other important processes. Policy should address decisions that are tightly held centrally and those that can be loosely held at the campus level. Administrative regulations should be modified or developed by the superintendent to provide staff with detail related to the implementation of board policies. Organizational charts should be modified to conform to the principles of sound organizational management. Job descriptions with clear linkage to duties and strong statements related to curriculum design, alignment, and delivery responsibilities are needed to support the district mission and goals. District and campus plans need clear and measurable goals and strategies. Many plan strategies need action steps for implementation, as well as aligned professional development and/or coaching to increase employee capacity. Plans need specific resources (e.g., human resources, financial resources, time) for implementation, as well as specific evaluation criteria.

"We need more curriculum type positions: campus coaches, more support for new staff. We also need to staff our schools based on academic need (more support at lower income campuses)." (Auxiliary and Paraprofessional Employee)

Recommendation 2: This recommendation first suggests developing a curriculum management plan to direct the design, development, delivery, monitoring, evaluation, and revision of the Pearland ISD curriculum. Implementing and disseminating this plan will promote clear direction for a comprehensive system that establishes deeply aligned, quality curriculum for all courses and that: empowers teachers to deliver the district's learning objectives; improves teacher effectiveness related to instructional practices aligned to district expectations; and ensures that students have access to rigorous, standards-based curriculum in all classrooms. A quality curriculum provides instructional resources, strategies, and assessments aligned to the content, context, and cognitive type of each objective taught. The design of curriculum should support the expectation for instructional differentiation. There should be sufficient distributed practice of student learnings over time to embed new learning into long-term memory, with reteaching and enrichment as needed. District leaders should determine which curriculum

decisions will be tightly held at the district level, and which will be loosely held, or flexible, at the campus level. This recommendation outlines actions and steps for curriculum management planning, curriculum design, development, and revision.

Recommendation 3: This recommendation looks at instructional expectations, student work artifacts, equity, and instructional monitoring in Pearland ISD. The district needs to develop and implement a mastery learning instructional model to facilitate effective delivery of the curriculum and provide differentiation based on data analysis. Define a lesson planning model for using data in planning the delivery of district curriculum that is responsive to student needs. In the lesson planning process, include the effective utilization of instructional technology. Develop expectations for student access to programs and services, the role of cognitive demand in student success, the use of real world contexts in the learning process, the use of flexible student groupings, and the importance of holding high expectations for all students. Develop a comprehensive plan to eliminate existing disparities that serve as barriers to some student groups, and develop a system to routinely examine equity-related data to identify unintended practices that could result in future equity issues. Utilize board policies and administrative regulations to define more specific expectations for monitoring the delivery of the curriculum. Define individual, campus, and district responsibilities for monitoring. A primary role of campus administrators should be the monitoring of and support for instruction, providing useful feedback, and asking reflective questions.

Recommendation 4: This recommendation deals with feedback for improvement in Pearland ISD. Board policy and administrative regulation are needed to provide for a comprehensive student assessment and program evaluation plan. District curriculum documents should contain explicit connections to assessment for each learning objective. High-quality, deeply-aligned assessments need to be available for all district courses and administered on a regular basis. Analyze assessment results regarding the effectiveness of curriculum and instruction, and utilize the data to make changes for improvement, leading to increased productivity.

Recommendation 5: This recommendation addresses productivity in the allocation of human and fiscal resources. Pearland ISD needs to develop and implement a formal process to determine the effectiveness and cost-benefit of major district initiatives and programs. Informed decisions can then be made regarding continuation, modification, or selective abandonment of programs or initiatives based on their effectiveness. This process should be used in the annual budget development and adoption process to analyze the productivity of programs that require significant human and fiscal resources and time, such as employee performance reviews and professional development. All district expenditures should be analyzed each year, and programs should complete for funding. Some funding may need to be shifted from lower to higher priority budget items. Combining a program selection, implementation, and evaluation process with budgeting based upon cost-benefit data will allow Pearland ISD district leaders to focus resources on priorities and increase the district's return on investment (ROI).

Pearland ISD has strong community support and dedicated board members, administrators, teachers, and support personnel who care deeply about students. The recommendations in this audit reflect best practices. These recommendations for change will require thoughtful preparation, careful implementation, and reflective practice. Some changes can begin immediately. However, too many changes should not be attempted at the same time. A plan and timeline should be developed to implement these recommendations over a period of five to seven years.



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

(Copyright use authorization obtained from
Curriculum Management Solutions, Inc.
6202 Silver Birch Ct, Johnston, IA 50131)

Expanded Report



A TASA-CMSi Curriculum Audit™ of the Pearland Independent School District

September 2024

Dr. Larry Berger
Superintendent

Pearland Independent School District
1928 N. Main Street
Pearland, Texas 77581

TASA INSPIRING LEADERS

CMSi

CMSi Curriculum Audit™

Presented to:

Pearland Independent School District

Pearland, Texas

Date Audit Presented:

August 2024

Members of the Pearland Independent School District Audit Team:

Lead Auditor

Cole Pugh, EdD

Auditors

Robert Bayard, EdD

Courtney Charles, MEd

Robbin Gesch, MEd

Shannon Hernandez, MEd

Aaron Marvel, PhD

Deitra Spence, EdD

Jeffrey Tuneberg, PhD

Mary Beth Womack, EdD

Olivia Zepeda, MEd

TASA
TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS

CMSi

Expanded Report Table of Contents

Approach 1

Central Question for the Audit: 1

Focus Areas 1

Findings 9

FOCUS AREA ONE: The School District has a Clear Vision and Demonstrates Its Control of Resources, Programs, and Personnel 9

What the Auditors Expected to Find in the Pearland Independent School District: 9

Overview of What the Auditors Found in the Pearland Independent School District: 10

Finding 1.1: Missing and incomplete board policies prevent the district from providing local curriculum management direction and establishing quality control of the educational program and other organizational functions. 10

Finding 1.2: Effective organizational management criteria were not reflected in the administrative structure depicted in the table of organization. Job descriptions do not all meet audit quality criteria and no district policy guides their development. 23

Finding 1.3: District and campus improvement planning and plans are required by board policy. However, both planning and plans are inadequate to lead the district in meeting its mission and goals. District and campus improvement plans, with few exceptions, are not of sufficient quality to adequately direct school improvements. 33

FOCUS AREA TWO: The School District Has Established Clear and Valid Objectives for Students. 51

What the Auditors Expected to Find in the Pearland Independent School District: 51

Overview of What the Auditors Found in the Pearland Independent School District: 51

Finding 2.1: Pearland ISD does not have a comprehensive written curriculum management plan to guide the design, development, implementation, evaluation, and revision of the curriculum. 52

Finding 2.2: The scope of the written curriculum is inadequate for the core and non-core content areas to direct teaching and learning. 59

Finding 2.3: Curriculum guides for grades K-12 core content and non-core content courses do not meet audit expectations for quality to direct teaching and learning and for alignment of the written, taught, and tested curriculum. The number of TEKS/SEs or objectives expected in each unit is not feasible for the time allowed, and teachers are not going to the district curriculum first to assist with the planning and delivery of instruction. 63

FOCUS AREA THREE: The School District Demonstrates Internal Consistency and Rational Equity in Its Program Development and Implementation..... 83

What the Auditors Expected to Find in the Pearland Independent School District:..... 83

Overview of What the Auditors Found in the Pearland Independent School District:..... 83

Finding 3.1: Pearland ISD does not have clearly defined guidelines for the delivery of quality instruction. Classroom observations revealed instructional practices that are teacher-centered and comprised primarily of low-level cognitive tasks and limited differentiation. 84

Finding 3.2: Most student work artifacts for grades PK-12 were on grade level and aligned to the Texas Essential Knowledge and Skills. Student artifacts were generally of low cognitive demand and contexts were of the less engaging types..... 106

Finding 3.3: Students do not have equal access to or proportional representation in district programs and resources, especially those who are educationally disadvantaged. Teacher diversity does not reflect the student demographics, and discretionary disciplinary action for some student subgroups is inequitable. 118

Finding 3.4: Although instructional monitoring is occurring, the district has not established a philosophy of monitoring or written guidance for how monitoring is used to ensure adequate alignment and implementation of the written, taught, and tested curriculum to improve teaching and learning..... 143

FOCUS AREA FOUR: The School District Uses the Results from System-Designed and/or -Adopted Assessments to Adjust, Improve, or Terminate Ineffective Practices or Programs..... 151

What the Auditors Expected to Find in the Pearland Independent School District:..... 151

Overview of What the Auditors Found in the Pearland Independent School District:..... 151

Finding 4.1: The district does not have written, comprehensive planning for student assessment and program evaluation to direct assessment design and procedures, formative and summative..... 152

Finding 4.2: The district does not have written, comprehensive planning for student assessment and program evaluation to effectively direct assessment design and procedures, formative and summative assessment of the curriculum, or data analysis and use. 156

Finding 4.3: Assessment trends show aggregate academic performance above state averages; however, achievement gaps persist for some students groups as compared to comparison districts and the district overall. 174

TABLE OF CONTENTS

FOCUS AREA FIVE: The School District Has Improved Productivity. 191

What the Auditors Expected to Find in the Pearland Independent School District: 191

Overview of What the Auditors Found in the Pearland Independent School District: 191

Finding 5.1: Pearland ISD leaders have not developed and implemented processes and systems to increase the productivity of human and fiscal capital to promote efficiency in accomplishing priority goals. 192

Finding 5.2: The district budgeting process is well managed and has resulted in financial stability. Cost-benefit data are not available since the district does not comprehensively evaluate programs, minimizing the chances of accomplishing priority goals or increasing financial productivity. 212

Recommendations 227

Recommendation 1: Provide clear direction and accountability for curriculum management and other district operations through revised or new board policies and administrative regulations, organizational charts, job descriptions, and plans 228

Recommendation 2: Design and implement a comprehensive curriculum management plan that coordinates curriculum management functions and establishes clear expectations for the alignment of curriculum and assessment to support the effective delivery of a rigorous curriculum. 232

Recommendation 3: Design systems to ensure implementation and monitoring of instructional best practices that promote active student engagement, differentiation, and high cognitive rigor during curriculum delivery. Provide for equal access to district programs and equitable distribution of resources to improve outcomes for all students. 241

Recommendation 4: Design and implement a comprehensive student assessment and program evaluation plan. Develop formal assessments and utilize feedback from tightly-held formative and summative assessments in all courses to make informed decisions at all levels of the organization that positively impact student learning 252

Recommendation 5: Design and implement a process to support improved productivity of human and fiscal capital to meet the district vision, mission, and goals with increased efficiency. 255

Table of Exhibits

Exhibit 0.1: Pearland ISD's Ratings on Academic Accountability System and Results Driven Accountability System, 2017-18 to 2021-22 3

Exhibit 0.2: Historic and Projected Student Enrollment 4

Exhibit 0.3: Pearland ISD Campuses, Grade Level Arrangements, Enrollment, and Percent Total Economically Disadvantaged 4

Exhibit 0.4: Pearland ISD Student Groups, 2018-19 to 2022-23 6

Exhibit 0.5: Staff Information, 2022-23 6

Exhibit 0.6: Pearland ISD Board Members, Position, and Tenure 7

Exhibit 1.1.1: CMAC® Model Decision-Making Matrix 11

Exhibit 1.1.2: Total Number of Pearland ISD LEGAL and LOCAL Policies and Exhibits 12

Exhibit 1.1.3: Administrative Regulations by Category 12

Exhibit 1.1.4: Summary of Auditors' Analysis of CMAC® Model Criteria of Quality Policies for Focus Area One 13

Exhibit 1.1.5: Summary of Auditors' Analysis of CMAC® Model Criteria of Quality Policies for Focus Area Two 15

Exhibit 1.1.6: Summary of Auditors' Analysis of CMAC® Model Criteria of Quality Policies for Focus Area Three 16

Exhibit 1.1.7: Summary of Auditors' Analysis of CMAC® Model Criteria of Quality Policies for Focus Area Four 19

Exhibit 1.1.8: Summary of Auditors' Analysis of CMAC® Model Criteria of Quality Policies for Focus Area Five 20

Exhibit 1.1.9: Summary Ratings of the Auditors' Analysis of CMAC® Model Criteria and Characteristics of Quality Policies 22

Exhibit 1.2.1: Organizational Charts for Pearland ISD Superintendent, Deputy Superintendent, and Curriculum and Instruction 24

Exhibit 1.2.2: CMAC® Model Principles of Sound Organizational Management 26

Exhibit 1.2.3: Tables of Organization and Auditors' Ratings 26

Exhibit 1.2.4: CMAC® Model Job Description Components 29

Exhibit 1.2.5: Auditors' Rating of Job Descriptions 29

Exhibit 1.2.6: Job Descriptions with Different Reporting Responsibilities vs. Organizational Chart 32

Exhibit 1.3.1: Pearland ISD Mission, Vision, Beliefs, and Strategic/District Improvement Plan Components 35

Exhibit 1.3.2: CMAC® Model Planning Criteria and Rating of District Improvement Plan and District Strategic Plan 36
Exhibit 1.3.3: Teachers and Administrators Perceptions Regarding the District Improvement Plan 42
Exhibit 1.3.4: CMAC® Model Department and School Improvement Planning Criteria 44
Exhibit 1.3.5: Characteristics of Campus Improvement Plan Quality Characteristics 45
Exhibit 1.3.6: Teachers and Administrators Perceptions Regarding the Campus Improvement Plan 48
Exhibit 2.1.1: District Documents Reviewed by Auditors for Comprehensive Curriculum Management Plan 53
Exhibit 2.1.2: Characteristics of a Quality Curriculum Management Plan 54
Exhibit 2.2.1: Summary of the Scope of the Written Curriculum in Pearland ISD 60
Exhibit 2.2.2: Scope of the Written Curriculum in Pearland ISD, Grades K-4 61
Exhibit 2.2.3: Scope of the Written Curriculum in Pearland ISD, Grades 5-8 61
Exhibit 2.2.4: Scope of the Written Curriculum in Pearland ISD, Grades 9-12 62
Exhibit 2.2.5: Comparison of the Scope of the Curriculum by Types of Courses 62
Exhibit 2.3.1: Curriculum Documents Reviewed by Auditors to Determine Overall Quality of the Curriculum in Pearland ISD 64
Exhibit 2.3.2: CMAC® Model Frame One Analysis: Minimal Basic Components for Curriculum Document Quality and Specificity and Rating Rubric 67
Exhibit 2.3.3: CMAC® Model Frame One Curriculum Analysis: Auditors' Ratings of Minimal Basic Components and Specificity for Grades K-12 Core Content Courses in Pearland ISD 69
Exhibit 2.3.4: CMAC® Model Frame One Curriculum Analysis: Auditors' Ratings of Minimal Basic Components and Specificity for Grades K-12 Non-Core Content Courses in Pearland ISD 70
Exhibit 2.3.5: Curriculum Quality Summary of Core and Non-Core Courses, by Grade Band and Component for Pearland ISD 71
Exhibit 2.3.6: Teacher Perception of the Quality and Feasibility of District Curriculum (and Administrator Perception) 75
Exhibit 2.3.7: Teacher Perception of the Quality and Feasibility of District Curriculum (and Administrator Perception) 76
Exhibit 2.3.8: Teacher Responses to Most Frequently Used Resources for Planning and Delivery of Instruction 77
Exhibit 2.3.9: Administrator Responses to Most Frequently Used Resources for Planning and Delivery of Instruction 78
Exhibit 2.3.10: Webb's Depth of Knowledge Framework 80
Exhibit 2.3.11: Summary of Auditors' Analyses of Alignment of Instructional Resources to Standards/ Objectives 80
Exhibit 3.1.1: Expectations for Instructional Delivery Found in District Documents 85

Exhibit 3.1.2: Teacher and Administrator Perceptions of Expectations for Instructional Delivery 86
Exhibit 3.1.3: Teacher and Administrator Perceptions of Clearly Defined Instructional Model 87
Exhibit 3.1.4: Dominant Teacher Activity During Classroom Observations 89
Exhibit 3.1.5: Dominant Student Activity During Classroom Observations 90
Exhibit 3.1.6: Student Groupings During Classroom Observations 90
Exhibit 3.1.7: Percentage of Students Oriented to Work 91
Exhibit 3.1.8: Intended Content Objective Posted 92
Exhibit 3.1.9: Lesson Matched with Posted Content Objective 92
Exhibit 3.1.10: Effective Instructional Strategies Observed 93
Exhibit 3.1.11: Level of Cognition Observed During Classroom Visits 94
Exhibit 3.1.12: Types of Knowledge 94
Exhibit 3.1.13: Evidence of Differentiation 95
Exhibit 3.1.14: Perceptions About Need for Differentiation 96
Exhibit 3.1.15: Teachers' Perceptions Concerning Their Differentiation Practices 97
Exhibit 3.1.16: Administrators' Perceptions of Teachers' Differentiation Practices 97
Exhibit 3.1.17: Administrator Perceptions of Adequate Training for Teachers on Successful Differentiation of Instruction 98
Exhibit 3.1.18: Teacher Perceptions of Adequate Training and Support in Successful Differentiation of Instruction 99
Exhibit 3.1.19: Administrators' Perceptions Concerning Teachers' Effectiveness 100
Exhibit 3.1.20: Administrators' Perceptions Concerning Teachers' Use of Scaffolding 102
Exhibit 3.1.21: Use of Technology 103
Exhibit 3.1.22: SAMR Model for Technology Use 104
Exhibit 3.1.23: Level of Technology Use by Teachers 104
Exhibit 3.1.24: How Technology Was Used by Students 105
Exhibit 3.2.1: Artifacts Sample Size by Content Area 107
Exhibit 3.2.2: Content Analysis of Grades K-12 English Language Arts and Reading Artifacts 108
Exhibit 3.2.3: Content Analysis of Grades PK-12 Mathematics Artifacts 109
Exhibit 3.2.4: Content Analysis of Grades PK-12 Science Artifacts 110
Exhibit 3.2.5: Content Analysis of Grades PK-12 Social Studies Artifacts 110
Exhibit 3.2.6: Percentage of Content Mismatch in Core Subject Artifacts 111
Exhibit 3.2.7: Cognitive Type Analysis of (Mean by Content Area) Grades PK-12 Artifacts by Subject Area 112
Exhibit 3.2.8: Comparison of Lower- and Higher-order Thinking Skills in Artifacts for Grades PK-4 112

Exhibit 3.2.9: Comparison of Lower- and Higher-order Thinking Skills in Artifacts for Grades 5-8 113
Exhibit 3.2.10: Comparison of Lower- and Higher-order Thinking Skills in Artifacts for Grades 9-12 ... 113
Exhibit 3.2.11: Writing and Justification in Math, PK-4, 5-8, and 9-12 114
Exhibit 3.2.12: Distribution of Contexts in Student Work Artifacts, Grades PK-4 115
Exhibit 3.2.13: Distribution of Contexts in Student Work Artifacts, Grades 5-8 115
Exhibit 3.2.14: Distribution of Contexts in Student Work Artifacts, Grades 9-12 116
Exhibit 3.2.15: Prevalence of Diverse and Inclusive Texts in PK-12 ELAR Artifacts 117
Exhibit 3.3.1: District Demographic Data, 2022-23 119
Exhibit 3.3.2: Elementary Campus Enrollment by Ethnicity and Economic Disadvantage, 2022-23 ... 120
Exhibit 3.3.3: Secondary Schools Enrollment by Ethnicity and Economic Disadvantage, 2022-23 121
Exhibit 3.3.4: Feeder Patterns in Pearland ISD 122
Exhibit 3.3.5: Elementary Campus Total GT Enrollment by Ethnicity, 2022-23 124
Exhibit 3.3.6: Secondary Campus Total GT Enrollment by Ethnicity, 2022-23 125
Exhibit 3.3.7: Perceptions of Teachers and Campus Administrators of GT Program Quality 126
Exhibit 3.3.8: Teacher Perceptions of the GT Program 126
Exhibit 3.3.9: Elementary Total Enrollment in Special Education by Ethnicity, 2022-23 128
Exhibit 3.3.10: Secondary Total Enrollment in Special Education by Ethnicity, 2022-23 129
Exhibit 3.3.11: Perceptions of Teachers and Campus Administrators of the Quality of the Special Education Program 130
Exhibit 3.3.12: Teachers Perceptions of Special Education Program Planning and Support 130
Exhibit 3.3.13: Students Assigned to ISS/OSS/DAEP by Ethnicity Compared to District Data, 2022-23 131
Exhibit 3.3.14: Student and Teacher Diversity, 2022-23 133
Exhibit 3.3.15: Elementary Schools' Enrollment in the Emergent Bilingual Program, 2022-23 134
Exhibit 3.3.16: Secondary Schools' Enrollment in the Emergent Bilingual Program, 2022-23 135
Exhibit 3.3.17: Teachers' Perceptions of the District's Emergent Bilingual Program 135
Exhibit 3.3.18: Criteria for Design Quality of Programs and Services for English Language Learners (ELLs) with Auditors' Rating 136
Exhibit 3.3.19: Criteria for Delivery Quality, Connectivity, and Monitoring of Programs and Services for English Language Learners (ELLs) with Auditors' Rating 140
Exhibit 3.4.1: Campus Administrators' Perceptions of Frequency of Classroom Visits 145
Exhibit 3.4.2: Teachers' Perceptions of Frequency of Classroom Visits by Administrators 145
Exhibit 3.4.3: Protocol Used to Monitor Curriculum Delivery 146
Exhibit 3.4.4: Quality of Instructional Leadership 147

Exhibit 3.4.5: Teacher Source of Instructional Support 148
Exhibit 3.4.6: Usefulness of Feedback for Teachers 149
Exhibit 4.1.1: Characteristics of a Comprehensive Student Assessment and Program Evaluation Plan 153
Exhibit 4.2.1: Formal Assessments of Student Performance, Grades K-12 157
Exhibit 4.2.2: Scope of Formal Assessments for Core Courses, Grades K-4 159
Exhibit 4.2.3: Scope of Formal Assessments, Grades 5-8 159
Exhibit 4.2.4: Scope of Formal Assessments, Grades 9-12 160
Exhibit 4.2.5: Summary of Scope of Formal Assessments, Grades K-12 161
Exhibit 4.2.6: Alignment of Sample Assessment Items to TEKS in Content, Context, and Cognitive Type 163
Exhibit 4.2.7: Administrator and Parent Survey Responses Regarding Assessment Tools Used 165
Exhibit 4.2.8: Teacher Survey Responses Regarding Assessment Tools Used 166
Exhibit 4.2.9: Formative Assessment Analysis Frame 1: Minimal Components 167
Exhibit 4.2.10: Formative Student Assessment Instruments, Data, and Use: Characteristics of an Adequate Instructional Approach 170
Exhibit 4.2.11: Summative Student Assessments, Data, and Use: Characteristics of an Adequate Instructional Approach 172
Exhibit 4.3.1: Pearland ISD and Comparison Districts' Demographics, 2023-24 175
Exhibit 4.3.2: Pearland ISD and Comparison Districts, 2023-24 176
Exhibit 4.3.3: STAAR/EOC Reading: Percent Meets or Above, Pearland ISD vs Comparison Districts and State, 2018-2023 178
Exhibit 4.3.4: STAAR/EOC Mathematics: Percent Meets or Above, Pearland ISD vs Comparison Districts and State, 2018-2023 178
Exhibit 4.3.5: STAAR/EOC Science: Percent Meets or Above, Pearland ISD vs Comparison Districts and State, 2018-2023 179
Exhibit 4.3.6: STAAR/EOC Social Studies: Percent Meets or Above, Pearland ISD vs Comparison Districts and State, 2018-2023 180
Exhibit 4.3.7: STAAR/EOC Reading: Percent Meets or Above for Student Groups, Pearland ISD, Comparison Districts, and State, 2018-2023 181
Exhibit 4.3.8: STAAR/EOC Mathematics: Percent Meets or Above for Student Groups, Pearland ISD, Comparison Districts, and State, 2018-2023 182
Exhibit 4.3.9: STAAR/EOC Science: Percent Meets or Above for Student Groups, Pearland ISD, Comparison Districts, and State, 2018-2023 184
Exhibit 4.3.10: STAAR/EOC Social Studies: Percent Meets or Above for Student Groups, Pearland ISD, Comparison Districts, and State, 2018-2023 185

Exhibit 4.3.11: STAAR/EOC: Percent Meets or Above for Pearland ISD Student Groups, Spring 2023 187
Exhibit 5.1.1: Characteristics of Effective Program Management 194
Exhibit 5.1.2: Survey Responses Related to Approval Process for New Programs 195
Exhibit 5.1.3: Texas Teacher Evaluation Support System: Domain Categories 197
Exhibit 5.1.4: Summary of Pearland ISD T-TESS Teacher Appraisal Ratings, 2022-23 198
Exhibit 5.1.5: Summary of Pearland ISD Teacher Appraisals Reviewed by Auditors, 2022-23 198
Exhibit 5.1.6: Administrator Perceptions of the Percentage of Marginal Teachers 201
Exhibit 5.1.7: Pearland ISD Principal Appraisal Domains and Dimensions 202
Exhibit 5.1.8: Summary of Principal Appraisals Reviewed by Auditors, 2022-23 203
Exhibit 5.1.9: CMAC® Model Professional Development Program Plan Characteristics and Auditors' Rating 206
Exhibit 5.1.10: Administrator Perceptions of Professional Development Quality and Relevance 210
Exhibit 5.1.11: Teacher Perceptions of Professional Development Quality and Relevance 210
Exhibit 5.2.1: Financial Integrity Rating System of Texas (FIRST) Ratings for the Pearland ISD, FY19-FY23 213
Exhibit 5.2.2: Revenues for All Appropriated Funds, FY23 214
Exhibit 5.2.3: Comparison of All Funds Operating Expenditures by Function to the State, FY22 215
Exhibit 5.2.4: Pearland ISD's Net Taxable Valuation, Tax Years 2019-2023 216
Exhibit 5.2.5: Pearland ISD Revenues, Expenditures, Fund Balance (General Fund), 2019-2023 216
Exhibit 5.2.6: Summary of Budgeting Steps in District Budget Document 218
Exhibit 5.2.7: Administrator Perceptions of District Level Budget Development 219
Exhibit 5.2.8: Administrator Perceptions of Campus Level Budget Development 220
Exhibit 5.2.9: Teacher Perceptions of Campus Budget Development 221
Exhibit 5.2.10: Performance-based Budget Criteria and Adequacy of Use in the Budget Development Process 222
Exhibit 5.2.11: All Funds Total Expenditures Per Student (Minus Students with Disabilities) at Elementary Schools 224
Exhibit 5.2.12: All Funds Total Expenditures Per Student (Minus Students with Disabilities) at High Schools, Junior Highs, and Middle Schools 225
Exhibit 5.2.13: Administrator Perceptions of Philosophy for Distribution of Financial and Human Resources 226
Exhibit R.1: Findings and Recommendations Aligned to Audit Focus Areas 227
Exhibit R.3.1: Mastery Learning Model 245

Table of Photographs

Display of district pride in Virgil Gant Education Support Center 14
ELA lesson on blended consonants at Magnolia Elementary School 41
Turner High School AP Anatomy class 55
“I will” statement posted in classroom at Alexander Middle School 67
Computer-assisted mathematics lesson at Magnolia Elementary School 101
Small group reading lesson at Challenger Elementary School 123
Data wall in teacher workroom at Magnolia Elementary School 162
Large group mathematics lesson at Rogers Middle School 177
Social Studies gallery walk at Pearland Junior High South 196

Approach

Central Question for the Audit:

To what extent has the Pearland Independent School District established a coordinated, valid, and comprehensive system to manage the design, development, implementation, and evaluation of curriculum?

Focus Areas

The auditors have developed five focus areas based on the feedback and data requested by district leaders.

Following are the five areas, with the specific feedback requested:



District Vision and Accountability

The school district has a clear vision and demonstrates its control of resources, programs, and personnel.



Curriculum

The school district has established clear and valid objectives for students and clientele.



Consistency and Equity

The school district has demonstrated internal consistency and rational equity in its program development and implementation.



Feedback

The school district has used the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs.



Productivity

The school district has improved its productivity and efficiency, particularly in the use of resources.

City and District Background

The City of Pearland was named in 1893 due to the large number of pear trees located in the community. According to the U.S. Census population figures, Pearland was ranked as the eighth fastest growing city in the United States from 2010 to 2020 compared to other cities with a population of 100,000 or greater. Pearland has been the third largest and fastest growing city in the Houston Metropolitan Statistical Area since 2000.

In the past 10 years more than 10,000 new single-family homes and 3,000 multi-family units have been constructed in the community. Median home values rose over 103% from $182,300 in 2010 to $371,204 in 2023.

Forty-five percent of Pearland residents hold a bachelor's degree or higher, compared to the national average of 35.7%. Seventy-one percent of Pearland residents have attended college, compared to the national average of 64%. Higher education opportunities are provided by the University of Houston Clear Lake Pearland Campus, as well as Alvin, Houston, and San Jacinto Community Colleges.

Pearland ISD, located within Brazoria and Harris Counties, has grown from a one-room school with 23 students in 1894 to more than 21,000 students, 1,297 teachers, and 23 campuses today. The district is located in a residential and agricultural area that includes the City of Pearland, with a reported 2020 population of 125,828. Pearland is also a commercial center located 15 miles south of downtown Houston at the intersection of State Highway 35 and Farm to Market Road 518.

Although the city of Pearland is growing, the growth is primarily on the west side of town, and that area is part of Alvin ISD. Some new, small communities are being developed within the boundaries of Pearland ISD, but a large K-8 charter school is also opening for the 2024-25 school year. Pearland ISD is basically landlocked.

Enrollment in Pearland ISD has decreased by 1.8% over the last five years. School year 2022-23 enrollment was a total of 21,237 students. The enrollment decline is attributed to various factors, including the COVID-19 pandemic, increase in homeschooling, an aging population, and higher than usual mobility due to a significant increase in home values prompting residents to sell their homes at a premium and affording newer residences outside the district boundaries.

The Brazoria County economy is largely based on manufacturing and construction. Brazoria County was the first capital of the Republic of Texas, which proves the county's roots run rich with Texas history. Some of Pearland's largest employers include school districts, energy services, manufacturing, and healthcare companies, including Dover Energy, Lonza, and Memorial Hermann. Pearland is located close to the Texas Medical Center and its 50 medical institutions. Kelsey Seybold relocated its administrative headquarters to Pearland in 2013. Pearland's top taxpayer is CenterPoint Energy, Inc., an electric and natural gas utility company.

Pearland ISD is the largest employer in Pearland, with approximately 2,766 full-time employees. All employees are encouraged to further their education through staff development programs and workshops and continuing education programs.

District History

Built in 1894, the first Pearland school was a one-room wooden structure with a wood-burning stove and 23 students taught by Miss Nannie Rogers. By the end of 1895, Pearland had grown so rapidly there were 4 classrooms with 4 teachers and 100 students. The catastrophic September 8, 1900, hurricane destroyed nearly all of Pearland. Only the main schoolroom remained, but it was badly damaged. School began again during the last week of October with only 25-30 students.

A new two-story brick school with a basement was built in 1912 for $6,000. Once the school was completed, students could attend through grade 11. Prior to this, Pearland students only went to school through seventh grade. In 1915, a hurricane destroyed the second floor of the building. For the next 22 years, students had to be bused to attend school in Webster until the new high school opened in 1937.

In September 1946, Pearland Common School District Number 1 officially became Pearland Independent School District.

District Accountability Ratings

The State of Texas, via the Texas Education Agency (TEA), annually rates Texas public school districts academically through the Academic Accountability System (AAS) based on student performance on the *State of Texas Assessments of Academic Readiness (STAAR)* in three domains: (1) student achievement, (2) school progress, and (3) closing the gaps. Ratings on the AAS system range from A (best) to F (worst).

The Texas Education Agency also monitors and rates the annual performance of public school districts special education programs and bilingual education/English as a second language (ESL) programs through the Results Driven Accountability (RDA) System. Districts may be rated as Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

The district's ratings for the past five years are shown in the following exhibit.

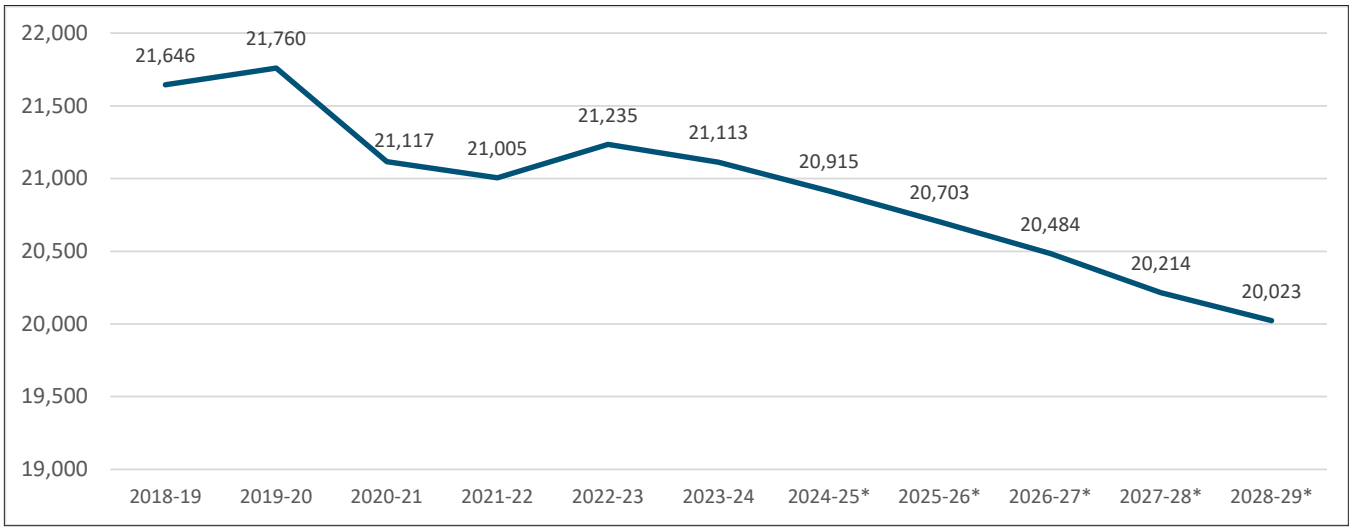
Exhibit 0.1: Pearland ISD's Ratings on Academic Accountability System and Results Driven Accountability System, 2017-18 to 2021-22

Rating System	2017-18	2018-19	2019-20	2020-21	2021-22
STAAR	A—94	B—89	Not Rated*	Not Rated*	A—94
RDA (SpEd)	Meets Requirements	Meets Requirements	Needs Assistance	Meets Requirements	Meets Requirements
RDA (BE/ESL)	Not Available	Not Available	Report Only	Meets Requirements	Meets Requirements
Key = *Not rated due to state of disaster (COVID-19 Pandemic)					
Data Source: Texas Education Agency Accountability Rating System and Results Driven Accountability System					

Student Enrollment Trends

The following exhibit displays the district student enrollment and projected enrollment trends.

Exhibit 0.2: Historic and Projected Student Enrollment



Key: *School Years 2024-25 through 2028-29 projected by district supported by 2022 demographic study by Davis Demographics
Data Source: Pearland ISD Documents

Student enrollment increased slightly from 2018-19 to 2019-20, declined slightly for two years, then saw an increase in 2022-23. Student enrollment is projected to decline in future years.

Campus/Grade Level Information

The following exhibit shows the current Pearland ISD campuses, grade level arrangements, student enrollment, and the percentage of economically disadvantaged students on each campus.

Exhibit 0.3: Pearland ISD Campuses, Grade Level Arrangements, Enrollment, and Percent Total Economically Disadvantaged

Campus/Grade Level Arrangement	Enrollment*	Percent Total Economically Disadvantaged**
High Schools (9-12)		
Glenda Dawson High School	2,523	29.8
Pearland High School	3,354	37.6
Robert Turner College & Career High School	1,097	33.0
PACE Center (7-12)	119	67.0
Junior High Schools (7-8)		
Berry Miller Junior High	828	26.5
Pearland Junior High East	818	34.6
Pearland Junior High South	823	47.5
Pearland Junior High West	930	36.3

Campus/Grade Level Arrangement	Enrollment*	Percent Total Economically Disadvantaged**
Middle Schools (5-6)		
Alexander Middle School	739	36.7
Leon Sablatura Middle School	921	34.6
Rogers Middle School	742	28.9
Sam Jamison Middle School	793	53.9
Elementary Schools (PK-4)		
Barbara Cockrell Elementary School	777	43.5
Challenger Elementary School	613	37.9
CJ Harris Elementary School	606	49.7
EA Lawhon Elementary School	814	63.5
HC Carleston Elementary School	769	67.7
Magnolia Elementary School	688	34.5
Massey Ranch Elementary School	596	43.5
Rustic Oak Elementary School	670	33.1
Shadycrest Elementary School	582	26.0
Silvercrest Elementary School	658	11.5
Silverlake Elementary School	673	31.0
Total	**21,133**	**37.1**

Key: *Enrollment as of 2/12/2024
**Total Percent Economically Disadvantaged is for Fall 2023-24
+ The Economically Disadvantaged percentage for the district is from the Texas Education Agency Texas Academic Performance Report 2022-23

Data Source: Pearland ISD

Pearland ISD has 3 high schools (grades 9-12) and the PACE Center. The PACE Center serves as the DAEP Alternative Learning Center for students in grades 7-12 who are removed from their campus for disciplinary reasons. PACE also serves as an alternative academic placement for high school students. Pearland ISD has 4 junior high schools (grades 7-8), 4 middle schools (grades 5-6), and 11 elementary schools (grades PK-4). The district's economically disadvantaged student percentage is 37.1, compared to 62.1% in the state.

Student Group Information

Student group enrollment over the most recent five-year period is depicted in the following exhibit.

Exhibit 0.4: Pearland ISD Student Groups, 2018-19 to 2022-23

Student Group	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change
Economically Disadvantaged	31.4	30.9	31.5	32.9	37.1	18.2
Emergent Bilingual	9.0	9.2	9.7	11.3	12.7	41.1
Program Enrollment						
Special Education	9.6	10.2	10.1	10.4	11.3	17.7
Gifted/Talented	10.1	10.4	11.0	11.3	11.9	17.8
Emergent Bilingual	10.1	10.8	11.6	13.1	14.2	40.6
Race and/or Ethnicity						
Hispanic/Latino	34.6	35.7	36.8	37.4	38.0	9.8
White	35.5	34.5	33.0	32.3	30.8	(-13.2)
Black or African American	14.8	14.8	14.9	14.6	15.3	3.4
Asian	11.0	10.9	11.1	11.4	11.6	5.5
Two or More Races	3.6	3.7	3.9	3.9	4.0	11.1
American Indian or Alaska Native	0.3	0.3	0.3	0.2	0.2	(-33.3)
Native Hawaiian or Other Pacific Islander	0.1	0.1	0.1	0.1	0.1	0

Data Source: Texas Education Agency Texas Academic Performance Reports (TAPR)—2018-19 to 2022-23

There was an 18.2% increase in economically disadvantaged students over the five-year period. There was a 41.1% increase in emergent bilingual (EB) students, with a corresponding 40.6% increase in students enrolled in the Bilingual/ESL program.

Staff Information

Pearland ISD staff information for the 2022-23 school year is shown in the following exhibit. The district had a total of 2,619.2 employees.

Exhibit 0.5: Staff Information, 2022-23

Category	Count	District Percent	State Percent
Teachers	1,282.8	50.7%	48.7%
Professional Support	296.3	11.7%	10.9%
Campus Administration	69.0	2.7%	3.3%
Central Administration	21.5	0.8%	1.2%
Educational Aides	180.6	7.1%	11.3%
Auxiliary Staff	697.0	26.8%	24.6%
Full-Time Librarians	19.0	N/A	N/A
Full-Time Counselors	53.0	N/A	N/A
Total Staff	**2,619.2**	**99.8%**	**100%**

Note: Some totals may not equal 100% due to rounding.
Data Source: Texas Education Agency Texas Academic Performance Report (TAPR) 2022-23

Teachers comprise 50.7% of the district employees, compared to 48.7% in the state. Professional support staff make up 11.7% of the employees, compared to 10.9% in the state. The percentage of campus administrators is 2.7, compared to 3.3% in the state. Central administrators comprise 0.8% of employees, compared to 1.2% in the state.

District Leadership

Exhibit 0.6: Pearland ISD Board Members, Position, and Tenure

Board Member	Position	Tenure
Sean Murphy, President	4	2015-2024
Crystal Carbone, Vice President	3	2018-2024
Dr. Kristofer Schoeffler, Secretary	2	2020-2026
Toni Carter	1	2020-2026
Amanda Kuhn	5	2022-2025
Robert Richter	6	2023-24
Nanette Weimer	7	2022-2025

The superintendent of the Pearland ISD is Dr. Larry Berger, who has served in this position since 2022. Dr. John P. Kelly served as superintendent from 2011-2022, and Dr. Bonny Cain served from 2000-2011.

Findings

FOCUS AREA ONE: The School District has a Clear Vision and Demonstrates Its Control of Resources, Programs, and Personnel.

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

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

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

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

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

Focus Area One: District Vision and Accountability

Under Focus Area One, auditors review the scope and quality of policy (governance) and planning across the school system. A school system meeting TCMAC-CMSi Curriculum Audit™ Focus Area One is able to demonstrate its control of resources, programs, and personnel so it can realize its vision and mission.

Common indicators include:

- A clearly defined vision for instructional delivery and student engagement in district classrooms that is congruent with best practice;
- A curriculum policy framework that:
  - Is centrally defined and adopted by the board of trustees,
  - Establishes an operational framework for management that permits accountability,
  - Reflects state requirements and local program goals,
  - Reflects the necessity to use achievement data to improve school system operations, and
  - Defines and directs change and innovation within the school system to permit focus of its resources on priority goals, objectives, and mission;
- A curriculum that is centrally defined and adopted by the board of trustees;
- A functional administrative structure that coordinates and facilitates the design and delivery of the system's curriculum (programs and services) and achievement of goals;
- A direct, uninterrupted line of authority from governing board to the superintendent/chief executive officer and other central office officials to principals and classroom teachers;
- Documentation of school board and central office planning for the attainment of goals, objectives, and mission over time; and
- Organizational development efforts that are focused to improve system effectiveness.

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

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

Auditors found that board policy and administrative regulations are not adequate to direct decision making in the district and do not adequately address curriculum management. Notably missing is any policy directly dealing with curriculum design. Administrative regulations are in the process of revision and are not directly linked to policies. Board policies are not specific enough to provide adequate direction or accountability for curriculum management and other areas of district operations (see **Finding 1.1**).

The second finding focuses on the organizational management of Pearland ISD, including organizational charts and job descriptions. Auditors found that the district organizational charts do not align with the characteristics of high quality organization management, are missing key staff members, and do not prioritize the primary services of the school district.

The final finding focuses on planning and plans. The auditors found that the Pearland ISD district planning process partially meets many of the Curriculum Management Audit Center® (CMAC®) criteria for directing the district in its improvement efforts, but overall, district plans are not adequate to guide improvement efforts. The district and campus improvement plans do align with the strategic plan. Some campus plans have more strategies than are feasible to accomplish in one year, and monitoring and evaluation efforts are insufficient. Campus Accountability Plans are also utilized in the district to refine campus improvement goals, but the success of implementation is uncertain due to lack of an evaluation process (see **Finding 1.3**).

Finding 1.1: Missing and incomplete board policies prevent the district from providing local curriculum management direction and establishing quality control of the educational program and other organizational functions.

A school board's primary purpose is to govern the district by controlling the processes, programs, and financial resources used to educate students. Adopting board policies is one of the primary responsibilities of the board. Policy is the primary means by which the board discharges its responsibility for quality control of the curriculum. Clearly written policies are essential for communicating the district's vision and for establishing accountability for the workforce to achieve the district's priority goals. Policies must be the first source documents that provide guidance to administration and staff and hence need to be specific and easy to reference. Administrative regulations provide the necessary detail for implementation of board policies.

Policies should embody district priorities that are tightly held (non-negotiable) and are not subject to revision without board action. Policies state the board's vision and expectations for achieving the district mission, beginning with the end in mind. District control of these tightly-held priorities permit the loosely-held means to align to the intended district outcomes, thus meeting achievement of board expectations. Allowing flexibility without first defining what expectations must be common for all students and what characteristics are tightly held can result in inequities and inconsistent implementation of the educational program at multiple levels. The ideal balance for the tightly-held, common expectations and those decisions that are at the discretion of schools is presented in the following exhibit, which displays the Curriculum Management Audit Center®(CMAC®) model Decision-Making Matrix.

Exhibit 1.1.1: CMAC® Model Decision-Making Matrix

Tightly-held (Non-negotiable) *District Level*	Loosely-held (Aligned to the Tightly-held but Negotiable by School) *School/Classroom Level*
Ends **(Curriculum and Aligned Assessments)**	**Means** **(Instruction and Programs)**
• Vision, Mission (district, program-specific) • Goals (district goals, program goals) • Philosophy, Beliefs about education (district) • Priorities (district, program) • Standards, objectives for students • Curriculum—Outcomes/Student Expectations/ Objectives • Assessment—aligned to curriculum, criterion-based, benchmark, formative, and diagnostic (progress-monitoring, skill checks, performance-based)	• Differentiation of when students (individual and groups) get which standards/outcomes/student expectations/objectives • Processes, procedures • Instructional strategies • Resources, textbooks, etc. • Program implementation • Groupings • Staffing
©2023 CMSi	

Much of the work at schools requires some flexibility in order for campus personnel to respond adequately to the needs of students. However, those matters that schools can decide on their own must still align with the district's overarching vision, goals, and expectations. Without these tightly-held expectations in place, no framework exists to ensure that decisions are being made in alignment with the district mission and vision. Policy plays a critical role in establishing this framework and specifying the board's expectations, beliefs, and vision.

Auditors reviewed all district policies and administrative regulations available in the online Pearland ISD policy manual as well as administrative regulations on the district website to determine their status at the time of the on-site audit visit. They also interviewed internal stakeholders and reviewed online survey results regarding development and use of policies and regulations. The auditors expected to find board policies and supporting administrative regulations that adequately address control and accountability for all curriculum management functions. Auditors found the district's set of policies and regulations do not adequately support the tightly-held components of the written, taught, and tested curriculum to support the district vision, mission, and priorities.

The auditors focused on three of the four fundamental questions that guide their work. First, does the district have a sufficient number of policies and regulations that address curriculum management functions? Second, if so, are they of adequate quality to direct the curriculum management functions of the district? Third, are the policies and regulations followed or observed?

Texas school districts have two types of policies: *LEGAL* and *LOCAL*. *LEGAL* policies align to the U.S. and Texas Constitutions, federal and state statutes, Texas Administrative Code, case law, other sources of authority, and attorney general opinions. *LOCAL* policies include provisions determined by the board to be appropriate for district adoption.

Board Policies BJA(LEGAL)—Superintendent Qualifications and Duties, BBD(EXHIBIT)—Board Members Training and Orientation, *BP(LEGAL)* and *(LOCAL)—Administrative Regulations* specify the board and superintendent responsibilities for the development, adoption, and implementation of policies and regulations. *Policies BP(LEGAL)* and (*LOCAL)* give the superintendent responsibility for recommending

policies for board adoption, implementation of policies, and for administrative regulations needed to implement board policies. As shown in *BBD(EXHIBIT),* the board is responsible for developing, reviewing, and adopting policies that support the district's vision and goals. Board policies are reviewed biennially under the guidance of the Texas Association of School Boards (TASB).

The following exhibit displays the number of policies and exhibits by section as found on the district website at the time of the audit. All documents are legally binding.

Exhibit 1.1.2: Total Number of Pearland ISD LEGAL and LOCAL Policies and Exhibits

Policy Section	LEGAL	LOCAL	Exhibits	Total
A—Total Basic District Foundation	11	2	0	13
B—Total Local Governance	37	20	1	58
C—Business and Support Services	81	32	0	113
D—Personnel	54	32	4	90
E—Instruction	54	25	0	79
F—Students	64	34	3	101
G—Community and Governmental Relations	24	10	0	34
Total by Category	**325**	**155**	**8**	**488**

Data Source: District website

Additionally, a document entitled *POPS, Pearland Operating Procedures, 2023-2024*, was presented to auditors as administrative regulations and was included in the review. Items contained in the *POPS* document include a wide variety of procedures, forms, and exhibits for activities/actions across the district. Topics were categorized as described in the following exhibit.

Exhibit 1.1.3: Administrative Regulations by Category

Section	Description of Topics
1	Opening of School Before 1st Day
2	Student Records
3	Attendance and Health Requirements
4	School Year, School Days, and School Hours
5	Credit by Examination
6	Operations and Transportation
7	Transfers
8	Personnel Guidelines
9	Student Trips and Fundraisers
10	Safety and Security
11	Emergency Closing and Early Dismissal Procedures
12	Business Office Procedures
13	Resources/Forms
14	Community Involvement
15	Communication
16	Legal

Data Source: District provided

In reviewing the *POPS* document, auditors determined that usage was cumbersome. Procedures are not cross-referenced to any policy. Topics are not aligned to the organization of board policies. While some topics contain literally dozens of actions and procedures, others contain a single action or very few items. The entire document spans over 500 pages and is not user friendly. Auditors were informed during interviews that the *POPS* document was in phase 2 of a 3-phase revision. At the end of the revision process, extraneous entries will have been eliminated, each item will be cross-referenced to appropriate policy, and the document will be accessible using an online search function.

Pearland ISD was governed by 325 *LEGAL* policies, 155 *LOCAL* policies, 8 exhibits, and over 500 pages of administrative regulations/operating procedures at the time of the on-site visit.

Auditors selected 86 of the 488 documents to analyze against the Curriculum Management Audit Center® (CMAC®) model criteria for quality curriculum management governance documents. A complete listing of these 86 documents is provided in **Appendix D**, **Exhibit D.1**. Consequently, auditors answered the first question: Yes, the district has policies that address curriculum management functions.

Summaries of the auditors' quality analyses of board policies and administrative regulations for the five CMAC® model focus area (How good are they?) are displayed in the following five exhibits. Unless otherwise noted, policies listed are the LEGAL version, and regulations are noted with an R (e.g., *BQA(R)*. Detailed ratings of the policies are also provided in **Appendix D**, **Exhibit D.2**.

Exhibit 1.1.4: Summary of Auditors' Analysis of CMAC® Model Criteria of Quality Policies for Focus Area One

Audit Criteria	Relevant Policies	Auditors' Rating
Focus Area One: District Vision and Accountability		
1.1 Philosophical statements of the district instructional approach	AE, AIA, AIB, AIC, BAA, BJA(LOCAL), BQ	3/5
1.2 A taught and assessed curriculum that is aligned to the district written curriculum	AE, EK	0/4
1.3 Board adoption of the written curriculum	BQ(LOCAL)	0/3
1.4 Accountability for the alignment of the written, taught, and tested (WTT) curriculum through a clearly defined organizational structure and corresponding roles and responsibilities	BJCD(LOCAL) BQA(LEGAL) and (LOCAL), DC(LOCAL), DN(LOCAL), DNA(LEGAL) and (LOCAL), DNB	1/5
1.5 Long-range, system-wide planning	AE, BAA, BJA(LEGAL) and (LOCAL), BQ(LEGAL) and (LOCAL), BQA	3/4
Focus Area One Rating (number of points for the five criteria with a possibility of 21)		**7/21**
Percentage of Points Met (points divided by the number of possible points—21)		**33%**
©2023 CMSi		

District policies and administrative regulations met 7 of the 21 (33%) **Focus Area One** characteristics. A discussion of the ratings follows:

Criterion 1.1: Philosophical statement of the district instructional approach (3/5)

Board Policies AE(LEGAL)—Educational Philosophy and *AIA(LEGAL)—Accountability: Accreditation and Performance Indicators* met three of the five characteristics for philosophical statements of the district instructional approach. *Policy AIA(LEGAL)* met expectations for the academic success for all students regardless of demographic factors, but did not specify all content areas and grade levels. Policy did not provide a framework for supporting student learning nor contain specific references to strategies, approaches, and student activities.

Criterion 1.2: A taught and assessed curriculum aligned to the district written curriculum (0/4)

Board policy was silent on directing the alignment of the taught and assessed curriculum with the written curriculum.

Criterion 1.3: Board adoption of the written curriculum (0/3)

Policy BQ(LOCAL)—Planning and Decision-Making Process partially met the requirement for review and revision of the curriculum on a periodic cycle. Board policy was not presented to auditors regarding an expectation for review of the written curriculum and for the relationship between the content and district expectations; nor did policy mention a requirement that reviews occur prior to adoption of new or revised curriculum or for teaching suggestions that align with district expectations.

Criterion 1.4: Accountability for the alignment of the written, taught, and tested (WTT) curriculum through a clearly defined organizational structure and corresponding roles and responsibilities (1/5)

No policy was presented that clearly described the roles of the board, superintendent, district administrators, principals, teachers, parents, and students in supporting the written, taught, and assessed curriculum. *Policy BJA(LEGAL)* and (*LOCAL)—Superintendent: Qualifications and Duties* identified the appraisal process for all personnel in relation to student learning and the quality of programs. Although *Policies BJA(LEGAL)* and (*LOCAL)* and *DP(LEGAL)* and *(LOCAL)—Personnel Positions* specified the composition and responsibilities for decision-making bodies, they did not specify non-duplication of tasks or product requirements. *Policy DC(LOCAL)—Employment Practices* requires current and accessible job descriptions but does not reference placement on a table of organization. Although *Policy BJA(LEGAL)* requires the superintendent to organize the district's central administration, board policy was silent on expectations for an organizational chart.

Criterion 1.5: Long-range, system-wide planning (3/4)

Policy AE(LEGAL)—Educational Philosophy met characteristics for a district planning process for the superintendent and staff to plan collectively using the district strategic plan to project into the future while holding them accountable for measurable improvements. *Policy BJA(LOCAL)* supported *Policy AE(LEGAL)* in the development and updating of the district strategic plan using a variety of assessment measures focused on student learning targets. *Policy BAA(LEGAL)—Board Legal Status: Powers and Duties*



Display of district pride in Virgil Gant Education Support Center

referenced congruence between school and other plans with the district vision, goals, and expectations in the strategic plan. *Policy BQ(Local)* requires district and campus improvement planning, and linkages to professional development. It does not, however, include expectations for planning in the areas of assessment, curriculum management, or other departments in the district.

Exhibit 1.1.5: Summary of Auditors' Analysis of CMAC® Model Criteria of Quality Policies for Focus Area Two

Audit Criteria	Relevant Policies	Auditors' Rating
Focus Area Two: Curriculum		
2.1 Written curriculum that defines the content that must be learned and provides suggestions for how to support that learning in congruence with district vision.	BJA(LOCAL), EHDE	0/8
2.2 Periodic review/update of the curriculum and aligned resources and assessments	EF(LEGAL) and (LOCAL), EFA	0/5
2.3 Textbook/resource alignment to curriculum and assessment	EF(LEGAL) and (LOCAL), EFA(LOCAL)	1/4
2.4 Content area emphasis	EHB(LEGAL) and (LOCAL), DMA	0/3
2.5 Program integration and alignment to the district's written curriculum	BQ(LEGAL) and (LOCAL), EHB(LEGAL) and (LOCAL), EHBA, EHBD	0/3
Focus Area Two Rating (number of points for the five criteria with a possibility of 23)		**1/23**
Percentage of Points Met (points divided by the number of possible points—23)		**4%**
©2023 CMSi		

District policies and administrative regulations met 1 of the 23 (4%) **Focus Area Two** characteristics. A discussion of the ratings follows:

Criterion 2.1: Written curriculum that defines the content that must be learned and provides suggestions for how to support that learning in congruence with district vision (0/8)

Policy partially met the standard for providing curriculum supports for differentiation of instruction without mentioning scaffolding tools. Policy was not present for sequencing and pacing curriculum, for monitoring progress with a variety of assessment measures, or for allowing teachers to have flexibility in instructional decision making in response to student needs. Board policy was silent on suggestions for teaching content in alignment with the district vision, for strategies and activities for specific student groups within the written curriculum, for user-friendly electronic access to the written curriculum, or for specifying how the curriculum supports in-person and virtual learning.

Criterion 2.2: Periodic review/update of the curriculum and aligned resources and assessments (0/5)

Board policy was silent on requiring annual review, evaluation of benchmark and other assessments, or review of all resources for deep alignment of content, context, and cognition (CCC) with district and state assessments. Board policy was also silent on review of externally-adopted assessment instruments for alignment to the district's vision and philosophy for instructional approach.

Criterion 2.3: Textbook/resource alignment to curriculum and assessment (1/4)

Board Policy EFA(LOCAL)—Instructional Resources: Instructional Materials requires that instructional materials:

- Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
- Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
- Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.

Board policy was silent on requiring regular review of textbooks and resources during adoption or revision cycles aligned to a curriculum revision cycle. Board policy was also silent on review of new instructional materials for deep alignment (Content, Context, Cognitive Type) to the district curriculum and assessments; or for providing teachers with supplementary materials to address gaps in alignment.

Criterion 2.4: Content area emphasis (0/3)

Policy was missing that met the characteristic for focusing professional development and coaching on the instructional delivery of the curriculum. Board policy was silent on annual identification of subject areas needing additional support based on assessment results or for identifying subject areas requiring additional budgetary support.

Criterion 2.5: Program integration and alignment to the district's written curriculum (0/3)

Board policy was silent on written procedures for summative and formative evaluation of all new programs prior to submission to the board for approval, or for annual recommendations for program revision, expansion, or termination based on student achievement.

Exhibit 1.1.6: Summary of Auditors' Analysis of CMAC® Model Criteria of Quality Policies for Focus Area Three

Audit Criteria	Relevant Policies	Auditors' Rating
Focus Area Three: Consistency and Equity		
3.1 Delivery of the adopted district curriculum	AIB, BAA, BJCD, BQA, EA, EFA(LOCAL)	0/8
3.2 Professional development for staff in the delivery of the district curriculum	BJA(LEGAL) and (LOCAL), BQ(LOCAL), DMA(LOCAL)	1/5
3.3 Monitoring, coaching, and supporting the delivery of the district curriculum		0/4

Audit Criteria	Relevant Policies	Auditors' Rating
Focus Area Three: Consistency and Equity		
3.4 Student access to the curriculum, resources, programs, and services	BBD(EXHIBIT) BJA(LOCAL), BQ, CBA, CS, DMA, EA(LEGAL) and (LOCAL), EF), EFA, EIE(LEGAL) and (LOCAL), EHBC(LEGAL) and (LOCAL), EHDB (LEGAL) and (LOCAL), EHDC(LEGAL) and (LOCAL), EHAA (LOCAL), EKB, FB(LEGAL) and (LOCAL), FD(LEGAL) and (LOCAL)	4/5
3.5 Equitable and bias-free educational environment	AE(LEGAL) and (LOCAL), AIA, AIB, BBD(EXHIBIT) BJA(LOCAL), EFA(LOCAL), FB, FFH(LEGAL) and (LOCAL), FDC(LOCAL), FDB(LEGAL) and (LOCAL), FD(LEGAL) and (LOCAL), FDAA	3/5
Focus Area Three Rating (number of points for the five criteria with a possibility of 27)		**8/27**
Percentage of Points Met (points divided by the number of possible points—27)		**30%**
©2023 CMSi		

District policies and administrative regulations met 8 of the 27 (30%) **Focus Area Three** characteristics. A discussion of the ratings follows:

Criterion 3.1: Delivery of the adopted district curriculum (0/8)

While several policies mention instructional programming as a foundational function of the district, none discuss or require the delivery of the adopted curriculum. Missing from the policies was an expectation for consistency and equity, that included defining what students should learn; a requirement that personnel deliver the board-approved curriculum; an evidence-based instructional model using data from multiple assessment tools; and an annual report to the board on the effectiveness of delivery of the curriculum. Also missing were specific roles and duties of the board, superintendent, district and campus administrators, teachers, parents, and students, reflecting the district's expectations for development and delivery of the curriculum on-grade-level with vertical and horizontal alignment.

Criterion 3.2: Professional development for staff in the delivery of the district curriculum (1/5)

Policies BJA(LEGAL) and (*LOCAL)— Superintendent: Qualifications and Duties*, *BQ(LOCAL)—Planning and Decision-Making Process*, and *DMA(LOCAL)—Professional Development: Required Staff Development* require professional development for the delivery of the district curriculum to increase student learning and to monitoring its effectiveness. However, the requirement for professional development to be aligned to the district vision and goals or the expectations for student learning was only partially met. Board policy was silent on a requirement for a professional development plan focused on curriculum delivery

or for regular evaluation on the connection between professional development to student learning using formative and summative measures.

Criterion 3.3: Monitoring, coaching, and supporting the delivery of the district curriculum (0/4)

Policy was not present describing an expectation for using a variety of measures to evaluate the effectiveness of the curriculum, or for requiring periodic data reports from administrators on the delivery of the curriculum with linkages to professional development and curriculum revision planning. Additionally, policy did not address specific purposes for monitoring and coaching processes and did not provide a district philosophy for monitoring and coaching that distinguished them from the appraisal process.

Criterion 3.4: Student access to the curriculum, resources, programs, and services (4/5)

Board Policies BJA(LOCAL)—Superintendent: Qualifications and Duties, BQ(LEGAL)—Planning and Decision-Making Process, *CBA(LEGAL)—State and Federal Revenue Sources: State*, and *DMA(LEGAL)—Professional Development: Required Staff Development* reference equal student access to the curriculum and instructional resources. Although policies mentioned gender and ethnicity in relation to access to programs and services, none contained references to proportional representation compared to the general population. Multiple board policies, including *Board Policies EHBC(LEGAL)* and (*LOCAL)—Special Programs*: *Compensatory/Accelerated Services* and *EKB(LEGAL)—Testing Programs: State Assessment,* contain references to accelerating students to attain prerequisite skills. *Board Policy CS(LEGAL)—Facility Standards*, *FB(LEGAL) and (LOCAL)—Equal Educational Opportunity, and FD(LEGAL) and (LOCAL)—Admissions* each reference facilities and accommodations for equal access for students. *Policy BBD(Exhibit)—Board Members: Training and Orientation* reiterates providing for "equitable and effective educational programs and services for all students."

Criterion 3.5: Equitable and bias-free educational environment (3/5)

Board Policies AE(LEGAL)—Educational Philosophy, *AIA(LEGAL)—Accountability: Accreditation and Performance Indicators*, *AIB(LEGAL)—Accountability: Performance Reporting*, and *FB(LEGAL)—Equal Educational Opportunity*, among others, contained clear expectations for all students having an equitable experience free from discrimination and bias. Student policies relative to admissions, transfers, and classroom assignments contain expectations for addressing equity issues and eliminating discrimination and bias in the district. In particular, *Policy AIB(LEGAL)—Accountability: Performance Reporting* addressed the characteristic for an annual review of all data related to equity including discipline and retention data. Although *Policy AE(LEGAL)—Educational Philosophy* addressed equity, diversity, and inclusion in district goals, it did not define equity. *Policy BBD(EXHIBIT)—Board Members: Training and Orientation* requires equity in decision making, evaluation of systems and processes, and regular identification of inequities. Board policy was silent on guidelines for equity in the district's instructional vision or philosophy to inform the curriculum design or professional development.

Exhibit 1.1.7: Summary of Auditors' Analysis of CMAC® Model Criteria of Quality Policies for Focus Area Four

Audit Criteria	Relevant Policies	Auditors' Rating
Focus Area Four: Feedback		
4.1 A comprehensive system to assess student learning, monitor progress, and diagnose student learning needs	BJA(LOCAL), BQ, EIA(LOCAL), EIE, EK, EKB, EKC, EKD	0/6
4.2 A program assessment process	AE, BJA(LEGAL) and (LOCAL), BQ(LEGAL) and (LOCAL)	0/3
4.3 Use of data from assessments to determine effectiveness of instruction and programs	AE, AIA, AIB, EA, EIA(LOCAL), EIE(LEGAL) and (LOCAL)	2/4
4.4 Reports to the board about program effectiveness		0/3
Focus Area Four Rating (number of points for the four criteria with a possibility of 16)		**2/16**
Percentage of Points Met (points divided by the number of possible points—16)		**13%**
©2023 CMSi		

Board policies and administrative regulations met 2 of the 16 (13%) **Focus Area Four** characteristics. The auditors' analyses follow:

Criterion 4.1: A comprehensive system to assess student learning, monitor progress, and diagnose student learning needs (0/6)

Board Policy BJA(LOCAL)—Superintendent: Qualifications and Duties references a district student assessment process but does not specifically contain formative and summative measures aligned to the district's vision and goals. Also missing is the expectation for a differentiated district formative assessment process for above and below grade level student assessment, and an expectation for teachers to be responsible for monitoring student progress in-person. An explicit requirement for assessments to be more rigorous in content, context, and cognitive type (CCC) than external assessments is not mentioned. Board policy was silent on students developing self-assessment skills using performance-based measures with rubrics.

Criterion 4.2: A program assessment process (0/3)

Board Policies BQ(LEGAL) and (*LOCAL)—Planning and Decision-Making Process* imply some direction for a district planning evaluation process with references to major instructional programs; however, these policies are limited to biennial evaluation of policies, procedures, and staff development activities in relation to planning. *Policies BJA(LEGAL)* and (*LOCAL)—Superintendent: Qualifications and Duties* provide some direction for linking program assessment with district planning but do not specify the linkage to the written, taught, and tested curriculum. *Policy BJA(LOCAL)* holds the superintendent responsible for periodic evaluations of all programs and operations in the district. Board policy was silent on requiring programs to have an evaluation process developed prior to adoption and implementation.

Criterion 4.3: Use of data from assessments to determine effectiveness of instruction and programs (2/4)

Board Policies AIA(LEGAL)—Accountability: Accreditation and Performance Indicators, *AIB(LEGAL)—Accountability: Performance Reporting*, and *EA(LEGAL)—Instructional Goals and Objectives* contain expectations for the disaggregation of assessment data at all levels to determine the effectiveness of instruction, curriculum, and programs. *Board Policies EIA(LOCAL)—Academic Achievement: Grading/Progress Reports to Parents* and *EIE(LOCAL)—Academic Achievement: Retention and Promotion* require teacher tracking of individual student progress. No policy contains an expectation that assessment data be used in planning instruction and modifying the curriculum and programs as needed.

Criterion 4.4: Reports to the board about program effectiveness (0/3)

Board policy is silent for reports every three years for long-term programs or every five years for all content areas before any revisions and major material acquisition or before an adoption cycle.

Exhibit 1.1.8: Summary of Auditors' Analysis of CMAC® Model Criteria of Quality Policies for Focus Area Five

Audit Criteria	Relevant Policies	Auditors' Rating
Focus Area Five: Productivity		
5.1 Program-centered budgeting that is responsive to planning and system priorities	BAA, BJA(LOCAL), BQ, CBA, CE(LOCAL)	0/3
5.2 Resource allocation tied to curriculum priorities	AE, BAA, BJA(LOCAL), BQ(LEGAL) and (LOCAL), CE(LOCAL)	1/3
5.3 Environment to support curriculum delivery	BJA(LEGAL) and (LOCAL), BQ(LOCAL), CBA, CS	2/3
5.4 Support systems focused on curriculum design and delivery	BJA(LEGAL) and (LOCAL)	0/3
5.5 Data-driven decisions for the purpose of increasing student learning	AE, AIB, BJA(LOCAL), BQ	0/3
5.6 Change processes for long-term institutionalization of district priority goals	AIB, BAA, BJA(LEGAL) and (LOCAL), BQ(LEGAL) and (LOCAL)	0/3
Focus Area Five Rating (number of points for the six criteria with a possibility of 18)		**3/18**
Percentage of Points Met (points divided by the number of possible points—18)		**17%**
©2023 CMSi		

Board policies met 3 of the 18 (17%) **Focus Area Five** characteristics. The auditors' analyses of ratings follow:

Criterion 5.1: Program-centered budgeting that is responsive to planning and system priorities (0/3)

Board policies, although they discuss the need for a budget that supports district programming, were silent on the budget process having requirements for program evaluation prior to development, nor do they mention cost-benefit analysis. Board policy was also silent on a program-centered budgeting process.

Criterion 5.2: Resource allocation tied to curriculum priorities (1/3)

Board Policies BAA(LEGAL)—Board Legal Status: Powers and Duties and *BJA(LOCAL)—Superintendent: Qualifications and Duties* met expectations for providing budget resources to achieve system priorities over time based on measurable results. *Board Policies AE(LEGAL)—Educational Philosophy* and *BQ(LEGAL)* and (*LOCAL)— Planning and Decision-Making Process* specify that a budget and strategic plan may be multi-year to support curriculum and programs but do not specify a direct connection to program expectations and data-based needs.

Criterion 5.3: Environment to support curriculum delivery (2/3)

Board Policies CBA(LEGAL)—State and Federal Revenue Sources: State, BJA(LOCAL)—Superintendent: Qualifications and Duties, and *BQ(LOCAL)—Planning and Decision-Making Process* require facilities that support adequate delivery of the curriculum. *Board Policy CS(LEGAL)—Facility Standards* contains guidance for multi-year facilities planning or linkages to future curriculum and instructional needs and connection to the district mission and vision. Board policy was silent on linking facility planning to future curriculum and instructional trends and to incorporating the learning environment into the system mission and vision statements.

Criterion 5.4: Support systems focused on curriculum design and delivery (0/3)

Board policy was silent on clear connections between district support services and the curriculum, on formative and summative evaluation practices for each support service, or on periodic reports to the board on recommendations for continuing, revising, or new support services to fulfill the district mission using needs-based data.

Criterion 5.5: Data-driven decisions for the purpose of increasing student learning (0/3)

Board policy was silent on requiring all departments to identify their responsibilities connected to student learning, for using data from student assessment to inform decision making for all functions, or for requirements for data analysis leading to improved student learning for all district operations.

Criterion 5.6: Change processes for long-term institutionalization of district priority goals (0/3)

Board policies were silent on documented assessment of program success to ensure institutionalization of change and for the institutionalization of the curriculum processes for continuous improvement. *Board Policies AIB(LEGAL)—Accountability: Performance Reporting* and *BJA(LOCAL)—Superintendent: Qualifications and Duties* direct building level strategies to address improved performance but do not specify institutionalization of change. Board policy was silent on the incorporation of change strategy procedures in district, department, and program plans or include formative and summative data practices about change implementation or effectiveness.

A summary of the policy and administrative regulations ratings for the five focus areas is provided in the following exhibit.

Exhibit 1.1.9: Summary Ratings of the Auditors' Analysis of CMAC® Model Criteria and Characteristics of Quality Policies

Focus Area	Number of Criteria	Number of Possible Points	Points Given	Percentage of Points Relative to 70% Standard for Adequacy
One: District Vision and Accountability	5	21	7	33
Two: Curriculum	5	23	1	4
Three: Consistency and Equity	5	27	8	30
Four: Feedback	4	16	2	13
Five: Productivity	6	18	3	17
Overall Rating For all Criteria	**25**	**105**	**21**	**20%**
©2023 CMSi				

District policies received 21 points for the 105 characteristics of quality policies and administrative regulations for a total of 20% adequacy. None of the focus area policies met the CMAC® model minimum of 70% adequacy. Consistency and Equity and District Vision and Accountability were the highest rated focus areas. Curriculum was rated the lowest. Consequently, auditors answered the second question: No, the district's governance documents are not of adequate quality to control curriculum management functions.

The third question that the auditors sought to answer was if the policies and administrative regulations are being used/observed. Although a comprehensive investigation of stakeholders' observance of policy is not within the scope of the audit, the auditors collected data about policies and their use during on-site interviews and through online surveys of district administrators and staff.

Survey data indicated that board policies generally provide adequate direction for all building-level and district decision making with district and campus administrator respondents (n=122) showing 18% strongly agreeing and 74% agreeing with the statement, "School board policies provide adequate direction for all building-level and district decision making." Only 8% disagreed. A few respondents made varied comments about the quality and use of board policies such as:

- "The policies are in place but often feel more reactive than proactive." (Education Support Center Administrator)
- "Some district directors know to rely on board policies as a guide for decision making." (ESC Administrator)
- "School board policies have limited effect at the campus level. Campuses are given a significant level of autonomy to develop their own guidelines and practices." (Campus Administrator)
- "The policy updates are posted and we live stream the meetings, but you know they are not read or the meetings not watched." (ESC Administrator)
- "Policy is very important to what we do in our office. It is our guiding light." (ESC Administrator)

In summary, there was overall agreement on the presence of board policies but not on the quality and consistent use of board policies in the district.

Summary

Pearland ISD board policies and administrative regulations do not provide adequate control over curriculum management functions or establish accountability for accomplishing the district's vision and priority goals. Only 21 of the 105 characteristics were rated as met, resulting in an overall adequacy rating of 20%. Criteria in **Focus Areas One (District Vision and Accountability)** and **Three (Consistency and Equity)** were rated the strongest, with 38% and 30% met, respectively. **Focus Area Two (Curriculum)** was rated the lowest at 4%. The auditors noted that the presented administrative regulations, while in revision, remain cumbersome to use. Respondents to interview questions and the administrator survey showed a high belief in the presence of the policies and their usefulness in decision making, but some comments question the viability and usefulness of board policies in guiding decision making, especially at the campus level. (See **Recommendation 1.**)

Finding 1.2: Effective organizational management criteria were not reflected in the administrative structure depicted in the table of organization. Job descriptions do not all meet audit quality criteria and no district policy guides their development.

In effective school systems, the organizational structure is key to assuring that the curriculum and assessments designed and developed in collaboration with teachers at the central office are delivered effectively and with supports at campuses. The vision, mission, and goals of the district must consistently be balanced with the needs and changing demands of individual schools, since their work is with students and they require some flexibility in how they respond to their population. However, integral to the alignment of the curriculum is assuring that although campus-level personnel do have some flexibility in how they deliver the curriculum, the content defined in the curriculum and the assessments used to measure progress are not negotiable. The content and assessments used to measure mastery of the content must be consistent throughout the district, in every school. Without consistency in the content students are being taught, teachers have no assurance that students are entering their classrooms with the needed prerequisites, and existing gaps contribute to lower student achievement.

Positions at central office are needed to support the development of the curriculum and aligned assessments, and also to support and oversee principals, who are key in supporting curriculum delivery. This coordinated support for delivering the district curriculum is central to improving student learning. All those involved in the process of managing curriculum design and delivery must have clear roles and responsibilities within a defined organizational structure that assures curriculum design and development is working in coordination with those who oversee its delivery. This coordination is central to alignment and to improving student achievement.

The most effective school districts clearly define every position in the system, specifying accountability for fulfilling defined responsibilities and receiving feedback on performance so employees can improve their effectiveness. Without this clarity, personnel may be working in opposite directions or even in conflict, and progress is impeded.

To determine the structures and clarity of roles and responsibilities in the Pearland ISD, the auditors reviewed and analyzed the current organizational chart and job descriptions and gathered personnel input during in-person interviews and online surveys.

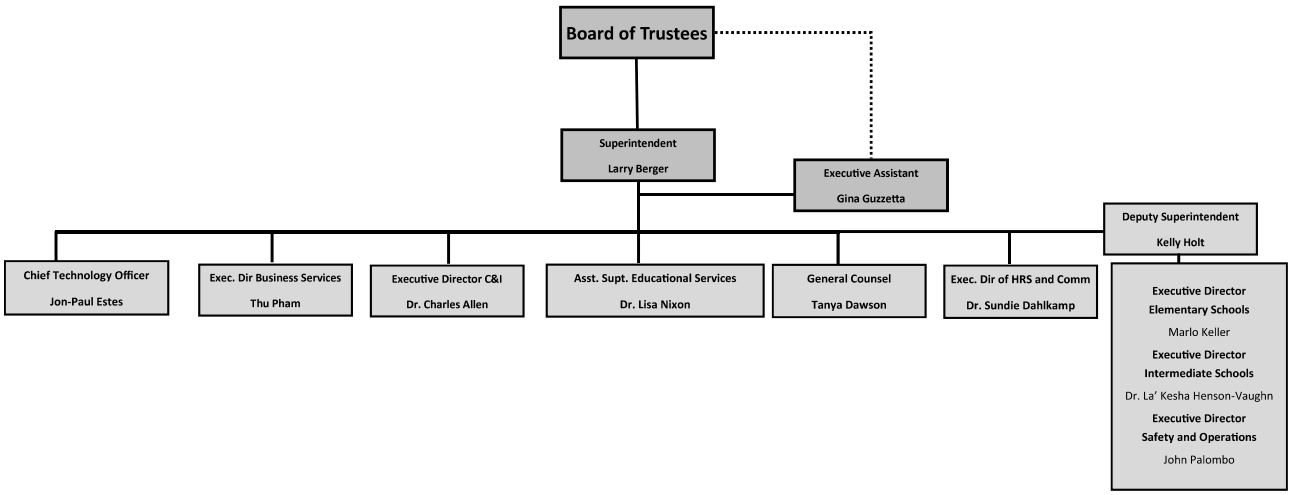
A review of relevant board policies concluded that policies partially meet expectations in the area of decision-making structure, as described in **Exhibit 1.1.4**, Criterion 1.4. Policy requires the superintendent to organize the district's central administration, but has no requirement for an organizational chart. Policies are also minimally related to required job descriptions and their configuration, and criteria for

high quality job descriptions were not defined. Auditors determined that the district table of organization is ineffective to provide oversight to the board of trustees. More specifically, the table of organization violates several rules of organizational management, most notably in the areas of chain of command, logical grouping of functions, scalar relationships, separation of line and staff, and full inclusion. Auditors determined that many job descriptions do not meet audit criteria. A further discussion of both the organization table and job descriptions follows.

Organizational Structure

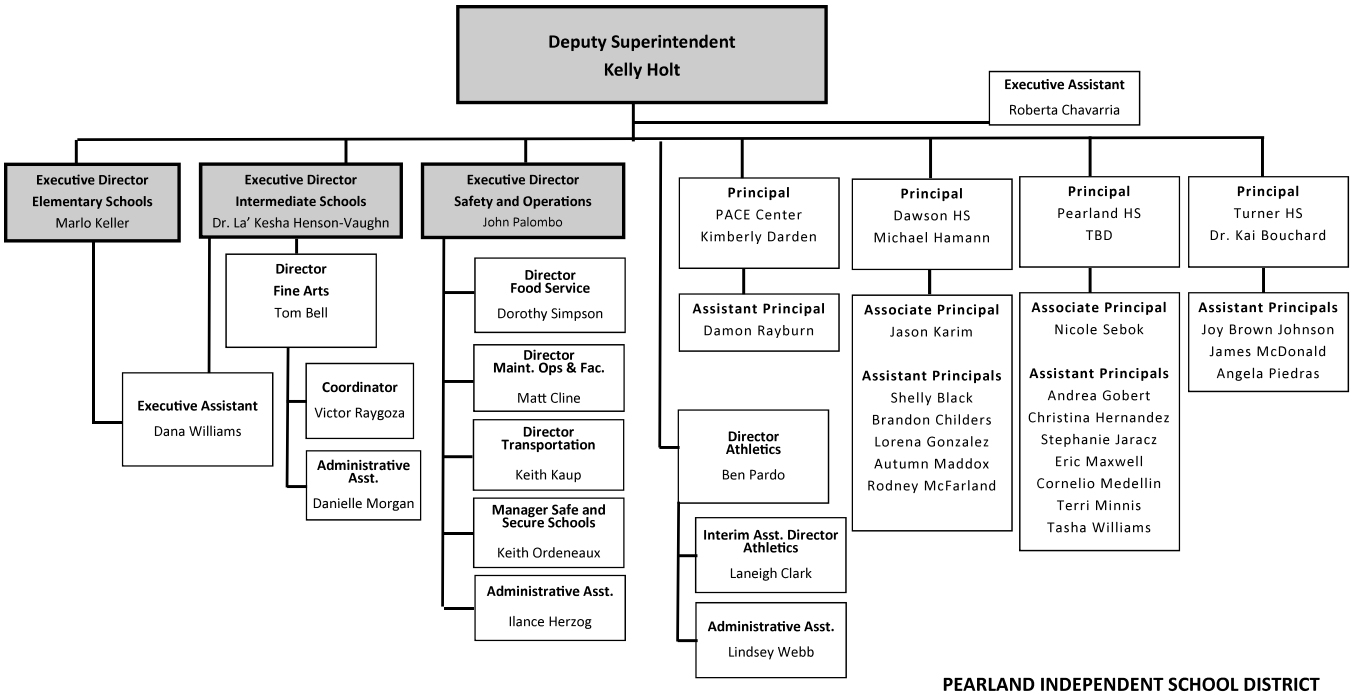
Clear organizational relationships are important for the effective management of a school system. Successful educational organizations assign and arrange personnel by function to ensure the effective and efficient design and delivery of curriculum. The simplest expression of these relationships is an organizational chart that clearly depicts employee relationships and line/staff relationships. The graphic representation of these relationships and supervisory duties is referred to as a table of organization (T/O). Auditors were presented with several tables of organization, prepared by Human Resource Services. Among them are the Superintendent's Organizational Chart, Deputy Superintendent Organizational Chart, and the following departments: Technology, Business Services, Curriculum and Instruction, Educational Services, Human Resources and Communication, Elementary Schools, Intermediate Schools, Food Services, Transportation, and Maintenance & Operations, for a total of 12 charts. Auditors elected to analyze those three charts that are most closely aligned with the primary work of the school district: the Superintendent's organizational chart, and the departmental charts for Deputy Superintendent and Curriculum and Instruction. The charts are presented below.

Exhibit 1.2.1: Organizational Charts for Pearland ISD Superintendent, Deputy Superintendent, and Curriculum and Instruction



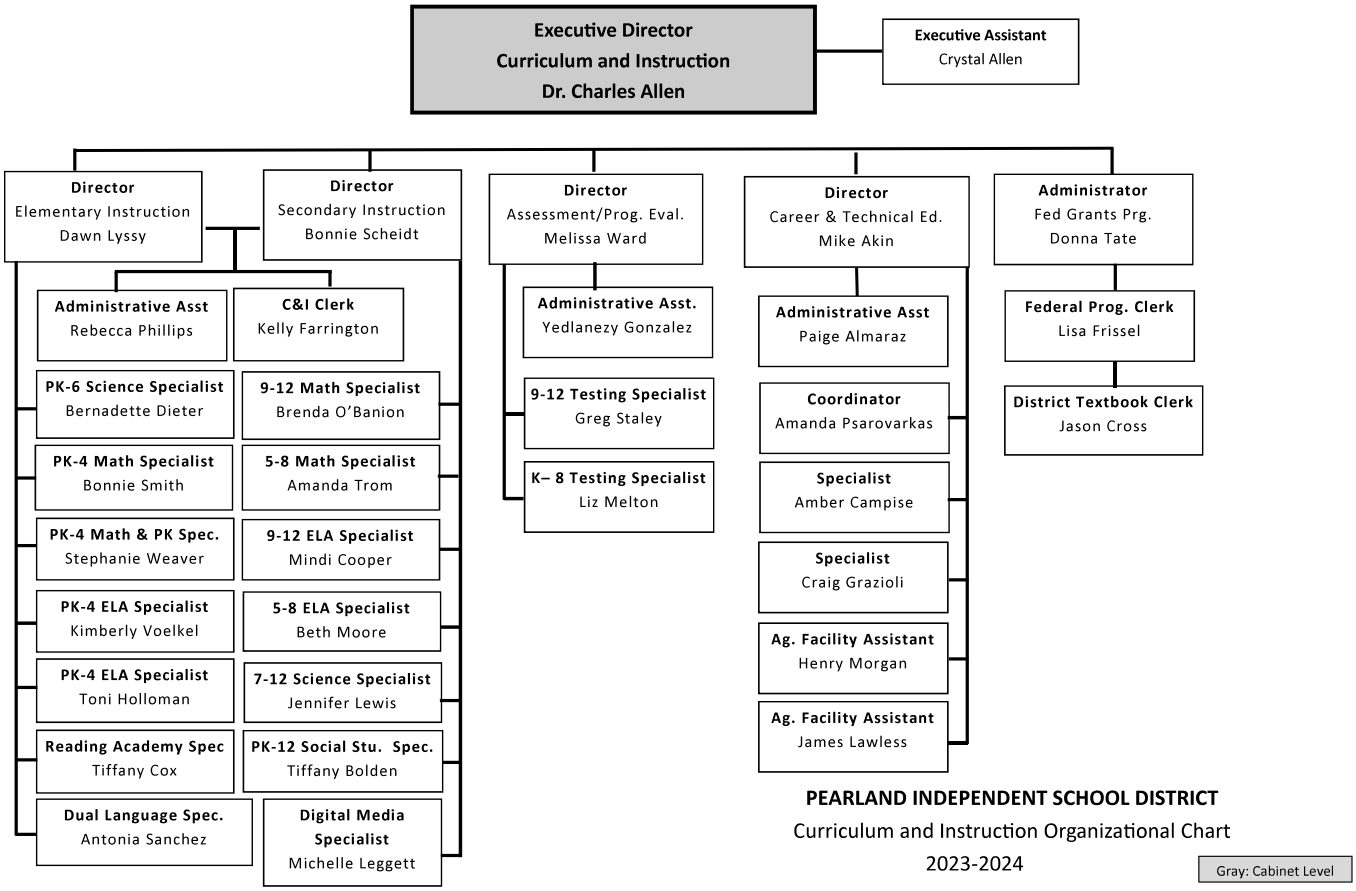
PEARLAND INDEPENDENT SCHOOL DISTRICT
Superintendent Organizational Chart
2023-2024

Gray: Cabinet Level



PEARLAND INDEPENDENT SCHOOL DISTRICT
Deputy Superintendent Organizational Chart
2023-2024

Gray: Cabinet Level



PEARLAND INDEPENDENT SCHOOL DISTRICT
Curriculum and Instruction Organizational Chart
2023-2024

Gray: Cabinet Level

The auditors' evaluation was based on the following Curriculum Management Audit Center® model Principles of Sound Organizational Management:

Exhibit 1.2.2: CMAC® Model Principles of Sound Organizational Management

Principle	Explanation
Span of Control	The range of superiors to subordinates should be 7-12 as a maximum number of persons who are supervised on a daily face-to-face-basis.
Chain of Command	A person should have only one superior to avoid their being placed in a compromised decision-making situation.
Logical Grouping of Functions	The clustering of similar duties/tasks is employed in order to keep supervisory needs to a minimum (ensuring economy of scale).
Separation of Line and Staff Functions	Those administrators carrying out the primary mission of the district are not confused with those supporting it. Also, note that in reporting relationships, line administrators report only to other line administrators, never to administrators whose only scope of authority is a staff function. This keeps the line of accountability for the primary mission of the district uncomplicated.
Scalar Relationships	Roles of the same title and remuneration should be depicted graphically on the same general horizontal plane.
Full Inclusion	All persons working within the district carrying out its essential functions should be depicted on the table of organization.
©2023 CMSi	

The auditors examined the Pearland ISD tables of organization during the site visit on March 25-28, 2024. Auditors found the tables of organization do not meet the principles to provide for sound curriculum and instructional management. Span of Control and Chain of Command were the only principles fully met by all three tables.

The following exhibit displays each of the three tables of organization and their respective ratings on the quality criteria.

Exhibit 1.2.3: Tables of Organization and Auditors' Ratings

Table	Span of Control	Chain of Command	Logical Grouping of Functions	Separation of Line and Staff	Scalar Relationships	Full Inclusion
Superintendent	X	X				
Deputy Superintendent	X	X				X
Curriculum and Instruction	X	X	X			X
Key: X = met criteria						

As displayed above, none of the tables fully meet the principles for a high-quality table of organization. Below is a description of each principle and the auditors' analysis of the evidence used to determine adequacy.

Span of Control

To determine the span of control, auditors counted the number of immediate subordinate positions shown for each position on the organizational chart. The total number of positions to supervise should not exceed 12. All positions were within this limit.

Chain of Command

A clearly depicted chain of command allows district leaders to visualize the delegation of authority for conducting important components of the district's vision and goals and to fulfill their obligation. All organizational charts met this requirement.

Logical Grouping of Functions

Grouping similar functions together under an administrator with relevant knowledge and experience increases the probability that work will be conducted skillfully and to greater effect. Auditors determined the placement of the Safety and Operations Department under the Deputy Superintendent violates this principle, as all other departments reporting to the Deputy Superintendent focus exclusively on the instruction of students (line positions) and Safety and Operations is a staff function (see Separation of Line and Staff below).

The Director of Fine Arts is shown reporting to the Executive Director of Middle Schools. Fine Arts would best be situated on the Curriculum and Instruction table as Fine Arts is a curricular department.

Separation of Line and Staff

Line administrators connect the superintendent to staff who execute the district's central mission: delivery of the district's curriculum to students. Staff administrators support line functions by providing curriculum management, professional development, program oversight, data management, and all of the district's business and operational systems. A key element of line and staff functions is that those administrators carrying out the primary mission of the district should not be confused with those supporting it. This is easily identifiable in the area of operations vs. curriculum and instruction.

Additionally, placement on the table indicates the relative importance to the primary mission of the district. Those line positions would be ideally be situated in the center, with staff positions placed on the sides. While this placement of the table is not a requirement of the audit expectations, this is a recommended for clarity of communication.

There are two violations within the Deputy Superintendent's table of organization.

The Executive Director of Safety and Operations, who is misplaced on the table (see Logical Grouping), holds a central location which should be assumed by the Executive Directors as they supervise principals.

The Director of Fine Arts is misplaced on the table (see Logical Grouping).

Scalar Relationships

Positions of similar responsibility and remuneration should be shown on the same horizontal plane to reflect responsibility requirements within the organization. Auditors examined each job description, level of responsibility, and salary schedule placement for each position relative to placement on the table of organization.

Numerous violations appear on all three tables.

- Superintendent's table: Executive directors, an assistant superintendent, and the Chief Technology Officer all appear on the same plane, along with the General Counsel.
- Deputy Superintendent's table: Assistant and associate principals are on the same plane as directors. A coordinator is on the same plane as directors and an executive assistant. The Director of Athletics is below assistant principals.

- Curriculum and Instruction table: Coordinators, specialists, clerks, assistants, and administrative assistants seem to be randomly placed on the table and not according to their similar levels of responsibility and remuneration.

Full Inclusion

Three violations of this principle are present on the tables. Principals, teachers, and assistant/associate principals are missing from the Superintendent's table.

Auditors also heard from many district administrators that the table of organization is in flux, hard to locate, and changes repeatedly. In an online survey 70% of district administrators indicated that the table of organization "demonstrated clear lines of authority;" however, 24% either did not know or had not seen a table of organization. Comments expressed some frustration:

- "Sometimes when looking for a response, one person at district will tell you to talk to another person, and that person will send you back to the original person." (Campus Administrator)
- "There have been many changes even during the school year so it's sometimes difficult to discern who to go to for different situations." (Campus Administrator)
- "…sometimes the authority is broad so it is unclear who oversees the implementation of certain tasks or who is best equipped to assist." (Campus Administrator)
- "The chart is not easy to locate, and, for me, there are no clear delineations in accountability and responsibility." (ESC Administrator)
- "Not readily available or distributed to employees when updated." (ESC Administrator)
- "I don't know where to find the current organizational chart. I am not sure campus level personnel would know how departments are organized unless they have to deal directly with certain areas." (ESC Administrator)
- "A principal's boss is an executive director of campus leadership. However, if there is a curricular question or special programs question then that is a collaboration between that boss and that director. Oftentimes, there is no resolution due to this. It 'feels' as if there is not always the reality of campus life." (Campus Administrator)

In conclusion, substantive issues contribute to the inadequacy of the organizational structure and sub-optimize quality control.

Job Descriptions

Job descriptions provide a vital function in any organization. Job descriptions help attract the right team member for each position, and potential applicants can gauge their "fit" for the post. Job descriptions can assist in measuring performance and training needs. A well-written job description can ensure the duties and responsibilities of the position and the candidate's attributes align with the organization's mission and vision. Job descriptions also provide a glimpse of the organizational structure and the chain of command. Pearland ISD policies do not expressly require job descriptions that align to the written, taught, and tested curriculum through specific assignment of staff roles and responsibilities (see **Exhibit 1.1.4,** Criterion 1.4).

Pearland ISD provided 135 job descriptions for auditors' review. In addition, the superintendent's job description is outlined in *Board Policy BJA(LEGAL)* and *(LOCAL)—Superintendent: Qualifications and Duties.* Of the 136, auditors selected 45 job descriptions for review based on their relative importance in

delivering the curriculum services to the students. The auditors determined that many of the reviewed job descriptions did not contain the essential features necessary, and some were incomplete.

When determining the adequacy of job descriptions, auditors look at each of the following areas for completeness, clarity, and timeliness: Qualifications; Chain of Command; Responsibilities/Duties; Relationship to the creation, maintenance, and evaluation of the curriculum. The following provides the rubric used to rate the district's job descriptions.

Exhibit 1.2.4: CMAC® Model Job Description Components

Job Description Components Expected	
1. Qualifications, 2. Links to the chain of command, 3. Responsibilities/functions/duties of the job, and 4. Relationship to the curriculum/curriculum design, alignment, and delivery responsibilities.	
Rating	**Explanation**
Missing	No statement made.
Inadequate	A statement made, but incomplete and missing sufficient detail.
Adequate	A more or less complete statement usually missing curricular linkages or sufficient detail regarding curricular linkages/alignment.
Strong	A clear and complete statement, including linkages to curriculum where appropriate or, if not appropriate, otherwise quite complete.
Exemplary	A clear, complete statement with inclusive linkages to curriculum indicated in exemplary scope and depth.
©2023 CMSi	

Below is the auditors' analysis for each presented job description.

Exhibit 1.2.5: Auditors' Rating of Job Descriptions

Position	Date	Quals.	Chain of Command	Respon. and Duties	Curriculum Link	Meets all Criteria
Administrator of Federal Programs and Grants	Missing	Adequate	Adequate	Adequate	Adequate	X
Assoc Principal, HS	11/2022	Adequate	Adequate	Adequate	Adequate	X
Asst Principal, Elem	5/2023	Adequate	Adequate	Adequate	Adequate	X
Asst Principal, HS	5/2023	Adequate	Adequate	Adequate	Adequate	X
Asst Principal, JHS	5/2023	Adequate	Adequate	Adequate	Adequate	X
Asst Principal, MS	5/2023	Adequate	Adequate	Adequate	Adequate	X
Asst Principal, PACE	5/2023	Adequate	Adequate	Adequate	Adequate	X
Asst Supt Ed Services	5/2023	Adequate	Adequate	Strong	Adequate	X
Chief Financial Officer	6/2023	Adequate	Adequate	Adequate	Adequate	X
Chief Technology Officer	6/2023	Strong	Adequate	Strong	Adequate	X
Coordinator, Career and Tech Education	Missing	Adequate	Strong	Adequate	Adequate	X
Deputy Superintendent	Missing	Strong	Adequate	Strong	Strong	X
Director of Assmt, Accountability, and Program Evaluation	Missing	Strong	Adequate	Adequate	Adequate	X

Position	Date	Quals.	Chain of Command	Respon. and Duties	Curriculum Link	Meets all Criteria
Director of Bilingual Ed	1/2021	Strong	Adequate	Adequate	Adequate	X
Director of Career and Tech Education	6/2023	Adequate	Adequate	Adequate	Adequate	X
Director of Elementary Instruction	Missing	Adequate	Adequate	Adequate	Adequate	X
Director of Human Resource Services	6/2023	Adequate	Adequate	Adequate	Adequate	X
Director of Secondary Instruction	Missing	Adequate	Adequate	Adequate	Adequate	X
Director of Special Prog	1/2021	Adequate	Inadequate	Adequate	Adequate	
Director of Student Outreach	1/2021	Adequate	Inadequate	Adequate	Adequate	
Elementary Language Arts Specialist (PK-4)	6/2023	Inadequate	Adequate	Adequate	Strong	
Ex. Director Business Services	6/2023	Adequate	Adequate	Adequate	Adequate	X
Ex. Director Curr and Instruction	Missing	Inadequate	Adequate	Inadequate	Adequate	
Ex. Director HRS and Communication	6/2023	Strong	Inadequate	Strong	Adequate	
Ex. Director of Schools	Missing	Inadequate	Adequate	Adequate	Adequate	
General Counsel	6/2023	Strong	Adequate	Adequate	Adequate	X
Principal, Elementary	11/2022	Strong	Adequate	Strong	Strong	X
Principal, High School	5/2023	Strong	Inadequate	Strong	Strong	
Principal, Junior High	5/2023	Strong	Adequate	Strong	Strong	X
Principal, MS	5/2023	Strong	Adequate	Strong	Strong	X
Principal, PACE	5/2023	Strong	Inadequate	Strong	Strong	
Specialist, CTE	Missing	Adequate	Adequate	Adequate	Adequate	X
Specialist, Digital Materials	6/2023	Inadequate	Adequate	Adequate	Adequate	
Specialist, Language Arts 9-12	6/2023	Inadequate	Adequate	Adequate	Strong	
Specialist, Math 5-8	6/2023	Adequate	Inadequate	Adequate	Strong	
Specialist, Math 9-12	7/2023	Adequate	Inadequate	Adequate	Strong	
Specialist, Math PK-4	7/2023	Adequate	Inadequate	Adequate	Strong	
Specialist, Science 7-12	7/2023	Adequate	Inadequate	Adequate	Strong	
Specialist, Science K-5	7/2023	Adequate	Inadequate	Adequate	Strong	
Specialist, Social Studies K-12	7/2023	Adequate	Inadequate	Adequate	Strong	
Specialist, Testing 9-12	7/2023	Adequate	Adequate	Adequate	Strong	X
Specialist, Testing K-8	7/2023	Adequate	Adequate	Adequate	Strong	X
Superintendent	12/2019	Adequate	Adequate	Strong	Strong	X
Teacher	7/2023	Adequate	Adequate	Adequate	Adequate	X
Teacher, Title I	Missing	Adequate	Adequate	Adequate	Strong	X
Adequate, Strong, and Exceptional		**40**	**34**	**44**	**45**	**29**
Percentage		**89%**	**76%**	**98%**	**100%**	
Percent of Descriptions Containing All Necessary Components and Rating Adequate, Strong, or Exemplary Across All Criterion						**64%**
Data Source: District provided						

As shown above, of the 45 job descriptions provided to the auditors, 29 (64%) were rated exemplary, strong, or adequate in all criteria.

A large number of job descriptions (10) were missing the date of writing. All others have been written since 2019.

Four director level and above job descriptions were missing, including Director of Fine Arts, Director of Athletics, Director of Advanced Academics, and Executive Director of Safety and Operations.

Two specialist job descriptions were missing: ELA specialist, grades 5-8, and science specialist, grade 6. There are two science specialists, one for grade K-5, and one for grade 7-12, but no one is assigned to grade 6.

The position of Chief Financial Officer (CFO) was presented for review; however, that position does not appear on the district organizational chart. Auditors were told that the CFO position was recently vacated and duties assumed by the Executive Director of Business Services. Both job descriptions are nearly identical.

Auditors noted the following in regard to each criterion.

Qualifications

Forty of 45 job descriptions rated adequate or higher in the review, for a total of 89%.

Auditors noted that many of the Pearland ISD job descriptions do not require expertise in the area of assignment in the Qualifications: Special Knowledge and Skills section. For example, the job description of the Director of Assessment, Accountability, and Program Evaluation mentions "Strong knowledge base of test data disaggregation," but does not mention program evaluation at all. It is interesting to note that this job description lists a Major Responsibility and Duty to "Coordinate district program evaluation process." Yet, Pearland ISD has no formal program evaluation process. The job description of the Executive Director of C & I does not require expertise in curriculum when it lists a Qualification: Special Knowledge and Skill, "Knowledge of curriculum and instruction." This position is primarily responsible for professional development, yet knowledge of professional development is not mentioned. The teacher job description requires in the Qualifications: Special Knowledge and Skills section, "General knowledge of curriculum and instruction."

Auditors noted that none of the job descriptions required or placed priority on Spanish-speaking applicants. Given that the district has an increasing percentage of emergent bilingual (EB) students and Spanish-speaking parents, this would be a critical skill for district employees.

None of the job descriptions expect employees to have skills or prior experience in a demographically similar district to Pearland ISD. This would include skills working with bilingual, economically disadvantaged, or otherwise disenfranchised students.

The Executive Director of Curriculum and Instruction job description requires only three years campus experience. No experience is required at the district level or in the writing of curriculum. Also missing is experience and skill development in the writing and interpretation of assessments.

The Executive Director of Schools, whose primary function is overseeing the improvement of the elementary and intermediate schools and supervising principals, requires no previous experience in campus oversight or programming.

Only one regular education teacher job description was presented for review. This one job description would be for all teachers K-12, in all subject areas. The only special skill is the minimum state certification. No other skills or experiences are required. Content field is not mentioned.

Chain of Command

Regarding the specification of providing the chain of command in each job description, this area was a relative weakness for the district. The following exhibit displays the inconsistencies between the job descriptions and the table of organization in the area of chain of command.

Exhibit 1.2.6: Job Descriptions with Different Reporting Responsibilities vs. Organizational Chart

Position Title on Organizational Chart	Supervisor on Organization Chart	Supervisor on Job Description
Curriculum and Instructional Specialists (Math, PreK-4, 5-8, 9-12; Science K-5, 7-12, Social Studies K-12)	Director of Elementary or Secondary Instruction	Executive Director of Curriculum and Instruction or Chief Academic Officer
Executive Director of Human Resources	Superintendent	Deputy Superintendent
High School and PACE Principals	Deputy Superintendent	Executive Director of High Schools
Director of Special Programs	Assistant Superintendent of Educational Services	Deputy Superintendent,
Director of Outreach	Assistant Superintendent of Educational Services	Executive Director of Special Programs
Data Source: Pearland ISD organizational charts and job descriptions, district provided		

As displayed above, several misalignments are shown between reporting responsibilities. While these incongruences between the table of organization and the job descriptions are noted by auditors, it also demonstrates missing supervisor/supervisee management oversight which lead to missing or lacking accountability of district staff supervision and/or program oversight.

Responsibilities and Duties

In the Responsibilities/Duties category, 44 job descriptions (98%) analyzed by the auditors were rated either Exemplary, Strong, or Adequate. Examples of job descriptions rated Strong in this area are those for various principal positions. Each prescribes responsibilities that span across all aspects of the campus, including supervision of curriculum implementation, assessment monitoring, staff development, all levels of staff from teacher to clerical, all characteristics of the student population, budgeting, and facility management.

The job description for Executive Director of Curriculum and Instruction was rated inadequate primarily due to the vague nature of the responsibilities described. Each was generic and without precise intentionality to move Pearland ISD to a more robust curriculum.

While the lone teacher job description was rated adequate, auditors found it to be generic in nature and not tailored to either grade level, subject area, or Pearland ISD.

Curriculum Link

The auditors examined each job description to determine the employee's relationship to the district curriculum's creation, maintenance, and evaluation. This job description characteristic is the greatest strength in the district's job descriptions. Of those presented job descriptions reviewed, 100% showed adequate or above links to curriculum. Of particular note are the descriptions for the various curriculum and instruction specialists, whose primary function is to provide curricular and delivery support to the teaching staff.

Survey data indicate that district administrators and teachers agree that job descriptions provide "clear direction for their work," with 91% of district administrators (n=153) agreeing and 92% of teachers

(n=589) agreeing with the statement. Comments from staff provide further insight into the reality of the work compared to the job description,

- "The responsibilities of my job have evolved and changed each year; however, the current posted job description is not at all reflective of those changes and added responsibilities." (Campus Administrator)
- "I have additional job duties that are not included in my job description." (ESC Administrator)
- "There is a written job description for my position. But it encompasses much more. I am expected to do many things outside the scope of my title and position." (Campus Administrator)
- "WAY more that I am actually responsible for than they could put in a contract. They cover themselves with some clause about doing what is required of the position." (Teacher)
- "Math does [have a job description] but not Dual Language." (Teacher)
- "I have never seen a job description for a department chair OR teacher." (Teacher)
- "'Other duties as assigned' can become an issue with too many extra duties being assigned." (Teacher)

In summary, many of the job descriptions contained an adequate description of all criteria. Despite this, only 29 of 45 (64%) met adequate or above in all four criteria. While most teachers and district administrators agree that job descriptions are present, wide disagreement prevails as to the accuracy of the job descriptions and how well they reflect the daily work in schools.

Summary

Auditors determined that the current organizational structure contains weaknesses and does not meet audit expectations of high quality. On the tables of organization, issues are present in the areas of full inclusion, scalar relationships, separation of line and staff, and logical grouping of functions. Sixty-four percent of job descriptions meet audit expectations. Many job descriptions need to be reviewed, updated, and dated. (See **Recommendation 1.**)

Finding 1.3: District and campus improvement planning and plans are required by board policy. However, both planning and plans are inadequate to lead the district in meeting its mission and goals. District and campus improvement plans, with few exceptions, are not of sufficient quality to adequately direct school improvements.

Quality planning is a critical component of governance and management leadership in school systems intent on meeting goals for successful learning and achievement, as well as for effective operations across the system. The ideal approach to effective school district planning includes gathering input from a variety of stakeholders, examining performance data, and developing a shared mission, strategies, results, and targeted actions over time. A quality planning process is based in both board policy and a vision of the future; it is data-driven and in concert with the budgeting process and professional learning; and it must be a collaborative effort requiring deliberate day-to-day fluid decision making. Written plans are critical documents that establish a foundation for the values and work the school district expects to accomplish. Plans establish clear and specific goals, outline when and how these goals will be accomplished, and identify the roles and responsibilities of district personnel for each step of the plans. Plans are essential in unifying efforts and increasing efficiency, effectiveness, and continuity. Without quality planning, a district's resources will be used less efficiently, and achievement of district goals will be less likely.

Auditors expected to find quality written plans to address long-range strategic goals and actions, curriculum management, professional development, budgeting, assessment processes, technology, facility management, and intervention design and implementation. Auditors also expected to find clear linkages among the district and campus plans. For the purposes of this audit, auditors address the district long-range strategic plan and district and campus improvement plans in this finding. Curriculum management planning is addressed in **Finding 2.1**, professional development planning in **Finding 5.1**, and assessment planning in **Finding 4.1**. Planning for budgeting, and interventions is addressed in the findings in **Focus Area 5.**

The auditors found that the current district improvement planning process and plans do not fulfill audit expectations. Overall, the district improvement planning and plans partially meet several of the CMAC® criteria for quality, and fully meet only 1 criterion. Most notably absent is direction in the general category of plan implementation and evaluation. Campus improvement plans are present for all 23 schools and vary in quality. The campus plans are reported to be utilized to help guide decision making in the schools, but conflicting perceptions about the plan value is prevalent, especially among teachers.

The remainder of this finding discusses the district's strategic and continuous improvement planning, followed by an analysis of the campus improvement plans.

District Strategic Plan and District Continuous Improvement Plan

To determine the status of planning and plans in Pearland ISD, auditors reviewed district policies and documents. They visited schools; interviewed administrators, teachers, and board members; and surveyed administrators, teachers, and parents. Auditors analyzed the district's overall planning process, the district strategic plan, and district and campus continuous improvement plans using the Curriculum Management Audit Center® (CMAC®) criteria for planning.

Overall, the auditors found that the district has a long-range strategic plan that was developed in 2020. A new plan dated 2022 was located on the Pearland ISD website, but auditors were told that it is basically the 2020 plan with a 2022 date. This was confirmed in conversation with one district administrator, "The 2022 Strategic Plan document is really the same as the 2020 plan; it is just a summary of the 2020 plan."

Upon examination, auditors found the 2022 version of the 2020 plan to contain the same 4 goals but fewer performance indicators. For the purpose of this quality review, auditors selected the 2020 plan for analysis given its alignment of goals with the 2022 plan and its more extensive contents of strategies and performance indicators. Additionally, when asked about the strategic plan, district personnel referenced the 2020 plan. District and campus improvement plans are created from a template provided by Plan4Learning.com. The current district strategic plan includes 4 goals. The district continuous improvement plan, dated 2023-2024, includes 6 goals, 23 performance objectives, and 106 strategies. Each of the strategies identifies the persons responsible, expected impact or results, required resources (for only some strategies), and a section to quarterly enter progress as a percentage of the strategy completed. Overall, auditors found that Pearland ISD planning and plans do not adequately direct the critical functions of the district.

Board Policy BQ(Legal and Local)—Planning and Decision-Making Process states that "Texas Education Code 11.251 (a) requires each campus and district to develop, review, and revise the campus and district goals annually for the purpose of strategically improving student performance for all student populations." The district continuous improvement plan is to be developed with a "unity of purpose by each division in the organization." Neither policy or administrative regulation explicitly require collaboration or the

involvement of stakeholders across the district (e.g. parents, community). Additional policies addressing planning are described in **Exhibit 1.1.4,** Criterion 1.5.

Auditors reviewed the following documents in assessing the quality of planning and plans for the district:

- District Strategic Plan, 2020
- District Continuous Improvement Plan, 2023-24
- Board Superintendent Goals (district website)
- Administrator and Teacher surveys

The following exhibit shows the purpose and direction, vision, core values, and the components of the district strategic plan and the critical initiatives of the district continuous improvement plan.

Exhibit 1.3.1: Pearland ISD Mission, Vision, Beliefs, and Strategic/District Improvement Plan Components

District Vision: Pearland ISD will empower, inspire, and develop courageous, confident individuals who excel in a global society.
District Mission: In partnership with the community, families, and students, Pearland ISD prepares all learners to achieve to their highest potential.
District Core Beliefs: 1. We believe students come first. 2. We believe all learners are unique, valuable, and teachable. 3. We believe a successful education includes engaged students, staff, families, and community. 4. We believe that a positive culture and safe learning environment are critical for the success of all learners.
District Strategic/Continuous Improvement Plan Goals (with number of performance indicators and strategies for each): • Goal 1: Pearland ISD will provide a safe and orderly environment by enforcing safety and security measures and training at all levels focused on prevention, mitigation, preparation, response, and recovery. (2 performance indicators, 11 strategies) • Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority. (7 performance indicators, 43 strategies) • Goal 3: Pearland ISD will provide for the physical and mental well-being of all students and staff. (4 performance indicators, 13 strategies) • Goal 4: Pearland ISD will deliver a transparent communication system that fosters trust and enhances unity across the district and community. (3 performance indicators, 15 strategies) • Goal 5: Pearland ISD will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community. (3 performance indicators, 14 strategies) • Goal 6: Pearland ISD will meet all Federal and State Compliance Requirements. (4 performance indicators, 10 strategies)
Totals: Goals 6, Performance Indicators 23, Strategies 106

Data Sources: Pearland ISD Schools' website, Pearland ISD Strategic Plan 2020, Pearland ISD Continuous Improvement Plan 2023-24

As described above, the district's vision, mission, beliefs and goals focus on educating students to be successful in college, future careers, and life. The district improvement plans consist of six goals, with multiple performance objectives and strategies that vary in number and specificity for each goal. The district's continuous improvement plan also includes activities, resources, activity measures, and benchmarks. Auditors noted the outdated Strategic Plan (2020), although it was redated in 2022 with no material revisions. A link on the district website to *Board Superintendent Goals,* shows a list of World

Class Goals (2022), which are identical to the improvement plans goals, with no additional explanation or clarification.

The auditors rated the 2020 District Strategic plan and the 2023-24 District Continuous Improvement Plan against the 17 Curriculum Management Audit Center® (CMAC®) model criteria for planning and plan quality. The criteria and ratings are presented in the following exhibit.

Exhibit 1.3.2: CMAC® Model Planning Criteria and Rating of District Improvement Plan and District Strategic Plan

District Improvement or Strategic Planning Criteria	Auditors' Rating
Planning Process:	
1. **Directed by written expectations:** The governing board has placed into policy the expectation that the superintendent and staff collectively discuss the future, and that this thinking should take some tangible form without prescribing a particular template, allowing for flexibility as needed.	P*
2. **Responsive to vision:** Leadership has implicit or explicit vision of the general direction in which the organization is going for improvement purposes. That vision emerges from having considered needs and the future changes required, within the context of the organization, and relevant to the teaching and learning process.	P*
3. **Based on data:** Data are considered and inform the planning process, vision, and system directions/initiatives.	X
4. **Drives daily decision making:** Leadership makes day-to-day decisions regarding the implicit or explicit direction of the system and facilitates movement toward the planned direction.	
5. **Is emergent and fluid:** Leadership adjusts to discrepancies between current status and desired status, facilitates movement toward the desired status, and is fluid in planning efforts (emergent in nature).	
6. **Is collaborative and coordinated:** Staff are involved in a purposeful way throughout various aspects of the planning processes (in multiple capacities) and are aware of their role in implementing the district vision and direction (goals).	P*
Plan Quality and Alignment:	
7. **Clear and measurable**: The plan has focused goals that are clear and measurable, incorporate research, and are focused on the areas of greatest need.	P*
8. **Reasonable and feasible:** The plan is reasonable; it has a feasible number of goals and objectives for the resources (financial, time, people) available. The number of strategies and supportive actions are also feasible in the time allotted.	
9. **Implementation strategies:** The plan includes specific actions that, based on research, are likely to realize or accomplish the change needed. Actions are explicit; they are measurable and clearly support implementation.	
10. **Capacity building:** The plan clearly delineates supports needed for actions or strategies to be implemented effectively and for the vision to be sustained, such as professional development, coaching, orientation, resources, etc.	P*
11. **Internal reliability and congruence:** All goals and actions within the plan are congruent with one another and work in coordination to accomplish overarching goals.	P*

District Improvement or Strategic Planning Criteria	Auditors' Rating
Plan Implementation and Evaluation:	
12. **Aligned professional development:** Professional development endeavors are aligned to system planning goals and initiatives.	
13. **Budget:** Budget planning for change is done in concert with other planning, with goals and actions from those plans driving the budget planning.	
14. **Accountability:** Each action/strategy is assigned to a specific person or department with a suggested timeline for completion.	
15. **Evaluation plan and implementation:** There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results, and they are then modified as needed. There is both frequent formative evaluation and annual summative evaluation, so that plans are revised as needed.	
16. **Monitoring:** Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting the outcomes that take place as the plan is designed and implemented.	
17. **System-wide coordination of effort:** There is evidence that all departments, campuses, and levels of the system are working in congruence toward the shared mission, vision, and goals of the district.	P*
Total Met	**1/17**
Percentage Met	**6%**
Key: X = Met, P = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
©2023 CMSi	

Overall, auditors found that district planning fully met one and partially met seven of the 17 CMAC® model criteria for planning. The district has engaged in strategic planning in the past, most recently in 2020. District improvement planning is an annual occurrence. There is awareness of the direction in which leadership wants to move the district; however, the 2020 strategic plan and 2023-24 improvement plan, while containing goals and strategies, lack action steps, budgeting details, and other criteria required of a high-quality district plan. A more specific discussion of the ratings is presented below.

Criterion 1: Directed by written expectations (Partially Met)

Long-range system-wide planning is required through *Board Policy BQ(Legal)—Planning and Decision-Making Process* (see **Finding 1.1**); however, no board policy expects the superintendent and staff to collectively plan for the school district's future. While each "division" is to contribute to the development of the continuous improvement plan, no mention is made of collective thinking or discussion. Additionally, a specific template is required (Plan4Learning.com) and utilized for both the district and campus improvement plans.

Criterion 2: Responsive to vision (Partially Met)

The district has a vision of the general direction in which the organization is going for improvement purposes as shown in the strategic plan goals. The continuous improvement plan is more specific regarding how the improvement desired is to be accomplished and is overtly connected to the needs

assessment data. Comments made to auditors by school administrators contradict what is provided in the written document and cause confusion as to the purpose and vision of the district initiatives:

- "Results in Pearland ISD have little to do with the district or campus improvement plans. We check off that it was done. We put it on a shelf and don't monitor implementation. Where do we measure it? We have good outcomes." (ESC Administrator)
- "We plan year to year, but do we ever review and adapt using that plan, or just make a new one next year?" (ESC Administrator)
- "I feel like I understand that the district plan is for improving. I'm sure it has to do with raising test scores and such. But I cannot say the DIP is well known to me." (Teacher)
- "I'm not familiar with it [district plan], and I've been with the district for 10+ years." (Teacher)
- "If you're referring to that All Learner Approach, I'm still not clear what exactly that is. I feel like I'm already doing all the things as far as planning is concerned, so I'm not sure how it's helping." (Teacher)

As noted from the comments, there is confusion between the written documentation (district plan) and employee perception of the purpose and intent of the district planning processes.

Criterion 3: Based on data (Met)

The auditors found reference to data in the measurables for the goals in the continuous improvement plan through a needs assessment process. The needs assessment process was conducted by the Comprehensive Local Needs Assessment (CLNA) committee and the District Education Improvement Council (DEIC). Six categories of analysis included improvement planning data, accountability data, student data (assessments, student groups, and behavior), employee data, parent/community data, and support systems. Student achievement data included that required by the state of Texas as measured primarily through the *STAAR* evaluation or other state/federally mandated reporting. Additional data included various attendance reports, student disciplinary reports, feedback from surveys, and other anecdotal information. Additional data guiding goal development included student enrollment, student safety, mental health and equity, teacher and staff shortages, and inclusiveness of community.

Criterion 4: Drives daily decision making (Not Met)

The auditors found no indication that the many goals and strategies across the district were developed with enough specificity to influence day-to-day decision making. Many goals were general with outcomes vaguely written (e.g. …will provide academic intervention…; provide content rich texts to be utilized during instruction…; provide training to campus staff on intervention strategies…). Without measurable outcomes indicated, implementation and achievement of the goals become haphazard, and monitoring goal accomplishment is untenable. No other evidence was provided to auditors indicating planning for day-to-day decision-making as a leadership priority in this district. Auditors received the following quote from an ESC Administrator: "It [planning] is considered a compliance requirement."

Criterion 5: Is emergent and fluid (Not Met)

The current strategic plan has been static for four years, and its renewal in 2022 was merely a redating of an existing document. The district continuous improvement plan is revised yearly. Many of the data points reported in the 2023-24 district improvement plan indicate that the goals were not met, or, more often, no results were reported. Auditors determined that the lack of awareness of the plan also contributes to its lack of fluidity and use, as noted in comments from staff:

- "Our plans have to be fixed. We have plans, but not sure they help us to progress." (Board Member)
- "Since I'm not totally clear on the expectations of the district plan, I am unaware of the specific expectations on me to help achieve that goal." (Teacher)
- "We have never been made aware of the district improvement plan in meetings or training. I am sure we can investigate that on the website." (Campus Administrator)
- "Although available after board approval, the district improvement plan is not something that is shared with stakeholders in order to align campus plans with the district plan for continued improvement." (ESC Administrator)
- "I only know what the plan is because I went to the website to read it." (Campus Administrator)

Criterion 6: Is collaborative and coordinated (Partially Met)

Auditors noted that the Comprehensive Local Needs Assessment (CLNA) committee and District Education Improvement Council (DEIC) committees meet to formulate plans and review data. The CLNA meets every two years, as reported in the district improvement plan, and focuses primarily on Career Tech programs. The DEIC meets approximately every two months. Membership in the DEIC includes a number of campus and district level professional staff, parents, business representatives, and community members. This committee is responsible for providing input and approving the district Needs Assessment and Improvement Plan processes, as well as Title I Translation Policy and Title I Parent and Family Engagement Policy.

While a variety of sources were utilized to acquire data (see Criterion 3), the level of involvement was less than uniform in the development of the plans themselves. Even though there is some staff involvement in plan development, comments from staff members reflect that they are not aware of district plans.

- "I am unfamiliar with the plan." (Campus Administrator)
- "I'm unaware of it." (Teacher)
- "I have no clue what it is or where to find it." (Teacher)
- "This is never discussed at PD." (Teacher)
- "I do not even know what it is." (Teacher)

Criterion 7: Clear and measurable (Partially Met)

The district continuous improvement plan contains multiple goals and strategies; some measurables are listed, but are very broad with no indication of how they will be accomplished. For example, in Goal 2, Pearland ISD Performance Objective 2, Strategy 2: "Provide instructional materials that support and meet the individual needs of all learners for a well-rounded education." Strategy 8: "Provide instructional support for advanced learners."

There is no further clarification of how achievement will increase, to what degree/percentage, who is responsible (other than the area supervisors), and what will be used to gauge student progress.

Criterion 8: Reasonable and feasible (Not Met)

The six goals described in the strategic plan are reasonable in number. However, 6 goals, 23 performance objectives, and 106 strategies are excessive for a one-year continuous improvement plan. Not indicated in the plan are the many action steps needed to accomplish the goals, which further complicates the task. In the district improvement plan, multiple persons are listed as responsible for each strategy, but no specifics are given as to the responsibilities of each person. Since no action step are listed, the activities are too broad to be clear and less likely to be accomplished.

Goal 6 reads: "Pearland ISD will meet all Federal and State Compliance Requirements." This is actually a mandated expectation and not rigorous enough to be included as part of an improvement plan. It would be appropriate as an expectation in a job description.

Criterion 9: Implementation strategies (Not Met)

There are no implementation strategies or action steps included in the district continuous improvement plan. While the district improvement plan has strategies, without action steps or specifics about enactment, it is unclear what will happen to implement the strategy. Auditors received the following quotes related to plan implementation:

- "I know there are goals, however, I do not feel that it is clear regarding the specific steps to achieve the goal." (ESC Administrator)
- "Plan is in place, implementation is not." (Teacher)

Criterion 10: Capacity building (Partially Met)

A few strategies in the continuous improvement plan make references to either coaching or professional development. One example is Goal 2, Performance Objective 2, Strategy 8: "Coaching and mentoring for purposeful planning and instructional delivery." Another example is Goal 2, Performance Objective 2, Strategy 4: "Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching."

However, a number of strategies make no mention of capacity building or make only vague references to coaching, without specifying the implementation details. For example, Goal 2, Performance Objective 2, Strategy 7: "Provide attendance/drop-out training for staff, assistant principals, and attendance clerks." Also, Goal 2, Performance Objective 3, Strategy 6: "Provide professional development for teachers to equip them to meet the needs of emergent bilingual (EB) students receiving Bilingual/ESL services."

Criterion 11: Internal reliability and congruence (Partially Met)

The goals and performance objectives of the district continuous improvement plan are congruent with one another. Strategies align with the performance objectives. Missing is the connection between the needs assessment and the performance indicators. This could appear in the section of the District Improvement Plan entitled Priority Problem Statements, but that section was left blank.

Criterion 12: Aligned professional development (Not Met)

Beyond the mention of professional development as indicated in Criterion 10, no additional direction is provided on how this professional development is implemented. Auditors found no professional development activities related to this strategic plan that suggested alignment. As noted in **Finding 5.1** in the Professional Development section, district professional developments do not refer back to either district or campus goals.

As noted in **Finding 5.1**, Characteristic 10, district professional development documents do not refer back to either district or campus goals. Professional development topics are not derived from feedback from administrator monitoring of instruction. Neither are they derived from program evaluation or comprehensive data analysis.

Criterion 13: Budget (Not Met)

The district improvement plan includes a few statements of budget requirements to accomplish the goals or strategies. Those strategies designate a general funding source (e.g. PD, Title III, LEP, contracted services, IDEA B). Specific dollar amounts are not included. A separate chart (District Funding Summary) outlining each goal, performance objective, and strategy is included in the plan, but details about dollar amounts and funding are incomplete. All cells indicate $0.00. Additionally, auditors learned that the budget for the district is planned in isolation from the district improvement planning process, and each is approved by the board months apart. As stated by an ESC Administrator, "Budget planning and improvement planning are not connected. The budget is approved in June. The District Improvement Plan is approved in December for the current school year." Planning should occur prior to budgeting (see **Finding 5.2**).

Criterion 14: Accountability (Not Met)

In a few cases, strategies in the district improvement plan are assigned to one person. In most cases, however, strategies are assigned to multiple personnel, as many as six or more staff members. This makes it difficult to determine ultimate accountability for implementation. No timeline is suggested for completion, and no specific action steps are contained in the plan, leaving no guidance for how to accomplish the goals. Essentially, the district improvement plan has multiple people or departments listed as responsible for most critical initiatives without any guidance about what steps each person is to take or within what timeframe.

Criterion 15: Evaluation plan and implementation (Not Met)

The plan contains sections to enter progress toward completion of each strategy. Options include a percentage of completion status (no progress, continue/modify, and discontinue). Formative reviews are to occur three times during the school year (December, February, and April) with a summative review in June. Nearly all cells were blank, indicating neither formative or summative reviews have occurred. Even if completed, the plan provides only broad measures for evaluating progress of the identified strategies.

The auditors were presented with no other written plans or methods for evaluating progress or evaluating the plan's implementation (see **Finding 5.1,** Program Evaluation).



ELA lesson on blended consonants at Magnolia Elementary School

Criterion 16: Monitoring (Not Met)

Auditors found no indication that any systems are in place to monitor the status of goals, especially since no action steps are listed to be monitored, as described in Criterion 15.

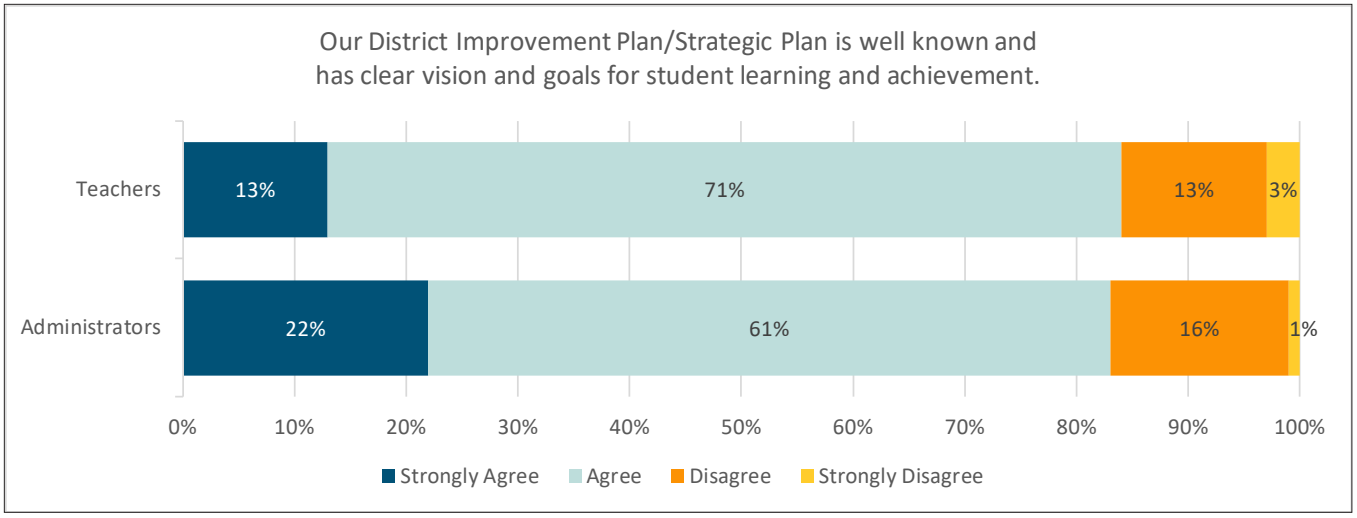
Criterion 17: System-wide coordination of effort (Partially Met)

A review of the district planning and plans demonstrates an expectation for all units of the organization to work in coordination. Board policy requires planning for all divisions of the organization, and a plan for each campus as well as an overall district improvement plan. Unity of purpose is a required component in each plan. Needs assessment used to determine prioritized goals includes input from stakeholders across the community and the school district. Subsequent goals of the strategic, district, and campus continuous improvement plans encompass most if not all of the organization, including student academic performance and social emotional learning, student enrollment, subpopulations of students, teacher and staff retention and recruitment, facility and student safety, technology, and internal and external communication systems. Missing is the expectation that district departments conduct planning and develop plans that align with the district plan. Board policy has no such expectation (see **Finding 1.1**).

The strategic plan and district improvement plan development is required through district policy. The current district improvement plan partially contains many of the CMAC® model criteria expected in a high quality plan, but lacks several components that would qualify it as a high quality plan. Notable errors include an unreasonable number of initiatives, vague implementation strategies, few linkages to professional development, lack of budgeting connections, staff accountability, missing evaluation, and deficient monitoring.

Auditors interviewed district administrators, school administrators, and board members. They also surveyed district and school administrators and teachers and asked several questions related to planning at all levels of the district. The following exhibit shows the responses to the question regarding clarity of the district plans.

Exhibit 1.3.3: Teachers and Administrators Perceptions Regarding the District Improvement Plan



Note: n=administrators (151), teachers (508)
Data Source: CMSi Online Survey

The responses show that most administrators (83%) and teachers (84%) consider the district plans to have clear vision and goals, while 17% of administrators and 16% of teachers do not agree that the plans are clear and well known.

Administrators and teachers also provided comments related to this survey item. Some favor the plans, and some question its existence.

- "Our District Improvement Plan effectively aligns with our commitment to continuous improvement. The four goals outlined are well-suited to guide our ongoing efforts toward enhancing educational outcomes." (ESC Administrator)
- "If someone asked me what the District Improvement Plan is I would have no idea how to answer that. I'm sure there is one, but I don't feel as if there is any improvement plan in place. This is not something that has been made clear or evident to me." (Teacher)
- "I do not see anything from the district strategic plan being implemented on my campus." (Campus Administrator)
- "I mainly see this from District social media and staff e-mails" (Teacher)
- "The District Improvement Plan/Strategic Plan demonstrates a clear vision and goals for student learning and achievement. All six goals outlined are clearly defined and concise, providing a strong framework for our educational objectives." (Teacher)

In summary, while policy requires district planning, the quality of the district level planning documents presented to auditors do not meet criteria that will lead the district for planned and sequential improvement.

Auditors next examined the campus planning documents in Pearland ISD.

Campus Improvement Plans

The auditors next looked at the individual Campus Improvement Plans (CIP) for each of the 23 schools in Pearland ISD. School improvement planning is guided by a standard planning template (Plan4Learning.com) that includes spaces for goals, performance objectives, strategies, expected impact, staff responsible, and formative (December, February, April) and summative (June) outcomes. Auditors noted that each improvement plan included a campus goal, belief, and/or vision statement unique to the campus. Also included were comprehensive needs assessments, the four district goals, names of members of the site-based committee, and funding summary. Not all items were included in all plans.

Also submitted to auditors for review were Campus Accountability Plans (CAP). Plans were submitted for each of the 23 campuses. District staff explained the CAPs are a refined and abbreviated version of the most critical improvement areas for each campus, and are based upon the needs assessments provided in the campus improvement plans. Campus administrators described the CAP as the working document that is used regularly for school improvement efforts, as opposed to the CIP. The CIP is closely tied to *STAAR* test results, and the CAP provides a broader picture of student achievement. As described in comments from district staff:

- "Our Campus Improvement Plan is based solely on *STAAR* results. There are multiple grades on our campus who aren't *STAAR* tested—so this doesn't seem to reach all our learners." (Teacher)
- "The CIP is MOSTLY tied to *STAAR*—not what is best for improving student learning and achievement at each grade level." (Teacher)
- "The Campus Accountability Plans (CAP) are 'online data reflections.' A summary of the CIP with additional data. They're presented to the Executive Directors for review and comments." (ESC Administrator)

- "CAP is more specific to accountability; it drives more the instruction piece." (Campus Administrator)

For these reasons, auditors elected to utilize both the CIP and the CAP in their analysis of campus planning, recognizing that the CAP is the primary document used regularly by campus administrators for improvement efforts.

Auditors selected 12 of 23 submitted improvement plans for further examination due to the similarity of each plan in keeping with the format of the Plan4Learning template and the CAP template. A representative sample of campus plans was selected to reflect the balance of buildings at each grade level. Plans came from six elementary schools, two middle schools, two junior high schools, and two high schools. Selected plans were analyzed and compared to the CMAC® model School Improvement Planning Criteria® as displayed in the exhibit below.

Exhibit 1.3.4: CMAC® Model Department and School Improvement Planning Criteria

Criteria
1. **Congruence and connectivity:** Goals and actions are derived from, explicitly linked to, and congruent with the district plan's goals, objectives, and priorities.
2. **Reasonable and clear:** The plan is reasonable; it has a feasible number of goals and objectives for the resources available (finances, time, people). The goals and objectives of the plan are clear and measurable.
3. **Emergent/Fluid:** The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.
4. **Change/deployment strategies:** The plan incorporates and focuses on those action strategies/ interventions that support readying the system for the change (e.g., capacity building of appropriate staff, communication processes).and on the necessary tasks/strategies for implementing the strategies/ interventions (activities, persons responsible, timelines).
5. **Integration of goals and actions:** All goals and actions in the plan are interrelated and congruent with one another.
6. **Evaluation plan and implementation:** There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results and modified as needed. There is both frequent formative evaluation and summative evaluation, so that plans are revised as needed.
7. **Monitoring:** Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting outcomes that take place as the plan is designed and implemented.
©2023 CMSi

Each plan must meet at least 70% of the characteristics listed to be considered adequate to achieve the desired changes. Similarly, the district's school action plans as a whole must collectively meet at least 70% of the characteristics in the overall rating. When calculating the seven percentages for each characteristic and plan, partial ratings are counted as not met. The following exhibit shows the auditor's ratings of the selected plans for the seven characteristics.

Exhibit 1.3.5: Characteristics of Campus Improvement Plan Quality Characteristics

	High Schools		Jr High Schools		Middle Schools		Elementary Schools						Total
	#1	#2	#1	#2	#1	#2	#1	#2	#3	#4	#5	#6	
1. Congruence and Connectivity	X	X	X	X	X	X	X	X	X	X	X	X	**12**
2. Reasonable and Clear	X		X		X		X		X			X	**6**
3. Emergent and Fluid	X	X	X	X	X	X	X	X	X	X	X	X	**12**
4. Change/ deployment strategies		X	X		X	X	X	X	X			X	**8**
5. Integration of goals and actions	X	X	X	X	X	X	X	X	X	X	X	X	**12**
6. Evaluation plan and implementation													**0**
7. Monitoring												X	**1**
Number of Characteristics Met	**4**	**4**	**5**	**3**	**5**	**4**	**5**	**4**	**5**	**3**	**3**	**6**	**51**
Percentage of Characteristics Met	**57**	**57**	**71**	**43**	**71**	**57**	**71**	**57**	**71**	**43**	**43**	**86**	**61**
Plan Meets 70% Standard	**No**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**No**	**Yes**	**No**

Auditors determined that, overall, the plans did not meet the 70% minimum rating criteria for quality, with an overall rating of 61%. One campus plan was adequate at 86%, and four campus plans met adequacy at 71%. Four plans at 57% and three plans at 43% did not meet the minimum of 70%. Auditors determined that, despite the standardized template, campus leaders were able to tailor their responses with varying degrees of detail to the required responses. Campuses did not deviate from the template.

A further description of the plan ratings is provided below.

Characteristic 1: Congruence and Connectivity (Met)

Auditors noted that of the 12 campus accountability plans selected for review, all 12 included 5 district goals, linking the campus performance objectives to the district goals. Auditors noted that Goal 2: "Pearland ISD will continue to make quality instruction and academic performance a top priority," was the primary district goal to which campus performance indicators are linked. The only goal absent from the accountability plans was Goal 6: "Pearland ISD will meet all Federal and State Compliance Requirements." However, Goal 6 is a district initiative.

Characteristic 2: Reasonable and Clear (Not Met)

The number of performance objectives per CAP varied from three to six. The number of strategies to meet those performance objectives ranged from 13 to 42, with most in the mid-30 range. The number of strategies varied greatly between campuses, from a low of 13 to a high of 56. Some strategies were actually routine duties to be completed by campus staff members as part of their normal work assignment (e.g., campus administration and department leaders will look for district planning documents during instructional planning meetings; *STAAR* Tutoring; contact parents when a student has 5 and 10 tardies

within a grading period). Auditors also noted that some strategies are repeatedly entered for several performance indicators, inflating the number of strategies.

Characteristic 3: Emergent and Fluid (Met)

The reasonable number of performance indicators/goals per campus increases the likelihood that strategies and programs can be monitored and adjusted with regularity. Auditors were informed during staff interviews that a select number of campuses are identified as "focus" campuses, based on lagging student academic performance. These campuses qualify for additional services from the district office. Such services include team consultation between the principals, key campus stakeholders, and members of the ESC leadership (primarily school executive directors).

- "They [ESC Administrators] give us flexibility when trying to meet the needs of our staff and our needs." (Campus Administrator)
- "We take our CIP plan and take a deeper look at the data to develop the CAP. We then present the CAP, dissertation defense style, to a district committee who then develops strategies for us to try." (Campus Administrator)

Depending on the campus, teachers are involved in the analysis of the improvement plan data in developing plans and strategies. This leads to divergent thinking and fluidity among the staff. Comments from staff demonstrate the variety of activity among campuses.

- "I present the CAP ideas at a staff meeting; then the teachers brainstorm ideas to address the problem." (Campus Administrator)
- "I like it [CAP] because it makes you really dig into your data." (Campus Administrator)
- "My campus does not plan for anything. We react. We react to the same problems every year, and do not have any level of reflection in order to better anticipate them in the future." (Teacher)

Evidence was provided to indicate emergence or fluidity of action throughout the school year or across school years as an established or expected practice. Auditors identified adjustments and mid-year changes in plans between the Campus Improvement Plans (CIP) and the Campus Accountability Plans (CAP). The CAPs, as stated above, are revised during the school year based on student performance, data review, and consultation with ESC leadership. Several schools provided a detailed description of teaming opportunities, linked to established processes, team planning, as an example, provides opportunities to revise practices and amend outcomes, thereby becoming more fluid.

Characteristic 4: Change/Deployment Strategies (Partially Met)

To satisfy the requirements for this characteristic, the plan must incorporate and focus on those action strategies/interventions that support readying the system for the change (e.g., capacity building of appropriate staff, communication processes), and on the necessary tasks/strategies for implementing the strategies/interventions (activities, persons responsible, timelines). While several campuses meet this requirement, as noted below, others do not.

Student outcomes vary among buildings reflecting student educational needs and incorporating data presented in the needs assessment sections of the CAP. Some examples follow from three separate CAPs:

- "Increase Algebra I overall approaches level score to 85%, meets to 52%, and masters to 23%. (Closing the gap incrementally.)"
- "The Algebra team will work together to achieve 100% in approaches, meets, and masters."

- "Campus will achieve the required passing standard of approaches grade level or better for all student groups. Students will achieve the campus performance objectives on the 5th & 6th grade Math tests."

Some strategies are actually participation rates, vague, or "less than rigorous" tactics, as shown below:

- "Robotics for 3rd and 4th grade GT class to focus on deeper discussions."
- "Focus on TIER I instruction."
- "Meet with teachers at the beginning of the year to review accommodations and modifications."
- "Strengthen MTSS processes."
- "Students with perfect attendance will be recognized and receive incentives."

Yet other strategies are well described and focused:

- "Teach text format using content materials in K-4 grades (headings, subheadings, font, captions. Charts, tables, graphs)."
- "Intervention Model—ALL below level readers receive LLI or Targeted Support and push in support for teachers in grades K-4 during guided reading. Push in support for all teachers in grades K-4 during math workstations/small group."
- "Teachers will implement QA12345 writing strategy in the ELAR classroom and share strategies in other content areas to improve the quality of student written response across the campus."
- "After each district benchmark, identified students who scored a 3, 4, or 5 will be tutored by an ELA-certified teacher, focusing on the structure of writing an SCR (QA1) and ECR (QA12345 strategy)."
- "Conduct data talks with ELA content teams throughout the school year where strengths and weaknesses of students are identified, and solutions are created. (Utilize a common data form for teachers and students to set goals and track their own progress)"

Characteristic 5: Integration of Goals and Actions (Met)

The campus goals, performance objectives, and strategies are linked to the district improvement plan. Most use identical or very similar language to the district plan. Goals have been tailored to meet the grade level and educational level of the students attending the school. Student educational outcomes are also linked to the provided needs assessments to establish challenging, yet achievable, goals.

Characteristic 6: Evaluation Plan and Implementation (Not Met)

While the plans provide a section for a quarterly evaluation of the progress for each strategy/outcome, no completion data or other evidence of accomplishment of the particular strategies, goals, or outcomes were provided. A system to evaluate the plan outcomes to inform financial decision making is lacking. Few plans included funding sources to support the strategies. While two plans included a financial framework, listing Title funds and other district and campus costs, the others did not mention funding. Most plans included a list of summative state tests that are administered in Texas (e.g., *STAAR*).

Teachers commented about the lack of evaluation and follow through related to strategies,

- "We need more time to collaborate amongst grade levels to discuss what we are seeing. It needs to be more of a what are you seeing, teaching, and how we can improve."

- "We have a plan and goals but when are they assessed? When do we look at it and say it is or isn't working and we make changes?"
- "If the program(s) were implemented with fidelity, student learning and achievement would be greatly improved."
- "I came from a district in which campus committees were assigned portions of the CIP to evaluate the goals at the end of the school year and write new goals for the following year. To be honest, I'm not sure what our CIP says or if it is used to improve student learning. Like many things, it feels like another task to finish and check off the list, but not used as a living document or guide."

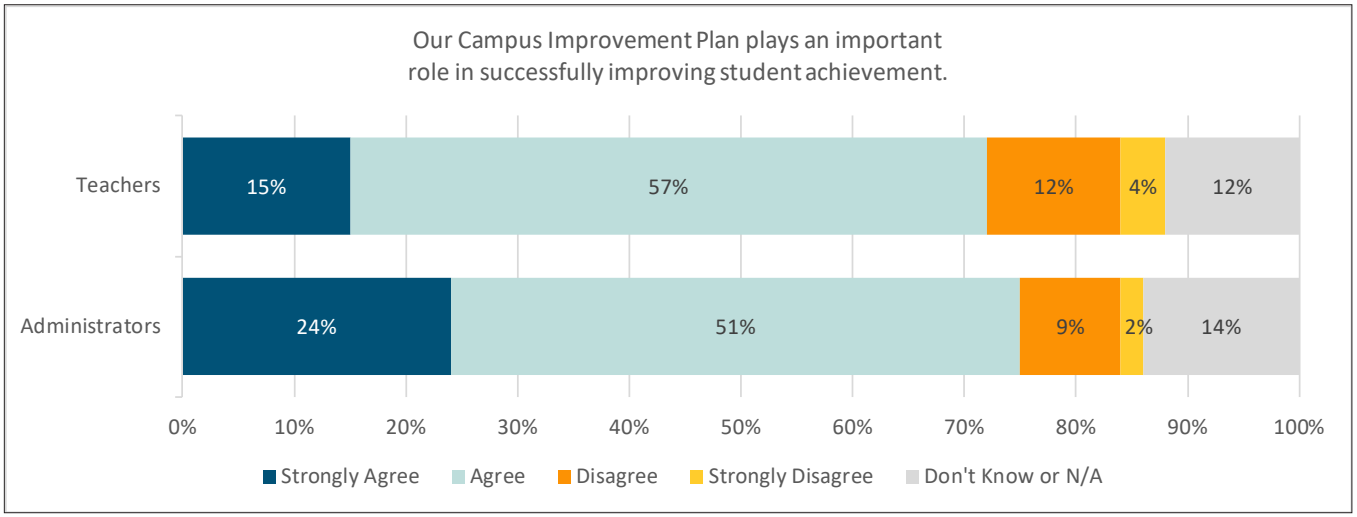
Characteristic 7: Monitoring (Not Met)

There is no mention of progress monitoring to determine if strategies were leading to the intended student learning outcomes described in the performance objectives and goal statements. Formative and summative completion rates are to be included on the standardized temple used by the campus, but all cells were left blank on all forms at all campuses. Where monitors are mentioned, it is limited to a position or job title, often a list, without a clear delineation of role responsibility (e.g., principal, academic specialist, ELAR teacher) all for the same strategy or outcome. In other cases, the person responsible is simply noted as "administrator."

One plan presented detailed monitoring strategies: "Administrators and the Instructional Coach will collaborate with C & I and the Bilingual Department to ensure grade-level planning is on track for student growth. Administrators and the Intervention team will monitor and track progress for students receiving push-in/pull-out support. Teachers will participate with Administrators and the Instructional Coach in making data-informed decisions in math."

Auditors interviewed district administrators, school administrators, and board members. They also surveyed district and school administrators and teachers and asked several questions related to planning at all levels of the district. The following exhibit shows the responses to the question regarding clarity of the campus plans. Surveyed were central office and campus administrators, and teachers.

Exhibit 1.3.6: Teachers and Administrators Perceptions Regarding the Campus Improvement Plan



Note: n=Administrator (146), Teacher (588)
Data Source: CMSi Online Survey

Campus plans received a similar response to the prior survey question (see **Exhibit 1.3.3**) about district planning, with 75% of administrators and 72% of teachers agreeing or strongly agreeing with the statement. Fourteen percent of administrators and 12% of teachers either did not reply or work in a program where no plan is expected.

In summary, campus planning and plans are required in Pearland ISD. All schools complete both a Campus Improvement Plan and a Campus Accountability Plan, with the Campus Accountability Plan identified as the working document that is utilized more regularly. While some plans met quality criteria, others are lacking in several categories, most notably, evaluation, implementation, and monitoring.

Summary

Pearland ISD has district and campus improvement plans aligned with the strategic plan. Some campus plans have more strategies than are feasible to accomplish in one year, and monitoring and evaluation efforts are insufficient. The current district improvement plan has six goals and several strategies for each goal. Overall, the district improvement planning and plans partially meet several of the CMAC® model criteria for quality, and fully meet only one criterion. Most notably absent is direction in the general category of plan implementation and evaluation. Campus Improvement Plans are present for all 23 schools and vary in quality, with a range from 43% to 86% meeting quality criteria. The campus plans are reported to be utilized to help guide decision making in the schools, but conflicting perceptions about plan value are prevalent, especially among teachers. So, while plans are present, their quality is not sufficient to guide improvement. (See **Recommendation 1.**)

FOCUS AREA TWO: The School District Has Established Clear and Valid Objectives for Students.

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

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

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

Focus Area Two: Curriculum

Under Focus Area Two, auditors examine the scope, quality, and alignment of the educational program within the school system. An educational system meeting Focus Area Two demonstrates clearly established learner expectations and definitions of instructional content for effective teaching and learning.

Common indicators include:

- A clearly established, system-wide set of goals and objectives that addresses all programs and courses and is adopted by the board of trustees;
- Demonstration that the system is contextually responsive to national, state, and other expectations as evidenced in local initiatives;
- Evidence of comprehensive, detailed, short- and long-range curriculum management planning;
- Knowledge, local validation, and use of current best curricular practices;
- Written curriculum that addresses both current and future needs of students;
- Major programmatic initiatives designed to be cohesive;
- Provision of explicit direction for the superintendent and professional staff;
- A curriculum that is clearly explained to members of the teaching staff and building-level administrators and other supervisory personnel; and
- A framework that exists for systemic curricular change and for assuring support for all populations.

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

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

Auditors reviewed various documents to determine district expectations related to design and delivery of the written curriculum. Auditors did not find a comprehensive plan establishing expectations and processes for all aspects of curriculum management, such as designing, developing, delivering, monitoring, evaluating, and revising an aligned curriculum. This plan, when consistently implemented, communicated widely, monitored methodically, and revised accordingly, supports alignment of the written, taught, and tested curriculum and results in improved student learning (see **Finding 2.1**).

The scope of the curriculum refers to the percentage of courses with written curriculum for each grade level and content area. For adequacy, auditors expect to find a written curriculum for 100% of core

academic courses and 70% or more of the non-core courses. At the elementary school level (grades K-4), auditors found written curriculum for 75% of the core content courses and 46% of the non-core courses. At the middle school/junior high school level (grades 5-8), written curriculum existed for 67% of the core content courses and 61% of non-core content courses. At the high school level (grades 9-12), written curriculum existed for 85% of the core content courses and 68% of non-core courses (see **Finding 2.2**). The scope of the written curriculum is not fully adequate to guide, coordinate, and connect instruction across the district.

Auditors found the overall quality of the curriculum is not specific or comprehensive enough to provide direction for and support instructional planning and delivery of the curriculum. **Finding 2.3** analyzes the quality, use, and feasibility of the written curriculum, and the congruence of instructional resources with district objectives and state standards. Auditors identified opportunities to improve the quality and specificity in each of these areas. Improvement in the quality and consistency of the curriculum will provide clear direction for teachers' instructional planning and delivery, ensuring improved alignment of the written, taught, and tested curriculum. Student learning and achievement directly benefit from improved curriculum quality and alignment.

Finding 2.1: Pearland ISD does not have a comprehensive written curriculum management plan to guide the design, development, implementation, evaluation, and revision of the curriculum.

A comprehensive curriculum management plan establishes a framework for all curricular decisions, resulting in coordinated resources and efforts across the district to improve student learning. A comprehensive curriculum management plan communicates the district's philosophical framework for not only the design of the written curriculum, but also for the approaches used to deliver the curriculum and engage students in every classroom. The plan outlines the steps and stages of curriculum development, and the roles and responsibilities of the governing board, the district staff, and the school staff in the design, development, and delivery of the curriculum. The required format and components of the written curriculum are detailed in the plan, as well as expectations for delivering the curriculum. Additionally, the plan explains procedures for an ongoing review and evaluation of the written curriculum; the use of assessment data, as well as formative and summative evaluation; the planning of staff development linked to curriculum design and delivery; the monitoring of instruction and support for delivery; and a communication plan that ensures all staff understand district expectations for curriculum design and delivery. A quality plan establishes expectations, guidelines, and systematic processes for the overall management of the curriculum to ensure accountability and quality control needed to improve student learning.

Too often districts find that teachers and staff are confused about which decisions concerning curriculum are made at the district level and which are made at the campus level. Also, confusion occurs when a textbook is considered the curriculum. Textbooks are not curriculum; they are resources to be used with the district curriculum.

The CMAC® model Decision-Making Matrix found in **Finding 1.1**, **Exhibit 1.1.1** outlines the tightly-held vs. loosely-held curriculum management functions and components—decisions made at the district level vs. decisions made at the campus level. A comprehensive curriculum management plan plays a critical role in establishing how the tightly-held components function, as well as directing how loosely-held or flexible components function within the system to maintain alignment of the written, taught, and tested curriculum. The exhibit displays the need for balance when making curricular decisions. The "ends"—the vision, beliefs, philosophy of the system, and the written curriculum and aligned assessments—are tightly held to ensure consistency and coordination across the system and increase impact on student

learning. The "means," however, are loosely held at the school and classroom levels. This provides flexibility for schools and teachers to meet their students' individual needs. When planning instruction and programming at the school and campus levels, decisions are aligned to tightly-held district level decisions.

To determine how Pearland ISD plans for curriculum management, auditors analyzed planning documents provided, curriculum documents, board policies, and job descriptions. Interviews were conducted with ESC administrators and staff, campus administrators, staff, teachers, and parents. Auditors used the information provided to compare against the Characteristics of Quality Curriculum Management. The exhibit below provides a list of some of the documents reviewed to determine Pearland ISD's approach to curriculum management planning.

Exhibit 2.1.1: District Documents Reviewed by Auditors for Comprehensive Curriculum Management Plan

Documents	Date
Purpose of the Audit in Pearland ISD	No Date
2023-24 Campus Instructional Plans	2023-24
2023-24 Pearland ISD District Improvement Plan	2023-24
2019 Pearland ISD Strategic Plan	2019
Strategic Plan 2020	2020
Employee Handbook 2023-24	2023-24
Various Staff and Faculty Handbooks from Schools 2023-24	2023-24
Various Job Descriptions	Various Dates
Content and Program Top Priorities 2023-24	2023-24
Pearland ISD Instructional 5 Area Plan	No Date
Pearland ISD 5-Area Instructional Plan (PowerPoint Presentation)	June 6, 2022
Curriculum and Instruction Meeting Agendas	Various Dates
Curriculum and Instruction Principal Meeting Agendas	Various Dates
Curriculum Documents Various Grade Levels and Courses (Scope/Sequence and Instructional Talks)	Various Dates
Proclamation 2024 and District Adoption Overview for Principals	No Date
Board Policy EFA(Legal)—Instructional Materials and Instructional Resources	May 13, 2024
Board Policy EFA(Local)—Instructional Materials and Instructional Resources	May 14, 2024
Board Policy AE(Legal)—Educational Philosophy	November 10, 2021
Board Policy BJA(Local)—Superintendent Qualifications and Duties	December 19, 2018
Board Policy BQ(Legal)—Planning and Decision-Making Process	May 11, 2023
Data Source: Documents provided by Pearland ISD staff.	

The board policies, job descriptions, and planning documents auditors examined provided only minimal direction for curriculum management planning. A comprehensive curriculum management plan should set forth expectations that address the 16 characteristics presented in the following exhibit. For a characteristic to be met, all parts of a characteristic's description must be evident in the district's plan or related documents. Twelve of the sixteen characteristics must be met for a plan to be considered adequate. The exhibit below lists the characteristics with a short description and rating of each.

Exhibit 2.1.2: Characteristics of a Quality Curriculum Management Plan

Characteristics
Vision/Philosophy
1. Describes the district's vision and philosophy for effective teaching and learning and a framework for the design of curriculum documents, including such directives regarding how content should be prioritized, bundled, and paced; direction on required components and format; and the integration of standards and research. The plan also directs the alignment of the written, taught, and tested curriculum; and specifies expectations for approaches used in delivering the curriculum and preferred activities for engaging students and practicing or demonstrating the content.
Curriculum Design and Requirements
2. Presents the required format and components of all curriculum documents and assessments.
3. Specifies a format and structure for the curriculum so that it supports teachers' differentiation of instructional approaches and their selection of student objectives at the right level of difficulty (flexible pacing within the year; this ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, and that students who have already mastered the objectives are also moved ahead at a challenging pace).
4. Requires for every content area a focused set of precise student objectives/student expectations and standards that are prioritized and reasonable in number so the student has adequate time to master the content.
5. Directs how state and national standards will be used in the curriculum. Specifies whether curriculum will be backloaded (derived from high-stakes tested learnings, deeply aligned), and/or frontloaded (which derives the curriculum from national, state, or local learnings), or both.
6. Directs that curriculum documents not only specify the content of the student objectives/student expectations, but also suggest multiple contexts and cognitive types.
Curriculum Development
7. Defines and directs all steps and stages of curriculum development, who is involved, sequence, and timelines.
8. Identifies the timing, scope, prioritization, and procedures for a periodic cycle of review of curriculum in all subject areas and at all grade levels.
Curriculum Delivery and Support
9. Requires the design of a comprehensive staff development program linked to curriculum design and its delivery.
10. Presents clear and specific procedures for supporting and monitoring the delivery of curriculum. Directs how observation/walk-through data will be used.
11. Specifies clear expectations, with observable characteristics, for effective student engagement and learning that aligns with the district vision and philosophy.
Assessment and Student Progress Monitoring
12. Specifies the overall beliefs and procedures governing the assessment of curriculum effectiveness. This includes curriculum-based diagnostic assessments and rubrics (as needed). Such assessments direct instructional decisions regarding student progress in mastering prerequisite concepts, skills, knowledge, and long-term mastery of the learning.
13. Describes the procedures teachers and administrators will follow in using assessment data to strengthen the written curriculum and instructional decision making in classrooms.
14. Outlines procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content.

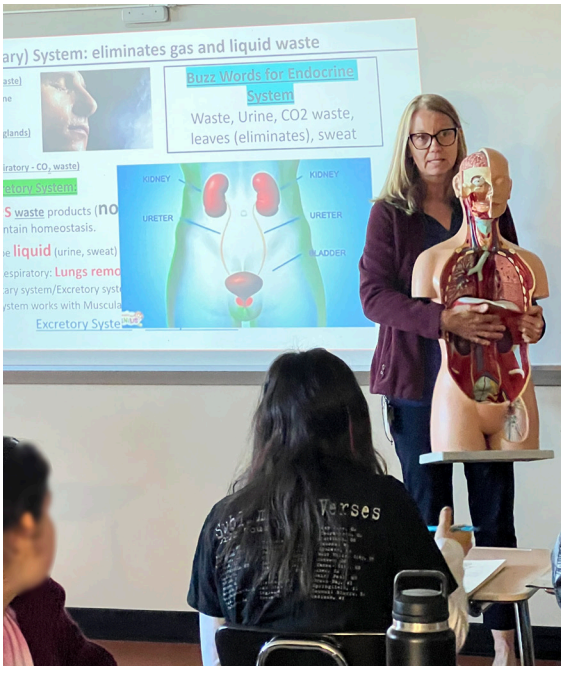
Characteristics
Communication and Supporting Consistency
15. Specifies the roles and responsibilities of the board, central office staff members, and school-based staff members in the design, development, and delivery of curriculum.
16. Establishes a communication plan for the processes of curriculum design and delivery.
©2024 CMSi

Auditors found that the district's written direction for curriculum did not fully meet any of the 16 characteristics; the characteristics are presented here for reference for the following discussion. Because the finding examines the district's written directives for curriculum design, development, delivery, and evaluation, rather than district practices, the auditors' ratings are based on evidence that the district has established an official expectation in writing for each of the 16 characteristics, not on evidence that the characteristic is occurring in practice. The auditors found evidence of some of the characteristics in practice, despite their being no written directive to do so.

Below auditors list the 16 characteristics of a Quality Curriculum Management Plan and note what elements of the characteristics are found in various district documents to support district leaders in their future planning.

Characteristic 1: Clear vision and philosophy for effective teaching and learning (Not Met)

The district has mission and vision statements, but how they are expected to be reflected in everyday instruction is not clear. Board policies were reviewed to determine if any vision or philosophical guidance for curriculum and instruction were specified. *Board Policy AE(Legal)—Educational Philosophy* states that a well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education. The same policy states technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. No additional direction was found in district documents specifying pacing, prioritization, or bundling expectations for written curriculum documents, nor any expectations that the written, taught, and tested curriculum be aligned. Auditors also found no required list of components and formats to be used in curriculum design. Each individual core content area has its own mission statement, which may confuse teachers as they plan instruction.



Turner High School AP Anatomy class

Characteristic 2: Required curriculum format and components (Not Met)

This characteristic expects a specific format and components common for all curriculum, assessments, and instructional guide documents. The auditors found no written direction for curriculum format or components. When reviewing curriculum documents for core and non-core courses, auditors did not find consistency in formatting or in components. Some curriculum documents included "I will" statements, while others did not. Some documents contained instructional talk pages, which included strategies, activities, a breakdown of the TEKS,

prior knowledge, suggested activities, teaching progression, and instructional talk videos for each TEKS taught in a specific unit. This list of components was found only in K-4 elementary mathematics. Most other documents have the TEKS, a few strategies, and activities. No consistency was evident across core and non-core curriculum documents. Some documents were missing titles, dates created/revised, and varied in components based on what the content specialist team felt was appropriate. Often, documents did not match, and staff had to go through many documents to get information duplicated in other locations.

A clear definition of what constitutes curriculum, as well as articulated expectations for format and components, can provide some key elements of a comprehensive district curriculum management plan.

Characteristic 3: Curriculum format and structure that supports differentiated instruction (Not Met)

Auditors reviewed the Pearland ISD Strategic Plan 2020. Goal 1 in the strategic plan is; "Pearland ISD will continue to make student academic performance its top priority, through data analysis, technology integration, and differentiated instruction." Some of the curriculum documents provide suggested strategies and activities to use with students when teaching a specific skill or set of skills. This was not true of all course curriculum documents. Due to the various formats, many documents did not mention differentiation. In some supporting documents for Gifted and Talented and Emergent Bilingual student instruction, strategies and assessments to determine correct placement for students and ongoing strategies and activities are suggested. While helpful documents for teachers to use, they are not linked to the curriculum documents, limiting easy access.

Various teachers and administrators expressed concerns about differentiation in classrooms:

- "I don't think teachers have the tools to differentiate." (Campus Administrator)
- "A lot of the resources posted are at a high level and I had to differentiate for my students. Differentiation strategies/resources are not available." (Teacher)
- "We put the scaffolded supports in our documents, but just writing it down on a piece of paper doesn't help." (ESC Administrator)
- "I think [differentiation] is being attempted. We are still working toward providing teachers with the tools to do so, specifically scaffolding for students that are struggling. We do a better job of extending than going down [lower performing students]." (ESC Administrator)
- "We do not know how to differentiate for the various populations." (ESC Staff)

Characteristic 4: Requires a focused set of precise content objectives for every content area (Not Met)

Auditors found no evidence in district curriculum documents of written requirements for every content area to specify a focused set of student objectives, expectations, and standards. Some content areas have identified targeted TEKS. For example, secondary mathematics courses have targeted TEKS identified within their curriculum documents. Although there was evidence of prioritization of standards in some curriculum documents, auditors found no specific guidance calling for a reasonable number of focused standards or expectations identified for targeted TEKS in core and non-core courses.

Characteristic 5: Connections to state and national standards (Not Met)

Currently, state standards (TEKS) are referenced in district policy as the curriculum and are expected to be taught in all content areas. While curriculum staff understand that TEKS alone do not comprise a curriculum, that understanding is not shared by all campus or district staff. National standards were not addressed in any of the curriculum documents at the time of the audit, although the district does

participate in *SAT®* and *PSAT®* assessments. Examples from national assessments are not used in planning except in Advanced Placement courses. As a result, no documents supported the frontloaded or backloaded approach to designing curriculum and assessments.

Characteristic 6: Specifies content as well as multiple contexts and cognitive types to be provided in curriculum (Not Met)

No document clearly defines expectations for curriculum to specify the contexts and cognitive demand that should be part of learning. A critical element of curriculum design is defining what mastery looks like in terms of student performance. A quality curriculum management plan requires curriculum documents to not only clearly delineate the content of student objectives, but to suggest multiple contexts and cognitive types. The context suggests how the students should be practicing or demonstrating the content. The only document in the district that specifies cognitive demand is the in Pearland ISD English Language Arts and Reading curriculum documents (see **Appendix E**). Curriculum documents examined by auditors provided the content of the learning, but did not describe the contexts or cognitive types needed for mastery. Examples of multiple contexts could include real world, test-like, classroom, or meaningful writing as discussed in **Focus Area 3**, **Finding 3.2** related to artifacts from Pearland ISD. Students who practice their learning in multiple contexts and with high cognitive demand are better equipped to do well on state and national assessments.

Characteristic 7: Steps and stages of curriculum development (Not Met)

Curriculum staff and selected teachers update and design curriculum each summer. The summer work is done to improve, update, and revise the curriculum based on feedback from the staff and teachers. At the time of the audit, there was no written curriculum management plan that clearly articulates the district's expectations for curriculum design and revision.

Characteristic 8: Periodic cycle of review of all courses at all grade levels (Not Met)

To meet this characteristic, documents must identify the timing, scope, prioritization, and procedures for a periodic cycle of review of curriculum in all subject areas and at all grade levels. Auditors saw no written document that addresses all aspects of this characteristic.

Characteristic 9: Required linkage of professional development to curriculum design and delivery (Not Met)

Although Pearland ISD offers staff development, a written link between staff development and curriculum design and its development and delivery was not evident. Teachers new to the district receive a short staff development presentation at the beginning of the school year on the curriculum and where to find resources, but complain that it is not enough. Developing a comprehensive professional development program focused on curriculum design and delivery supports teachers in better understanding the curriculum and how to align instruction to the curriculum, resulting in improved student learning (see **Finding 5.1**).

Characteristic 10: Procedures for monitoring delivery of curriculum (Not Met)

Monitoring the delivery of curriculum is valued in Pearland ISD; however, there is no systemic approach or procedures for monitoring the delivery of curriculum, particularly related to improvement in the effectiveness of instruction.

Characteristic 11: Clear expectations for effective student engagement and learning (Not Met)

The auditors did not find clear direction in governing documents for what student engagement and classroom contexts should look like, beyond the expectations communicated in the strategic plan (Goal 1) and the generic statements in policy. There was insufficient written direction for what teaching strategies and approaches are considered to be best practice.

Characteristic 12: Beliefs and procedures for governing assessment of curriculum effectiveness (Not Met)

Auditors found no written documentation on beliefs and procedures governing the assessment of curriculum effectiveness. Assessments can be used to determine issues with the written curriculum, common misunderstanding of specific skills by students, and cognition type based on the questions. This can result in rewrites of the curriculum, training for teachers on common misconceptions or skill sets needed by students to be successful. Mastery of learning is critical and so is the progression of learning that builds so students can acquire the skill sets they needs.

Characteristic 13: Procedures directing the use of data for decision making and improvement (Not Met)

Although common assessments or benchmark assessments exist for most core content areas, auditors found no procedures for teachers and administrators to follow in using assessment data to strengthen the written curriculum, as well as for instructional decision making. Lists of the assessments were provided with dates when data would be shared and with whom it will be provided for review. Using assessment data to determine the right level of difficulty of objectives for students and then differentiating instruction, accordingly, supports students' mastery of learning. Including procedures for use of assessment data in a curriculum management plan supports teachers and school leaders in meeting the needs of all students (see **Findings 4.1** and **4.2**).**Characteristic 14: Program evaluation procedures outlined (Not Met)**

A document outlining the steps for conducting formative and summative evaluations of programs was not found; however, *Board Policy BJA(LOCAL)—Superintendent Qualifications and Duties* and *Board Policy BQ(LOCAL)—Planning and Decision-Making Process* provide some direction for evaluating instructional programs.

- *Board Policy BJA(LOCAL)—Superintendent Qualifications and Duties* states that position will "oversee a system for regular evaluation of instructional programs, including identifying areas for improvement, to attain desired student achievement." (See **Finding 1.1**.)
- *Board Policy BQ(LOCAL)—Planning and Decision-Making Process* asserts that "at least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance." (See **Finding 1.1**.)

While campus staff indicated that data are being used in department (team) meetings, there was no evidence of a documented set of procedures used in data reviews.

Characteristic 15: Roles and responsibilities of all internal stakeholders (Not Met)

This characteristic expects a curriculum management plan to clearly delineate the roles and responsibilities of the board, district staff, and school staff in curriculum design, development, and delivery. Board policy and job descriptions provide some guidance for roles and responsibilities related to curriculum (see **Findings 1.1** and **1.2**). *Board Policy BQ(Local)—Planning and Decision-Making Process* states, "A

board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district level committee members, and campus level committee members in the areas of planning, budgeting curriculum, staffing patterns, staff development, and school organization." (See **Finding 1.1**.) A quality curriculum management plan specifies the role all staff play in curriculum design, development, and delivery. Clarity in roles and responsibilities supports district-wide productivity (see **Findings 1.1** and **1.2**). The policies and curriculum documents do not provide the specificity needed to clearly define roles and responsibilities for curriculum design, development, and delivery.

Characteristic 16: A communication plan for the process of curriculum delivery and design (Not Met)

Although Pearland ISD leaders explained how communication about curriculum design and delivery occurs, no documents were presented outlining a clearly articulated process for communicating information related to curriculum design and delivery. ESC administrators and ESC staff described various communication methods, such as principal memos, principal meetings, content specialists sharing information at department meetings with teachers at various schools, and ESC department meetings. Establishing a communication plan for the process of curriculum design and delivery eliminates mixed messages and supports consistent implementation of an aligned written, taught, and tested curriculum if delivered in a consistent way to all staff.

Summary

Auditors found that Pearland ISD has insufficient written direction for curriculum design, delivery, monitoring, evaluation, and revision of the curriculum. Current board policies and other documents provide limited details on curriculum management planning, and they do not meet the 16 characteristics of a comprehensive curriculum management plan.

Finding 2.2: The scope of the written curriculum is inadequate for the core and non-core content areas to direct teaching and learning.

Clear, comprehensive, and current curriculum documents provide direction for teachers concerning learning objectives, prerequisite skills/knowledge, instructional materials/resources, instructional strategies, exemplar tasks and practice activities, approximate time students need to master the objectives, and formative and summative assessment tools. A complete written curriculum includes documents for every course taught at every grade level for every school in the district.

The percentage of courses that have a corresponding curriculum is known as the scope of the curriculum. A lack of curriculum documents creates an environment where teachers utilize other sources for planning and delivering their instruction. Teacher-selected resources may not be aligned with the goals of the district or with state standards. Additionally, when teachers are selecting these with no guidance, they may vary considerably across grade levels, courses, and schools, and may result in inconsistency, a lack of focus, and unequal access to high-level learning. When curriculum design and delivery are not consistent across classrooms and campuses, horizontal and vertical alignment may suffer. Teachers operating in isolation may teach a fragmented curriculum, and the lack of quality control may result in gaps in student achievement.

To determine the adequacy of the overall scope of the curriculum in Pearland ISD the auditors first listed all courses currently offered as presented through master schedules for each campus. All dual credit courses were removed from the final scope document as these courses are outside the purview of the district. The auditors then examined curriculum documents in multiple digital platforms, namely Microsoft Teams, Microsoft Sharepoint, Eduphoria, and Canvas. The auditors expected to find user-

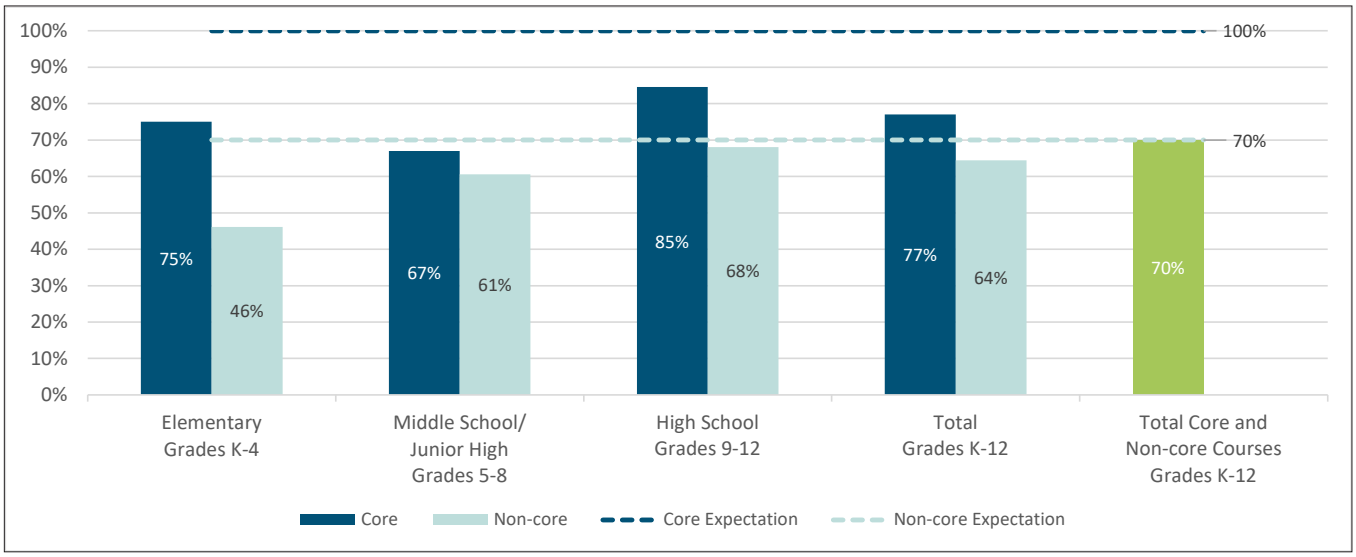
friendly and accessible curricula for the courses offered in the elementary, middle, junior, and high schools in Pearland ISD. An adequate scope requires the presence of a written curriculum for 100% of core courses (ELAR, math, science, and social studies) and 70% of non-core courses.

As indicated in **Finding 1.1**, *Board Policy AE(Legal)—Educational Philosophy* states that a well-balanced and appropriate curriculum will be provided to all students. In addition, *Board Policy BQ(Legal)—Planning and Decision Making Process* tasks the board with ensuring regulations are created to ensure the planning of curriculum.

The auditors found that core courses were inadequate in curriculum scope in elementary, middle school/junior high, and high school. Likewise, the non-core courses were inadequate in curriculum scope in elementary, middle school/junior high, and high school.

The following exhibit presents a summary of the scope for core and non-core courses for each grade band. The specific list detailing courses offered for grades Kindergarten through 12 can be found in **Appendix F**.

Exhibit 2.2.1: Summary of the Scope of the Written Curriculum in Pearland ISD



The scope of the curriculum for core content courses for each grade band falls below the 100% criteria. Likewise, the scope of the curriculum for non-core content courses for each grade band falls below the 70% criteria. The scope of curriculum for core courses in middle school/junior high is in most need of a written curriculum. For example, while the scope of the curriculum for core courses in elementary and high school calculates to 75% and 85% respectively, the scope of the curriculum for core courses in middle school/junior high is 67%.

The following exhibit presents the scope of the written curriculum in Kindergarten through Grade 4.

Exhibit 2.2.2: Scope of the Written Curriculum in Pearland ISD, Grades K-4

Content Areas	Guides Expected	Guides Available	Percentage with Written Curriculum
Core Content Courses			
English Language Arts and Reading	15	10	67%
Mathematics	10	5	50%
Science	5	5	100%
Social Studies	10	10	100%
Total Core Content Courses	**40**	**30**	**75%**
Non-core Content Courses	**26**	**12**	**46%**
Total Core and Non-core Content Courses	**66**	**42**	**64%**
Data Source: Curriculum documents were provided by Pearland ISD curriculum staff.			

Seventy-five percent of all core content courses in grades Kindergarten through 4 had a designated curriculum compared to 46% of non-core courses. Therefore, the scope of the written curriculum for Kindergarten through Grade 4 for both core and non-core courses is inadequate. The scope of curriculum for both science and social studies is adequate with a 100% written curriculum. Notably, solely the absence of a written curriculum for the reading and math resource core courses accounts for an inadequate scope for core courses in English language arts and math.

The following exhibit presents the scope of the written curriculum in grades 5 through 8.

Exhibit 2.2.3: Scope of the Written Curriculum in Pearland ISD, Grades 5-8

Content Areas	Guides Expected	Guides Available	Percentage with Written Curriculum
Core Content Courses			
English Language Arts and Reading	26	12	46%
Mathematics	19	17	89%
Science	8	7	88%
Social Studies	10	6	60%
Total Core Content Courses	**63**	**42**	**67%**
Non-core Content Courses	**33**	**20**	**61%**
Total Core and Non-core Content Courses	**96**	**62**	**65%**
Data Source: Curriculum documents were provided by Pearland ISD curriculum staff.			

The scope of the written curriculum for all core courses in grades 5 through 8 was found to be inadequate with a total percent coverage of 67%. Likewise, the scope of the written curriculum for all non-core courses in grades 5 through 8 was found to be inadequate at 61%.

The following exhibit presents the scope of the written curriculum in grades 9 through 12.

Exhibit 2.2.4: Scope of the Written Curriculum in Pearland ISD, Grades 9-12

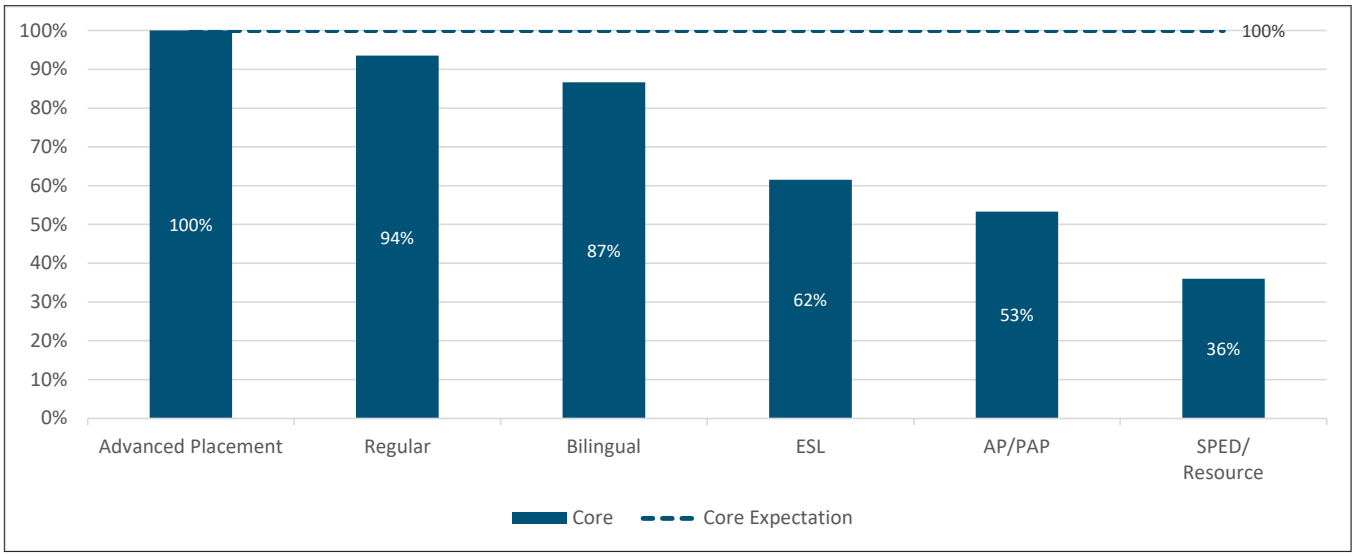
Content Areas	Guides Expected	Guides Available	Percentage with Written Curriculum
Core Content Courses			
English Language Arts and Reading	32	31	97%
Mathematics	23	16	70%
Science	22	21	95%
Social Studies	20	14	70%
Total Core Content Courses	**97**	**82**	**85%**
Non-core Content Courses	**166**	**113**	**68%**
Total Core and Non-core Content Courses	**263**	**195**	**74%**

Data Source: Curriculum documents were provided by Pearland ISD curriculum staff.

The scope of the written curriculum for core courses in grades 9 through 12 was found to be inadequate with a percentage of written curriculum of 85%. The scope of the written curriculum for non-core courses was also found to be inadequate with a percentage of written curriculum of 68%.

The following exhibit disaggregates the scope of the curriculum by types of courses.

Exhibit 2.2.5: Comparison of the Scope of the Curriculum by Types of Courses



Pearland ISD offers a variety of core content courses beyond regular course offerings that students with a variety of needs may take to satisfy a core course requirement. These course offerings include Advanced Placement, Bilingual, English as a second language, Advanced Placement/Pearland Advanced Program, and resource (special education). Disaggregating the scope of the curriculum by the various iterations of core courses reveals that the absence of curriculum within select iterations of core courses is the primary driver of an inadequate scope of the core curriculum. For example, while the scope of all curriculum for Advanced Placement and regular core courses is 100% and 94%, respectively, the scope of the curriculum for the remaining iterations of core courses is below 90%. The scope of the curriculum for the remaining types of core courses are 87% for Bilingual, 62% for ESL, 53% for Advanced Placement/Pearland Advanced

Program, and 36% for resource (special education). The following quotes represent the voices of district stakeholders with concerns about curriculum scope within various programs:

- "[We need to] Provide more resources for teachers related to special education students." (Teacher)
- "I don't have any curriculum. I had to write my own scope and sequence." (Teacher)
- "I get zero direction with curriculum. The only thing I got is a pacing calendar." (Teacher)
- "Our teachers struggle when they are planning. When the [general education] teachers have a plan, the bilingual teachers must then search for a different resource. The bilingual teacher is still planning, but the [general education] teacher has already moved on." (ESC Administrator)

The specific list detailing courses offered for grades Kindergarten through 12 can be found in **Appendix F** of this report.

Summary

An adequate scope of the curriculum requires that 100% of core courses and 70% of non-core courses have a written curriculum. The auditors found the scope of the written curriculum for both core (77%) and non-core (64%) courses to be inadequate. Such gaps in written curriculum create inconsistencies in instructional delivery in the form of varying expectations of cognitive rigor, content, and context in student tasks. In addition, when teachers encounter non-existent or incomplete curriculum documents, they tend to seek learning activities from unvetted sources, resulting in variation of instructional quality between classrooms and campuses. The continuous compilation of various external curricula also creates an incohesive design among lessons, units, and grade levels. In Pearland ISD, this is especially prominent among non-core courses as well as core courses that serve English language learners, pre-advanced students, gifted and talented students, and special education students. A quality, tightly-held written curriculum helps ensure continuity of instruction for all students, regardless of the program, campus, or classroom the student attends. (See **Recommendation 2**.)

Finding 2.3: Curriculum guides for grades K-12 core content and non-core content courses do not meet audit expectations for quality to direct teaching and learning and for alignment of the written, taught, and tested curriculum. The number of TEKS/SEs or objectives expected in each unit is not feasible for the time allowed, and teachers are not going to the district curriculum first to assist with the planning and delivery of instruction.

The goal of a written curriculum is to provide a foundation for a school system's efforts to guide learning for all students. Quality curriculum documents align the written, taught, and tested curriculum. Written curriculum documents should direct instruction so that efforts of all educators are coordinated in achieving the educational priorities of the district. They focus instruction on essential learning and connect the learning vertically and horizontally within the system. These documents should be the blueprints for planning and delivering instruction to students. These documents should provide direction through concise and clearly stated learning objectives and corresponding assessments, with the specified prerequisite skills needed for successful learning, and suggestions for aligned instructional resources, teaching strategies, and student work/activities. When curriculum documents are incomplete or nonexistent, teachers do not have what is needed for their planning, and learning is likely to be inconsistent across classrooms and campuses, thus resulting in less predictable student achievement.

To determine the quality of the written curriculum documents and the degree to which they are used for the delivery of instruction in Pearland ISD, auditors examined more than 850 curriculum documents

presented for core and non-core courses in Kindergarten through grade 12. In addition, auditors reviewed district policies to identify quality expectations for curriculum documents. Auditors looked at all documents that could be found on the various platforms, which were presented to the audit team as curriculum guides, and visited classrooms across the district. Auditors also surveyed teachers and administrators about their perceptions of curriculum quality and their use of the documents.

Overall, auditors found that board policies were weak in addressing requirements for the design of the curriculum. Further, auditors found the curriculum guides in the district to be of inadequate quality and inconsistent in format. The mean rating of all curriculum guides in Pearland ISD was 8.0 points of a possible 18 largely due to insufficient or non-specific suggestions for resources and approaches or activities, few prerequisites, and inadequate aligned assessments. The district has done much work on curriculum documents over many years and has a quantity of curriculum documents. However, Pearland ISD curriculum guides do not have sufficient components or specificity to support high quality instruction and assure alignment of the written, taught, and tested curriculum.

Auditors examined board policies for reference to requirements and direction for written curriculum. Auditors noted expectations for written curriculum in *Board Policy AE(Legal)—Educational Philosophy, Board Policy BJA(Local)—Superintendent Qualifications and Duties,* and *Board Policy (Local)—Planning and Decision-Making Process*. These policies provide some direction concerning quality of curriculum, but not the detailed specificity necessary to direct the design of the written curriculum. No other policies referenced information related to the requirements of a quality curriculum.

In addition to reviewing board policies and job description, the auditors then reviewed the curriculum documents provided by Pearland ISD staff to determine their overall quality. The exhibit below lists many of the documents reviewed by auditors.

Exhibit 2.3.1: Curriculum Documents Reviewed by Auditors to Determine Overall Quality of the Curriculum in Pearland ISD

Document	Date of Document
Purpose of the Audit in Pearland Independent School District	No Date
Pearland Operating Procedures (POPS) 2023-24	2023-24
Various Pearland Independent School District Job Descriptions	Various Dates
Staff and Faculty Handbooks 2023-24	2023-24
Strategic Plan 2020 Pearland Independent School District	December 2019
Pearland Independent School District—District Improvement Plan 2023-24	2023-24
Advanced Academics: Gifted/Talented Program Services Guide, A Handbook for Parents, Community Members, and Campus Personnel 2023-24	2023-24
Lead4ward Field Guides	2021 and 2022
TEKS Vertical Alignment Documents	2020
STAAR Countdown Plans	2023
Career and Technical Education—TXCTE/TEA Curriculum Resources	Various Dates
Pearland ISD 1:1 Best Practices in Technology	No Date
Pacing Guides and Planning Maps	Various Dates
Instructional Talks	Various Dates
Planning Calendars	Various Dates
Reading by Design (Dyslexia)	Various Dates
Scope and Sequence	Various Dates

Document	Date of Document
Yearly Overview	Various Dates
Year-at-a-Glance	Various Dates
Elementary Math Program Guides	2023-24
Lead4ward Snapshots	2022
Writer's Workshop Handbook	2023-24
Unit plans	Various Dates
STAAR Test Blueprints	2011
Lead4ward Instructional Strategies Playlist for Teachers	2021 and 2022
Common 10 Assessments	Various Dates
Benchmark Assessments	Various Dates
Accommodations vs Modifications	No Date
Gifted/Talented Differentiation Resources	No Date
Power Reading—Measuring Up Resource	No Date
Supporting Emerging Bilingual Students Resource Bundle	2023-24
Pearland ISD Literacy Framework	No Date
Pearland ISD PK—Grade 4 ELAR/SLAR and Math Planning Guides 2023-24	2023-24
Content Snapshots—Top Priorities 2023-24	2023-24
Pearland ISD Instructional 5 Area Plan	No Date
Purposeful Planning for Rigorous Instruction	No Date
Pearland ISD All-Learner Approach	2023-24
Data Source: All documents reviewed were provided by Pearland ISD staff.	

Auditors found that both core and non-core courses were designed using various templates. District staff were given permission to create curriculum documents that would best fit the needs of their specific content area. As a result, some documents were similar in design, but most were not. Many of the forms/curriculum documents lacked titles, dates, or any expectation of what components would be included and provided to teachers. Some curriculum documents had the TEKS listed and include activities for students. Secondary teachers often work from a planning calendar, planning map, or planning guide only with no other supporting documents available. Elementary teachers are given different curriculum documents for each content area, all with differing components and formats.

Instructional talk pages are curriculum documents created at the elementary level in English language arts and reading and mathematics. This type of document appears throughout middle and junior high level documents and comes closest to having the six required curriculum quality components (see **Exhibit 2.3.2**). These documents contain the name of the unit and number of days to teach the unit; how many days are set aside for testing; the TEKS/SEs to be addressed in the unit; prior knowledge necessary to be successful on the new TEKS and what needs to be learned for students to be ready for the next school year; a TEKS breakdown component that details skills to be learned and includes example problems with possible misconceptions student might have when learning the skills; video on how to teach the TEKS/SEs (Math only); suggested strategies and activities, teaching progression, resources, and the assessments such as common 10 or benchmarks. These documents would need some updating, but adding all the components of quality curriculum that were missing could be an easy and doable task.

Nearly every grade level in math, reading, and science has Lead4Ward materials that are useful for teachers. The "Field Guide" resource is also helpful for teacher use. The better curriculum documents

have the TEKS/SEs breakdown, targeted TEKS, and "I will" statements that break down the TEKS to an understandable language for students. Most, but not all, secondary curricula have planning maps or calendars, scope and sequence documents, and a few other supporting documents.

Many non-core content area courses have purchased resources that are serving as curricula. The majority of CTE courses, credit recovery (Edgenuity), and Project Lead the Way courses use purchased curriculum. This generates yet another set of curriculum documents that do not align with others in the district. Such inconsistency may lead to teachers creating lessons using curriculum that is varied in quality, which can result in instruction that is inconsistent across campus and district levels.

Pearland ISD provided auditors with documents prior to the auditors' visit in the district. One of the documents titled "District Purpose of the Audit" stated the following: "Essentially, we want to ensure that the curriculum is aligned with the state standards, promotes student success, enhances teacher planning and instruction, fosters curriculum consistency, and encourages innovations in learning." While auditors found curriculum was available in most core content areas, no district curriculum for specialized programs such as gifted and talented, dyslexia, foreign language, and Read 180 and Math 180 has been created to assist teachers. As a result, teachers are using purchased curriculum and resources for these courses which may not include strategies, activities, prerequisite information, higher levels of rigor, or extended activities that challenge students in their learning.

Pearland ISD currently offers foreign language in Spanish and French. These courses are offered in middle school as early as grade 5. The standards/objectives from course to course are very similar but when written look very different simply due to the differences in the languages. Languages are also offered in Pearland Advanced Program and Advanced Placement courses with the expectation that students will be prepared to take AP® exams and receive college credit prior to leaving high school. These unique language courses require a carefully thought-out curriculum that includes not only standards/objectives, but cultural history, literature, conversation skills, and writing competencies. A small number of teachers teaching the foreign language courses makes it difficult to keep up with the updates and revisions that are needed in curriculum documents. As a result, the quality of the curriculum suffers.

Pearland ISD has GT cluster classes at the elementary schools that can be identified by the section number in Skyward. Secondary schools offer gifted students the Pearland Advanced Program and Advanced Placement courses. Teachers are expected to provide extended activities for gifted students clustered in elementary classrooms with a teacher trained to work with gifted students. Specific written curriculum for gifted students is missing, and auditors found that gifted and talented specialists had not been invited to participate in writing curriculum. The curriculum quality is lacking from not using this expertise.

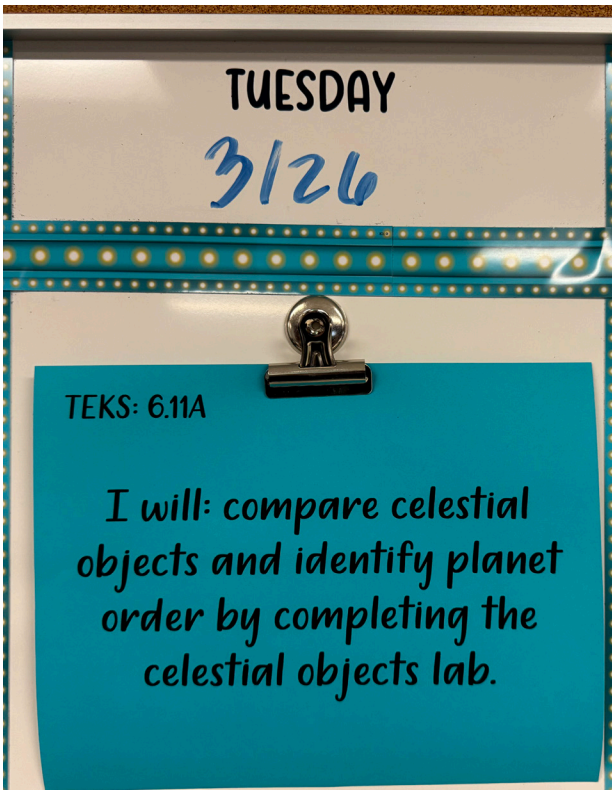
Pearland ISD students enrolled in the dyslexia program are using Reading by Design from Region 4 Education Service Center. The program has a scope and sequence document. It also has five volumes that represent levels of support that gradually become more difficult as students progress through the program. Teachers must be certified to teach the program and must update certification annually.

Read 180 is a program designed for struggling readers who are reading two or more years below grade level. It provides blended learning instruction, classroom instruction, and student assessment. Pearland ISD has implemented this program at three middle schools in grades 5 and 6. This program lacks a written curriculum written to support the learning and expectations of the district. The quality of this resource has not been evaluated internally since the program began in the district.

Math 180 is a comprehensive intervention for math. The program includes options for both teacher-led instruction and independent software instruction that is age-appropriate, personalized, and adaptive.

Pearland ISD has the program implemented in two junior high schools in grades 7 and 8. The program focuses on priority standards along the progression to algebra. This program does not have a district curriculum written to support the learning and expectations of the district. The quality of this resource has not been evaluated internally since the program began in the district.

Unique programs such as gifted and talented, foreign languages, and Read 180 and Math 180 need to start with a designed curriculum and then the selection of a research-based resource to support the curriculum. The quality of this curriculum should be reviewed against the audits six characteristics of quality curriculum. This process is critical to ensure these programs (resources) are making a difference in assisting students in becoming proficient in reading and mathematics at the appropriate grade levels. All programs need a sound evaluation scheduled annually or biannually to determine program effectiveness.



"I will" statement posted in classroom at Alexander Middle School

Although curriculum design is mentioned in job descriptions and district documents, the essential components and structure, with a corresponding format, necessary for quality curriculum design are not specified in any written policy or documents. Overall, policies, job descriptions, and district documents need more substantive content and specificity to direct the design and development of written curriculum guides **(see Finding 2.1)**.

Basic Quality of Curriculum Documents

To determine the quality of the curriculum documents, each was reviewed using the CMAC® model Frame One Analysis: Minimal Basic Components for Curriculum Document Quality and Specificity listed in the exhibit below. This analysis simply determines the degree to which each component is included in the written Curriculum.

Exhibit 2.3.2: CMAC® Model Frame One Analysis: Minimal Basic Components for Curriculum Document Quality and Specificity and Rating Rubric

Component Descriptors	Value
Component One: Clarity and validity of objectives	
No standards present.	0
Vague delineation of standards.	1
Specifically states tasks to be performed or skills/concepts to be learned.	2
States for each instructional objective the what, when (sequence within course/grade), how actual standard is performed, and the amount of time to be spent learning (requires rewrite or refining of the original language of the standard). The number of instructional objectives is feasible for the time allotted.	3

Component Descriptors	Value
Component Two: Congruence of the curriculum to the testing and evaluation program	
No assessment approach.	0
Some approach of student assessment stated.	1
States some specific skills, knowledge, concepts that will be assessed at some point (not all objectives are addressed).	2
Each instructional objective or cluster of objectives has a corresponding formative assessment, and priority or essential standards/objectives have a summative assessment, with rubrics/ evaluation scales provided if required (as with performance-based assessment).	3
Component Three: Delineation by grade of the essential skills, knowledge, and attitudes (may be a scope and sequence, but score is related to specificity in the objectives or standards described/noted)	
No mention of required skill.	0
States general knowledge students should have acquired from some prior grades/courses.	1
States prior general experience/standards needed for the intended grade level standards (may not note when it was acquired but does specify what prior knowledge/skills are needed).	2
States specific, documented prerequisite or description of discrete skills/concepts required prior to this course (specificity in the objective wording is required, such as a "3" for Criterion One).	3
Component Four: Delineation of the major instructional tools in the form of [multiple] textbooks and supplementary materials	
No mention of instructional resources.	0
Names instructional resources for some instructional objectives (less than 50%).	1
Names instructional resources for most instructional objectives (more than 50% but less than 100%).	2
States for each instructional objective or cluster* of objectives the "match" between the basic resources and instructional objectives (100%).	3
Component Five: Suggested strategies and approaches for classroom use (teacher strategies and modeling)	
No approaches cited for classroom use.	0
Overall, vague statements on how to approach the content in the classroom (address less than half of the content objectives).	1
Provides general suggestions for approaches; gives general suggestions for at least half of the learner objectives.	2
Provides specific examples, by instructional objective or cluster* of objectives, on how to teach, model, or engage students with key concepts/skills in the classroom.	3
Component Six: Suggested student work/activities for classroom use	
No inclusion of suggestions for student [practice] activities, projects, or work.	0
Suggests student practice activities or assignments for some instructional objectives (less than half); activities may be the same for all students or allow for differentiation.	1
Suggests some student practice activities or assignments (same or differentiated) for most instructional objectives (more than half, but not all).	2
Suggests for all instructional objectives in the guide, by objective or cluster* of objectives, student practice activities, assignments, or projects that can be differentiated for content, process, and product.	3
Key: * In the case of assessments, instructional tools and resources, and suggested strategies and approaches, these may be clusters. For example, one suggested approach may, in fact, address multiple objectives, such as a cluster of objectives.	
©2023 CMSi	

Curriculum documents are assigned a value from 0 (low) to 3 (high) on each of the six components. The rubric for each component enables auditors to quantify their evaluations in a consistent and well-defined manner. A maximum of 18 points is possible. Documents receiving a rating of 14 or more points are considered adequate. The mean rating for each component and the mean rating for the total curriculum K-12 core and non-core ratings are then calculated. The ratings are only meant to communicate whether the minimum components needed for quality are indeed present. Other frames of analysis are needed to determine internal consistency and alignment.

The exhibit below displays the ratings for grades K-12 core content courses in Pearland ISD

Exhibit 2.3.3: CMAC® Model Frame One Curriculum Analysis: Auditors' Ratings of Minimal Basic Components and Specificity for Grades K-12 Core Content Courses in Pearland ISD

Grades K-12	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Elementary								
English Language Arts and Reading	2023-24	2.0	1.8	0.3	1.5	2.0	1.5	**9.1**
Mathematics	2023-24	2.5	0.8	1.1	0.9	0.8	1.0	**7.1**
Science	2023-24	2.0	1.4	0	1.2	1.0	1.6	**7.2**
Social Studies	2023-24	2.0	0.5	0	2.0	1.5	2.0	**8.0**
Elementary Core Content Mean Rating		**2.1**	**1.1**	**0.4**	**1.4**	**1.3**	**1.5**	**7.9**
Middle School and Junior High School								
English Language Arts and Reading	2023-24	2.0	1.3	1.0	1.2	1.7	1.3	**8.5**
Mathematics	2023-24	1.9	1.1	0.4	0.8	0	0.7	**4.9**
Science	2023-24	2.0	2.0	0	1.0	2.0	2.0	**9.0**
Social Studies	2023-24	1.8	1.3	0	2.0	1.8	2.0	**8.9**
Middle School and Junior High Core Content Mean Rating		**1.9**	**1.4**	**0.4**	**1.3**	**1.4**	**1.5**	**7.8**
High School								
English Language Arts and Reading	2023-24	1.7	0.8	0.5	0.9	1.1	1.1	**6.1**
Mathematics	2023-24	1.9	1.3	1.3	1.3	1.3	1.4	**8.5**
Science	2023-24	2.0	1.7	0.1	1.5	1.7	1.9	**8.9**
Social Studies	2023-24	2.0	1.8	0.5	2.0	1.6	1.8	**9.7**
High School Core Content Mean Rating		**1.9**	**1.4**	**0.6**	**1.4**	**1.4**	**1.6**	**8.3**
K-12 Core Content Mean Rating		**2.0**	**1.3**	**0.5**	**1.4**	**1.4**	**1.5**	**8.0**

Key: Obj. = Clarity and validity of standards; Asmt. = Congruence of the curriculum to assessment; Prereq. = Delineation of prerequisite skills, knowledge, and attitudes; Res. = Delineation of major instructional resources; Strats. = Suggested strategies and approaches for classroom use; Act. = Suggested student work/activities for classroom use.

Data Source: Curriculum documents provided by Pearland ISD staff.

©2023 CMSi

The exhibit below displays the ratings for grades K-12 non-core content courses in Pearland ISD.

Exhibit 2.3.4: CMAC® Model Frame One Curriculum Analysis: Auditors' Ratings of Minimal Basic Components and Specificity for Grades K-12 Non-Core Content Courses in Pearland ISD

Grades K-12	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Elementary Non-core Content Courses								
Art	2023-24	2.0	1.0	2.0	0	1.0	2.0	8.0
Physical Education	2023-24	2.0	0	0	2.0	0	2.0	6.0
Music	2023-24	2.0	0	0	0	0	0	2.0
Total Non-core Content Elementary Courses Mean Rating		**2.0**	**0.3**	**0.7**	**0.7**	**0.3**	**1.3**	**5.3**
Middle School and Junior High School Non-core Content Courses								
Career and Technical Education	2023-24	2.0	2.0	1.0	1.0	0	2.0	8.0
Physical Education	2023-24	2.0	0	0	2.0	1.0	2.0	7.0
Art	2023-24	2.0	0	0	0	0	0	2.0
Music	2023-24	2.0	0	0	0	0	0	2.0
Spanish	2023-24	2.0	0	0	0	0	0	2.0
Band	2023-24	2.0	0	0	0	0	0	2.0
Theatre	2023-24	2.0	0	0	0	0	0	2.0
Yearbook	2023-24	2.0	0	0	0	0	0	2.0
Total Middle School and Junior High School Non-core Content Courses Mean Rating		**2.0**	**0.3**	**0.1**	**0.4**	**0.1**	**0.5**	**3.4**
High School Non-core Courses								
Art	2023-24	2.0	0.5	0.5	0.5	0.5	0.5	4.5
AP Music	2023-24	2.0	2.0	2.0	2.0	2.0	2.0	12
Computer Science	2023-24	2.0	1.3	1.7	1.3	1.3	1.3	8.9
French	2023-24	2.0	1.3	0.7	1.7	1.0	2.0	8.7
Spanish	2023-24	2.0	1.8	0.4	0.4	1.8	1.8	8.2
AP Research and Seminar	2023-24	2.0	2.0	2.0	2.0	2.0	2.0	12
Career and Technical Education	2023-24	2.0	0.2	0.8	0.5	0.5	0.8	4.8
Physical Education, Athletics	2023-24	2.0	0	0	0.4	0.4	0.4	3.2
Band	2023-24	2.0	0	0	0	0	0	2.0
Choral Music	2023-24	2.0	0	0	0	0	0	2.0
Fine Arts—Dance, Drill Team	2023-24	2.0	0	0	0	0	0	2.0
Yearbook	2023-24	2.0	0	0	0	0	0	2.0
Total High School Non-core Content Courses Mean Rating		**2.0**	**0.8**	**0.7**	**0.7**	**0.8**	**0.9**	**5.9**
K-12 Non-core Content Courses Mean Rating		**2.0**	**0.5**	**0.5**	**0.6**	**0.4**	**0.9**	**4.9**

Data Source: Pearland ISD staff provided the information needed to do this report.

©2023 CMSi

Exhibit 2.3.5: Curriculum Quality Summary of Core and Non-Core Courses, by Grade Band and Component for Pearland ISD

Grades K-12	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Core Courses							
English Language Arts/Reading							
Grades K-4	2.0	1.8	0.3	1.5	2.0	1.5	**9.1**
Grades 5-8	2.0	1.3	1.0	1.2	1.7	1.3	**8.5**
Grades 9-12	1.7	0.8	0.5	0.9	1.1	1.1	**6.1**
ELAR Mean	**1.9**	**1.3**	**0.6**	**1.2**	**1.6**	**1.3**	**8.0**
Mathematics							
Grades K-4	2.5	0.8	1.1	0.9	0.8	1.0	**7.1**
Grades 5-8	1.9	1.1	0.4	0.8	0	0.7	**4.9**
Grades 9-12	1.9	1.3	1.3	1.3	1.3	1.4	**8.5**
Mathematics Mean	**2.1**	**1.1**	**0.9**	**1.0**	**0.7**	**1.0**	**6.8**
Science							
Grades K-4	2.0	1.4	0	1.2	1.0	1.6	**7.2**
Grades 5-8	2.0	2.0	0	1.0	2.0	2.0	**9.0**
Grades 9-12	2.0	1.7	0.1	1.5	1.7	1.9	**8.9**
Science Mean	**2.0**	**1.7**	**0.03**	**1.2**	**1.6**	**1.8**	**8.4**
Social Studies							
Grades K-4	2.0	0.5	0	2.0	1.5	2.0	**8.0**
Grades 5-8	1.8	1.3	0	2.0	1.8	2.0	**8.9**
Grades 9-12	2.0	1.8	0.5	2.0	1.6	1.8	**9.7**
Social Studies Mean	**1.9**	**1.2**	**0.2**	**2.0**	**1.6**	**1.9**	**8.9**
Mean All Core	**2.0**	**1.3**	**0.4**	**1.4**	**1.4**	**1.5**	**8.0**
Non-Core Courses							
Grades K-4	2.0	0.3	0.7	0.7	0.3	1.3	**5.3**
Grades 5-8	2.0	0.3	0.1	0.4	0.1	0.5	**3.4**
Grades 9-12	2.0	0.8	0.7	0.7	0.8	0.9	**5.9**
Mean All Non-Core	**2.0**	**0.5**	**0.5**	**0.6**	**0.4**	**0.9**	**4.9**
Mean All Core and All Non-Core	**2.0**	**0.9**	**0.5**	**1.0**	**0.9**	**1.2**	**6.5**

Data Source: Curriculum documents provided by Pearland ISD staff.

Key: Obj. = Clarity and validity of standards; Asmt. = Congruence of the curriculum to assessments; Prereq. =Delineation of prerequisite skills, knowledge and attitudes; Res. = Delineation of major instructional resources; Strats. = Suggested strategies and approaches for classroom use; Act. = Suggested student work/activities for classroom use.

©2023 CMSi

Note that of the three charts above, none of the four core content areas (English language arts and reading, mathematics, science, and social studies) had curriculum guides with an adequate rating of 14 or higher. In the summary chart, mathematics grades 5-8 had the lowest overall rating of 4.9 and Social Studies grades 9-12 had the highest overall rating of 9.7. Prerequisite skills had the lowest rating of the six components of quality curriculum, and curriculum standards/objectives had the highest rating. (See **Appendix G** for detailed ratings for each core and non-core course found in the district to have curriculum at the time of the audit.)

Below is a discussion of the K-12 grade all core and all non-core content mean ratings for each component in the summary exhibit.

Component 1: Clarity and specificity of objectives (Mean rating 2.0)

The first component is tightly held and should be implemented across all classrooms in the district. Auditors expect to find grade level objectives, derived from the standards, for each course addressed and integrated throughout the district's curriculum documents. To receive a score of 3, state standards must be rewritten to refine the original language of the standard into precise instructional objectives. Instructional objectives should include a description of what the objective is, when the learning will take place (sequence within course/grade), how the actual standard is to be performed, and suggest the amount of time needed for learning. It must also be feasible for teachers to cover the instructional objectives within the allotted instructional time, and the pacing of the curriculum must allow enough time for students to master course objectives. In developing curriculum documents, district leaders should also consider the timing of the administration of high-stakes tests, such as the *State of Texas Assessments of Academic Readiness (STAAR)*. Pacing guides should be designed so that students have the opportunity to master standards assessed by these tests prior to the test administration.

Component 2: Congruence of the curriculum to the testing and evaluation program (Mean rating 0.9)

Providing specificity about how students are expected to demonstrate mastery of course objectives is essential for ensuring instruction and student activities are aligned to the content, context, and cognitive level of the standards. For a rating of 3 on this component, a description of a corresponding formative, summative, or performance-based assessment for each objective must be present in the curriculum. Where applicable, rubrics or evaluation scales should be provided to support teachers in determining how students are expected to demonstrate mastery. Students must have an opportunity to demonstrate mastery of the content that will be tested on *STAAR* and other high-stakes tests, prior to their administration so that teachers can reteach content not mastered. The curriculum documents provide a few examples of test questions for teachers to use when assisting students in understanding the content, context, and cognitive level of the question. The district has invested in Lead4ward materials. The field guides and several other similar documents are helpful and can provide teachers with examples of the types of questions students might encounter. Teachers need to know where to find these resources and be able to access them to help the various teacher teams in their planning. Auditors found that district-designed common 10 assessments and benchmark assessments are online for teachers to see prior to the testing window. This gives teachers a chance to model questions similar to the ones to be used on future assessments.

Component 3: Delineation by grade of the essential skills, knowledge, and attitudes (Mean rating 0.5)

To receive a rating of 3 on delineation by grade of the essential skills, knowledge, and attitudes, curriculum guides must state specific documented prerequisites or describe discrete skills and concepts required prior to the new learning. Auditors found that while some documents had detailed descriptions of the skills that students must have to move forward with new learning, the majority of documents did not. In some cases, prerequisite skills were noted only as Algebra 1 required before taking Algebra 2. This component addressing the specificity of the detailed skills to ensure students have learned the skills necessary to move forward with new standards. Teachers must have a clear understanding of the TEKS/SEs and what is needed to be successful with the new learning. If students do not have the required past learning, teachers must to go back and reteach skills so students can be successful. This key component is missing on many Pearland ISD curriculum documents. A few grade levels had the TEKS/SEs vertical alignment document available for teachers to use in their planning. This can be an excellent way to help

teachers to see what skills should be mastered before the current grade level and what is needed in the future to be ready for the next grade level. The vertical alignment document was found or mentioned in only a few curriculum grade level documents.

Component 4: Delineation of the major instructional tools in the form of textbooks and supplementary materials (Mean rating 1.0)

For curriculum to score a 3 on this component, all standards/objectives or clusters of standards/objectives must be matched with a basic instructional resource. Pearland ISD guides frequently provided descriptions of resources or lists of links to resources, but failed to specifically identify which unit standards or objectives were associated with which resource. This results in a missing link between the resource and standards/objectives. Teachers have to choose the resource that best aligns to the standards/objectives being taught; this can be a difficult task, especially for the new and/or inexperienced teacher. Many online links are provided as instructional resources. Several of these links are not working or are no longer available. Districts must take caution when posting links to teaching resources. These should be checked throughout the school year and updated as needed to ensure alignment with the standards/objectives to be taught. Teachers shared in interviews that Spanish resources and online links are falling short of meeting needs in bilingual/dual language classrooms. Auditors also found that much curriculum written for dual language classrooms is often a translation of the English curriculum. Resources frequently mentioned in the curriculum documents as support for instruction are not available in Spanish, which diminishes the support that students receive. Bilingual specialists need to be involved in the curriculum writing process.

Component 5: Suggested strategies and approaches for classroom use (Mean rating 0.9)

Curriculum guides that score a 3 include specific examples on how to teach, model, and engage students with key concepts/skills in the classroom. This information is not a day-to-day script, but sample lessons that allow for flexibility. This is a loosely-held component, and teachers are not expected to follow daily lesson plans developed at the district level. However, sample instructional strategies or approaches should be included in curriculum documents for teachers to use at their discretion, based on students' needs. Without specific examples of how to teach course objectives, instructions may not match the content, context, and cognitive level of the standards/objectives in some classrooms. Auditors found that some of the grade level/content specific documents included instructional strategies; the *Supporting Emergent Bilingual Students Resource Bundle* includes instructional strategies; and gifted/talented supporting documents provide some instructional strategies and differentiation strategies. Overall, the district has significant work to do in this area, and teachers will benefit greatly from an expanded number of high-quality sample instructional strategies/approaches included in curriculum documents.

Component 6: Suggested student work/activities for classroom use (Mean rating 1.2)

This loosely-held component assesses whether curriculum documents contain suggested activities to engage students in learning the core content. To receive a 3 on this component, curriculum guides must provide examples of student work/activities by standard/objective or cluster of objectives. The examples must align to the content, context, and cognitive level of course objectives to prepare students to be successful on high-stakes assessments. Example assignments must also provide information on ways to differentiate content, process, and/or product.

Some curriculum documents had student work activities that were created by district staff and posted as sample work activities for teachers to use. These work samples did not identify the cognitive type

(Webb's Depth of Knowledge) to help teachers better understand the types of questions and activities that would highly engage students in their learning and increase rigor in classrooms.

In addition to reviewing curriculum documents, board policies, and job descriptions, auditors conducted interviews with board members, ESC administrators, ESC staff, campus administrators, teachers, parents, and paraprofessionals. Several comments were made regarding quality and inconsistency in the curriculum:

- "The curriculum resources are there, but I think that teachers struggle with the implementation of the curriculum." (ESC Administrator)
- "Teachers have to create most of their activities because there are few activities available in the district curriculum." (Teacher)
- "We have outdated resources. Teachers have to create their own resources. Some resources from the district are 10 plus years old." (Teacher)
- "Teachers know what to teach by looking at the scope and sequence and year-at-a-glance which is on Eduphoria." (Campus Administrator)
- "I believe we have outdated curriculum resources." (Teacher)
- "Several links in the curriculum documents do not work. In Eduphoria, activities often are not there." (Campus Administrator)

Overall, the Pearland ISD curriculum guides/documents do not provide the specificity needed to ensure prerequisite skills are clearly identified and are used to determine where individual students are in their learning. Instructional strategies and resources for teaching a content course are not clearly delineated within the curriculum documents and do not support differentiation. The documents are missing the specificity and detail necessary in quality curriculum guides to support teachers. Resources are outdated, limited, or not available in both Spanish and English.

Use and Feasibility

Consistent use of the district's written curriculum is critical to establishing quality control of the educational program of a school district. Quality curriculum documents focus instruction on the essential learnings and district priorities, and connect curriculum vertically and horizontally within the school system. These documents must be user-friendly and serve as a guide for planning effective instruction. For students to have equal access to the district-adopted curriculum with equitable opportunities for achievement, teachers at all district campuses and all grade levels should provide instruction to support student mastery of the district goals and objectives.

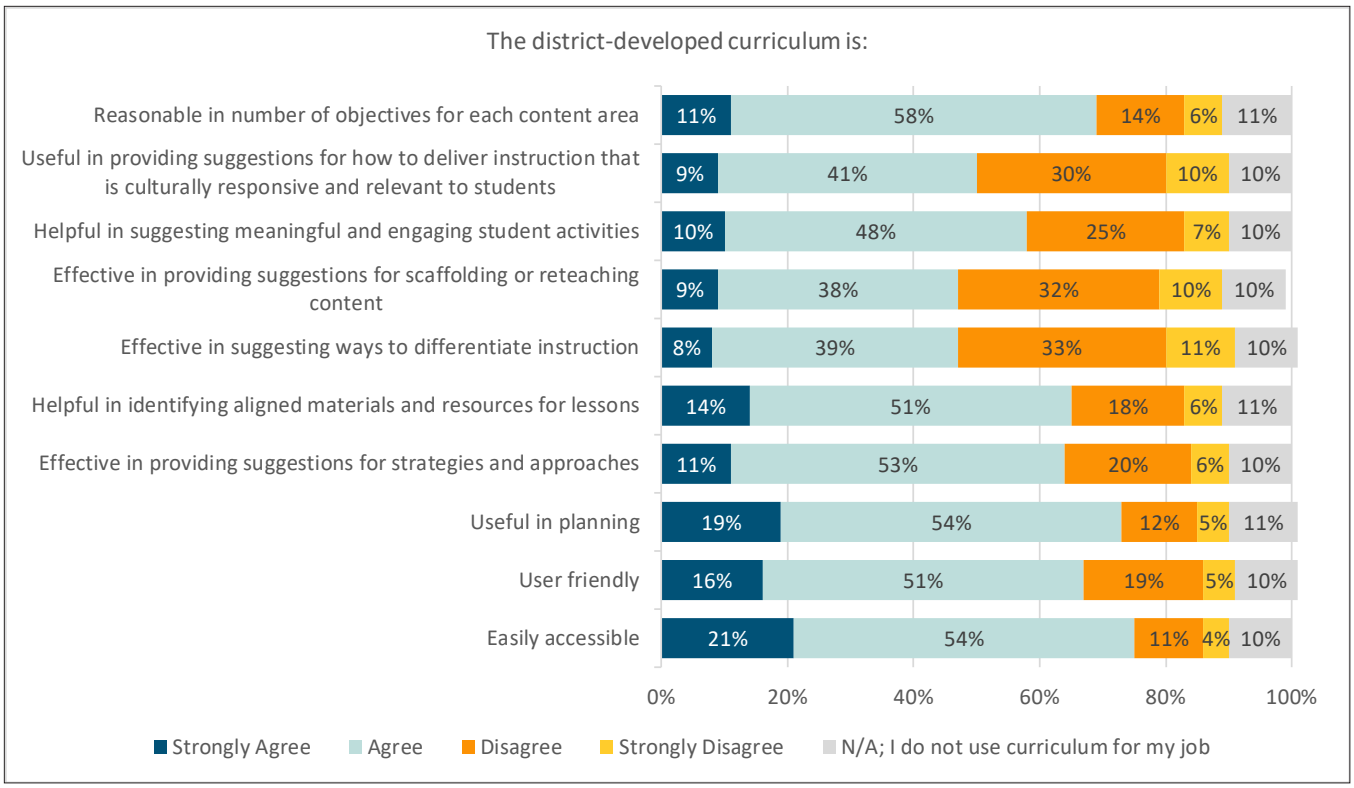
Housing of Curriculum Guides

The auditors reviewed Pearland ISD core and non-core course curriculum documents for Kindergarten through grade 12. Auditors found that teachers had to go to as many as five different locations to get curriculum documents for their respective content areas. For example, some content areas would first include content information on Eduphoria Forethought, such as scope and sequence documents, pacing calendars or planning calendars, supporting curriculum documents, and common 10 assessments and benchmark assessments. Next, other content areas would link to Microsoft Teams for the same type of documents posted on Eduphoria. Secondary math has their documents posted on Microsoft SharePoint. Teachers are using Canvas to support students with their work. Asking teachers to go to multiple locations to find curriculum documents, resources, assessments, data reports, and Canvas to work with students

could result in teachers not using what is available. Asking elementary teachers to go to four different online locations to find and select the documents that they will use in multiple content courses they teach each day can be challenging. These online curriculum documents all follow a different format, and at times titles differ from what the district might use in communicating with staff. The file name of the document may differ from the title on the opened document, or a title may be missing. Several actions need to be taken to align the curriculum documents across the district, including setting the standards for what is expected in all curriculum guides; ensuring each document is titled with grade level and last revised date; specifying components to be included in the curriculum documents; and designating one location to house all curriculum documents by grade level and course content. Curriculum should define the tightly held content and provide suggestions for how to teach it. What is included in curriculum documents, their format, and components are all district-level decisions.

The following exhibit displays teacher survey responses related to use and feasibility of the district curriculum.

Exhibit 2.3.6: Teacher Perception of the Quality and Feasibility of District Curriculum (and Administrator Perception)

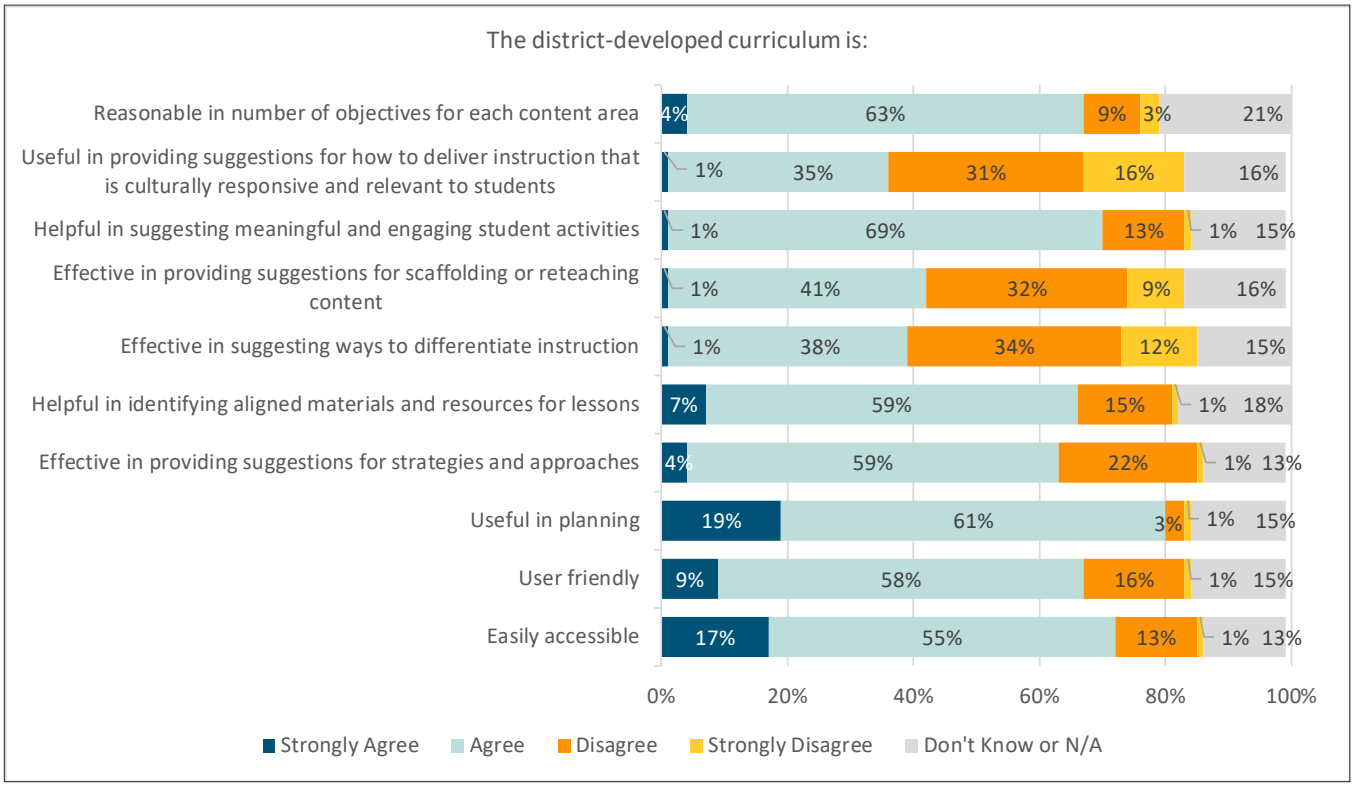


Note: Some totals do not equal 100% due to rounding, n=563
Data Source: CMSi Online Survey

When teachers were surveyed about the district curriculum, they strongly agreed/agreed that it is easily accessible (75%), user friendly (67%), useful in planning (73%), and reasonable in the number of objectives for each content area (69%). Teachers disagreed/strongly disagreed with the following curriculum characteristics: effective in suggesting ways to differentiate instruction (44%), effective in providing suggestions for scaffolding or reteaching content (42%), or useful in providing suggestions for how to deliver instruction that is culturally responsive and relevant to students (40%).

The following exhibit displays administrator responses to the use and feasibility of the district curriculum.

Exhibit 2.3.7: Teacher Perception of the Quality and Feasibility of District Curriculum (and Administrator Perception)

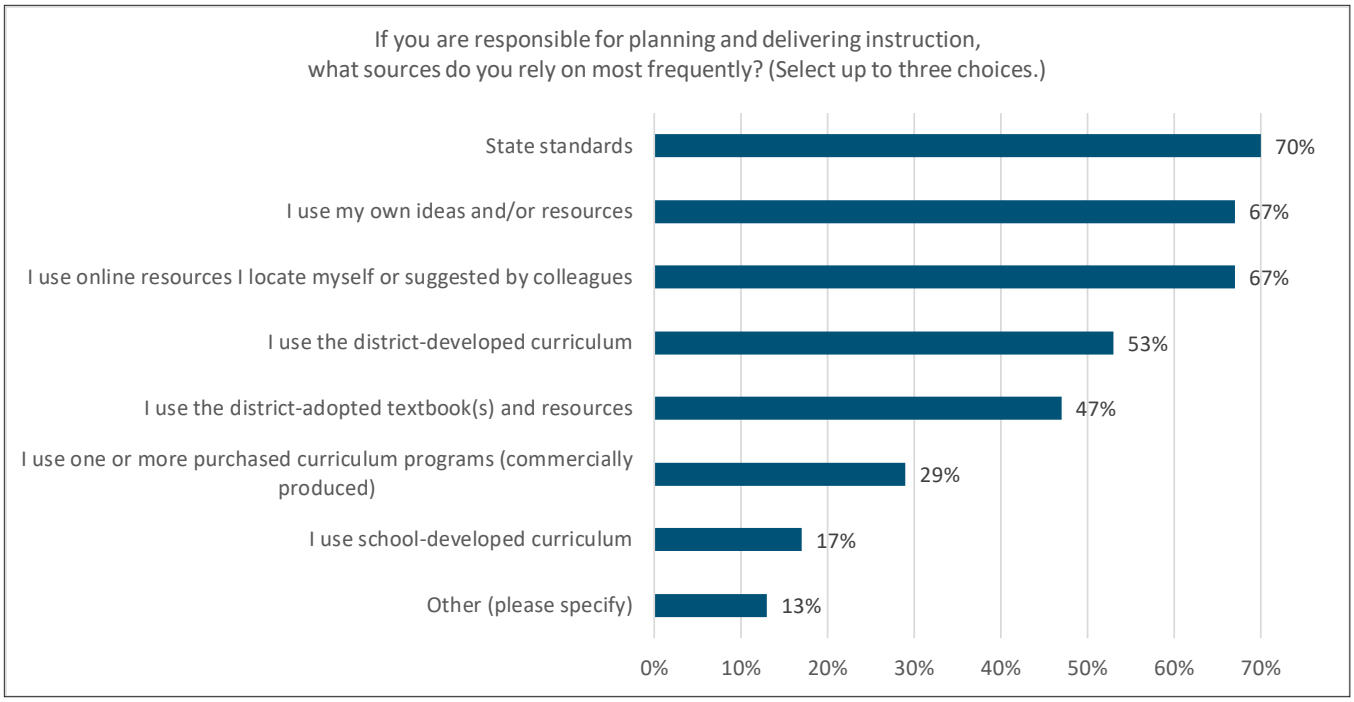


Note: Some totals do not equal 100% due to rounding, n=70
Data Source: CMSi Online Survey

When administrators were surveyed about the district curriculum, they strongly agreed/agreed that it is easily accessible (72%), user friendly (67%), useful in planning (80%), and reasonable in the number of objectives for each content area (67%). Administrators disagreed/strongly disagreed with the following curriculum characteristics: effective in suggesting ways to differentiate instruction (46%), effective in providing suggestions for scaffolding or reteaching content (41%), or useful in providing suggestions for how to deliver instruction that is culturally responsive and relevant to students (47%). The data in these last two exhibits suggest that instruction personnel at the campus level may not be aware of some of the benefits of having a quality, deeply aligned curriculum.

The exhibit below illustrates teachers' responses to the question: "What resources do you use most frequently for planning and delivering instruction?" Respondents could select multiple answers, so the percentages do not total 100%.

Exhibit 2.3.8: Teacher Responses to Most Frequently Used Resources for Planning and Delivery of Instruction

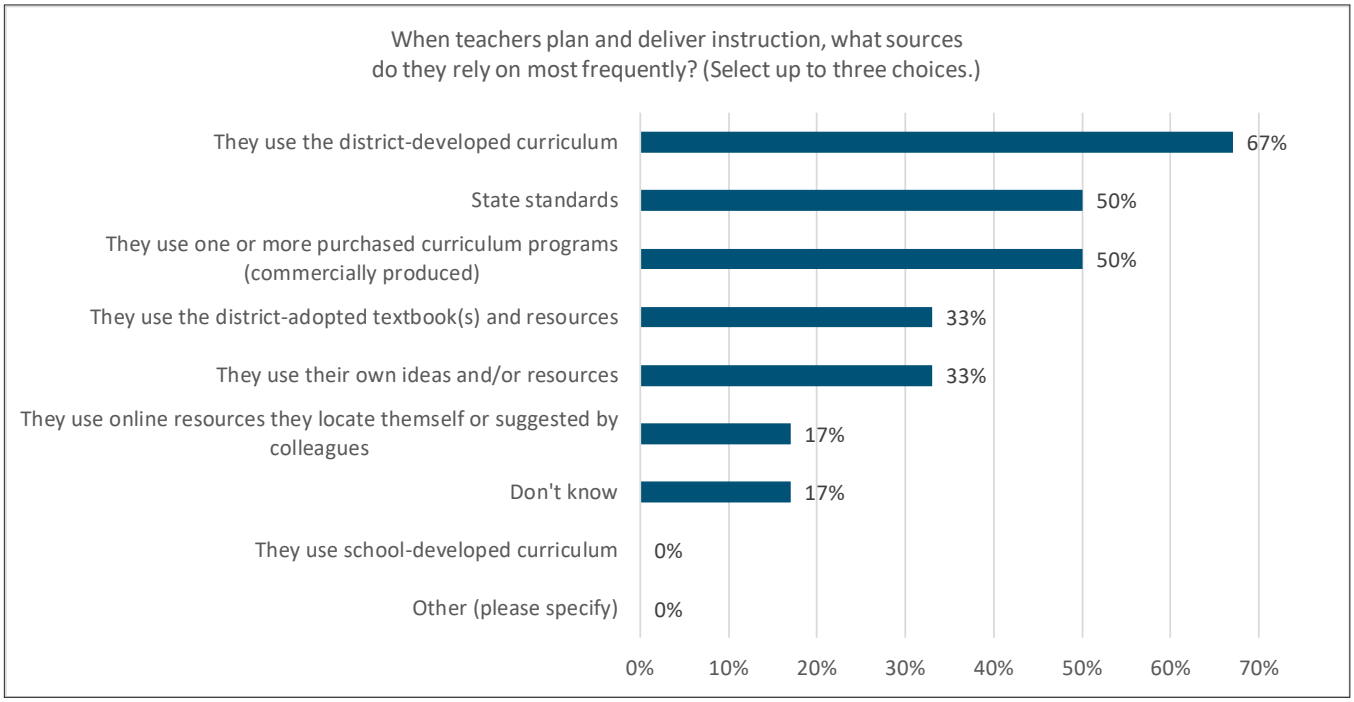


Note: n=556
Data Source: CMSi Online Survey

The teacher responses in the previous exhibit indicate that the district-developed curriculum is the fourth choice of resources for planning and delivering instruction. When teachers' top choices for planning and delivering instruction are so wide and varied, the district-wide curriculum may not be used, and planning for instruction will likely create options for students that may not always be focused on the essential learning priorities. Teachers are seeking aligned resources, strategies, and student activities to teach daily in their classrooms. The number of standards to be taught in a specific time frame is not reasonable in many of the units in ELAR, mathematics, science, and social studies, and teachers are challenged with what standards to teach and what standards to set aside.

Campus administrators responded to the same teacher survey question, and their responses appear in the exhibit below.

Exhibit 2.3.9: Administrator Responses to Most Frequently Used Resources for Planning and Delivery of Instruction



Note: n=80
Data Source: CMSi Online Survey

This exhibit shows administrators believe that teachers are using the district-wide curriculum 67% of the time when planning and delivering instruction. However, teachers indicated in **Exhibit 2.3.8** they would use the state standards, their own ideas, and online resources before considering the district-developed curriculum. Such variants indicate a lack of guidance that could affect planning direction based on a teacher's experience; this may not be where the district needs to go to close achievement gaps based on school and district data.

The State of Texas provides the Texas Essential Knowledge and Skills and student expectations (TEKS/SEs). When written curriculum documents developed by the district are absent, district staff reference the TEKS/SEs as their curriculum. The TEKS/SEs alone do not meet expectations for quality curriculum guides. Quality curriculum guides do include state standards (TEKS/SEs), but they also include clearly defined objectives, testing and evaluations aligned to the objectives, a clear understanding of prerequisites necessary prior to new learning, aligned instructional tools, effective instructional strategies, and aligned student activities that include differentiation, extension activities, and scaffolding activities to ensure student success.

The auditors interviewed board members, ESC administrators, campus administrators, teachers, and parents to learn more about the perceptions of the district's curriculum's quality and use. Also, an opportunity was provided to community members, teachers, campus administrators, ESC staff, and ESC administrators to share anonymous comments via an online survey.

The following quotes come directly from teachers and are focused on the district curriculum, resources, number of TEKS/SEs to teach, lack of Spanish resources, and use of the district curriculum.

- "We don't use the district-developed curriculum if it exists."
- "The district-developed curriculum for some areas does not exist in Spanish, which is greatly needed to implement dual language, ESL, and bilingual programs."
- "There are weeks where we have been asked to teach 4 or 5 new TEKS/SEs in a week—we are shoving this curriculum down the students' throats."
- "Resources are out of date and not culturally relevant to today's kids."
- "I know that the state has too many TEKS for us to teach in a year. It is almost impossible for our students to be successful with the amount of time we have to teach the TEKS. We never have time to really dig deep with the curriculum and get higher-level thinking incorporated."

Overall, teachers are concerned about the number of TEKS/SEs they are to teach each day, week, or month, or, in most cases, in a unit or other clustering, specific TEKS/SEs. Only 53% of teachers selected the district-developed curriculum as the first place they go for assistance with planning and delivering instruction.

Internal Consistency: Congruence of Instructional Resources with Content Standards

In addition to providing curriculum guides for all courses (see **Finding 2.2**) and including the minimum basic curricular components in all curriculum guides as described above, district leaders must also ensure components within the district's curriculum documents are internally consistent. The content, context, and cognitive level of the instructional resources and activities teachers use to facilitate learning must be deeply aligned to state and local standards. *Content* refers to the skills, processes, knowledge, concepts, and vocabulary students must learn. *Context* refers to how they practice or demonstrate that learning. *Cognitive type* refers to the level of rigor of students' engagement. Examining the internal consistency of the curriculum across all three dimensions provides a more precise indication of whether the curriculum is likely to produce the desired results.

The work students encounter in classroom activities and on assessments prepares them for success on high-stakes assessments. The premise is that when students practice their learning in more challenging and complex situations than what they will encounter on a high-stakes test, they will be well prepared to demonstrate their proficiency in the knowledge and skills being assessed by the test.

Auditors conducted an alignment analysis of the district's curriculum by selecting a sample of TEKS/SEs by grade level from English language arts and reading, mathematics, science, and social studies courses. Each standard is matched to a corresponding instructional activity within a primary instructional resource. If the instructional resource was aligned to the standard for content, further analysis was conducted for context and cognitive type. If the content did not align to the standard, auditors did not analyze context or cognitive type as these dimensions are moot without content alignment. If the content, context, or cognitive type of the instructional resource fully matched the standard, it was rated as topologically aligned.

To perform the analyses of cognitive level and determine the cognitive processes required for student learning, auditors used Webb's Depth of Knowledge. The following exhibit contains a description of that framework.

Exhibit 2.3.10: Webb's Depth of Knowledge Framework

DOK-1: Recall and Reproduction: Tasks require recall of facts or rote application of simple procedures (copying, computing, defining, and recognizing).
DOK-2: Skills and Concepts: A student must make some decisions about his or her approach. Tasks require more than one mental step (comparing, organizing, summarizing, predicting, and estimating).
DOK-3: Strategic Thinking: Students must use planning and evidence, and thinking is more abstract. A task has multiple valid responses, where students must justify their choices (solving non-routine problems, designing an experiment, or analyzing characteristics of a genre).
DOK-4: Extended Thinking: Requires the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another (designing a survey and interpreting the results, analyzing multiple texts to extract themes, original writing, problem-based learning).

A summary of the results of the auditors' analyses is in the following narrative. Additional information on Webb's Depth of Knowledge is included in **Appendix E.**

Congruence of Instructional Resources with Standards/District Objectives

To determine the alignment between the district's instructional resources for English language arts and reading, mathematics, science, and social studies objectives, auditors selected samples of student activities. These activities included a variety of student tasks, such as reading and engaging in discussions, participating in lab activities, and completing independent activities/worksheets. Auditors expected to find in district curriculum documents learning activities that match content to be learned and allow students to more deeply explore topics. Activities should also align with the context of how students are to engage in learning and the cognitive level of the standard. A summary of auditors' analysis of the alignment of the district's instructional resources to learning objectives follows. Auditors' full analysis is contained in **Appendix H.**

Exhibit 2.3.11: Summary of Auditors' Analyses of Alignment of Instructional Resources to Standards/ Objectives

Grade Level	# of Items	#/% Topologically Aligned						
		Content	Cognitive Type		Context			
		# / %	DOK 1 & 2	DOK 3 & 4	Real World	Test-Like	Classroom Activity	Meaningful Writing
English Language Arts and Reading								
3 ELAR	7	7/100%	6/86%	1/7%	0/0%	0/0%	3/42%	0/0%
5 ELAR	4	2/50%	1/25%	1/25%	0/0%	0/0%	1/25%	1/25%
8 ELAR	4	2/50%	0/0%	2/50%	0/0%	0/0%	3/75%	0/0%
English I	3	3/100%	2/67%	1/33%	0/0%	0/0%	3/100%	0/0%
Total	**18**	**14/78%**	**9/50%**	**5/28%**	**0/0%**	**0/0%**	**10/56%**	**1/6%**

Grade Level	# of Items	#/% Topologically Aligned						
		Content	Cognitive Type		Context			
		# / %	DOK 1 & 2	DOK 3 & 4	Real World	Test-Like	Classroom Activity	Meaningful Writing
Mathematics								
3 Math	3	2/67%	2/67%	1/33%	0/0%	0/0%	3/100%	0/0%
5 Math	3	3/100%	3/100%	0/0%	1/33%	0/0%	2/67%	0/0%
8 Math	3	3/100%	3/100%	0/0%	1/33%	0/0%	2/67%	0/0%
Algebra I	3	3/100%	3/100%	0/0%	0/0%	0/0%	3/100%	0/0%
Total	**12**	**11/92%**	**11/92%**	**1/8%**	**2/17%**	**0/0%**	**10/83%**	**0/0%**
Science								
3 Science	7	7/100%	6/86%	1/14%	0/0%	0/0%	2/29%	0/0%
5 Science	3	2/67%	2/67%	0/0%	0/0%	0/0%	0/0%	2/67%
8 Science	6	6/100%	4/67%	2/33%	1/17%	1/17%	1/17%	0/0%
Biology	6	6/100%	5/83%	1/17%	0/0%	1/17%	2/33%	0/0%
Total	**22**	**21/95%**	**17/77%**	**4/18%**	**1/5%**	**2/9%**	**5/23%**	**2/9%**
Social Studies								
3 Social Studies	3	2/67%	2/67%	0/0%	0/0%	0/0%	2/67%	0/0%
5 Social Studies	3	2/67%	1/33%	1/33%	0/0%	0/0%	2/67%	0/0%
8 Social Studies	3	3/100%	3/100%	0/0%	0/0%	0/0%	3/100%	0/0%
US History	3	2/67%	0/0%	3/100%	2/67%	0/0%	0/0%	1/%
Total	**12**	**9/75%**	**6/50%**	**4/33%**	**2/17%**	**0/0%**	**7/58%**	**1/8%**
Total Core	**64**	**55/86%**	**43/67%**	**14/22%**	**5/8%**	**2/3%**	**32/50%**	**4/6%**

Data Source: Documents and information provided by Pearland ISD staff.

Auditors found 55 of the 64 instructional resource activities were aligned for content with the identified standards/objectives. The context data is broken down into the four most common context types: real world/simulated real world, test-like, classroom activity, and meaningful writing. The cognition component of the data falls in one of four levels DOK 1, DOK 2, DOK 3, and DOK 4. DOK 1 and 2 are considered the lower cognitive types, and DOK 3 and 4 are considered the higher cognitive types. When the data for all four core content areas (English language arts and reading, mathematics, science, and social studies) are combined auditors found that 86% of the content was aligned to the standards/objectives; 67% of the cognitive types are in the lower level of Webb's Depth of Knowledge, DOK 1 and 2; and 22% rank at the higher levels of DOK 3 and 4. Context is how the content is taught. Auditors found that 50% of the content was taught in what is considered classroom activity, e.g., vocabulary worksheets, answering questions at the end of a chapter, labeling parts of a cell, locating figurative language in a poem. Classroom activity is considered one of the lower-level context types to teaching content. Real world/simulated real world and meaningful writing are considered higher level contexts for teaching content and more engaging and exciting for student learning in the classroom. To improve teaching and learning in Pearland ISD schools, curriculum documents need to include instructional strategies and student activities that are aligned to the Texas standards in content, context, and cognitive type to promote the rigorous instruction district leaders desire throughout the school system.

Auditors found that teachers are concerned with various aspects of the curriculum documents and resources.

- "I do not use district resources except for the YAG because we don't have many activities in the curriculum." (Teacher)
- "Curriculum—4th grade math resources need to be updated; they look like they are from the early 2000's." (Teacher)

Overall, auditors found that no course met rating requirements to be considered adequate to support teaching and learning, and instructional resource activities were found to be at the lower levels of Depth of Knowledge (DOK).

Summary

Auditors examined the quality of the district's curriculum documents and found some of the basic components of quality and specificity; however, each course taught must include all six components (see **Exhibit 2.3.2**) to align the written, taught, and tested curriculum, and provide better support and direction for instructional planning. Auditors found that no course curriculum guides met the rating criterion of 14 to 18 points to be considered adequate to support teaching and learning in Pearland ISD.

Auditors also examined a sample of instructional activities selected from the district-adopted instructional resources used most often in specific content areas. The review was focused on analyzing the activities for alignment to the content, context, and cognitive level of the TEKS/SEs identified as associated with the activities. Many instructional resource activities were found topologically aligned in content, but not aligned in cognition. Most activities and questions were found to be aligned with Webb's Depth of Knowledge DOK 2, which is one of the lower levels. DOK 1 and 2 are the lower levels, and DOK 3 and 4 are the higher levels. **Exhibit 2.3.10** and **Appendix E** provide additional information on Webb's DOK levels 1-4. (See **Recommendation 2.**)

FOCUS AREA THREE: The School District Demonstrates Internal Consistency and Rational Equity in Its Program Development and Implementation.

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

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

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

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

Focus Area Three: Consistency and Equity

Under Focus Area Three, auditors review the design and delivery of the educational program to determine equity, consistency, and overall alignment. A successful school system meeting Focus Area Three will have in place a highly-developed, articulated, and coordinated curriculum (programs and services) in the organization that is effectively monitored and supported by building and central office administrators and staff.

Common indicators include:

- Documents/sources that reveal internal connections at different levels in the system;
- Predictable consistency through a coherent rationale for content delineation within the curriculum;
- Equality of curriculum/course access and opportunity;
- Allocation of resource flow to areas of greatest need;
- Operations set within a framework that carries out the system's goals and objectives;
- Specific professional development programs to enhance curricular delivery and equip personnel to participate in its design and development;
- A curriculum that is monitored by central office and site supervisory personnel; and
- Teacher and administrator responsiveness to school board policies, currently and over time.

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

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

Auditors visited 361 classrooms in Pearland ISD for brief observations of the status of instruction. They found limited use of effective instructional strategies in classrooms focused on teacher-centered, whole-group instruction. They also observed many instances of students completing low-level, cognitive activities with infrequent checks for understanding, limited student/teacher interaction, and little differentiated instruction. Some expectations for the delivery of instruction were found in district documents, but

not for a comprehensive instructional model. There are no clear expectations for the monitoring of classroom instruction (see **Finding 3.1**).

Teachers submitted student work artifacts, which auditors examined for evidence of alignment to grade level expectations and high-stakes assessments in three dimensions (content, context, and cognitive demand). Artifacts revealed problems with alignment and articulation, used mainly less-engaging contexts, and required mostly lower-order thinking skills to complete (see **Finding 3.2**).

Auditors looked for evidence of the district's efforts to promote equity across Pearland ISD. They examined district and campus documents, board policy, and job descriptions to determine the district's level of priority related to equity and equal access to all of its programs and practices. The auditors found some mention of equity in board policy; however, the auditors did not find equity to be a priority in the district's guiding documents. They also found gaps in performance among student subgroups (see **Finding 4.3**), and the struggles of educationally disadvantaged, special education, Hispanic/Latino, Black or African American, and emergent bilingual (EB) students are prevalent throughout the district. The auditors examined data related to teacher diversity and found, in one case, a 50% difference between the percentage of one ethnic group of students enrolled in Pearland ISD compared to the percentage of teachers from that ethnic group who teach in the district. The changing demographics have led campus and district leaders to rethink strategies to increase teacher diversity, and also meet the varied learning needs of its students who live in poverty, are emergent bilinguals, and who have special needs (see **Finding 3.3**).

The auditors reviewed numerous walk-through tools and other district documents to gather information about the monitoring of instruction. The auditors found no clear expectations for monitoring the delivery of the district's curriculum, nor did they find job descriptions explaining who at the district level is responsible for overseeing this important task. The district provided samples of the walk-through forms in use throughout the district; however, none of them consistently provide sufficient data to identify the professional development teachers need to ensure effective delivery of the district's curriculum (see **Finding 3.4**).

Finding 3.1: Pearland ISD does not have clearly defined guidelines for the delivery of quality instruction. Classroom observations revealed instructional practices that are teacher-centered and comprised primarily of low-level cognitive tasks and limited differentiation.

The delivery of quality classroom instruction is key to a teacher's ability to positively influence student achievement. Effective instructional strategies are focused on student engagement, differentiated instruction to meet individual student needs, and critical thinking to promote learning at high levels for all students, regardless of ethnicity, gender, or socioeconomic status. It is the responsibility of district and campus leaders to establish and communicate the desired classroom practices for quality instruction and then monitor that instruction for effective implementation. These same leaders then work to support teachers in the delivery of instruction and provide direction by clearly defining what effective instruction looks like for all student groups and how to address their individual needs. This finding focuses on classroom practices and teaching strategies observed during the auditors' brief class visits to schools in the district.

To determine district expectations for classroom instructional practices, auditors reviewed board policy, district and campus documents, and job descriptions. They also visited classrooms, interviewed district and campus administrators, and distributed online surveys to teachers, parents, and administrators to gather information about the nature of expected teaching practices used in all classrooms. The auditors

found no board policies requiring the delivery of the adopted curriculum, and no mention was made of an instructional model or expectations to guide instructional delivery (see **Finding 1.1**). The Pearland ISD District Improvement Plan and a sampling of Campus Improvement Plans list several expected instructional strategies, however, none of these expectations have been codified into a policy or plan.

The following exhibit summarizes what the auditors found in district documents related to the expectations for instructional delivery.

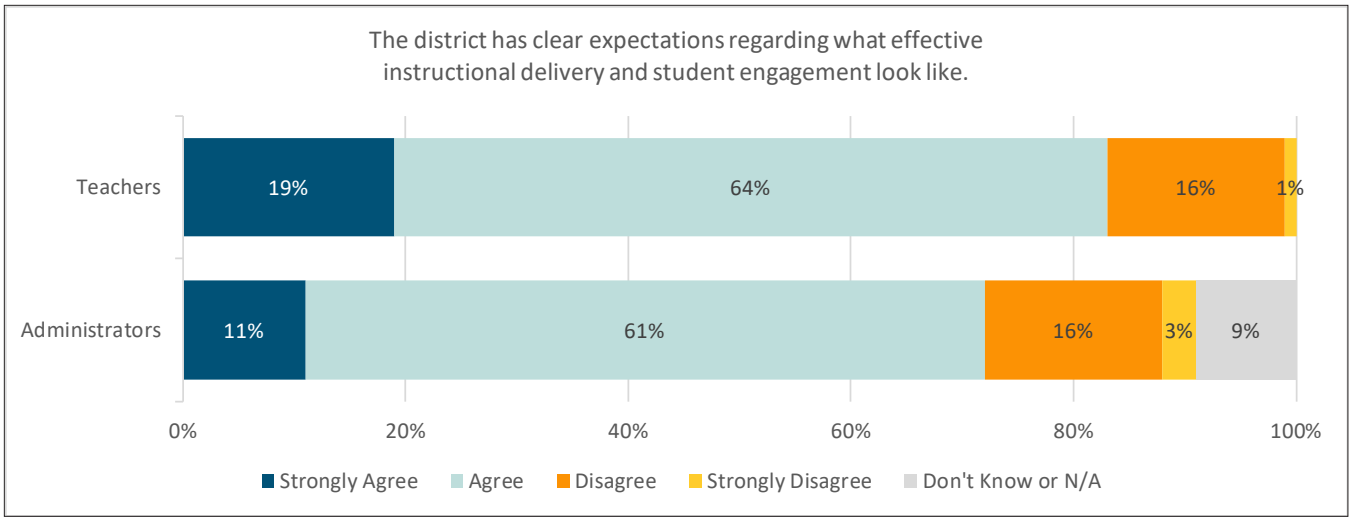
Exhibit 3.1.1: Expectations for Instructional Delivery Found in District Documents

Written Expectations for Instructional Delivery	Source
Preparation • Provide instructional support and strategies through purposeful planning • Prepare lessons that reflect accommodations or differences in student learning styles	• Teacher job description
Differentiation • Utilize effective instructional strategies and interventions to ensure student progress toward measurable goals for all students, including at-risk learners • Modify curriculum to meet the needs of students assigned • Continue to make student academic performance its top priority through data, technology and differentiated instruction	• Teacher job description • Pearland ISD Strategic Plan • Pearland ISD Instructional Five Area Plan

The auditors reviewed district documents and found descriptions of classroom strategies teachers are expected to incorporate into their lessons. Some of these strategies include posting content and language objectives, more Tier 1 instruction, small group instruction, opening/closing activities, pacing, and data-driven discussion strategies. The auditors expected to see a variety of instructional activities in use during their classroom visits, based upon the information found in district documents, and also the comments gathered by the auditors during interviews with campus and district administrators. However, the auditors found the instructional strategies observed were not reflective of district expectations described above. Students were often observed in large groups, performing low-level, individual tasks (see **Exhibit 3.1.4**) that were seldom differentiated or varied based on students' needs or interests (see **Exhibit 3.1.13**).

In an online survey, auditors asked teachers, campus administrators, and district administrators about the presence of a clearly defined model for planning and delivering instruction to students, and their understanding of district expectations for what effective instruction looks like. The results can be seen in the following exhibits.

Exhibit 3.1.2: Teacher and Administrator Perceptions of Expectations for Instructional Delivery



Note: n=Administrator (79), Teacher (479)
Data Source: CMSi Online Survey

Seventy-two percent of administrators and 83% of teachers agree or strongly agree that there is clear direction from the district regarding what effective instructional delivery and student engagement should look like. Although a high percentage of each group agreed, the comments shared by teachers indicate a few concerns.

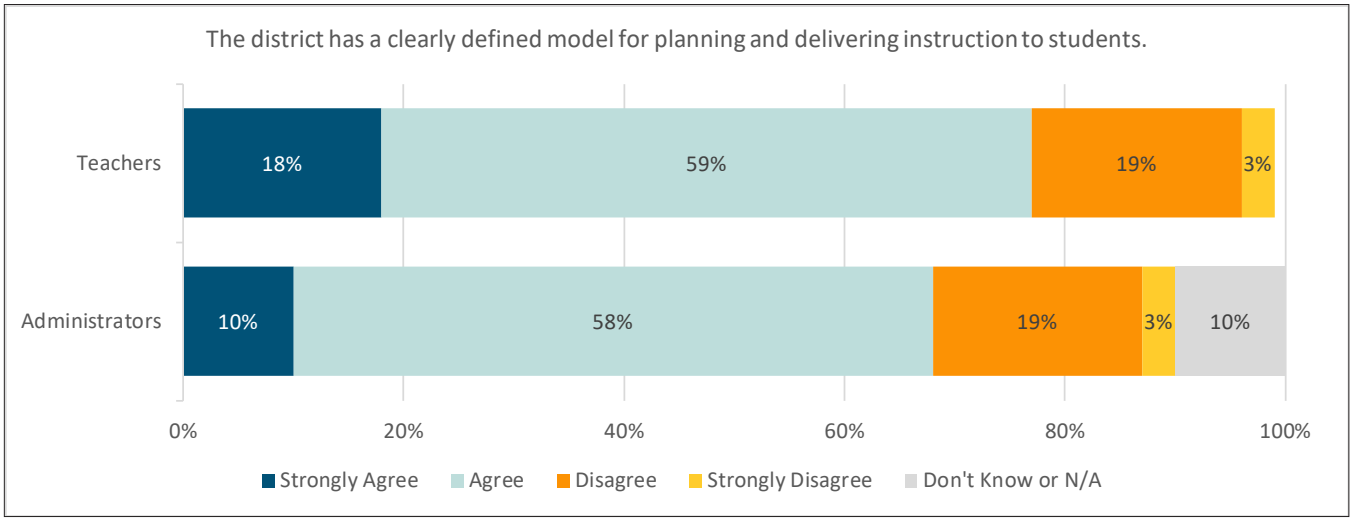
- "Expectations are clear, but strategies to achieve them are not clear."
- "I feel that 'the district' is too distantly removed from the classroom. Expectations aren't based on reality."
- "I think the district has clear and reasonable expectations for Pearland Advanced Program, AP, and G/T classes, but not the rest [of the classes.]"
- "There [are] no written expectations for teachers for instructional delivery."
- "I have not seen a consistent message regarding instructional delivery and student engagement expectations."

Similarly, district administrators provided comments regarding their perceptions related to the clarity of district expectations:

- "The district is working on 'clear' expectations, but there is a long way to go. Consistency needs to be addressed, too."
- "[Clear expectations] are not in special education or bilingual."
- "Expectations [exist]; however, implementation is not consistent."

The auditors also asked both teachers and administrators if the district has a model for planning and delivering instruction.

Exhibit 3.1.3: Teacher and Administrator Perceptions of Clearly Defined Instructional Model



Note: Some totals do not equal 100% due to rounding, n=Administrator (78), Teacher (464)
Data Source: CMSi Online Survey

The exhibit shows that teachers (77%) and administrators (68%) strongly agreed/agreed that a clearly defined model exists for planning and delivering instruction to students. A high percentage of teachers and administrators agree that a district-created instructional model exists, however, the auditors were not provided with such a model, nor did they observe an instructional delivery model in use during the classroom visits. The following comments contradict the auditors' findings and also describe an instructional model that is inconsistently implemented across the district

- "This is specifically true at the elementary level. However, I would not agree that it is strong at the middle level and above." (ESC Administrator)
- "Teachers of the four core [areas] have a clearly-defined model. Teachers of other content areas do not." (ESC Administrator)
- "There is a clearly defined model but I don't think all teachers are utilizing it." (Teacher)

Even though the majority of teachers and administrators agreed the district does have an instructional delivery model, there is some disagreement about the consistency of the district expectations and the implementation of the model across all subject areas.

In addition, the changing demographics prompted a few comments from campus administrators to further support the need for a clearly-defined instructional model:

- "I believe our district needs to look at what other districts are doing and put some changes in place. Our demographics are changing, but what we are doing instructionally is stagnant."
- "The district has to be open to new ideas for instruction and collaboration with other districts. There is a perceived history of wanting to create our own thing in Pearland, instead of using research-based strategies or resources that have been proven successful."
- "There needs to be a common language of the best instructional practice for all schools. It cannot be that elementary campuses utilize 'X' or that any campus can basically do whatever they want

as long as they fund it. There is not a common approach [in Pearland] to planning and what is best for students."

Also included in the Pearland ISD Strategic Plan 2022-27 is a performance objective stating the district will "provide instructional support and strategies through purposeful planning for all learners and all content areas." The Pearland ISD Instructional 5 Area Plan lists purposeful planning as a district initiative, written into both the district and campus improvement plans, and focused on teachers meeting regularly to collaboratively plan for rigorous instruction that leads to continuous improvement of student performance.

Teachers and administrators were asked to respond to survey questions about the district's initiative to enhance teacher planning, the planning process itself, and the tools or resources available to do so. Although they described the lesson planning as time consuming and tedious, a number of teachers felt it was important for them to meet with their colleagues to plan engaging lessons that are aligned to the TEKS to maximize student learning. Some teachers described lesson planning as a "creative and enjoyable process," "an excellent opportunity to unpack the TEKS, have collaborative, data-driven discussions, plan scaffolding, differentiation, and strategies to use when learners are struggling," and valuable time to "work together to create purposeful lessons for our students."

It was also evident from the survey responses that no systemic process is in place to enhance teacher planning. The following comments from teachers and administrators summarize their thoughts about lesson planning.

- "Lesson planning happens, but to say what a lesson plan is does not happen. We have to do a better job of determining the purpose of the plan." (ESC Administrator)
- "There is not a researched and verified way of planning that has been implemented." (Teacher)
- "I would describe [purposeful planning] as lesson sharing instead of lesson planning." (Campus Administrator)
- "I feel that our campus administration is not staffed sufficiently to ensure that what is in the plans is what is being taught in the classrooms." (ESC Administrator)

Successful implementation of purposeful planning varies from campus to campus, and sometimes from department to department, and is dependent upon the time allotted for teachers to meet, the resources available, and the availability of staff to effectively monitor the planning sessions and/or lesson plans.

Both teachers and administrators agreed that not all teachers have the time to implement the district's initiative of purposeful lesson planning. Some campuses are able to build weekly teacher planning time into their master schedules, while others are not able to do so. In fact, some teachers who are assigned 30-45 minutes per week to plan reported that the time allotted is inadequate to follow the expectations of purposeful planning, especially for those who teach multiple subjects. As a result, some teachers have to meet during their lunch time and/or work at home to create the highly effective lessons their students need.

When teachers were asked about the resources they rely on most frequently for planning and delivering instruction, 69% mentioned the state standards, while 67% of the respondents stated that they "use my own ideas and/or resources, or use online resources I locate myself or suggested by colleagues." Slightly more than half of the teachers (56%) reported using the district-developed curriculum to plan for instruction. The following comments from teachers shed some light on the resources available to support their lesson planning:

- "I am mostly using my own ideas because there are not many ideas or resources provided by the district."
- "Sometimes I use district provided resources, but [they] do not always align with TEKS."
- "[The district does not provide] adequate resources needed to effectively plan instructional delivery."
- "The [district] resources don't always fit my students needs or interests . [They] might not be relevant or too advanced for a lot of students."

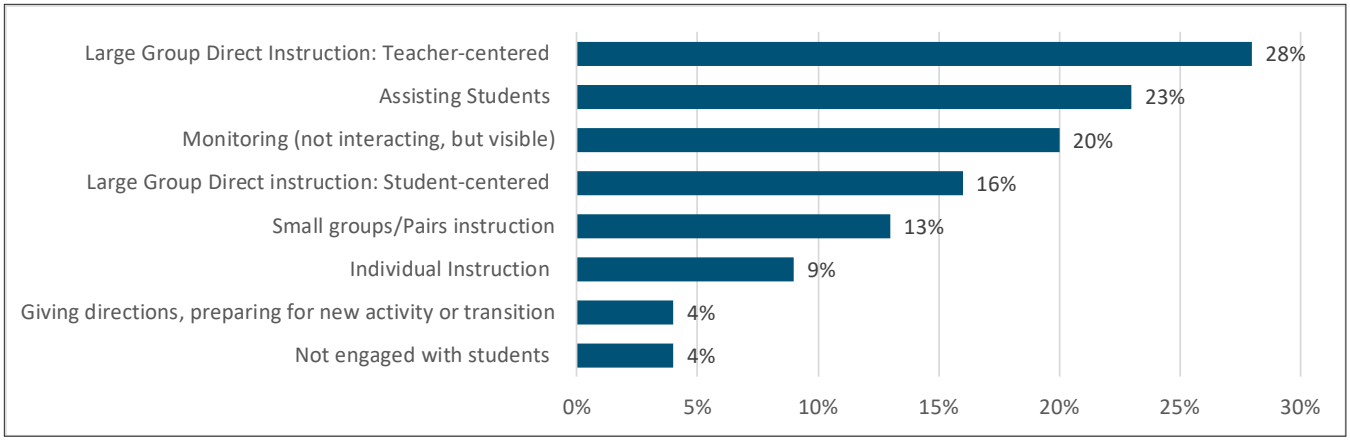
The absence of a clearly-defined instructional model and the lack of a consistent process for lesson planning make it difficult for teachers to engage in purposeful planning. Without sufficient time to plan or adequate, TEKS-specific resources available to them, teachers are unable to create lesson plans for rigorous instruction.

Classroom Observations

The auditors visited 361 classrooms throughout the district and focused on observing instruction and learning in core subject classrooms where active teaching was occurring. During the visits auditors recorded and categorized their observations. The data gathered from the classroom observations provide a "snapshot" view of instruction during the observation period. Classroom visits were made during various times throughout the school day. It is important to note that collection of data was not intended for evaluation purposes but rather to determine the predominant instructional activities in the sample of district classrooms observed.

The following exhibits display auditors' conclusions regarding the prevailing teacher and student activities during the brief classroom visits across the district. An explanation of the types of data collected related to teacher activity, student activity, and student groupings during the classroom visits can be found in **Appendix J**, **Exhibit J.1**. The next two exhibits display the data collected on teacher and student activities observed.

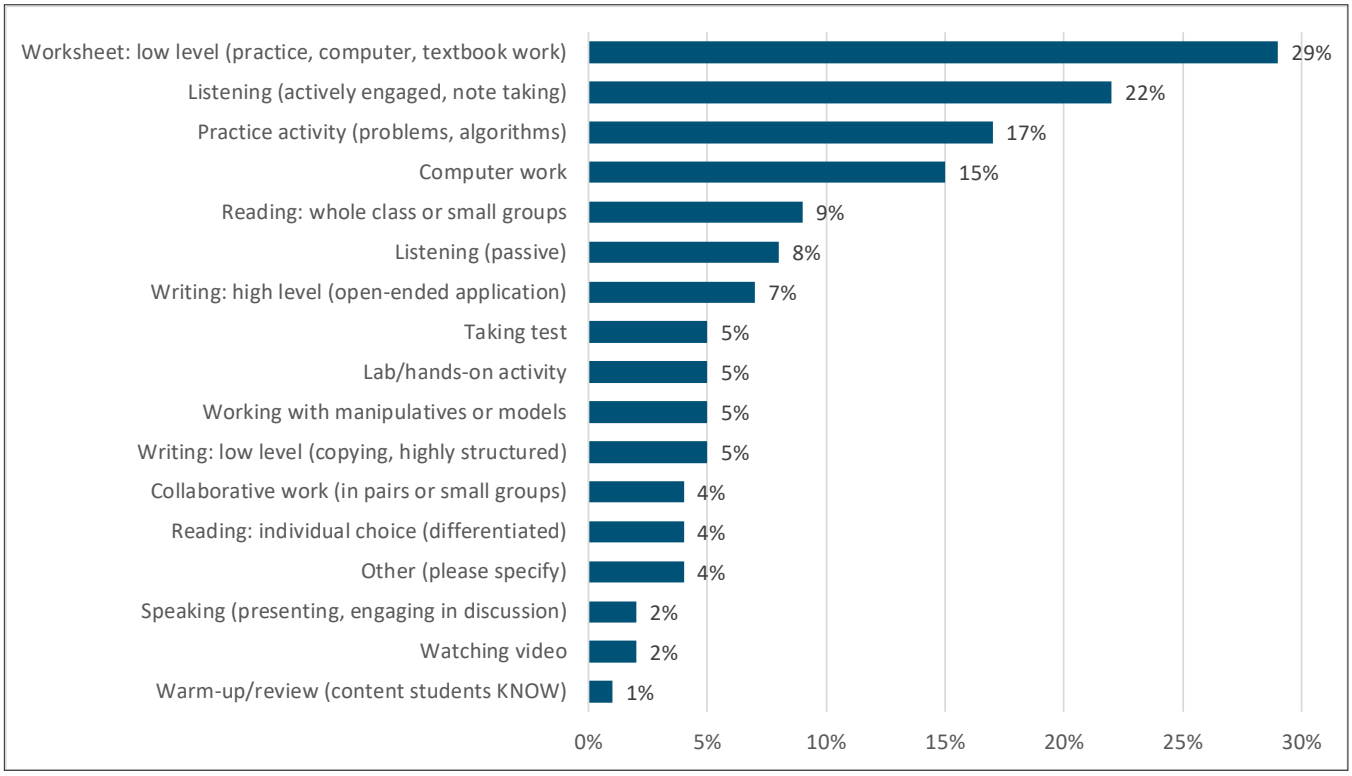
Exhibit 3.1.4: Dominant Teacher Activity During Classroom Observations



Data Source: Observation data collected by auditors

The auditors found that large group, teacher-centered direct instruction was the most common choice by teachers for instruction, observed in 28% of classrooms. The next most frequent way teachers interacted with students was by assisting students when they ask for help (23%). In a small percentage of classrooms (4%), teachers were not observed interacting with students. The next exhibit displays the student activities the auditors observed during classroom visits.

Exhibit 3.1.5: Dominant Student Activity During Classroom Observations

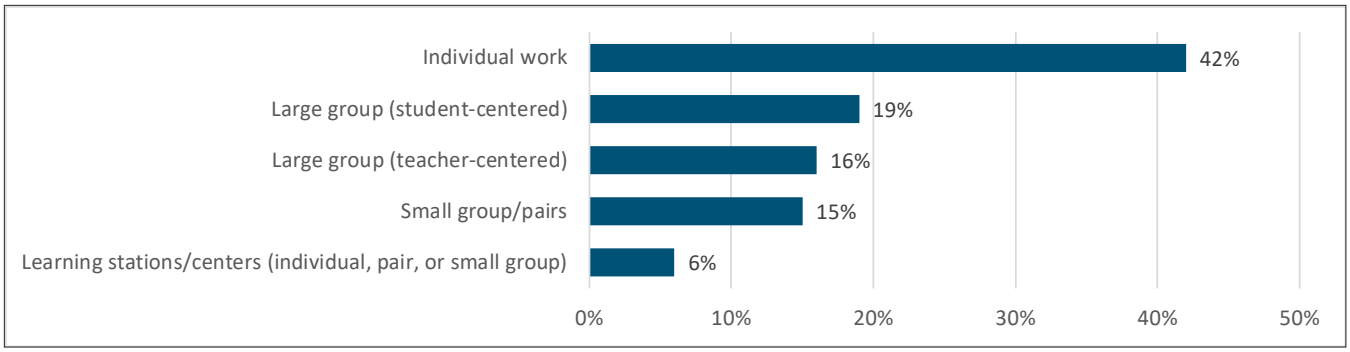


Data Source: Observation data collected by auditors

In 29% of the 361 of the classrooms visited, the auditors observed students completing low-level worksheets, either on paper, in workbooks, or on a computer. This activity, in addition to the active listening (22%), account for the largest percentage of student activities observed during the auditors' visits. Opportunities for more interactive learning approaches, such as working with manipulatives (5%) or working collaboratively (4%), were observed less frequently.

Auditors also noted the predominant seating arrangements in classrooms. The following exhibit illustrates the various ways students were organized for instruction.

Exhibit 3.1.6: Student Groupings During Classroom Observations

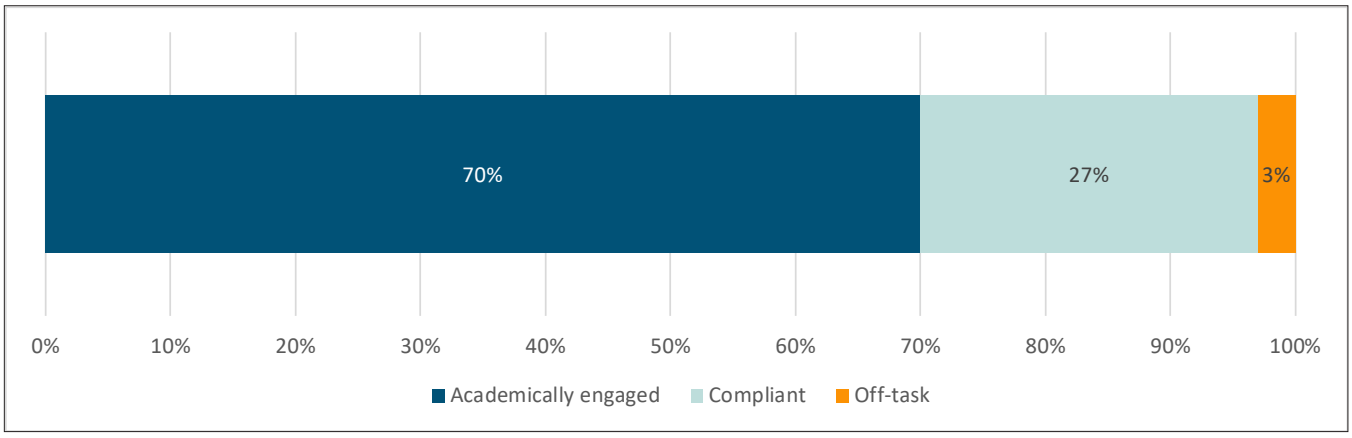


Data Source: Observation data collected by auditors

As shown in the exhibit, auditors observed students working individually in 42% of the classrooms. Slightly more than one-third of the students (35%) were arranged in large groups during student-centered and teacher-centered instruction.

The auditors also looked for the level of student engagement and how students approached their assigned tasks. Auditors evaluated whether students were active participants in the lesson, engaged in activities that required deep academic and cognitive involvement, if they were simply compliant (passively sitting at their desks and listening to the teacher), or were off task/not focused on their work. The following exhibit illustrates how students were oriented toward their work.

Exhibit 3.1.7: Percentage of Students Oriented to Work

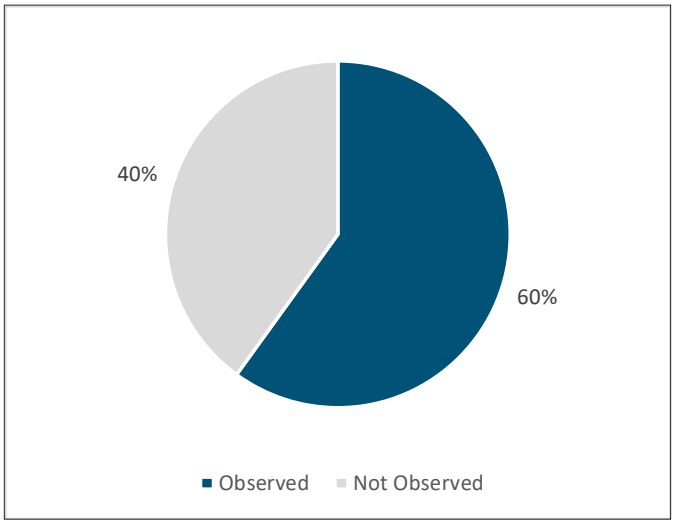


Data Source: Observation data collected by auditors

Based on the actions of a majority of the students, auditors observed a combined 97% of students either academically engaged (70%), or compliant (27%). While almost all of the students were completing their assigned tasks, nearly a third of the students were not engaged in a fashion that would positively impact their learning.

Auditors collected data on effective instructional strategies during the classroom visits. Auditors first noted the percentage of classrooms where teachers stated or posted the intended content learning objective and the extent to which auditors observed it during the actual lesson. The following exhibit shows those percentages.

Exhibit 3.1.8: Intended Content Objective Posted

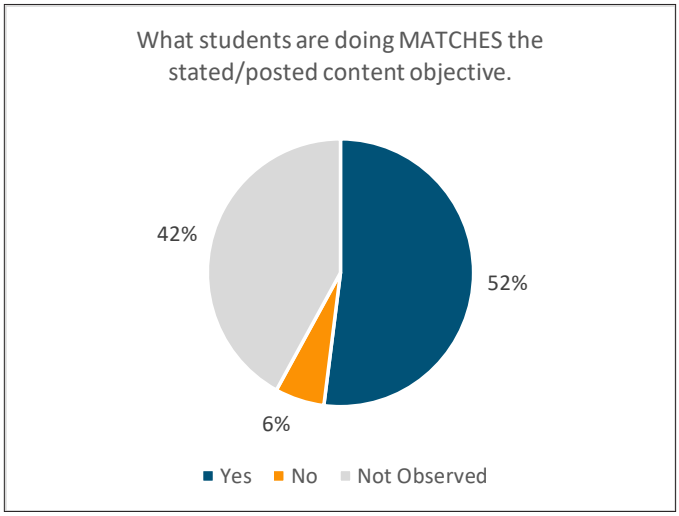


As noted by auditors, 60% of the classrooms visited had daily objectives stated or posted. Intended language objectives were only observed in 18% of the classrooms visited.

Source: Observation data collected by auditors

The next exhibit notes the percentage of match between posted content objectives and the lesson observed.

Exhibit 3.1.9: Lesson Matched with Posted Content Objective

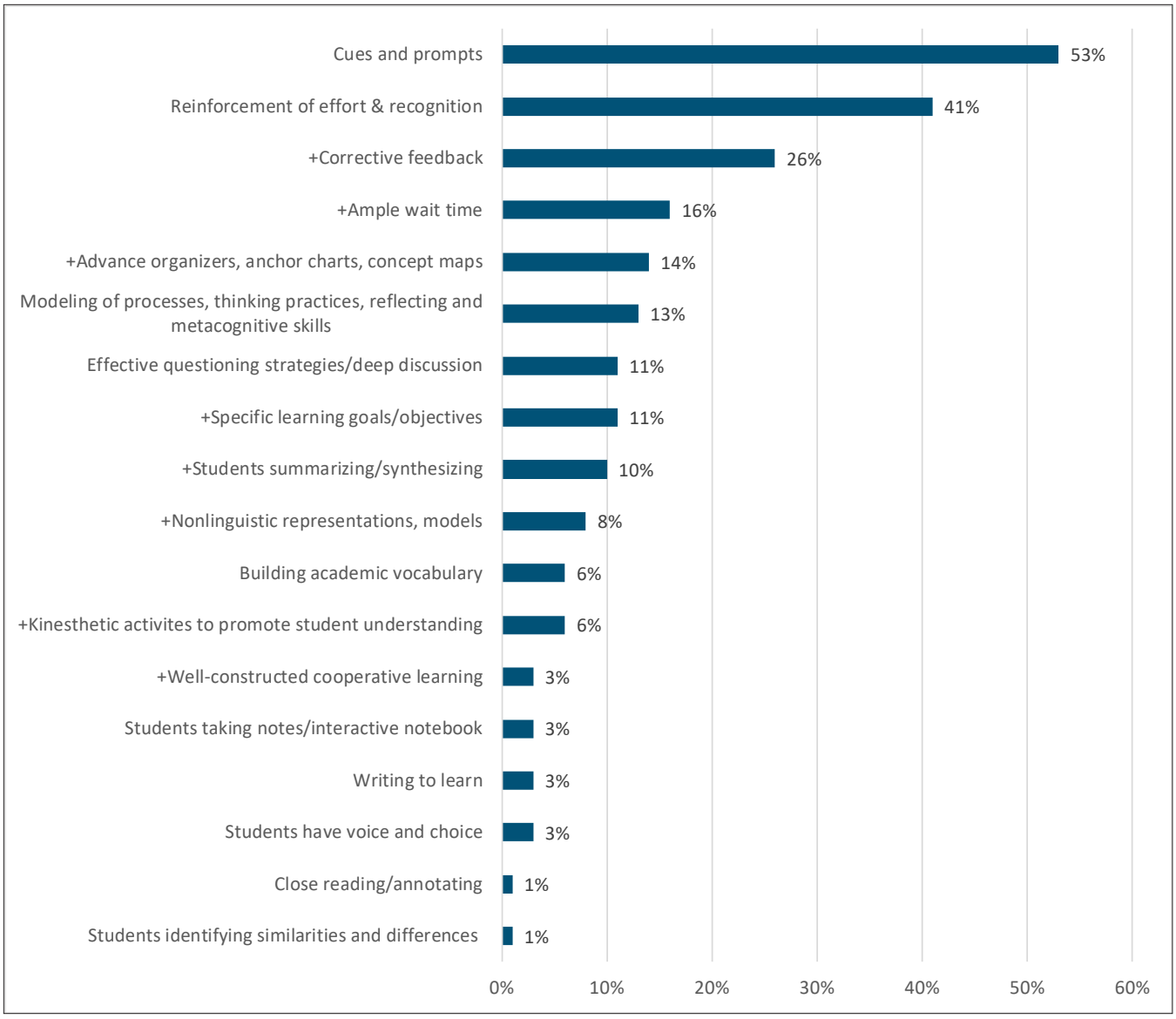


As noted in the exhibit at left, auditors observed the intended content objective posted in 60% of classrooms. In those classrooms where a content objective was posted, what students were doing matched the stated objective 52% of the time.

Source: Observation data collected by auditors

To consider the overall quality of instruction, auditors looked for examples of the instructional strategies that positively impact student learning. Detailed descriptions of these instructional strategies can be found in **Appendix J**, **Exhibit J.2**. The following exhibit identifies the frequency with which each strategy was observed.

Exhibit 3.1.10: Effective Instructional Strategies Observed



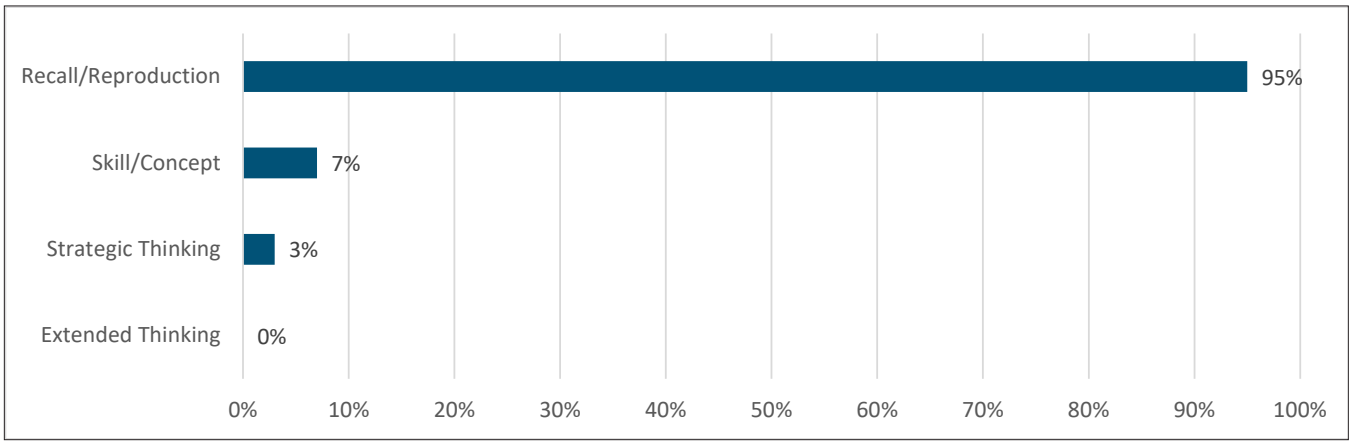
Key: (+ designates strategies effective with EBs)
Data Source: Observation data collected by auditors

As shown in the exhibit, in more than half of the classrooms visited (53%), the most commonly noted instructional strategies included teachers using cues and prompts along with reinforcing efforts and recognizing students' achievements (41%). Additionally, teachers frequently offered corrective feedback (26%), and provided ample wait time for students during classroom instruction (16%). The remaining instructional strategies were observed in fewer than 14% of the classrooms, however, at least one instructional strategy was observed in each classroom. Within any single classroom, observers noted more than one level of cognition, so the percentages do not total 100%.

An additional measure of the effectiveness of a classroom is the cognitive expectations of student activities. During classroom visits auditors looked for the cognitive type teachers used in interactions with students. The type of cognition is an indicator of the sort of thinking required of the learner to carry out a given task.

According to Pearland ISD administrators, Webb's Depth of Knowledge (see **Appendix E**, **Exhibits E.1** and **E.2**) is used throughout the district to determine the cognitive demand and higher-order thinking skills students need to complete specific tasks. The following exhibit shows the results of data collected on the level of cognition observed during the classroom visits

Exhibit 3.1.11: Level of Cognition Observed During Classroom Visits

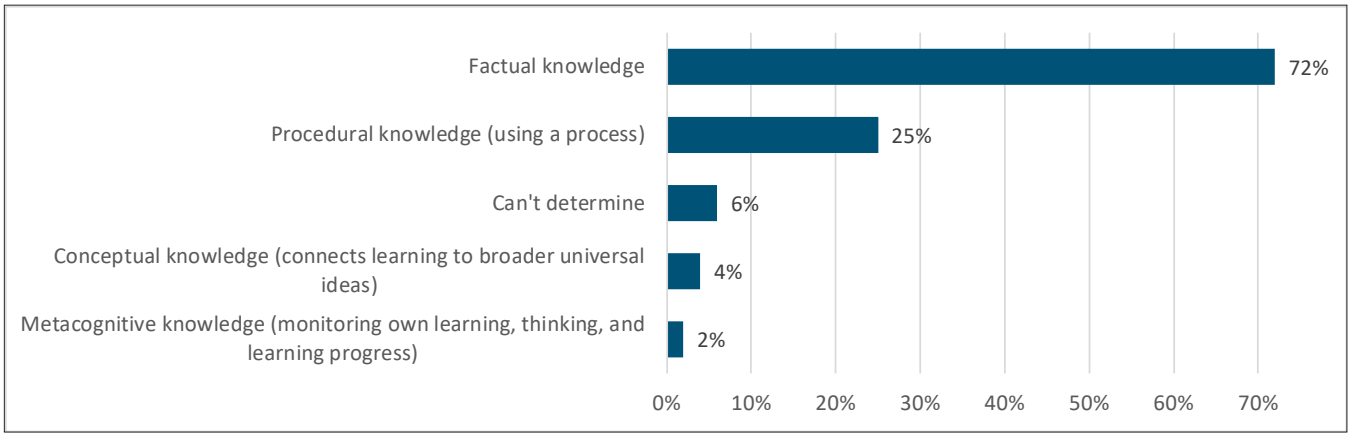


Data Source: Observation data collected by auditors

High levels of cognition, or rigor, are critical to student achievement, however, in this exhibit auditors observed students using the lower-level thinking skills of recall and reproduction in 95% of classrooms. In 7% of the classrooms, students were applying basic skills and concepts, and were engaged in higher levels of strategic thinking in only 3% of the classrooms. The auditors found no evidence of the highest cognitive levels of extended thinking.

The following exhibit identified the percentages of type of knowledge auditors noted during their classroom visits. There are four major types of knowledge dimensions (see **Appendix J**, **Exhibit J.4**), as shown in the next exhibit.

Exhibit 3.1.12: Types of Knowledge



Data Source: Observation data collected by auditors

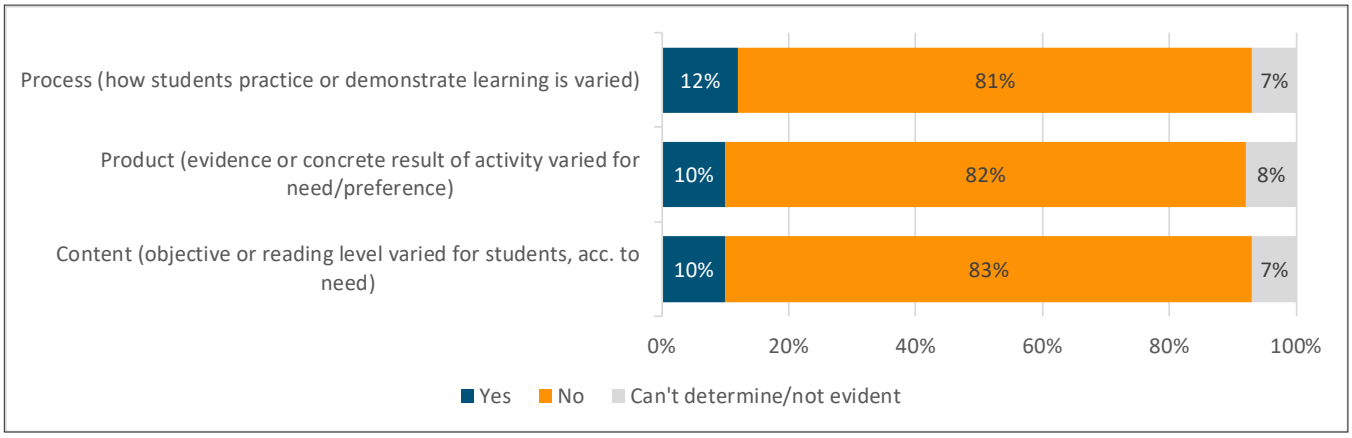
During the classroom visits, auditors rated factual knowledge as the primary type of knowledge to which students were exposed (72%), while another 25% required procedural knowledge. Only 6% of the observed lessons reached more complex types of knowledge. The auditors observed low-level instruction during the classroom visits, and the following comments from parents indicated that they have noticed the lack of rigor in their children's classwork.

- "[The classrooms] lack high quality, rigorous, TEKS-aligned instructional materials."
- "[There should be a] rigorous curriculum, challenging students, and teaching [them] how to think."
- I believe my child could thrive with more rigorous instruction in the area she struggles with, more specifically, more reps or exercises in that subject."
- "Elementary instruction lacks in rigor and differentiation, especially for GT identified students."

During the classroom visits, auditors looked for evidence of differentiation as an indicator of a teacher's ability to customize and adapt the skills, concepts, learning materials, and assessment methods to meet the specific needs of individual students. The Pearland ISD Strategic Plan 2020 includes differentiated instruction as a top priority, and the importance of differentiation is stated in both the district and campus improvement plans.

Differentiating instruction can be evident in content, product, or process type. Content refers to what is being taught; product refers to options about how to express required learning; and process refers to how students understand or make sense of what is being taught. The following exhibit displays the results of the auditors' collection of data regarding types of differentiation observed during the 361 classroom visits.

Exhibit 3.1.13: Evidence of Differentiation

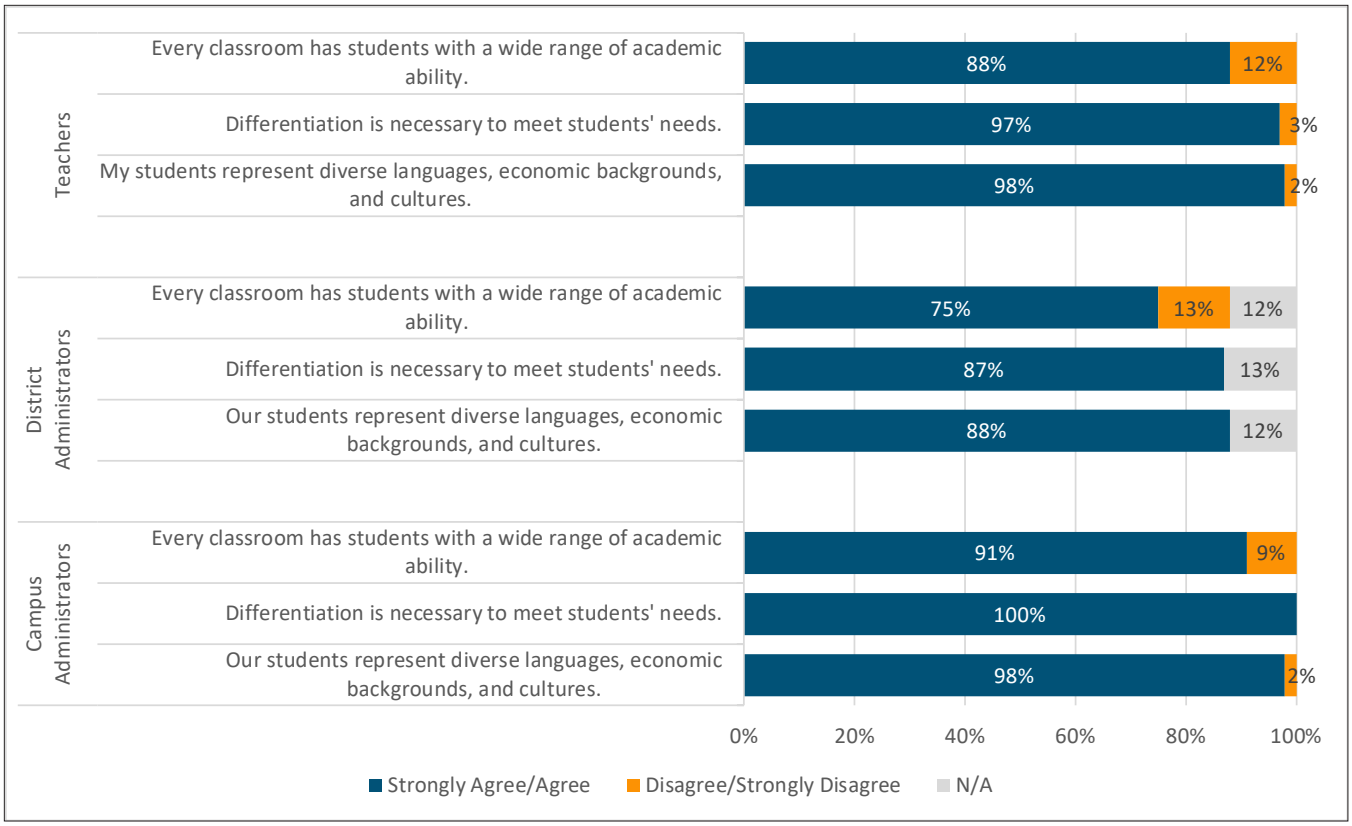


Data Source: Observation data collected by auditors

As noted in this exhibit, auditors seldom observed differentiation in the classrooms they visited. Differentiated instruction was observed in 10% of the classrooms for both content and product, and for process in 12% of the classrooms. Overall, the exhibit illustrates no evidence of any sort of differentiation of instruction in over 80% of the classrooms visited.

Differentiated instruction requires teachers who are appropriately prepared to provide a more customized lesson plan for students. On the surveys, teachers and administrators were asked to share their thoughts about the students in Pearland ISD schools and whether or not differentiation was important. The following exhibit presents their responses.

Exhibit 3.1.14: Perceptions About Need for Differentiation

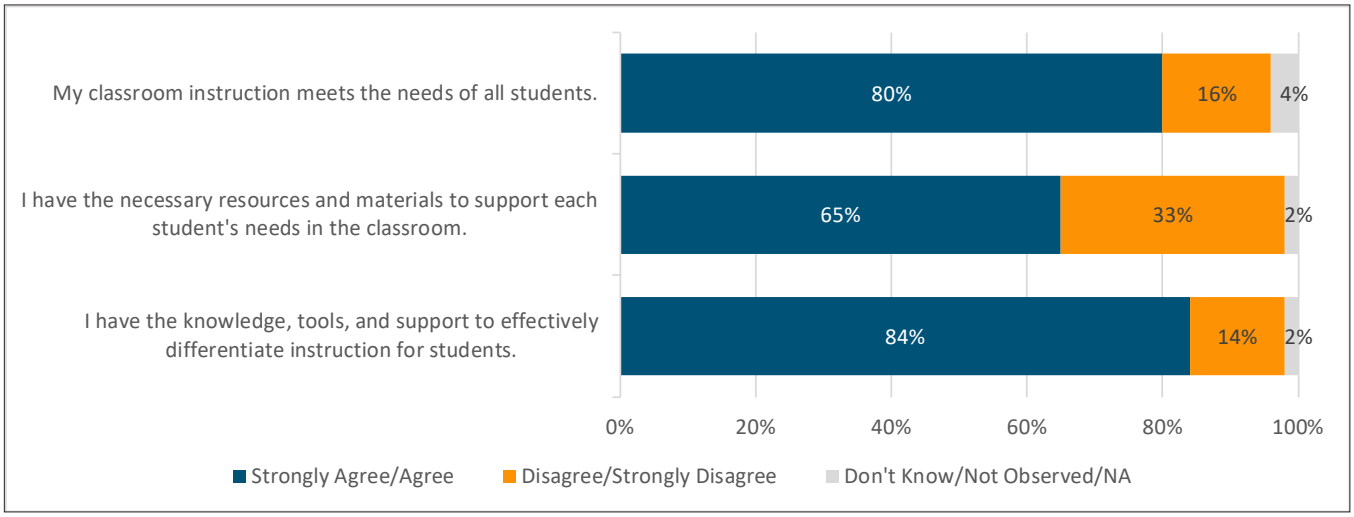


Note: Teachers, n=557; District Administrators, n=8; Campus Administrators, n=35
Data Source: CMSi Online Survey

An overwhelming majority of campus and district administrators who responded to these survey items strongly agreed/agreed their classrooms are diverse and that differentiated instruction is necessary to meet their students' needs. Of the 557 teachers who responded, 97% agreed/strongly agreed that differentiation is needed. Only the district administrators' responses fell below 80% in agreement due to their "Don't Know/Not Observed/NA" responses to all three items.

Another survey item asked teachers to assess their own proficiency with differentiation as well as the support they receive from the district in creating differentiated lessons. Results of this item are illustrated in the following exhibit.

Exhibit 3.1.15: Teachers' Perceptions Concerning Their Differentiation Practices

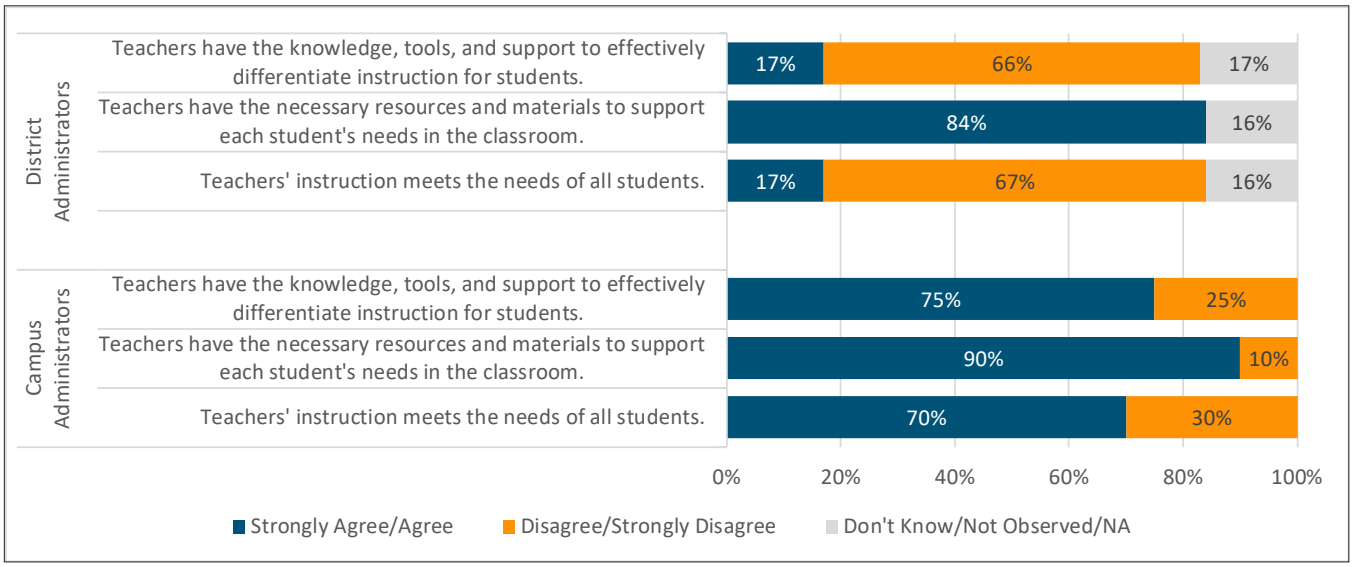


Note: Teachers, n=387
Data Source: CMSi Online Survey

Eighty-four percent of the teachers who responded to this survey question strongly agreed/agreed they have the knowledge, tools, and support to effectively differentiate instruction in their classrooms, and 80% strongly agreed/agreed that they meet the needs of their students. However, fewer teachers strongly agreed/agree they have the necessary resources and materials to support each student's needs in the classroom (65%).

District and campus administrators responded to the same survey question about teachers' practices, and those responses are shown in the following exhibit.

Exhibit 3.1.16: Administrators' Perceptions of Teachers' Differentiation Practices



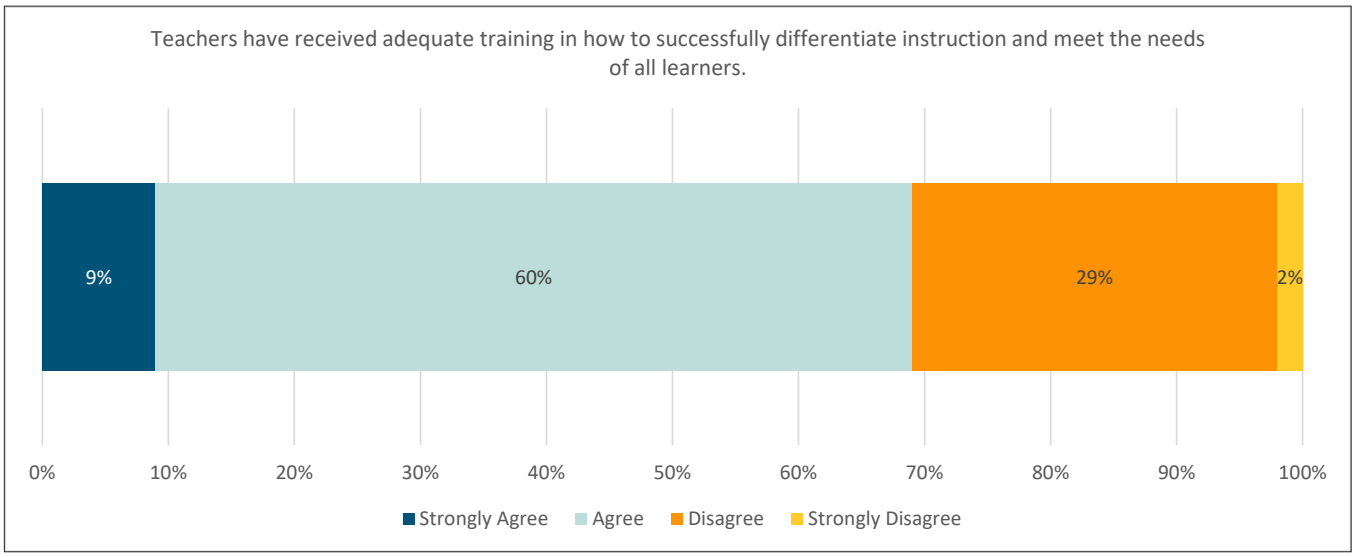
Note: District Administrators, n=6; Campus Administrators, n=27
Data Source: CMSi Online Survey

The district and campus administrators strongly agreed/agreed (84% and 90%, respectively) that the teachers have the necessary resources and materials to support students' needs in their classrooms. Compared to the previous exhibit, only 65% of the teachers strongly agreed/agreed that the district provides them with these necessary resources and materials.

However, there were stark differences in the perceptions of teachers and district administrators about the teachers' differentiation practices and their ability to meet the needs of all students. Eighty-four percent of the teachers strongly agreed/agreed that they know how to differentiate instruction and meet the needs of their students, and 75% of the campus administrators provided a similar response. However, 66% of the district administrators disagreed/strongly disagreed that teachers have the knowledge, tools, and support to effectively differentiate instruction and meet the needs of their students.

The perceptions shared by district administrators in the previous exhibit about the knowledge teachers have to effectively differentiate instruction were also reflected in their responses to a survey question about teacher training. The administrators were asked if the training teachers received related to differentiated instruction was adequate to meet the needs of all learners. Their responses are summarized in the exhibit below.

Exhibit 3.1.17: Administrator Perceptions of Adequate Training for Teachers on Successful Differentiation of Instruction

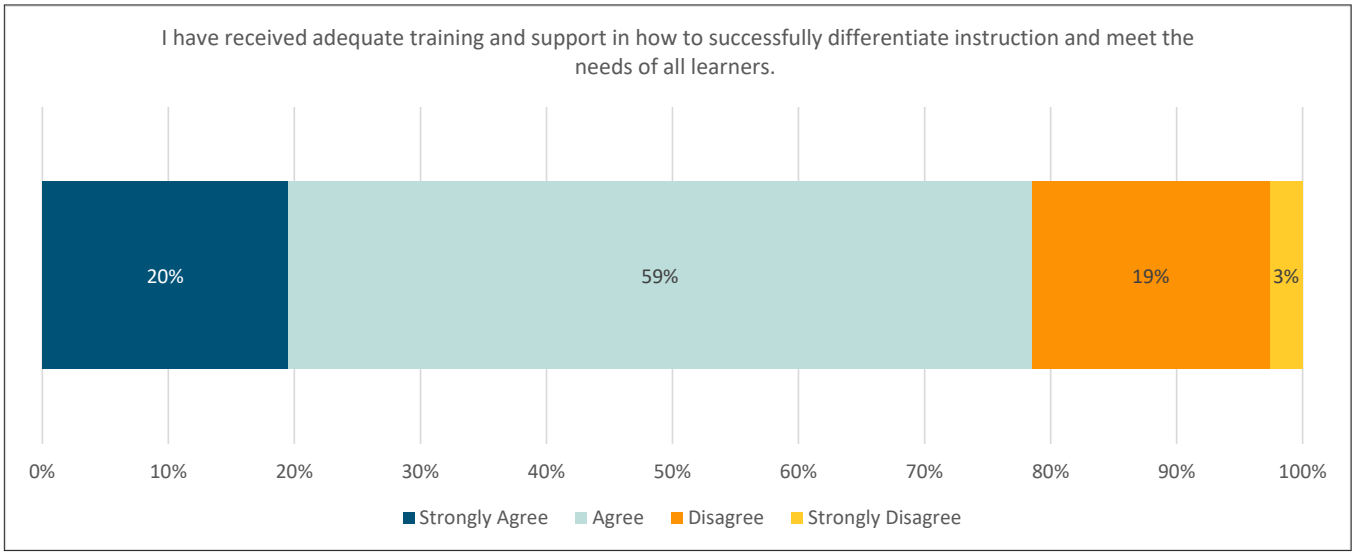


Note: n=101
Data Source: Online administrator survey

Sixty-nine percent of administrators who responded to the survey strongly agreed/agreed that teachers are adequately trained, however, 31% disagreed/strongly disagreed. Comments from administrators indicated that the teachers could benefit from more professional development on how to differentiate instruction for all students.

When teachers were asked the same survey question about the training and support they've received related to differentiating instruction, their responses are shown in the following exhibit.

Exhibit 3.1.18: Teacher Perceptions of Adequate Training and Support in Successful Differentiation of Instruction



Note: Some totals may not equal 100% due to rounding, n=461
Data Source: Online teacher survey

Seventy-nine percent of teachers who responded to this survey question strongly/agreed that they've received adequate training and support in how to differentiate instruction for their students, while 22% disagreed/strongly disagreed.

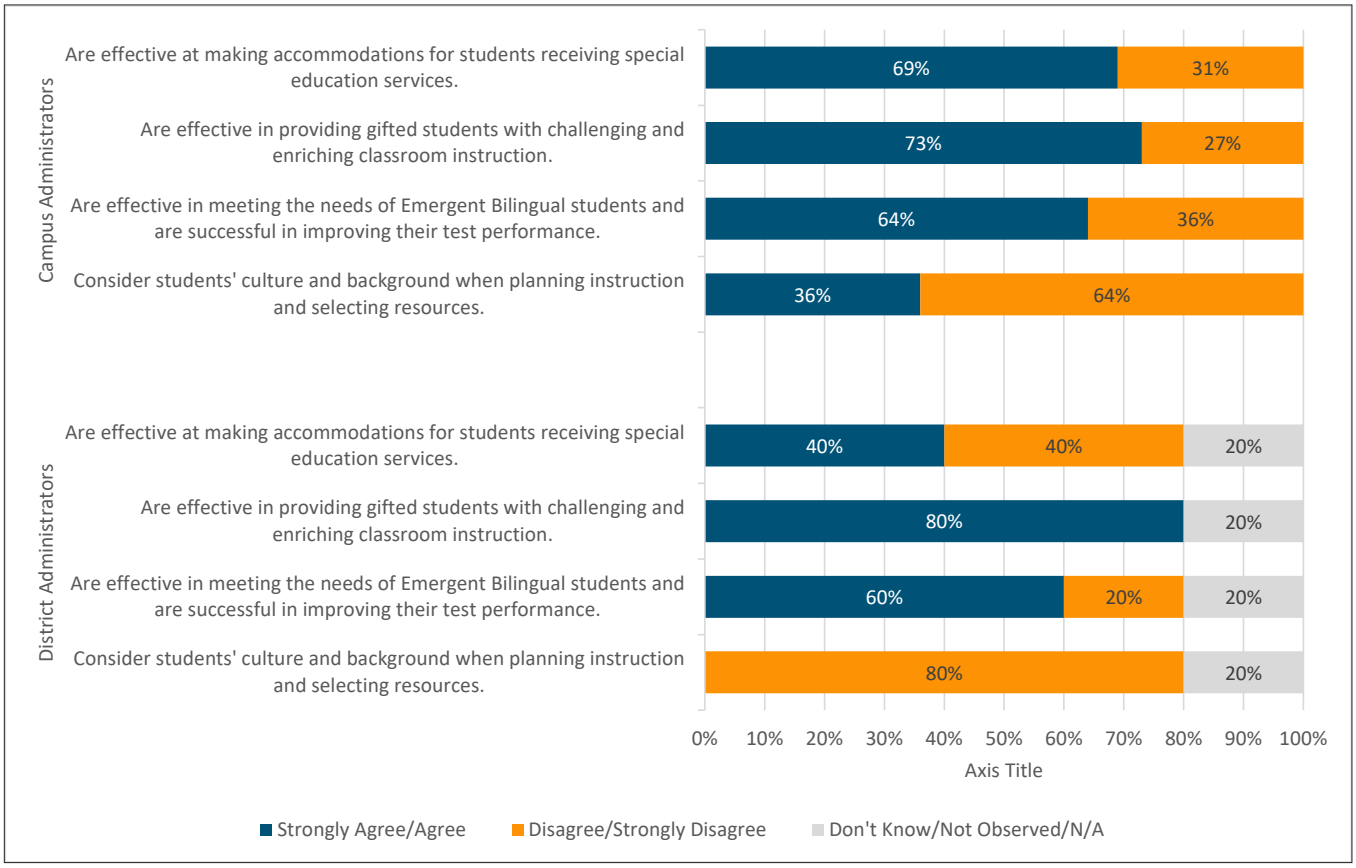
The following comments from teachers emphasized the need for more effective training and support related to differentiated instruction for their students.

- "Pearland ISD does not assist teachers with differentiation for any academics, or ESL; yet teachers are expected to do this in our classrooms daily."
- "I've received training but no support in actually implementing it in the classroom."
- "We have to plan and find most differentiation resources on our own time."
- "Staff development usually consists of 'you need to differentiate for all students', but no concrete examples or actually giving teachers time to create lessons to include differentiation."

In spite of the fact that both administrators and teachers perceive that teachers have received adequate training in differentiating instruction, the data the auditors gathered from their visits to 361 classrooms indicate that differentiated instructional practices were observed in fewer than 20% of the 361 classrooms visited.

Auditors also asked administrators to share their perceptions concerning teachers' effectiveness with planning instruction based on individual students' needs, their culture, and background. Responses to this survey question are displayed in the next exhibit.

Exhibit 3.1.19: Administrators' Perceptions Concerning Teachers' Effectiveness



Note: District Administrators, n=5; Campus Administrator, n=27
Data Source: CMSi Online Survey

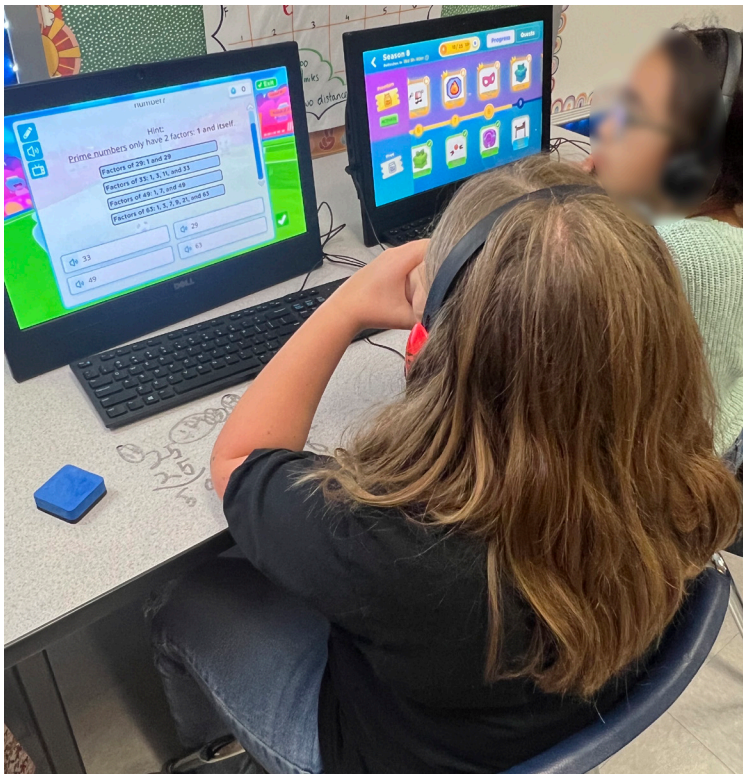
Seventy-three percent of campus administrators strongly agreed/agreed that teachers provide gifted students with challenging and enriching classroom activities. However, a lower percentage of these same campus administrators are in agreement that teachers are effective at making accommodations and modifications for students with special needs (69%), or in meeting the needs of emergent bilingual learners (64%). Almost two-thirds of campus administrators disagreed/strongly disagreed that teachers consider students' background when planning instruction.

In stark contrast to the campus administrators' responses, none of the district administrators agreed that teachers consider students' culture and background when planning instruction. There was some level of agreement between the two groups of administrators related to teacher effectiveness with the emergent bilingual, special education, and gifted subgroups; however, it's difficult to ignore the low levels of agreement the administrators exhibited related to teacher effectiveness.

Comments from teachers and administrators about the resources available and the overall teacher effectiveness necessary to meet individual students' needs are shown below:

- "The level of support offered to students who are behind academically is subpar." (Teacher)

- "We need a wide range of resources to meet the needs of the wide range of learners in our classrooms." (Teacher)
- "My teachers deliver great outcomes for students and for the campus/district. However, our program faces challenges that require expertise and resources that may not be readily available." (Campus Administrator)
- "I believe we have strong teachers that in isolation are able to do much of what is described above however on a daily basis it is not consistently being implemented in all lessons in classrooms." (District Administrator)
- "While many teachers collaborate to meet the needs of students with exceptionalities on both ends of the spectrum, they do not possess all the knowledge and skills to do so well." (Campus Administrator)



Computer-assisted mathematics lesson at Magnolia Elementary School

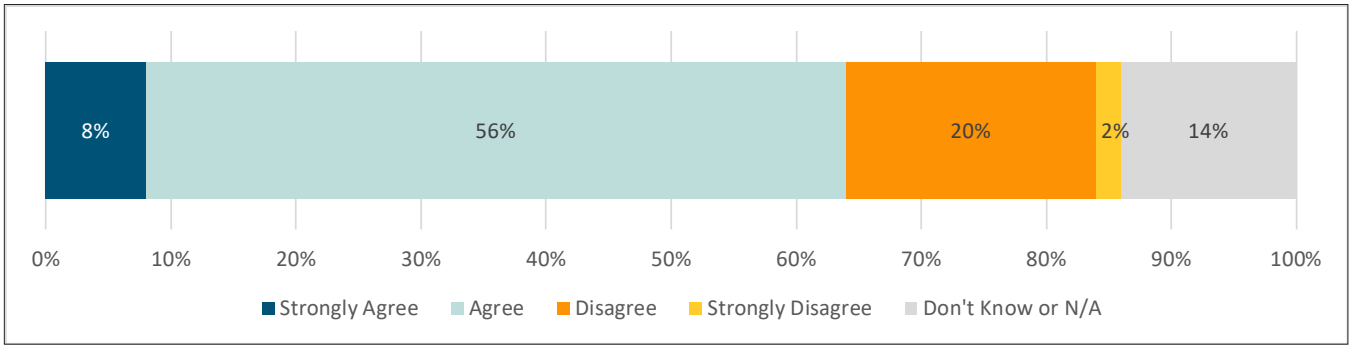
A few responses from parents also focused on individual students' needs and what the district needs to do to support them.

- [The district needs to find] ways to support students who fall within the gray area [because] they do not qualify for special education/resource services but struggle in general education classrooms."
- "[The district needs to] focus on providing options for students that need support to meet their learning needs."
- "Things are way too standardized and there isn't room to adapt learning to different styles of learning."

Both differentiated instruction and scaffolding strategies can be used to address the diverse needs of learners in any classroom. Whereas differentiation is about customizing instruction to meet each student's individual learning needs, scaffolding is about providing the right support at the right time to help students achieve specific learning objectives.

The following exhibit displays the campus administrators' perception of their teachers' preparedness to scaffold instruction for their students.

Exhibit 3.1.20: Administrators' Perceptions Concerning Teachers' Use of Scaffolding



Note: District Administrators, n=8; Campus Administrators, n=35
Data Source: CMSi Online Survey

To the statement that teachers are effective at scaffolding instruction to support the various needs of individual students, 64% of the administrators who responded strongly agreed, while 22% disagreed. The following comments from these administrators indicate that more training, coaching, and modeling is needed to provide teachers with scaffolding strategies to bridge learning gaps and enable students to grasp concepts.

- "I agree with this statement, but do not feel that the district curriculum supports [the teachers] in this effort [scaffolding]." (Campus Administrator)
- "We are working on providing teachers with scaffolds for students that are struggling." (ESC Administrator)
- "I would encourage additional support and training for those teachers who struggle with this concept [of scaffolding]." (ESC Administrator)

Instructional Technology

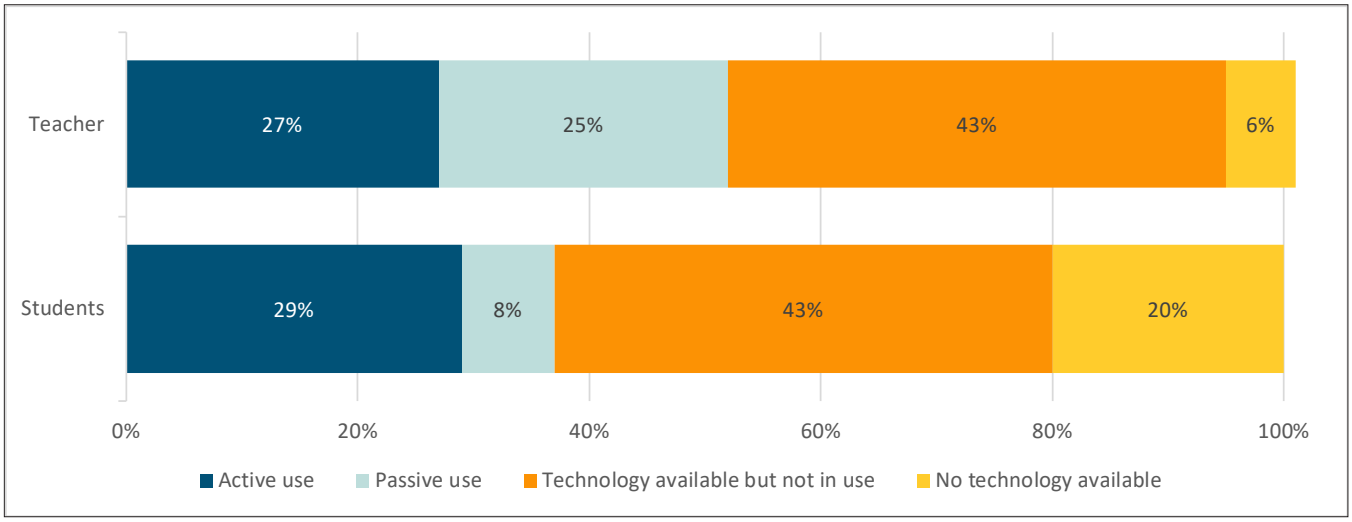
One of the goals of the Pearland ISD Strategic Plan 2022-2027 is to "continue to make student academic performance its top priority through data, technology, and differentiated instruction." A Pearland Technology Vision 2021 document contains several expectations for instructional technology, including the following:

- Technology plays an important role in personalizing learning as it gives teachers efficient methods and tools to group and cluster learning for individual and small groups.
- Powerful learning is available when technology is used in meaningful ways.
- Technology used to its potential can activate learning, provide access to the best resource and ideas available, and individualize instruction so that students are engaged and empowered throughout their learning career. Students with access to technology will leave Pearland ISD equipped with the modern skills of creativity, collaboration, communication, and critical thinking.
- Integrate technology within content specific and content neutral areas for students and teachers to construct learning collaboratively in authentic ways to elevate learning.

Auditors were presented with a spreadsheet showing projected expenditures for technology. The spreadsheet included costs for servers and storage, networks, and technology devices. The projected expenditure from 2023-24 to 2034-35 was over $70 million.

The following exhibit displays the data the auditors collected during 361 classroom observations related to the use of technology by students and teachers.

Exhibit 3.1.21: Use of Technology

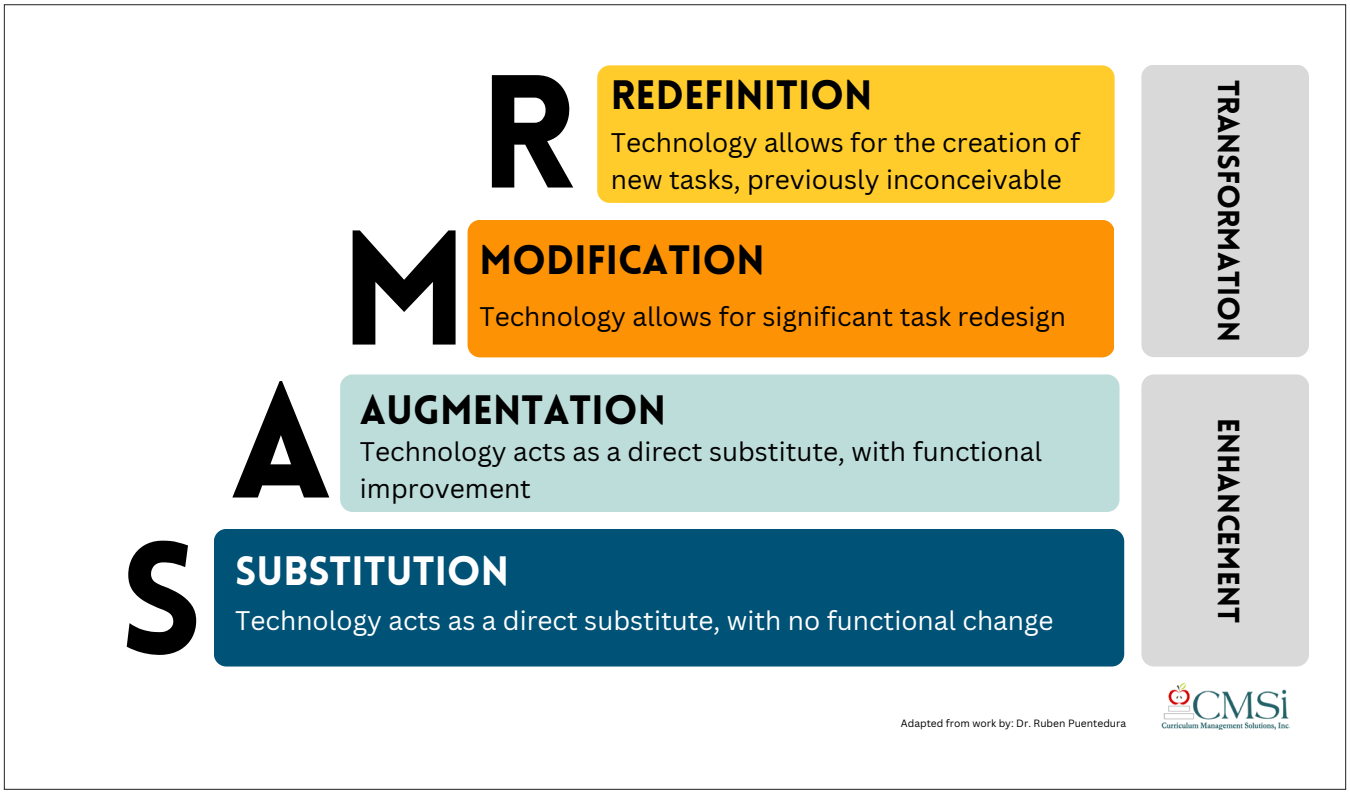


Note: Some totals do not equal 100% due to rounding
Data Source: Observation data collected by auditors

Auditors observed teachers using technology, actively or passively, in over half the classrooms visited. The exhibit shows that technology available for teachers was not in use 43% of the time. The exhibit also shows that technology was available but not being used by students 43% of the time. When the percentage of technology not being used is combined with no technology available, nearly two-thirds of the time auditors visited classrooms, students were not using technology as an instructional tool.

CMSi uses the SAMR model to determine the levels of technology used to enhance classroom instruction. SAMR is an acronym for Substitution, Augmentation, Modification, Redefinition. While substitution and augmentation have the potential to enhance instructional delivery, modification and redefinition have the potential to transform the instructional delivery process. The following exhibit provides a visual depiction of SAMR.

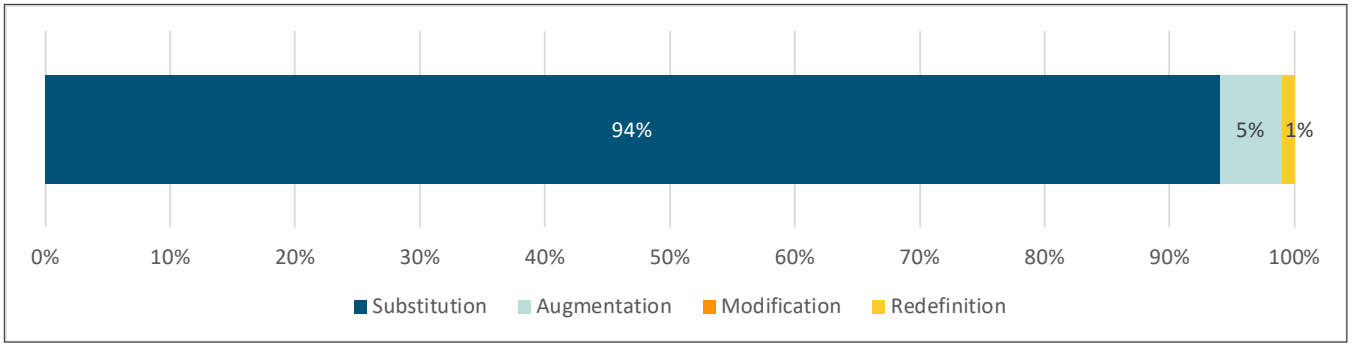
Exhibit 3.1.22: SAMR Model for Technology Use



Data Source: CMSi; The Pitfalls of Virtual Learning, 2020

The following exhibit displays the SAMR levels employed by teachers in classrooms where technology was being used at the time of the auditors' visits.

Exhibit 3.1.23: Level of Technology Use by Teachers

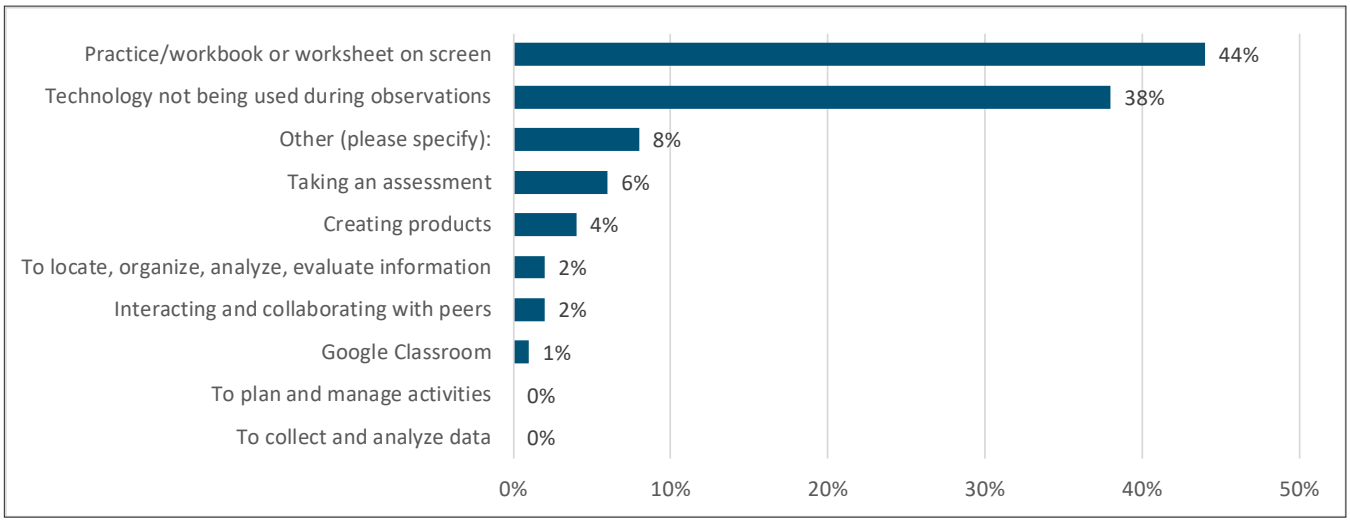


Data Source: Observation data collected by auditors

As the exhibit shows, teachers in Pearland ISD were primarily using technology as substitution during their instructional delivery. When teachers were using technology, the use was at the substitution level in over 94% of the classrooms, which means that the technology used did not enhance the strategy or approach the teacher used and that a non-technology type visual or support could have easily been substituted. Substitution is the bottom level of the technology/instructional delivery integration process; therefore, the enhancement of instruction is minimal.

The type of technology used by students observed in classrooms is presented in the following exhibit.

Exhibit 3.1.24: How Technology Was Used by Students



Data Source: Observation data collected by auditors

The auditors observed students completing a practice activity on a worksheet or on a device in 44% of the classrooms visited. In a few classrooms, students were using technology to take an assessment, create products, organize information, and interact/collaborate with peers.

Technology must be more than a substitute for a textbook or worksheet. Instructional technology is successful when it is aligned with teaching and learning. In response to survey questions about technology use, 86% of campus administrators agreed that technology is available to support instructional delivery, and 88% of them agreed that technology is available to support student learning. However, the following comments from those administrators indicate that there is some room for improvement related to the overall utilization of technology in Pearland ISD to enhance student learning.

- "Some teachers here have gotten stuck in the COVID crisis mode and are skating by on full technology use. The tech [technology] is running their class rather than the teachers."
- "Some teachers are more adventurous than others. The technology is accessible to all, but only embraced by some."
- "Teachers use technology, but [I'm] not sure they use technology as a tool to improve student achievement."

Parents shared their perceptions about the use of technology in their children's classrooms.

- "[There is] too much time spent on technology playing 'educational' games that don't reinforce the skills students need to know."
- "Instruction needs to be teacher-led versus computer-led."
- "[Students need] less technology and more hands-on, real world learning, and taught how to study without the use of computer games."

A few teachers also expressed a need for quality of technology tools and trainings.

- "[The district needs to] stay current with trends in educational technology."

- "Sometimes I feel the district is more reactive than proactive when it comes to a lot of things, especially technology-based."
- "More training and new/reliable tools are needed."
- "I would love for the district to provide additional training in all of the software apps that we need to do our job efficiently."

Summary

Auditors visited a total of 361 classrooms in Pearland ISD. These brief classroom visits were non-evaluative opportunities to observe classroom instruction and student engagement. Auditors observed most students as either engaged or compliant during classroom instruction, and most often organized in large groups for whole class instruction. The absence of a clearly-defined instructional model was evident as the auditors observed mostly teacher-centered instruction, with very few opportunities to engage students using research-based instructional practices. Students were observed working on worksheets, either on paper or on their computers, and low levels of cognitive processes were observed with little or no differentiation of product, content, or process. The technology currently in use is not being utilized effectively to enhance and transform student learning, and targeted teacher training (see **Finding 5.1**), with the necessary resources and support, is needed to provide teachers with the knowledge and strategies they need to support ALL students in Pearland ISD. (See **Recommendation 3.**)

Finding 3.2: Most student work artifacts for grades PK-12 were on grade level and aligned to the Texas Essential Knowledge and Skills. Student artifacts were generally of low cognitive demand and contexts were of the less engaging types.

The activities students are asked to perform, to practice, or demonstrate mastery of curriculum objectives provide valuable information to school districts about how the written curriculum is being delivered and what student engagement in classrooms looks like. Since student work is ultimately what predicts student achievement, it has repercussions for the entire system. Artifacts must address the same content as the assessment, but if the student work artifacts don't meet and exceed the cognitive demands of the external tests in use, or if the artifacts don't meet and exceed the contexts of those tests so that students have opportunities to practice those modes before test day, then students will be far less likely to perform well. Similarly, the artifacts can reveal whether district and system expectations for student learning are being met and whether students are being given engaging, challenging work that requires critical thinking. Artifacts can also sometimes reveal inequities in curriculum access among schools and across subgroups and ability levels, giving districts the ability to identify and ameliorate areas of need.

To assess the quality of student artifacts for Pearland ISD, auditors reviewed and analyzed student work from the four core subject areas [English language arts and reading (ELAR), mathematics, science, and social studies] and languages other than English (LOTE) submitted by teachers from all schools. Selected artifacts were to be activities designed to assess mastery of the standards represented. Samples such as this cannot represent the totality of work in the classroom over the course of a given school year, nor are they meant to. Because teachers are given the freedom to choose which artifacts to submit, it is impossible to say for sure how frequently these types of activities are occurring; indeed, because of the aspect of teacher selection, artifact analysis must go hand-in-hand with classroom observation data (see **Finding 3.1**) to form a fuller picture of what is likely to be day-to-day practice in classrooms.

Over 1,900 artifacts were collected and submitted. Auditors removed all duplicate artifacts and any artifacts meeting one or more of the following conditions:

- No instructional standard was listed on the artifact.
- No grade level was listed on the artifact.
- Artifact was not from one of the core content areas.
- The cover page on the artifact did not match the work sample.
- The copy was illegible.
- Auditors could not determine the task required of students.

After removing duplicates and artifacts that met one or more of the conditions listed above, auditors then selected random samples as noted in the following exhibit to analyze the content, context, and cognitive demand.

Exhibit 3.2.1: Artifacts Sample Size by Content Area

Content Area	Net Artifacts	Sample Size (PK-12)
English Language Arts and Reading	526	236
Mathematics	469	225
Science	435	222
Social Studies	455	208
Languages Other Than English	32	26
Totals	**1917**	**917**

Auditors chose a sample size that promoted generalization of results to a broader range within 90% confidence level. If available, a minimum of 10 samples per subject area were selected from each grade level, and from all campuses. Auditors included artifacts from on-level, resource, inclusion, gifted and talented, Pearland Advanced Program (PAP), Advanced Placement®(AP®), dual-language, and ESL designations. Auditors evaluated the 917 artifacts through three major lenses:

- Objective Content Analysis
- Cognitive Type Analysis
- Context Analysis

Overall, artifacts were mostly on grade level with only 6% content mismatches. Most artifacts required lower-order thinking to complete. ELAR and LOTE had the highest percentage of artifacts requiring higher order thinking. Student artifacts were also of the least engaging variety of contexts.

Objective Content Analysis

Objective content refers to the knowledge, skills, processes, and attitudes to be taught as expressed by a student learning objective. For this type of analysis, auditors calibrated the instructional level of the student artifact by comparing the content skill area or concept to be mastered as designated by the teacher to the district's content objectives or standards, in this case, Texas Essential Knowledge and Skills (TEKS), Prekindergarten Guidelines, and College Board® standards for AP courses. For example, an 8th grade artifact might actually correspond more closely to the 7th grade objective, so that artifact would be determined to be one grade level below. From this calibration, an actual grade level/course content

specification can be determined for each artifact by curricular area. The actual grade level of each artifact is then tallied for each grade level to derive a percentage. For example, if 8th grade had six artifacts and three were determined to be at grade level, 50% would be determined to be at grade level; the remaining three artifacts determined to be at one grade level below, or 50% at the 7th grade level. Content from an artifact that was not representative of a TEKS content standard at any level was considered a "content mismatch" (CM).

These data are then placed in a table showing the distribution of the actual grade level of the artifacts, as determined by the analysis. Then the calibrated grade levels are multiplied by the number of artifacts to determine the average level of difficulty for all artifacts in that grade level. For example: if grade 8 has 6 artifacts total and 3 are on grade level and 3 are at 7th grade level, 7 is multiplied by 3 for a score of 21 and 3 by 8 for a score of 24. These numbers are added together for a score of 45, then divided by the total number of artifacts for 8th grade: 45 divided by 6, for an average grade level score of 7.5. It is important to note that this is not a grade equivalent score; it merely reflects the average grade level that the artifacts represent. Content mismatches are not counted in the average of artifact grade levels. The average grade level matters because if there is a lower average grade level, it may mean that students are coming in without prerequisite knowledge, or that teachers are misinterpreting mastery because standards are vague, or that the standards haven't been refined to reflect differences between grade levels. Of more importance are the percentage of artifacts calibrating either lower or higher than their purported grade. Additionally, it should be noted that it is the activity of the artifact that is evaluated, not a student's actual work. The student's actual work may represent an even lower or higher grade level than what the artifact itself requires. It should also be noted that grade level calibrations are a cross section of the types of work students are asked to do to demonstrate mastery of the standards in the district.

The following four exhibits show the content calibration for Pearland ISD student work artifacts. For ease in assessing vertical relationships, each exhibit reflects Prekindergarten to grade 12. Prekindergarten and Kindergarten are considered grade 0 when calculating average grade level. See **Appendix I**, **Exhibit I.1**, for a complete list of middle and high school courses that were used for each grade level. For example, first year courses such as Algebra 1, English 9, Biology, and World Geography were considered grade 9 courses.

Exhibit 3.2.2: Content Analysis of Grades K-12 English Language Arts and Reading Artifacts

Grade Assigned	Auditors' Assessment of Artifact Grade Level														Content Mismatch	Avg. Grade Level
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12		
PK	93%														7%	0
K		94%													6%	0
1	4%		96%												0%	.9
2				100%											0%	2
3					95%										5%	3
4						90%									10%	4
5						7%	86%								7%	4.9
6							6%	94%							0%	5.9
7									100%						0%	7

Grade Assigned	Auditors' Assessment of Artifact Grade Level														Content Mismatch	Avg. Grade Level
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12		
8								7%		86%					7%	7.8
9											100%				0%	9
10												94%			6%	10
11													100%		0%	11
12														100%	0%	12

Content analysis of English language arts and reading artifacts ranged from 86% at grades 5 and 8 to 100% in grades 2, 7, 9, 11, and 12. Very few artifacts were assessed as below grade level or content mismatches. Average artifact grade levels were closely aligned to the teacher-assigned artifact grade level.

Exhibit 3.2.3: Content Analysis of Grades PK-12 Mathematics Artifacts

Grade Assigned	Auditors' Assessment of Artifact Grade Level														Content Mismatch	Avg. Grade Level
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12		
PK	100%														0%	0
K		100%													0%	0
1			100%												0%	1
2				95%	5%										0%	2
3				5%	90%										5%	2.9
4						100%									0%	4
5						14%	86%								0%	4.9
6								46%	31%						23%	6.4
7									64%	36%					0%	7.4
8								11%	11%	78%					0%	7.7
9											95%				5%	9
10												100%			0%	10
11													93%		7%	11
12														100%	0%	12

Content analysis of mathematics artifacts ranged from 46% at grade 6 to 100% in grades PK, K, 1, 4, 10, and 12. Grades 6 and 7 show a significant number of artifacts above grade level. This is due to the PAP courses in which standards for one grade level above are taught for acceleration. Grade 8 had artifacts that were one and two grade levels below. Grade 6 had the most content mismatches with 23%. Average artifact grade levels were aligned to the teacher-assigned artifact grade level.

Exhibit 3.2.4: Content Analysis of Grades PK-12 Science Artifacts

Grade Assigned	Auditors' Assessment of Artifact Grade Level														Content Mismatch	Avg. Grade Level
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12		
PK	94%														6%	0
K		81%													19%	0
1			88%												12%	1
2				64%		9%									27%	2.3
3			4%		82%										14%	2.9
4						84%									16%	4
5							100%								0%	5
6							9%	82%							9%	5.9
7								10%	70%						10%	6.9
8									17%	83%					0%	7.7
9											100%				0%	9
10												100%			0%	10
11													100%		0%	11
12														100%	0%	12

Content analysis of science artifacts ranged from 64% at grade 2 to 100% at grades 5, 9, 10, 11, and 12. Artifacts rated below grade level occurred most often in the middle grades. Content mismatches occurred most often in grade 2 with 27%. Average artifact grade levels were aligned to the teacher-assigned grade level with the exception of grade 2, with 9% of artifacts noted at two grade levels above.

Exhibit 3.2.5: Content Analysis of Grades PK-12 Social Studies Artifacts

Grade Assigned	Auditors' Assessment of Artifact Grade Level														Content Mismatch	Avg. Grade Level
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12		
PK	87%														13%	0
K		64%													36%	0
1		8%	81%												11%	.9
2			11%	84%											5%	1.9
3					95%										5%	3
4						88%									12%	4
5			8%				83%								8%	4.6
6								73%							27%	6
7									100%						0%	7
8										100%					0%	8
9											77%				23%	9
10												100%			0%	10
11													100%		0%	11
12														100%	0%	12

Content analysis of social studies artifacts ranged from 64% in Kindergarten to 100% at grades 7, 8, 10, 11, and 12. Very few artifacts were assessed below grade level. Content mismatches occurred most often in Kindergarten at 36%. Also of note is the 27% content mismatch at grade 6 and 23% at grade 9. Average artifact grade level is consistent with the teacher-assigned artifact grade level.

Further analysis shows the percentages of artifacts determined to be Content Mismatches (CM) by overall grade range and subject area; these artifacts do not correspond to any of the objectives at any grade level and are thus not aligned in content to the district's curriculum. Some content mismatches are to be expected. The content may be important as a supporting objective to a larger standard, a piece that is not explicitly addressed by the standards itself. In such instances, the district should refine state standards into local objectives that reflect the district's specific goals for students. The artifacts collected for the purpose of the audit were meant to demonstrate mastery of a standard or standards, so content mismatches should not occur.

The following exhibit shows the percentage of content mismatches for each subject area and each grade range.

Exhibit 3.2.6: Percentage of Content Mismatch in Core Subject Artifacts

Grade Range	English Language Arts and Reading	Mathematics	Science	Social Studies	Total
PK-4	4%	0.9%	16%	13%	**8%**
5-8	4%	6%	8%	9%	**6%**
9-12	2%	3%	0%	6%	**3%**
Totals	**3%**	**3%**	**10%**	**10%**	**6%**

The grade range PK-4 had the highest content mismatch in science at 16%. Science and social studies both had the highest instances of content mismatches at 10% for all grade ranges. Only 6% of all artifacts were content mismatches.

Cognitive Type Analysis

Cognitive type is an indicator of the sort of thinking required to carry out a given task. Auditors expect the cognitive types of the written, taught, and tested curriculum to be congruent so that students are not surprised by any of the cognitive demands placed on them in high-stakes testing situations. The various assignments and activities collected in classrooms across the system should reveal a range of cognitive demands, so that students have ample opportunity to practice the cognitive skills they will need to be successful on national, state, and local assessments. There is a strong body of research showing that students who are the lowest performing improve dramatically when they are engaged in problem solving, critical thinking, and decision-making activities. In the simplest terms, the more students are asked to do cognitively, the more they achieve. They quite literally rise to the challenge, and districts wishing to maximize student performance actively seek to provide their students with cognitively rigorous instruction. Additionally, state tests are sometimes not cognitively rigorous or engaging, deploying low-level questioning and test-like contexts such as multiple-choice questions. In such cases, districts must ensure that the cognitive demand of classroom activities goes beyond the demands of the state test. If districts merely replicate the contexts and cognitive demands of the test, they are effectively making the floor their ceiling.

To analyze the cognitive types of the various artifacts collected, auditors examined each artifact and assigned a level of cognitive demand to each before calculating percentages. To perform an analysis of cognitive type, auditors used the framework based on Webb's Depth of Knowledge, as presented in **Appendix E**.

The auditors compared the activity of each artifact to Webb's Depth of Knowledge Framework, recorded the cognitive type of each artifact, and used those totals, divided by the total number of artifacts, to determine the percentage of artifacts that represent each type of cognition. Data were organized by grade range and by core subjects to show the proportion of higher-order thinking skills (Strategic Thinking, Extended Thinking) to lower-order thinking skills (Recall and Reproduction, Skills and Concepts). The chart below illustrates the cognitive levels found in grades PK-12 artifacts.

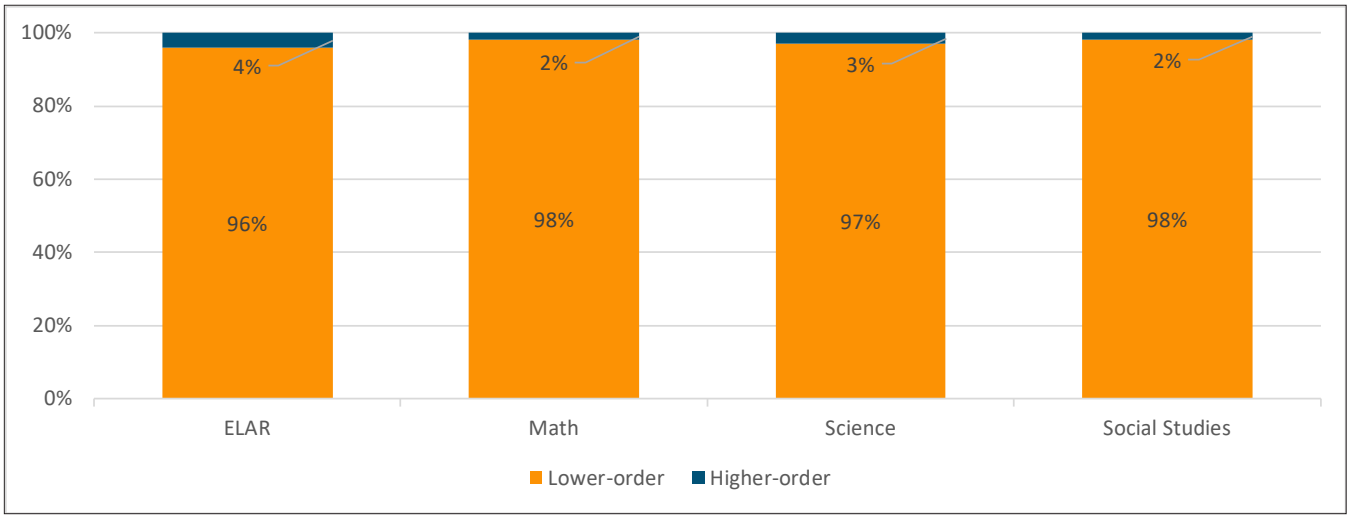
Exhibit 3.2.7: Cognitive Type Analysis of (Mean by Content Area) Grades PK-12 Artifacts by Subject Area

Cognitive Domain	English Language Arts and Reading	Mathematics	Science	Social Studies	Languages Other Than English	Total
DOK-1: Recall and Reproduction	52%	68%	73%	77%	28%	66%
DOK-2: Skills and Concepts	29%	29%	22%	16%	48%	25%
DOK-3: Strategic Thinking	16%	1%	4%	4%	20%	7%
DOK-4: Extended Thinking	3%	1%	1%	2%	4%	2%

The cognitive demand of the artifacts across all core subject areas range from 2% at Extended Thinking, the highest cognitive level, to 66% at Recall and Reproduction, the lowest cognitive level.

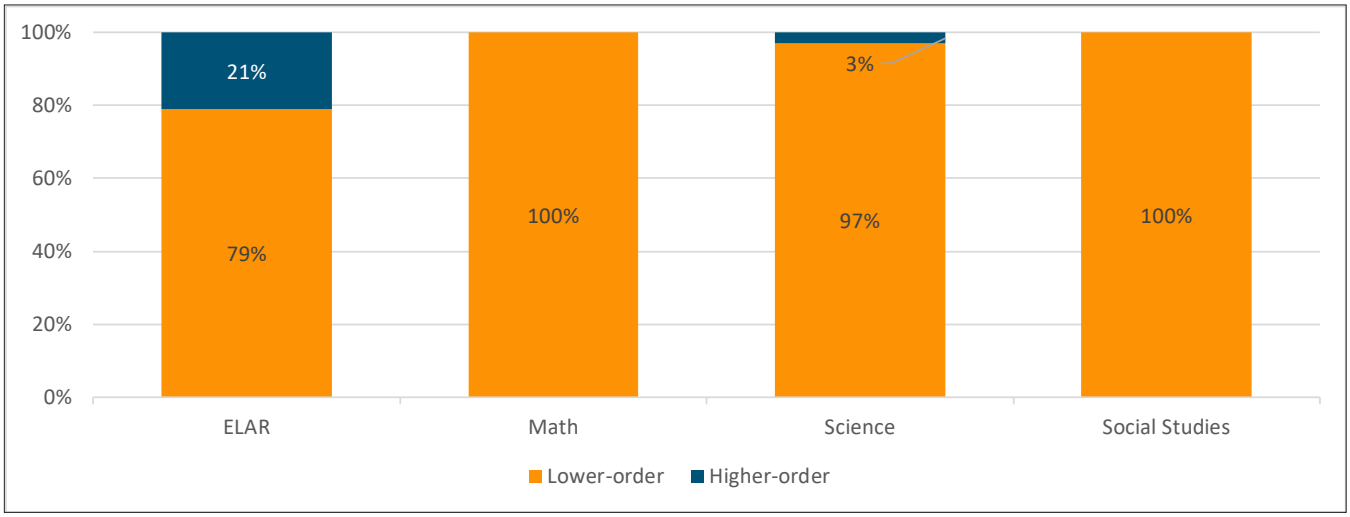
The next three exhibits provide a broader perspective of artifact cognitive type at the elementary, middle, and high school levels. Recall and Reproduction and Skills and Concepts are combined to represent lower-level thinking, and Strategic Thinking and Extended Thinking are combined to represent higher-level thinking. The data represented in the next three exhibits consist of artifacts combined from on-level, dual language, ESL, gifted and talented, PAP, AP, and special education programs.

Exhibit 3.2.8: Comparison of Lower- and Higher-order Thinking Skills in Artifacts for Grades PK-4



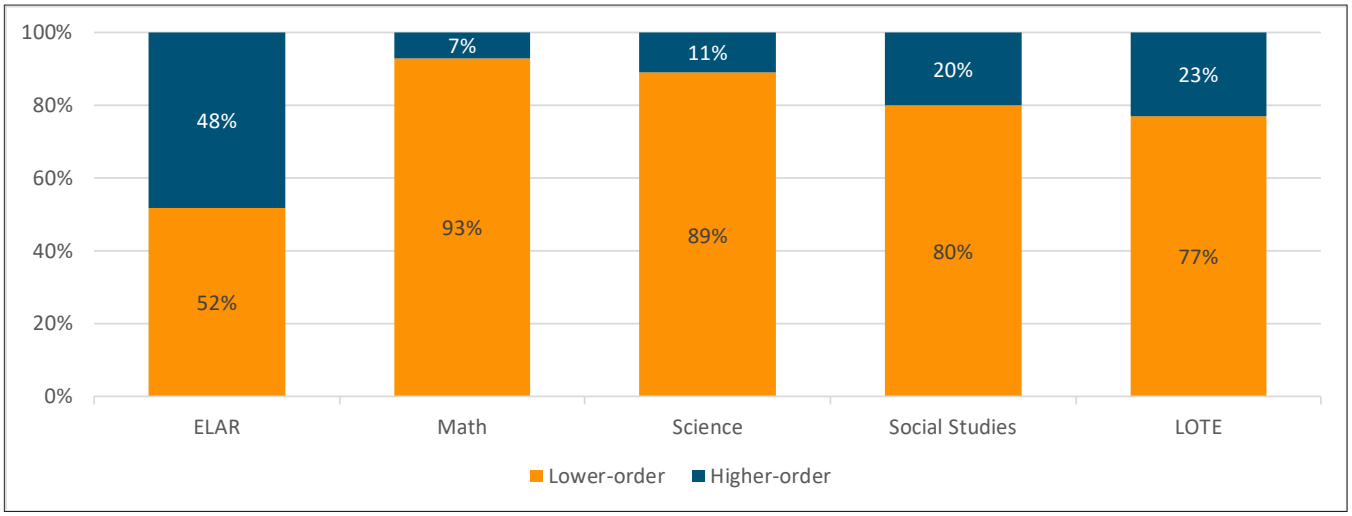
In PK-4, most of the 468 artifacts reflected the lower levels of thinking, which is consistent across all subject areas. Dual language, gifted and talented, and special education program artifact cognitive analysis showed the same consistent cognitive demand as the on-level artifacts.

Exhibit 3.2.9: Comparison of Lower- and Higher-order Thinking Skills in Artifacts for Grades 5-8



In grades 5-8, most of the 187 artifacts reflected the lower levels of thinking. ELAR shows the most artifacts requiring higher-order thinking skills at 21%. Dual language, ESL, PAP, and special education program artifacts showed levels of thinking consistent with the on-level middle school artifacts.

Exhibit 3.2.10: Comparison of Lower- and Higher-order Thinking Skills in Artifacts for Grades 9-12



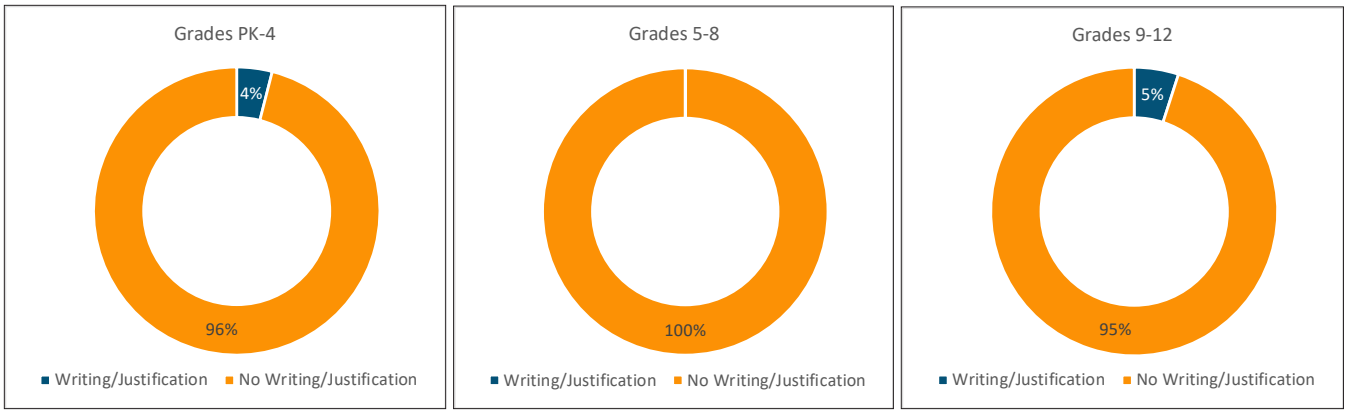
In grades 9-12, lower-order thinking skills were most prevalent in the 262 collected artifacts. Of all the high school core content areas, ELAR artifacts show a better balance of lower-order and higher-order thinking skills with 48% in the higher-order category. PAP and AP course artifacts showed no higher cognition requirements than for regular on-level program courses.

Writing and/or Justification in Math

Writing and/or the ability to justify a process or product is a critical skill in math. Writing about a math problem forces the brain to verbalize quantitative processes, opening another path for retention of the learning. Justification lets students know that there are many routes to the same answer and all routes

are acceptable as long as their efficacy can be justified or defended. In mathematics learning, students must understand that problems don't have single solutions but rather have many possible solutions, though their efficiency may vary. Auditors noted the artifacts that required students either to write about their mathematics solutions or justify their solutions or processes in some way, such as recording themselves explaining how they got a particular answer. Both activities require higher-order thinking skills to complete and raise the level of cognitive demand for the activity. There is no benchmark for this type of activity, but more is better, and auditors would expect to see levels increasing as students move up the grade levels and improve their written expression. The following exhibit shows the proportion of artifacts in elementary, middle, and high school math that required either writing or justification or both.

Exhibit 3.2.11: Writing and Justification in Math, PK-4, 5-8, and 9-12



In elementary math, 4% of artifacts required either justification or writing about math processes and/or products. At the high school level, 5% of artifacts required either writing or justification. No artifacts were analyzed for middle school that required students to write about or justify their solutions.

Context Analysis

Context, an additional, deeper dimension of alignment, refers to how students are assessed—not the content, but the method in which mastery of the content must be demonstrated by the student. Context is an important consideration for districts because it can dramatically affect a student's ability to succeed. A multiple-choice question differs greatly from an essay question; assessments that are taken online are different than those requiring bubble sheets and pencils. A problem requiring a single operation to reach the answer is different than a problem requiring multiple steps. The doctrine of "No Surprises" dictates that students be prepared ahead of time for the contexts they will likely encounter on state and national assessments, and that the students actually be taken even farther in their understanding to ensure success on high-stakes tests. Practicing the ways in which a student might be assessed is one way that a district can increase the chances of real world application of those skills. In order to know what those contexts will be, districts must access released items from the assessments given in their state. It should be noted, however, that sometimes state tests do not utilize either engaging contexts or employ items of high cognitive demand, and in those cases, it is incumbent on the district to ensure that the contexts in which students practice or demonstrate learning are authentic and relevant and go beyond the low expectations of the test.

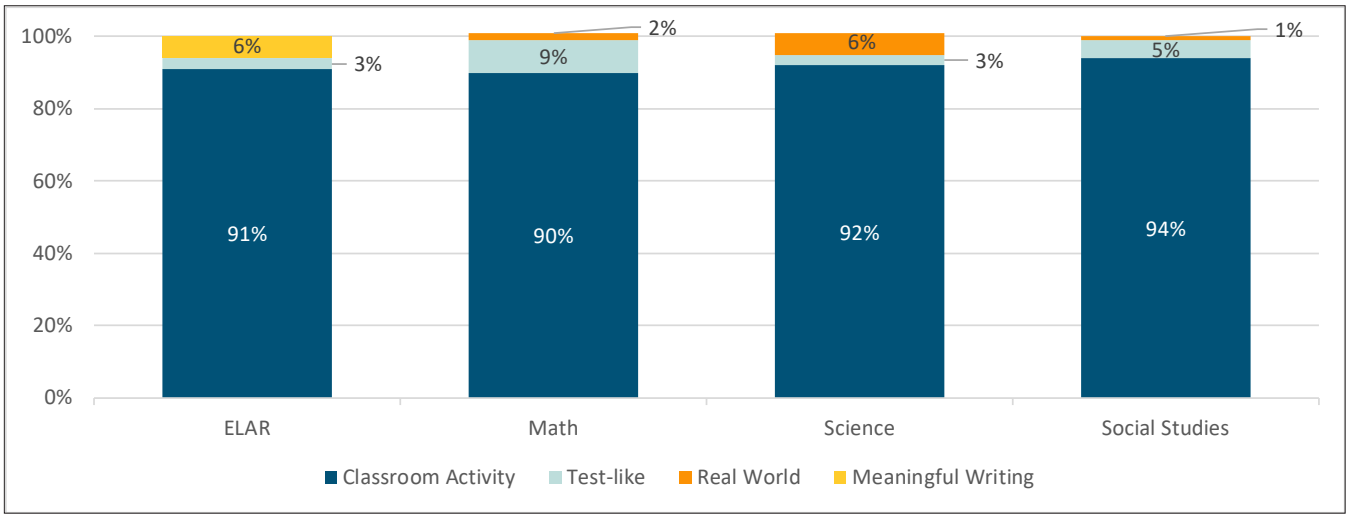
Contexts also determine the level of cognitive engagement students will likely experience during a lesson. Cognitive engagement is the level at which the student is intellectually interested and participating in the activity. Certain types of contexts—ways in which students are called upon to demonstrate their

learning—are inherently less engaging than others and, therefore, less likely to promote retention of the material. The four types of contexts auditors use as designators are Classroom Activity, Test-like, Real World, and Meaningful Writing. **Appendix I**, **Exhibit I.2** shows the types of contexts and provides an explanation and examples.

It should be noted that all contexts are and should be employed in classrooms when appropriate. However, Test-like and Classroom contexts are less engaging for students than Real World and Meaningful Writing contexts. At the very least, there should be a balance of contexts, but the more engaging contexts are to be desired as these promote the most learning.

The following three exhibits show the distribution of contexts for Pearland ISD artifacts by subject area for grades PK-4, 5-8 and 9-12.

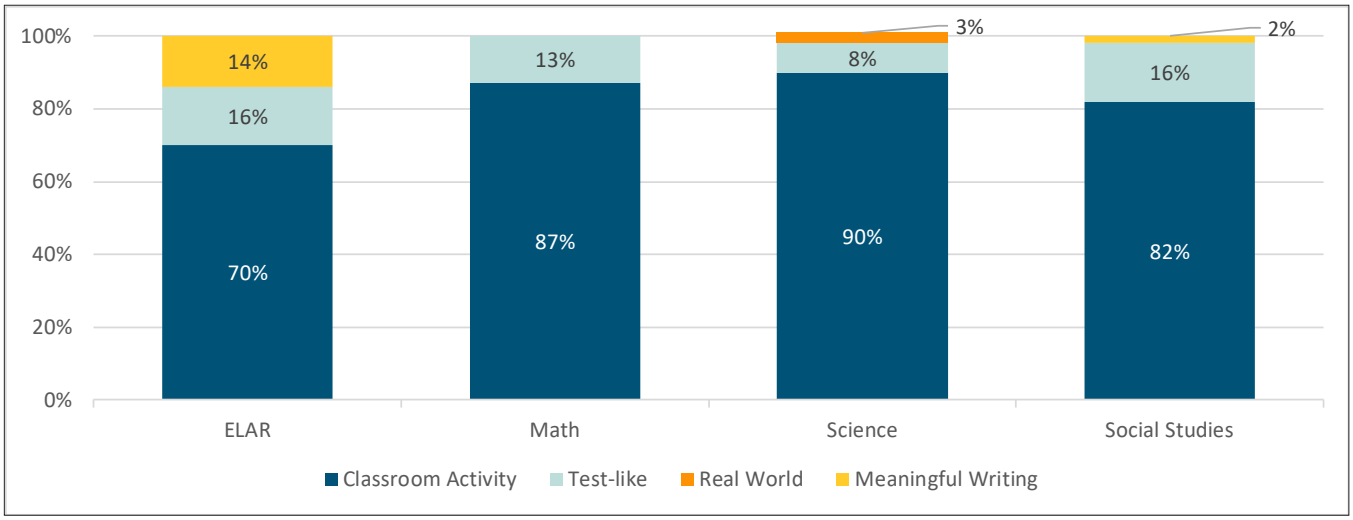
Exhibit 3.2.12: Distribution of Contexts in Student Work Artifacts, Grades PK-4



Note: Some totals do not equal 100% due to rounding

Classroom activity contexts were observed in the majority of elementary artifacts. Six percent of science artifacts represented real world contexts. Of the ELAR artifacts, 6% required meaningful writing.

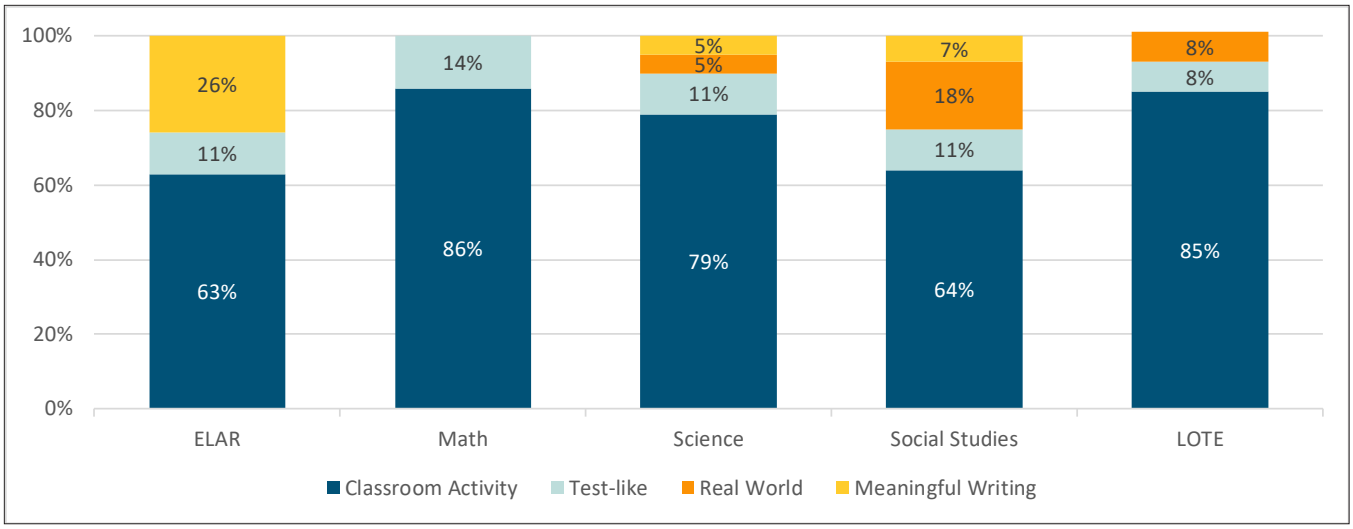
Exhibit 3.2.13: Distribution of Contexts in Student Work Artifacts, Grades 5-8



Note: Some totals do not equal 100% due to rounding

Classroom activity contexts and test-like contexts were observed in the majority of the middle school artifacts. Science had the highest occurrence of classroom activity contexts at 90%. Of the ELAR artifacts, 14% required meaningful writing. In Social studies 2% of artifacts required meaningful writing. Three percent of science artifacts represented real world contexts.

Exhibit 3.2.14: Distribution of Contexts in Student Work Artifacts, Grades 9-12



Note: Some totals do not equal 100% due to rounding

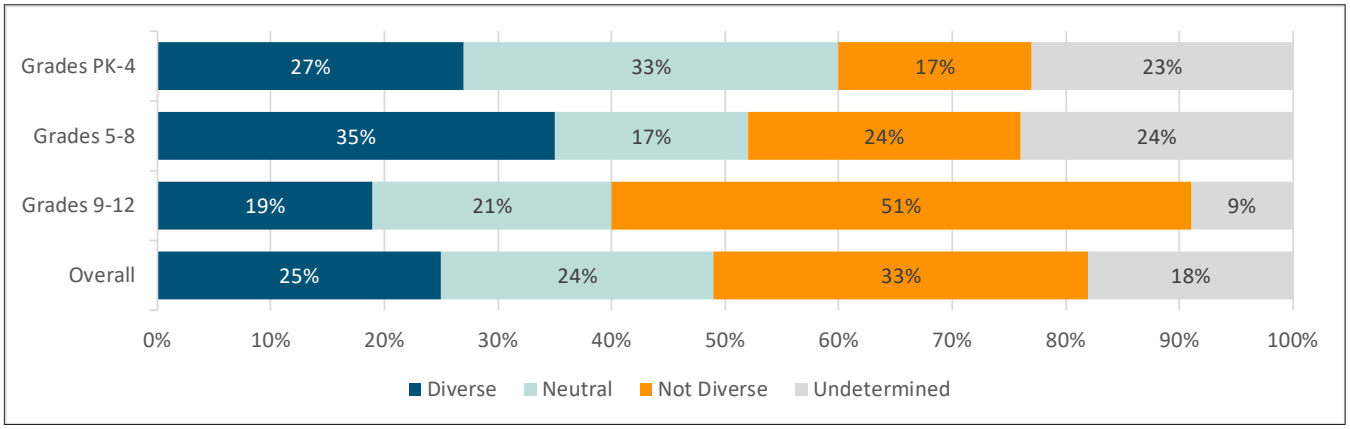
Twenty-six percent of ELAR artifacts had a context of meaningful writing. Both science and social studies had artifacts with meaningful writing at 5% and 7%, respectively. Classroom activity contexts and test-like contexts were observed in the majority of the high school artifacts. Social Studies had the highest occurrence of real world contexts at 18%. LOTE artifacts had 8% with real world contexts.

Texts that Promote Diversity and Inclusion

It is important to include authors and literature that represent indigenous and people of color in texts. Not only do Black or African American children need to see themselves represented as both the creators of literature and its focus, but White children need to read literature from other races and ethnicities on a wide array of topics to help them learn to see through a variety of lenses, different from their own. Through this they can both develop empathy and critical thinking, as well as strategies for enacting positive social change in themselves and the wider world. To that end, auditors examined the literature either included or mentioned in the PK-12 ELAR artifacts to see whether it represented diverse authors and protagonists.

Methodology for this analysis was to look at authorship, narrators or protagonists, supporting and minor characters, illustrations, and any other information that might be pertinent to diversity or inclusion. Diverse/inclusive texts must have either an author of color or from a marginalized group, a narrator or protagonists of color or from a marginalized group, a subject from a marginalized group, or illustrations that depict marginalized groups or people of color. Neutral texts have a subject or narrator that is usually non-human; most Neutral texts have White authors. Non-Diverse texts had White authors and White narrators, protagonists or subjects; there may be some peripheral characters from marginalized groups, but they play only a minor role in the story. Undetermined means not enough information was available for auditors to judge the diversity of the text. The exhibit below shows the results of the analysis for the prevalence of diverse/inclusive texts in ELAR artifacts for grades PK-12. Details are provided in **Appendix I**, **Exhibit I.3.**

Exhibit 3.2.15: Prevalence of Diverse and Inclusive Texts in PK-12 ELAR Artifacts



Auditors noted 25% of all ELAR artifacts were diverse texts. The majority of the neutral texts were found in PK-4 artifacts. Elementary literature often has animals or inanimate objects as main characters. Auditors noted that over half of the high school artifacts were not diverse.

Auditors stipulate that this survey of literature likely only represents a tiny fraction of all the literature used in district classrooms over the course of a school year, so this analysis is meant to present a snapshot of what this *particular* moment in time shows about inclusion and diversity in the district's literature selections. A full survey might show far more diversity or far less. The exhibit above shows that of all the literary and non-fiction pieces mentioned in ELAR artifacts, only a small proportion could be considered inclusive. This does not mean that we don't teach Shakespeare or Dante, but it does mean that care must be taken to ensure that literature represents a wide variety of authors, skin colors, ethnicities, religions, economic situations, home languages, types of families, (dis)abilities and so on to both normalize these things and help children feel seen and affirmed in their own experiences and identities. Representation and inclusion are critically important to student engagement. Students need to see themselves represented and feel included. A full list of literature by title may be found in **Appendix I**, **Exhibit I.3.** Additional notes are offered in **Exhibit I.4**.

Summary

Auditors analyzed the content, cognition, and context of 917 artifacts representing the four core subject areas and LOTE in grades PK-12. They analyzed the alignment of the content of the task to Texas Essential Knowledge and Skills, Prekindergarten Guidelines, or College Board® standards noted on the artifact looking for evidence of grade level content. Eighty-eight percent (805) of the artifacts were determined to be on grade level. In addition, auditors reviewed the context of the artifacts in which the majority, 96% (879), were of the classroom activity or test-like contexts. These contexts are typically less engaging to students, thus providing less cognitive engagement in the work. High school students had more opportunities for meaningful writing in English language arts and reading. Auditors then analyzed the cognitive demand of each task. Across all subject areas, 91% (834) of the artifacts required lower-order thinking skills. High school artifacts demanded more higher-order thinking skills at 21% (56 of 262 artifacts) than middle school at 7% (13 of 187 artifacts) or elementary at 3% (13 of 468 artifacts). Students lacked opportunities to justify thinking in writing in mathematics in all grade levels. High school literature tended to lack diversity and representation. Overall, auditors found that while artifacts were mostly on grade level, the cognitive demand of artifacts was low, and the contexts were often of the least engaging types. (See **Recommendation 2.**)

Finding 3.3: Students do not have equal access to or proportional representation in district programs and resources, especially those who are educationally disadvantaged. Teacher diversity does not reflect the student demographics, and discretionary disciplinary action for some student subgroups is inequitable.

Districts with leaders committed to ensuring academic success for all students are the most effective districts. They assess students' needs and incorporate learning experiences to reach all students, and work to make certain students' ethnic and socioeconomic backgrounds do not predict or determine their academic success. Effective school leaders implement instructional models (see **Finding 3.1**), ensure that all students' individual needs are met (see **Finding 3.3**), and monitor the delivery of instruction (see **Finding 3.4**) to ensure improved classroom practice.

Successful school districts must be intentional about addressing equity and equality. Equity is ensuring that every student receives the resources he/she needs, whereas equality ensures all resources are available to all students and every student is treated the same, regardless of race, gender, or ability. In a school district, equity is important because it ensures all students have equal access to all programs and services, quality instruction, on-level learning, and academic success. To ensure academic success for all students, districts have policies and practices in place to provide every student equal opportunity for achievement and access to all programs and services to meet each individual student's needs. Without such programs and practices, students' needs are compromised.

To determine the equity of district practices and students' equal access and equal representation in special programs in Pearland ISD, the auditors examined district documents and data, board policy, and job descriptions. They visited classrooms, interviewed community stakeholders, district administrators, campus administrators, and teachers; and administered an online survey to parents, teachers, classified staff, and administrators. The auditors also reviewed job descriptions provided to determine who was responsible for ensuring equal access to all programs.

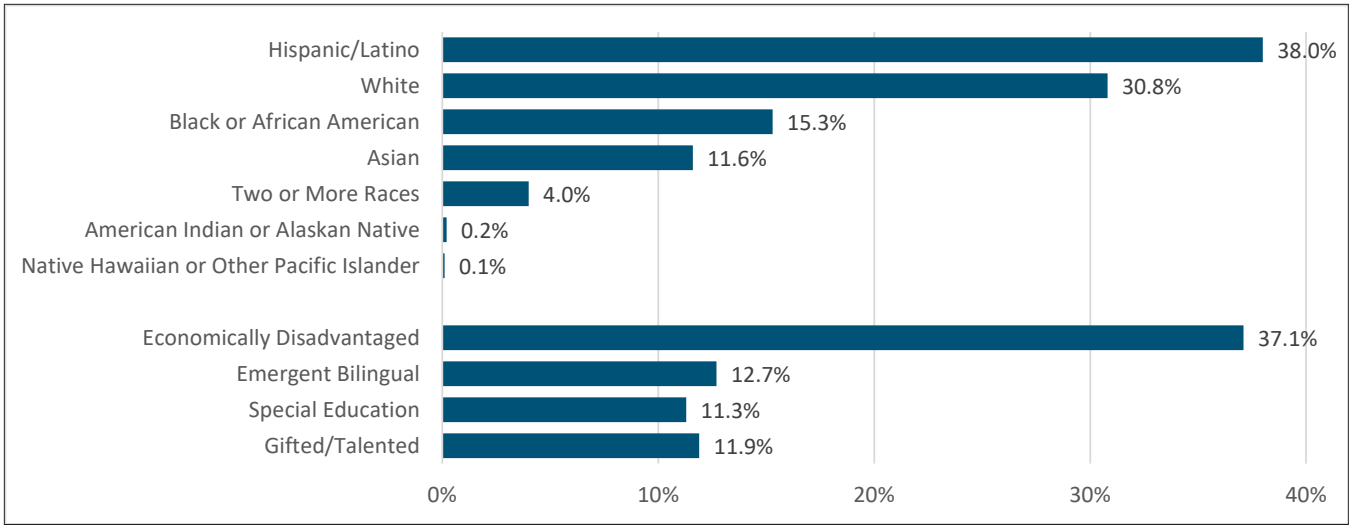
Overall, auditors found no plan or system in place to address the inequities and inconsistencies that exist throughout the district. There was some direction in board policies for equity in the district. *Board Policy BBD(EXHIBIT)—Board Members: Training and Orientation* contains several strong requirements related to equity. The board and superintendent leadership team is to "ensure that their district provides equitable and effective educational programs and services for all students." The board is to "embrace, support, and fulfill the vision that all students receive what they need to learn, thrive, and grow, including resources, opportunities, and experiences." The board is further required in this policy to incorporate equity when making decisions and evaluating systems and processes; ensure the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools; and ensure equity throughout the system by regularly identifying inequities, updating polices, and appropriately distributing resources. *Board Policy BJA(LOCAL)—Superintendent: Qualifications and Duties* requires the superintendent to "oversee a discipline management program and monitor for equity and effectiveness."

The job description for Director of Special Programs did not include responsibilities related to equity. Student subgroups are disproportionately represented in special programs and are not all experiencing the same academic success as their peers (see **Finding 4.3**). Economically disadvantaged students, special education students, Hispanic/Latino, and Black or African American students do not have equal access to the gifted and talented program; and the feeder patterns, or attendance zones, create disproportional representation of student subgroups across the district. The district's responses to student disciplinary

incidents are disproportionately assigned to Hispanic/Latino, Black or African American, and economically disadvantaged students.

To understand the baseline data for the district, the following exhibit displays the demographic enrollment for Pearland ISD for the 2022-23 school year.

Exhibit 3.3.1: District Demographic Data, 2022-23



Data Source: 2022-23 TAPR report

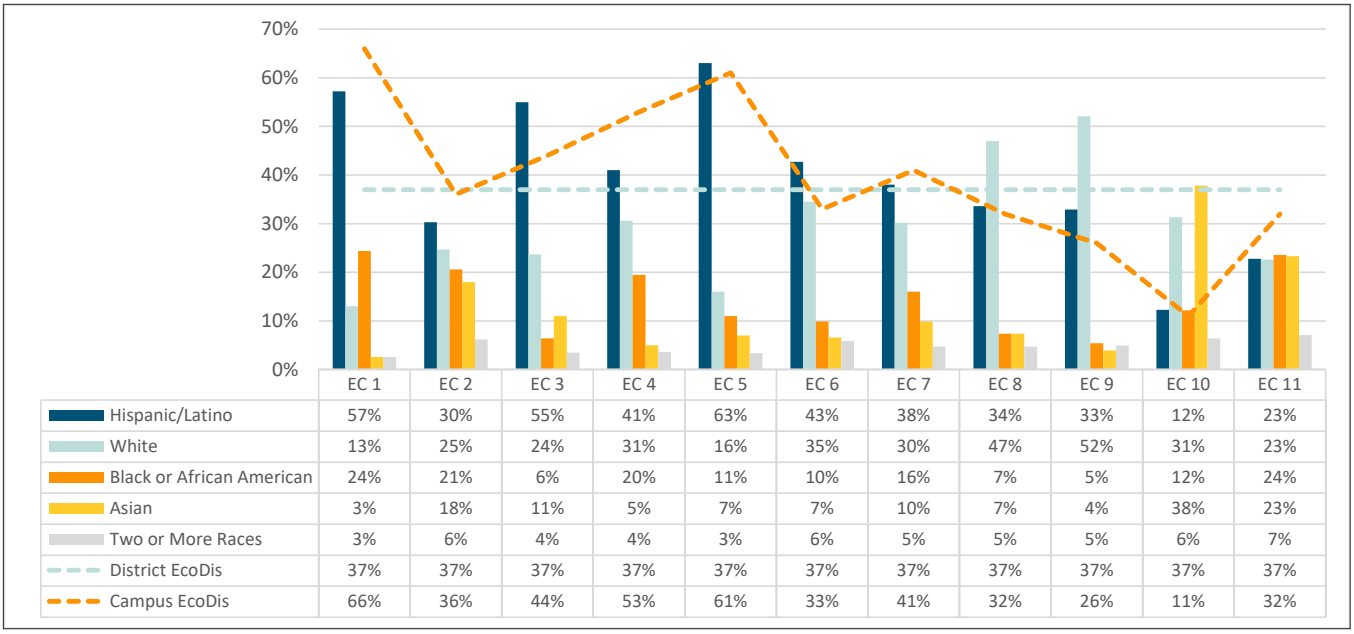
The exhibit shows a student racial/ethnic population that is 38.0% Hispanic/Latino, 30.8% White, 15.3% Black or African American, and fewer than 1% of students who are of Native Hawaiian or Other Pacific Islander and American Indian or Alaskan Native descent. The exhibit also shows the district-wide economically disadvantaged rate of 37.1%. Almost 13% of Pearland ISD students are enrolled in the Emergent Bilingual Program, 11.3% receive special education services, and another 11.9% are enrolled in the gifted/talented program. Since 2019, the district's Hispanic/Latino enrollment has been growing steadily, from 35.7% to the current 38.0%, and the percentage of economically disadvantaged students has increased from 30.9% to 37.1%.

District Demographic and Economically Disadvantaged Data

Children in poverty face many challenges and the manner in which economically disadvantaged students are assigned to schools can have a significant impact on their academic success. The disparities of economic status that begin in childhood and persist into adolescence often result in achievement gaps that never close. Schools must be proactive in preventing the inequities that already exist for these students.

The following exhibits show the ethnicity and percentages of economically disadvantaged students enrolled in the elementary campuses of Pearland ISD. To maintain confidentiality, the schools have been labeled as follows: elementary schools, EC1-EC11; junior high schools, JH1-JH4; middle schools, MS1-MS4; high schools, HS1-HS3.

Exhibit 3.3.2: Elementary Campus Enrollment by Ethnicity and Economic Disadvantage, 2022-23

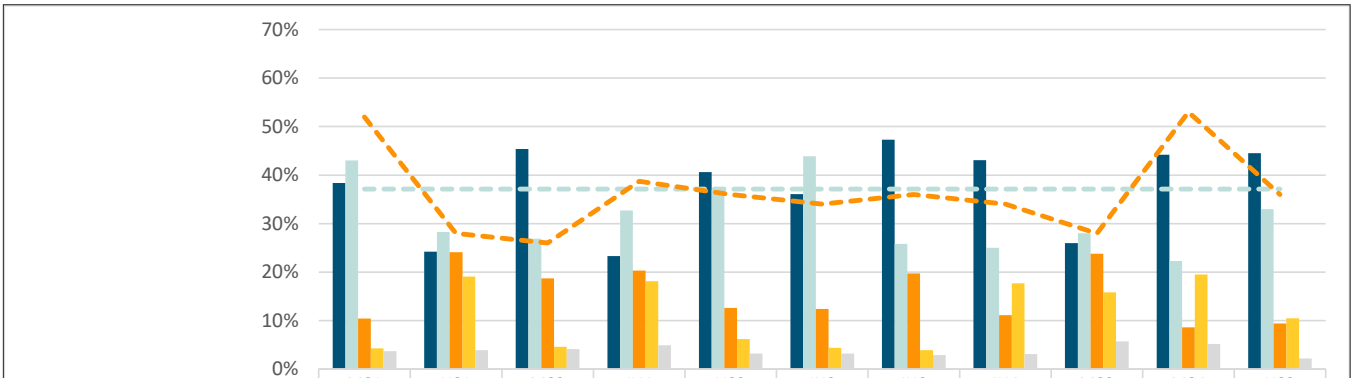


	EC 1	EC 2	EC 3	EC 4	EC 5	EC 6	EC 7	EC 8	EC 9	EC 10	EC 11
Hispanic/Latino	57%	30%	55%	41%	63%	43%	38%	34%	33%	12%	23%
White	13%	25%	24%	31%	16%	35%	30%	47%	52%	31%	23%
Black or African American	24%	21%	6%	20%	11%	10%	16%	7%	5%	12%	24%
Asian	3%	18%	11%	5%	7%	7%	10%	7%	4%	38%	23%
Two or More Races	3%	6%	4%	4%	3%	6%	5%	5%	5%	6%	7%
District EcoDis	37%	37%	37%	37%	37%	37%	37%	37%	37%	37%	37%
Campus EcoDis	66%	36%	44%	53%	61%	33%	41%	32%	26%	11%	32%

Data Source: 2022-23 TAPR Report

More than half the district's elementary schools have a Hispanic/Latino student enrollment that meets or exceeds the district percentage of 38%. EC5 has the highest percentage of Hispanic/Latino students of all the elementary schools (63%), compared to 12% of Hispanic/Latino students enrolled in EC10. Sixty-six percent of students enrolled in EC1 are economically disadvantaged, and high percentages of Hispanic/Latino and Black or African American students, 57% and 24%, respectively, attend EC1. Asian students make up 12% of the total district population, yet represent 38% of the student population of EC10 and 23% of the population of EC11.

Exhibit 3.3.3: Secondary Schools Enrollment by Ethnicity and Economic Disadvantage, 2022-23



	MS1	HS1	MS2	JH1	HS2	JH2	JH3	JH4	MS3	MS4	HS3
Hispanic/Latino	38%	24%	45%	23%	41%	36%	47%	43%	26%	44%	45%
White	43%	28%	27%	33%	37%	44%	26%	25%	28%	22%	33%
Black or African American	10%	24%	19%	20%	13%	12%	20%	11%	24%	9%	9%
Asian	4%	19%	5%	18%	6%	4%	4%	18%	16%	20%	11%
Two or More Races	4%	4%	4%	5%	3%	3%	3%	3%	6%	5%	2%
District EcoDis	37%	37%	37%	37%	37%	37%	37%	37%	37%	37%	37%
Campus EcoDis	52%	28%	26%	39%	36%	34%	36%	34%	28%	53%	36%

Data Source: 2022-23 TAPR Report

Similar to the elementary school data, more than half the district's secondary schools have Hispanic/Latino enrollments exceeding the district average of 38%. The highest percentage of Hispanic/Latino students attend JH3 (47%), while nearly half that percentage of students are enrolled in JH1 (23%). All but three schools have an economically disadvantaged percentage less than the district percentage of 37%. The district's White students, as well as those who are identified as Two or More Races, are more evenly distributed across the secondary schools than the other subgroups.

Economic isolation in schools occurs when one or more school sites in a district have high percentages of students who are economically disadvantaged. The practice of clustering high concentrations of economically disadvantaged students in schools can have a profound effect on their academic performance. A major predictor of academic performance is a child's socioeconomic status; the lower a child's status, the more likely he/she will perform poorly in school (see **Finding 4.3**). It is a responsibility of schools to limit the predictive nature of socioeconomic status on academic performance. This includes allocating resources to low socioeconomic students and not isolating or segregating them from non-economically disadvantaged, and/or higher achieving students.

The feeder patterns in Pearland ISD (see **Appendix K**) show the high schools the students "feed into" as they progress through the district's elementary schools, middle schools, and junior high schools. In the following exhibit the auditors include the percentage of Hispanic/Latino students and the percentage of economically disadvantaged students for all the schools in each feeder pattern. (The students enrolled in a school marked with an asterisk are distributed across two feeder patterns C and D).

Exhibit 3.3.4: Feeder Patterns in Pearland ISD

	Elementary Schools			Middle Schools			Junior High Schools			High Schools		
	Name	Hispanic/ Latino %	EcoDis %	Name	Hispanic/ Latino %	EcoDis %	Name	Hispanic/ Latino %	EcoDis %	Name	Hispanic/ Latino %	EcoDis %
A	EC2	30%	36%	MS3	26%	28%	JH1	23%	**39%**	HS1	24%	28%
	EC11	23%	32%									
	EC10	12%	11%									
B	EC7	**38%**	**41%**	MS2	**45%**	26%	JH3	**47%**	36%	HS1	24%	28%
	EC6	**43%**	33%							HS2	**41%**	36%
	EC1	**57%**	**66%**									
C	EC5	**63%**	**61%**	MS4	**44%**	**53%**	JH4	**43%**	34%	HS1	24%	28%
	EC4*	**41%**	**53%**							HS2	**41%**	36%
	EC3	**55%**	**44%**									
D	EC4*	**41%**	**53%**	MS1	**38%**	**52%**	JH2	36%	34%	HS2	**41%**	36%
	EC9	33%	26%									
	EC8	34%	32%									

Data Source: Pearland ISD documents

The percentages in bold show for each school the Hispanic/Latino student enrollment that meets or exceeds the district average of 38%, as well as the percentage of economically disadvantaged students in each school above the district average of 37%. The elementary schools in feeder patterns B and C have the highest percentage of Hispanic/Latino students as well as the highest percentage of economically disadvantaged students. These same students feed into middle schools and junior high schools that also have high percentages of economically disadvantaged students. As a result, this cycle of poverty continues both at home and at school for these students, especially if they go on to attend HS2. In contrast, it is less likely the students who are zoned for feeder patterns A and D will experience the same fate, based upon the lower percentages of economically disadvantaged students, and the manner in which the student subgroups are more evenly distributed across the schools.

Additional comments from teachers indicate their awareness of the disparities that exist for certain groups of students because of where they go to school in Pearland ISD.

- "Diversity in Pearland ISD isn't valued nor recognized."
- "Our district purposefully zones government housing apartments and trailer parks to our struggling campus but does not provide extra resources or smaller class sizes to support our students' learning."
- "We have one feeder pattern that disproportionately handles our most challenging populations."

The auditors' review of data provided further evidence that inequities exist, and Pearland ISD is not adequately addressing the needs of students in schools with higher levels of economically disadvantaged, particularly in the elementary schools. Students are disproportionately distributed by ethnicity and socioeconomic status throughout the Pearland ISD. District leaders need to ensure that ALL district practices and resources are distributed equitably across the district to help "level the playing field" for ALL students. Students' educational success and their access to opportunities to succeed should not be determined by where they live nor their parents' bank account.



Small group reading lesson at Challenger Elementary School

Special Program Enrollment and Quality

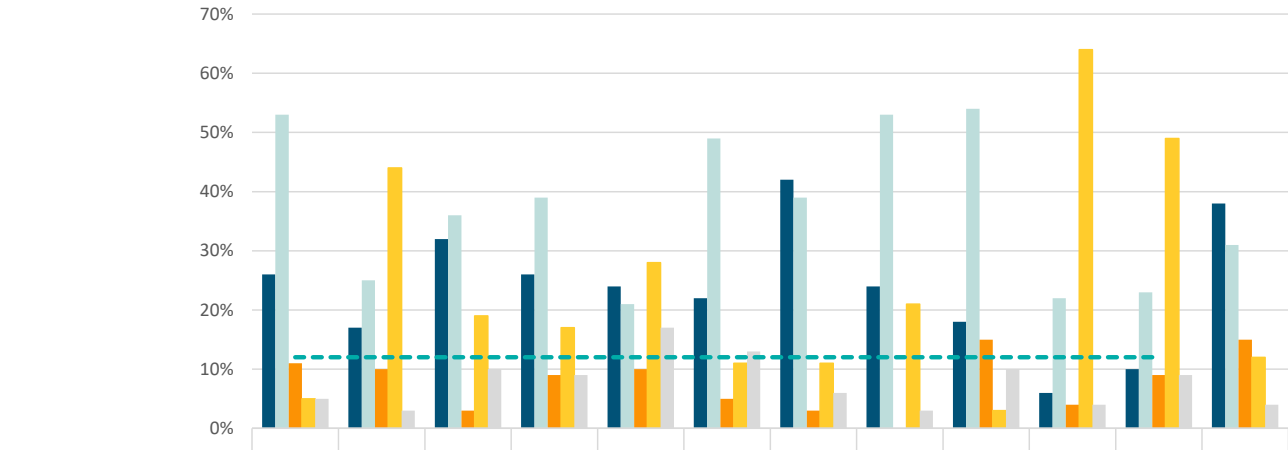
In addition to ensuring equitable practices and resources are the norm instead of the exception in Pearland ISD, district leaders must also make certain that all students have equal access to programs so they may experience enriched academic experiences. The identification process for special programs should also be standardized so all students, regardless of gender, race, socioeconomic status, or physical ability, have equal access and equal opportunity. The auditors examined the gifted/talented, special education, and emerging bilingual programs to determine if the district has clear expectations for each program and they are equally accessible to all who need the services provided. Auditors would expect to find policies to direct equal opportunity for all students and, subsequently, find equal representation of students in these programs reflecting the district's diverse population.

Gifted and Talented Program

Within Pearland ISD two GT Academies operate as "schools within schools" and are housed at Sablatura Middle School and Pearland Junior High West. Students who qualify for GT can apply for admission. Program oversight is assigned to the Director of Advanced Academics. Auditors were not provided with a job description for this position. Pearland ISD's "Top Priorities" document includes direction for "accurately identifying potentially gifted students with an emphasis on increasing participation and success of underrepresented student populations in GT and Advanced programs throughout the district." Auditors also reviewed an Advanced Academics Handbook, which outlined admission criteria for the GT program.

The following exhibit displays the GT enrollment by ethnicity on each elementary campus in Pearland ISD. The numbers in parentheses show the total number of GT students on that campus, while the percentages indicate how many of each ethnic group are represented in the total campus GT numbers.

Exhibit 3.3.5: Elementary Campus Total GT Enrollment by Ethnicity, 2022-23



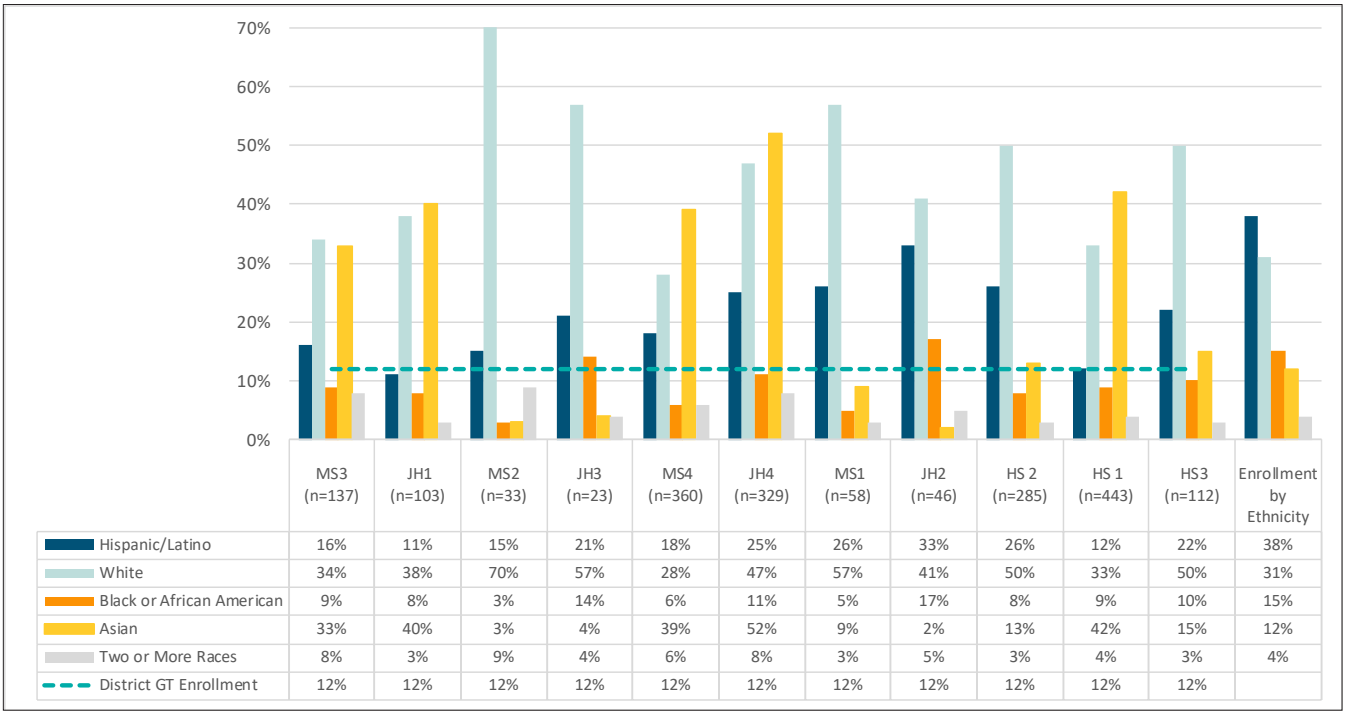
	EL1 (n=19)	EL2 (n=63)	EL3 (n=59)	EL4 (n=23)	EL5 (n=29)	EL6 (n=55)	EL7 (n36)	EL8 (n=34)	EL9 (n=39)	EL10 (n=146)	EL11 (n=91)	Enrollment by Ethnicity
Hispanic/Latino	26%	17%	32%	26%	24%	22%	42%	24%	18%	6%	10%	38%
White	53%	25%	36%	39%	21%	49%	39%	53%	54%	22%	23%	31%
Black or African American	11%	10%	3%	9%	10%	5%	3%	0%	15%	4%	9%	15%
Asian	5%	44%	19%	17%	28%	11%	11%	21%	3%	64%	49%	12%
Two or More Races	5%	3%	10%	9%	17%	13%	6%	3%	10%	4%	9%	4%
District GT Enrollment	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	

Data Source: Pearland ISD Documents

The number of students enrolled in the GT program on the elementary campuses ranges from 19 students at EL1 to 146 students at EL10. Schools EL10 and EL11, located in feeder pattern A (see **Exhibit 3.3.4**), have the highest number of GT students. Hispanic/Latino and Black or African American students are underrepresented in those two campuses. Asian students make up 12% of the district population; however, they represent 64% of the 146 GT students in EL10 and nearly half of the 91 students enrolled in the GT program in EL11. In most cases, the campuses with higher percentages of economically disadvantaged students (see **Exhibit 3.3.2**) have lower percentages of students identified for the GT program, and, conversely, campuses with lower percentages of economically disadvantaged students have higher percentages of students identified for the GT program.

The following exhibit presents data showing the ethnicity of students enrolled in the gifted and talented program at the secondary campuses.

Exhibit 3.3.6: Secondary Campus Total GT Enrollment by Ethnicity, 2022-23



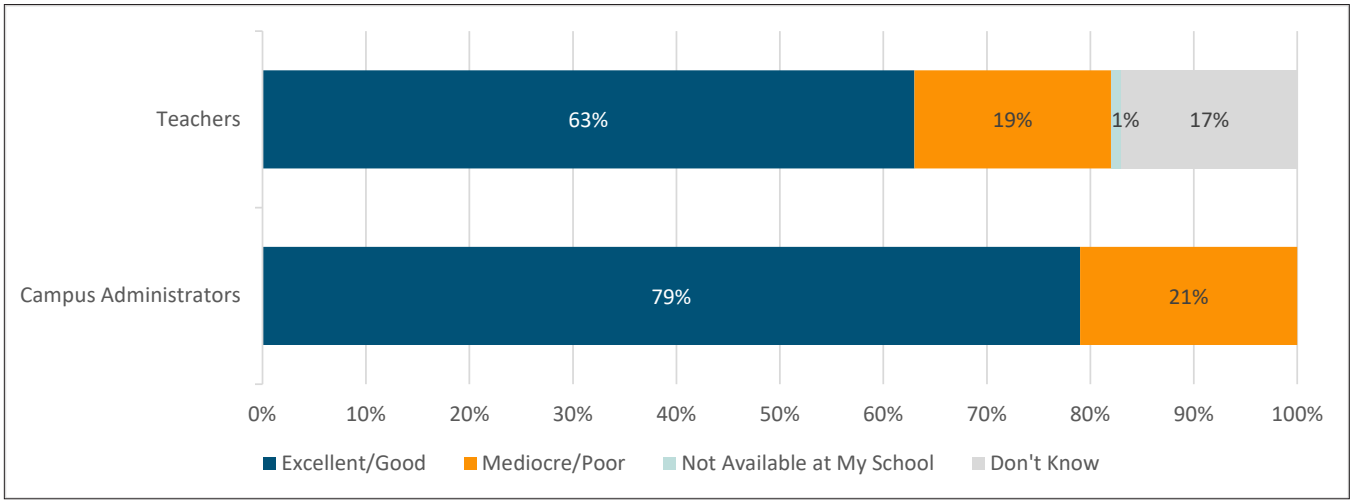
	MS3 (n=137)	JH1 (n=103)	MS2 (n=33)	JH3 (n=23)	MS4 (n=360)	JH4 (n=329)	MS1 (n=58)	JH2 (n=46)	HS 2 (n=285)	HS 1 (n=443)	HS3 (n=112)	Enrollment by Ethnicity
Hispanic/Latino	16%	11%	15%	21%	18%	25%	26%	33%	26%	12%	22%	38%
White	34%	38%	70%	57%	28%	47%	57%	41%	50%	33%	50%	31%
Black or African American	9%	8%	3%	14%	6%	11%	5%	17%	8%	9%	10%	15%
Asian	33%	40%	3%	4%	39%	52%	9%	2%	13%	42%	15%	12%
Two or More Races	8%	3%	9%	4%	6%	8%	3%	5%	3%	4%	3%	4%
District GT Enrollment	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	

Data Source: Pearland ISD Documents

MS4 has the highest percentage of economically disadvantaged students (53%), yet has one of the lowest percentages of Hispanic/Latino enrollment. HS1 has the highest number of students enrolled in the GT program, but only 12% of those students are Hispanic/Latino and 9% are Black or African American, both percentages well below their district enrollment. Both Asian and White students are overrepresented in the GT program, compared to their district enrollment, across a number of middle and junior high school campuses.

The following exhibit displays teacher and campus administrators' perceptions of the overall quality of the gifted and talented program.

Exhibit 3.3.7: Perceptions of Teachers and Campus Administrators of GT Program Quality

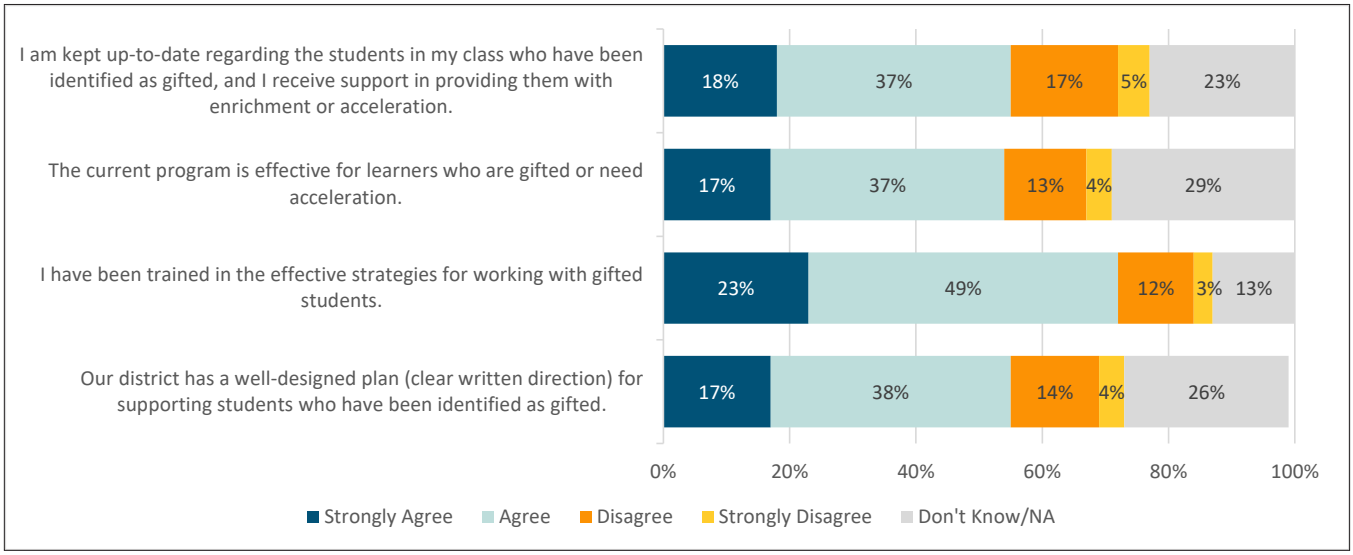


Note: Teachers, n=483, Campus Administrators, n=27 (Principals: 16, Assistant Principals: 11)
Data Source: CMSi Online Survey

The exhibit shows approximately 79% of campus administrators and 63% of teachers describe the district's GT program as excellent/good, compared to the 19% of teachers and 21% of campus administrators who rated the program mediocre/poor.

Additional perceptions about the district's GT program from teachers are shown in the following exhibit.

Exhibit 3.3.8: Teacher Perceptions of the GT Program



Note: Some totals do not equal 100% due to rounding, Teachers, n=479
Data Source: CMSi Online Survey

Over 50% of teachers strongly agreed/agreed that there is a well-designed plan for supporting students who have been identified as gifted, while 18% disagreed or strongly disagreed. There was more disagreement, 22%, about being kept up-to-date regarding who is identified as gifted in their class and receiving support in providing enrichment to GT students.

The perceptions of the teachers and administrators in the previous exhibits vary regarding the quality of the GT program and the training and support teachers receive. The GT program is described as one of the district's top priorities, as per the Advanced Academics Handbook; however, a disconnect exists between the district's expectations and the quality of services being provided to students identified as gifted. As a result, inconsistencies develop throughout the program, the delivery of instruction is ineffective, and students' access to the curriculum and its resources is not equitable.

Although the majority of teachers' survey responses stated the GT program has clear written direction and is effective for accelerated students, a few teachers shared comments describing the lack of training and support they need to provide their students with enrichment or acceleration, and overall equal access to the GT curriculum.

The following response from a parent was received on an online survey.

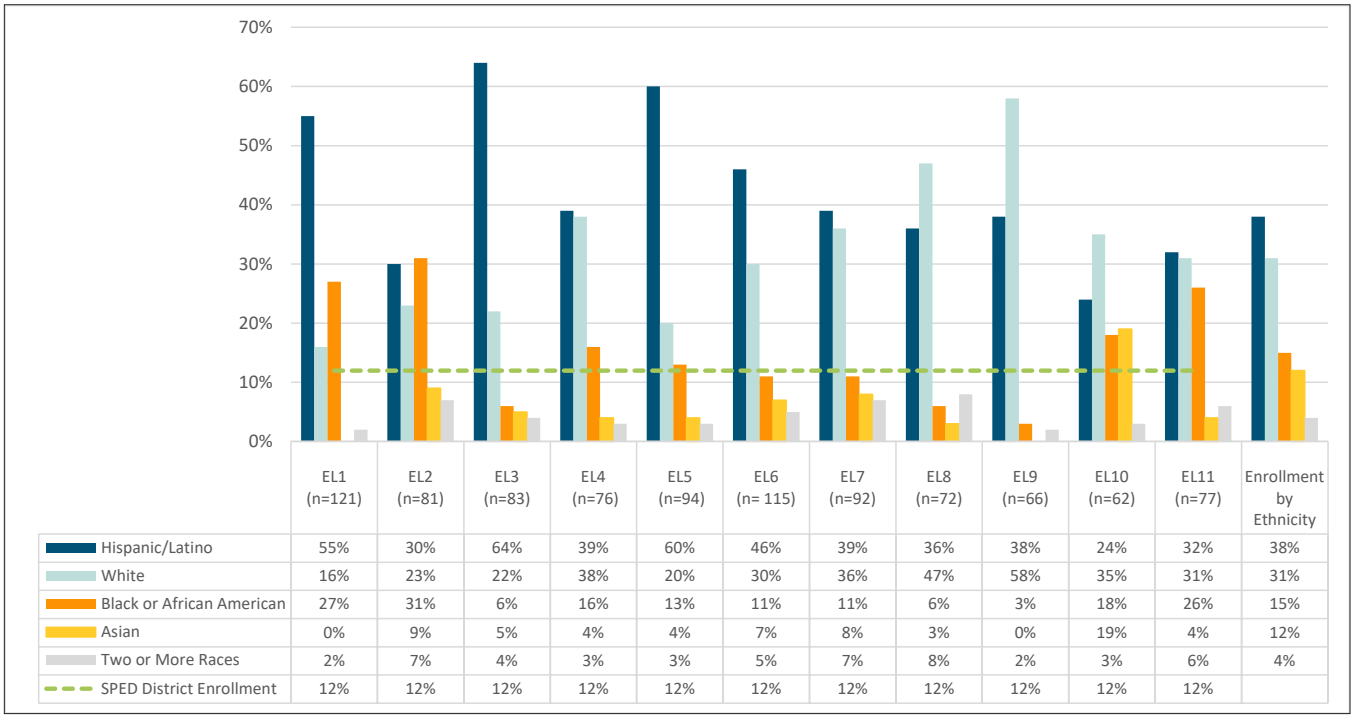
- "I think that the GT intake and complete identification process should be revamped. I also don't think that the GT student numbers adequately represent the student population of the district as a whole." "I have two high achieving students who have often been placed in GT classrooms even though they did not test into GT. They have thrived in the GT classes but have been excluded from GT activities (field trips, PSAT®) to the extent of being one of a few children remaining in the classroom."

Overall, students in Pearland ISD do not have equal access to the GT program. The manner in which gifted services are provided creates inequities, not only across the district, but within campuses as well. In the absence of a well-defined plan for supporting students who have been identified as gifted in Pearland ISD, teachers often have to depend upon their own knowledge and resources to support their gifted learners. As one GT teacher said, "The experience of gifted learners depends on the individual classroom teacher's passion and love for higher-order level thinking and inquiry."

Special Education Program

Auditors reviewed data related to the students identified for special education by ethnicity for all campuses in Pearland ISD. Auditors expected to find percentages of students in special education to closely match the demographic data of each campus. The following exhibit displays the demographic data of special education students on all elementary campuses.

Exhibit 3.3.9: Elementary Total Enrollment in Special Education by Ethnicity, 2022-23



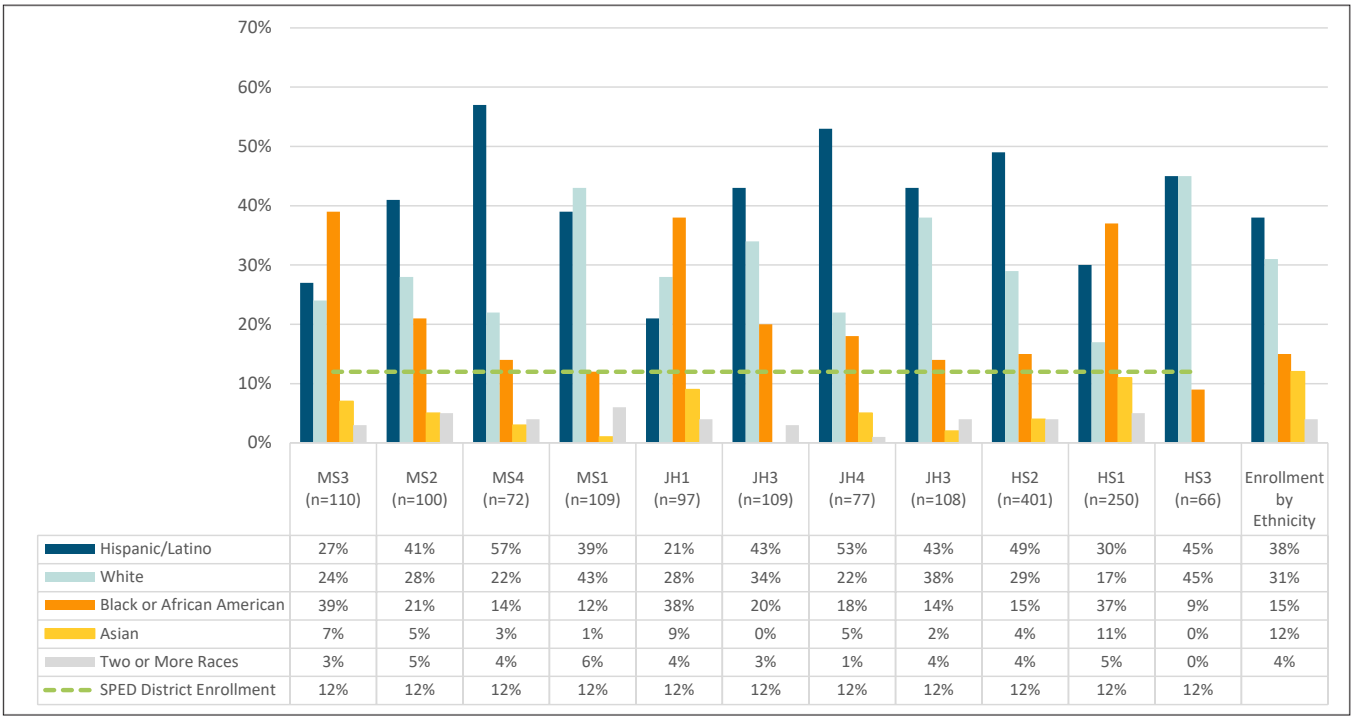
	EL1 (n=121)	EL2 (n=81)	EL3 (n=83)	EL4 (n=76)	EL5 (n=94)	EL6 (n= 115)	EL7 (n=92)	EL8 (n=72)	EL9 (n=66)	EL10 (n=62)	EL11 (n=77)	Enrollment by Ethnicity
Hispanic/Latino	55%	30%	64%	39%	60%	46%	39%	36%	38%	24%	32%	38%
White	16%	23%	22%	38%	20%	30%	36%	47%	58%	35%	31%	31%
Black or African American	27%	31%	6%	16%	13%	11%	11%	6%	3%	18%	26%	15%
Asian	0%	9%	5%	4%	4%	7%	8%	3%	0%	19%	4%	12%
Two or More Races	2%	7%	4%	3%	3%	5%	7%	8%	2%	3%	6%	4%
SPED District Enrollment	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	

Data Source: Pearland ISD Documents

Auditors found the highest number of special education students enrolled in the elementary schools of Pearland ISD attend EL1 (121), which also has the highest percentage of economically disadvantaged students (66%). In contrast, EL10 has the lowest number of special education students (62), and also has the lowest percentage of economically disadvantaged students (11%). Hispanic/Latino students are disproportionately represented in special education in more campuses across the district for their subgroup, compared to their district enrollment percentages. Both White and Black or African American students are also overrepresented in special education in a number of campuses, compared to their district enrollment percentages.

The next exhibit displays the demographic data for special education students at the secondary campuses.

Exhibit 3.3.10: Secondary Total Enrollment in Special Education by Ethnicity, 2022-23



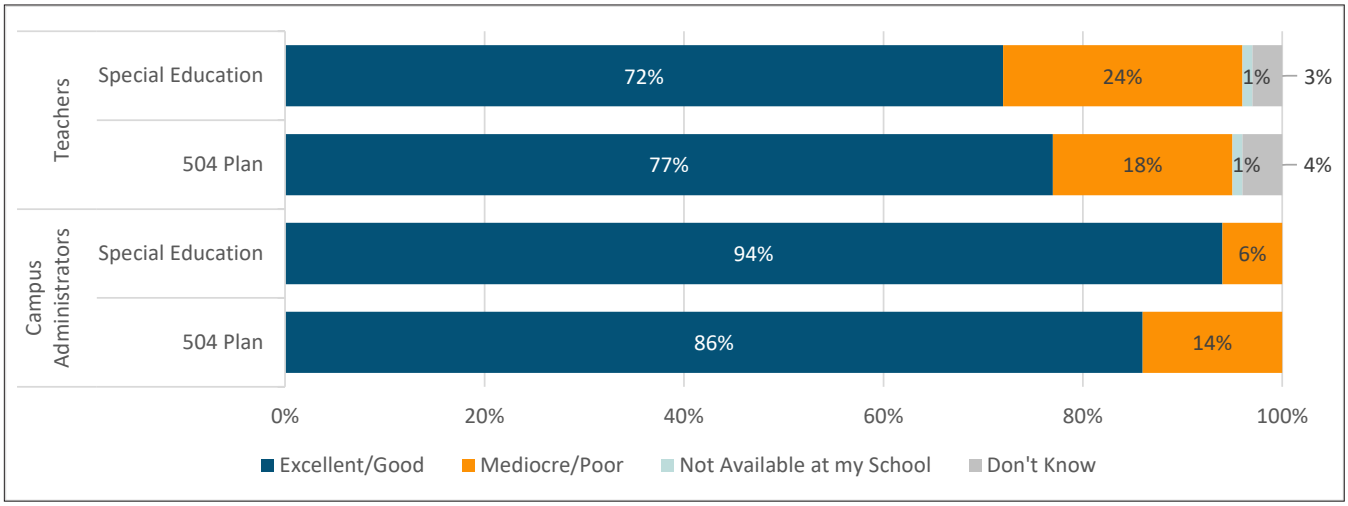
	MS3 (n=110)	MS2 (n=100)	MS4 (n=72)	MS1 (n=109)	JH1 (n=97)	JH3 (n=109)	JH4 (n=77)	JH3 (n=108)	HS2 (n=401)	HS1 (n=250)	HS3 (n=66)	Enrollment by Ethnicity
Hispanic/Latino	27%	41%	57%	39%	21%	43%	53%	43%	49%	30%	45%	38%
White	24%	28%	22%	43%	28%	34%	22%	38%	29%	17%	45%	31%
Black or African American	39%	21%	14%	12%	38%	20%	18%	14%	15%	37%	9%	15%
Asian	7%	5%	3%	1%	9%	0%	5%	2%	4%	11%	0%	12%
Two or More Races	3%	5%	4%	6%	4%	3%	1%	4%	4%	5%	0%	4%
SPED District Enrollment	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	

Data Source: Pearland ISD Documents

Similar to the elementary school data shown in **Exhibit 3.3.9**, Hispanic/Latino students are disproportionately represented in special education in more campuses across the district for their subgroup, compared to their district enrollment percentages. There are 401 students enrolled in special education in HS2, and nearly half those students are Hispanic/Latino. Black or African American and White students are overrepresented in special education programs in a few campuses across the district, compared to their district enrollment percentages.

The following exhibit shows the perceptions of teachers and campus administrators related to the quality of the special education program.

Exhibit 3.3.11: Perceptions of Teachers and Campus Administrators of the Quality of the Special Education Program

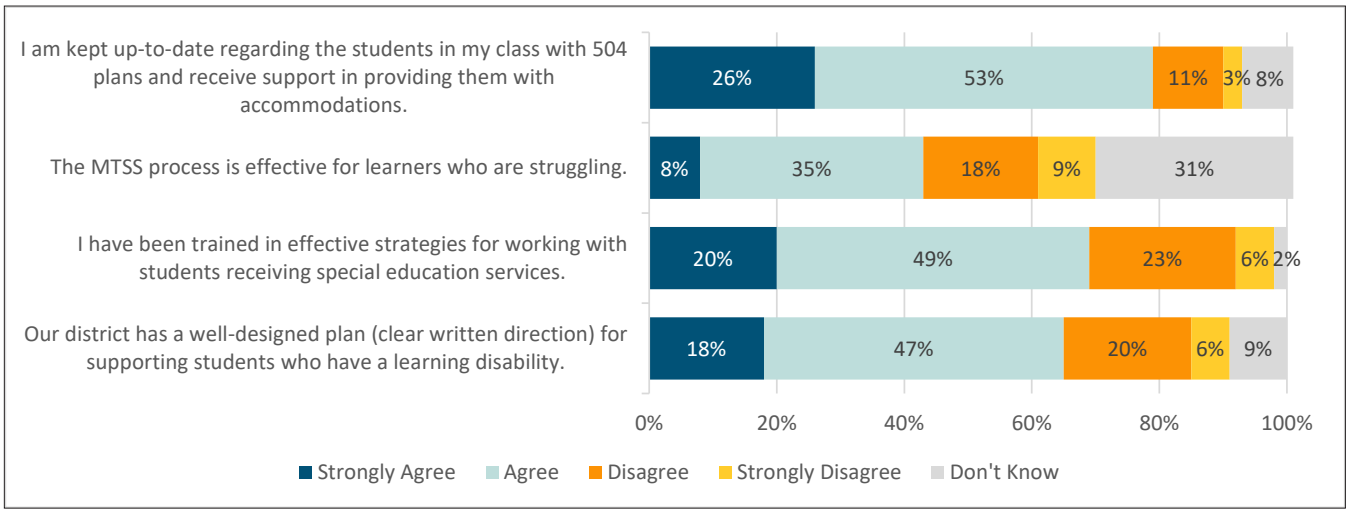


Note: Teachers, n=484; Administrators, n=27 (Principals: 16, Assistant principals: 11)
Data Source: CMSi Online Survey

Almost all campus administrators (94%) who responded to this question described the special education program as excellent/good compared to 72% of the teachers. Nearly one-fourth of the teachers rated the special education programs as mediocre/poor and in need of improvement. There was closer agreement about the quality of the district's 504 process with 77% of teachers and 86% of administrators providing an excellent/good rating.

The following exhibit shows teachers' perceptions of the clarity of planning and supports for special education in the district.

Exhibit 3.3.12: Teachers Perceptions of Special Education Program Planning and Support



Note: Some totals do not equal 100% due to rounding, Teachers, n=479
Data Source: CMSi Online Survey

Sixty-five percent of teachers strongly agree/agree the district has a well-designed plan for supporting students who have a learning disability of some kind. Almost 70% agreed that they have been trained in

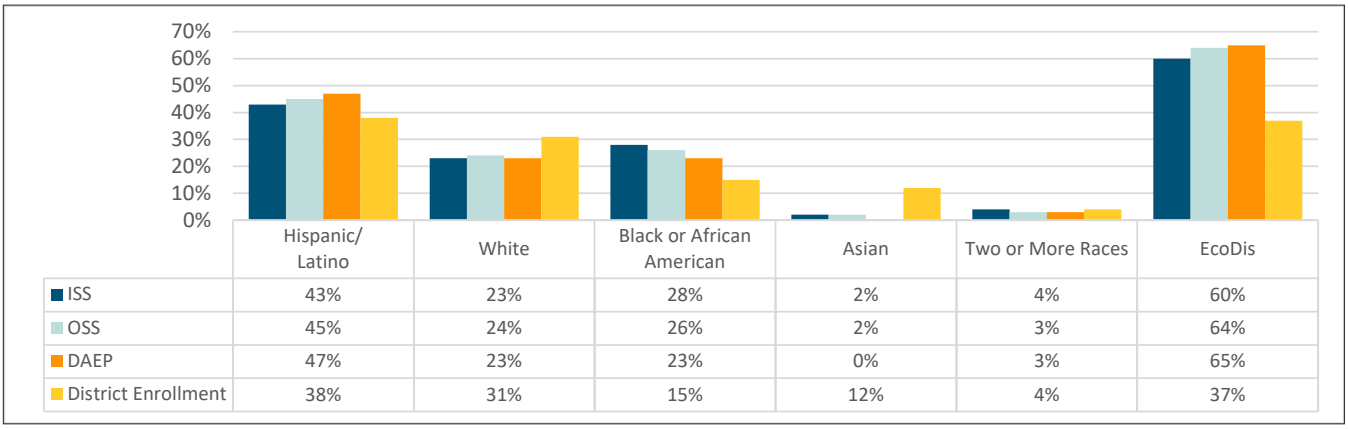
effective strategies for working with special education students, while 29% disagreed/strongly disagreed. Twenty-seven percent of teachers disagreed/strongly disagreed that the multi-tiered support system is effective for learners who are struggling.

In Pearland ISD, the design and delivery of services for students in the special education program are not consistent with district expectations to provide students equal access to all district programs and services. As shown in the previous exhibits, teachers' and administrators' perceptions about the quality and overall effectiveness of the special education program vary and draw attention to inconsistencies that exist in teacher training, as well as the services and resources provided to students with special needs. As a result, students do not have equal access to effective instruction, and not all teachers receive the training they need to meet the needs of their students. These inconsistencies make it more difficult for students with special needs to have access to the same opportunities for academic success as their peers.

Student Discipline Data

Discipline data can also provide insight into equity issues by identifying those students most frequently referred for disciplinary issues. Disciplinary actions in which students are removed from the classroom halt the learning process, with long-term devastating effects on student achievement. Research shows students who are removed from the classroom and sent to exclusionary placement settings have higher rates of dropping out and coming in contact with the criminal justice system. Some disciplinary offenses require mandatory placement, which is directed by state law, and, therefore, school administrators have no control over such offenses. However, school administrators do have discretion over discipline that results in placement in ISS, OSS, or DAEP. This analysis focuses only on those placements.

Exhibit 3.3.13: Students Assigned to ISS/OSS/DAEP by Ethnicity Compared to District Data, 2022-23



	Hispanic/ Latino	White	Black or African American	Asian	Two or More Races	EcoDis
ISS	43%	23%	28%	2%	4%	60%
OSS	45%	24%	26%	2%	3%	64%
DAEP	47%	23%	23%	0%	3%	65%
District Enrollment	38%	31%	15%	12%	4%	37%

Data Source: Texas Education Agency website

As shown in this exhibit, economically disadvantaged students receive exclusionary discipline at a higher rate than any other subgroup in Pearland ISD. Hispanic/Latino students represent the ethnic group with the highest percentage of OSS, ISS, and DAEP discipline referrals, while Black or African American students, who make up 15% of the district's student population, represent over 20% of the ISS, OSS, and DAEP assignments. Asian students, White students, and students who represent Two or More Races, are the only subgroups whose exclusionary discipline referrals have not exceeded their district enrollment percentage. Disproportional disciplinary rates are often the result of unfair and/or ineffective responses to discipline, instruction not being differentiated to meet students' needs, and the absence of mandatory training for all staff related to culturally responsive practices.

Comments from district stakeholders related to student discipline in Pearland ISD are shown below:

- "Discipline is high with the Black population being higher; the Hispanic/Latino and White population are about average." (Campus Administrator)
- "Black or African American data is disproportionate for exclusionary punishments, but it is consistent with Region 4 and the state." (ESC Administrator)

Auditors heard other comments regarding discipline in Pearland ISD:

- "Discipline issues are causing regular and inclusion classrooms to be mostly dealing with discipline and less about teaching. Students are referred for discipline, given detentions or ISS—then they don't serve them, and nothing is done so the students know there is no real consequence. They are allowed multiple (some more than 15 visits) to ISS - and that is not working." (Teacher)
- "As more and more kids are placed in advanced programs, the average classroom is left behind. The regular classroom has become diluted with kids having behavior problems." (Board Member)
- "Children with undiagnosed behaviors are constantly disrupting the classroom and possibly causing injury to themselves and others." (Teacher)
- "Our curriculum is not culturally responsive. Behavior is out of control and not being dealt with in a way that improves the behavior because there are no consequences." (Teacher)

Overall, auditors found the district has policy referencing gender and ethnicity in relation to programs and services but no reference to proportional representation in either gifted or special education programs compared to the general population. Auditors found access to Gifted and Talented (GT) and Special Education is not proportional to the ethnicity and socioeconomic status of the district's total population of students.

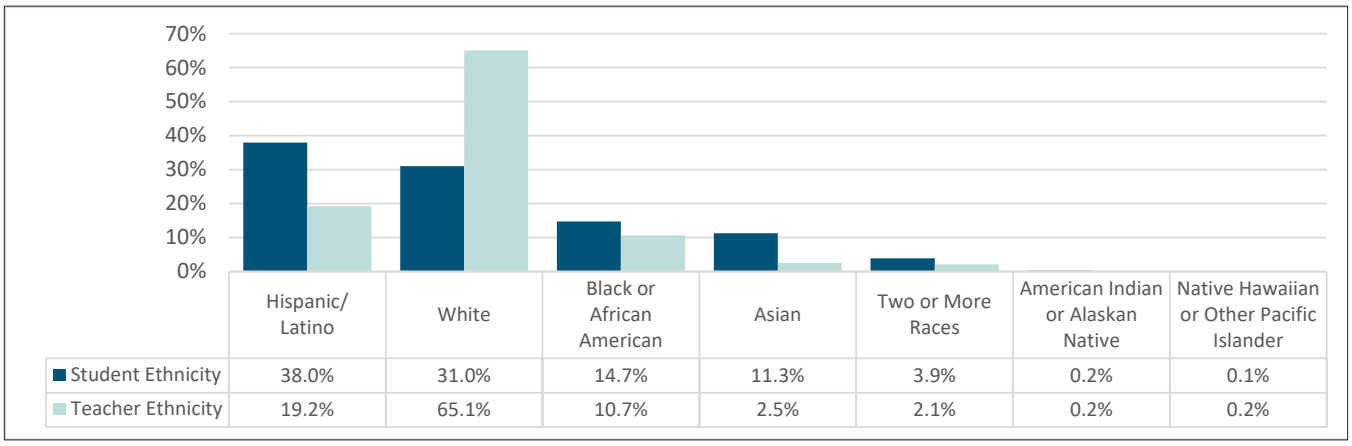
Student and Teacher Diversity

The data shown in the previous exhibit displaying the district's response to discipline are troubling because of the possible impact on students, particularly students of color. Classrooms today are more diverse than ever, and the relationships teachers develop with diverse learners help them better understand their students and how best to support their needs.

Students learn from role models they can relate to because it allows them to see themselves in others and helps create positive perceptions. When the ethnic diversity of school personnel closely matches that of the student body, there is a proven positive effect on graduation rates, aspirations to attend college, and overall educational outcomes. Additionally, a culturally diverse staff allows teachers to collaborate and learn from each other with the end result being a culturally sensitive staff, creating an overall positive school experience for ALL students.

The data on student and teacher diversity are presented in the following exhibit.

Exhibit 3.3.14: Student and Teacher Diversity, 2022-23



	Hispanic/ Latino	White	Black or African American	Asian	Two or More Races	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander
Student Ethnicity	38.0%	31.0%	14.7%	11.3%	3.9%	0.2%	0.1%
Teacher Ethnicity	19.2%	65.1%	10.7%	2.5%	2.1%	0.2%	0.2%

Data Source: Pearland ISD Documents

Hispanic/Latino students, the fastest growing population in Pearland ISD, make up 38% of the student population, yet only 19% of teachers in the district are Hispanic/Latino, and most of those teachers are at the elementary campuses. Nearly three-fourths of the students in Pearland ISD are persons of color; however, teachers of color represent only one-third of the teaching staff.

During interviews auditors heard concerns regarding the diversity of staff members across the district compared to that of students.

- "The staff does not mirror the student population, but there have been increases in Black or African American employees. The number of Asian and Hispanic/Latino employees still lag behind." (ESC Administrator)
- "Our administrators are not a reflection of the demographics we teach." (Teacher)
- "All campuses are not created equally. Staffing considerations should include knowledge that certain types of student needs may require different levels of staff support to fulfill the campus' intended function." (Campus Administrator)

Having a teaching and administrative staff that closely reflects the diversity of the student population has been shown to have a positive effect on student achievement.

Emergent Bilingual Program

Quality English learner programs have clear instructional models based in second language acquisition research, teachers who are highly trained to integrate both language acquisition and cultural sensitivity into their content area, and frequent monitoring of individual student progress to document language progress and ensure subject matter content is being learned, regardless of the language proficiency level. However, without a purposefully planned and executed comprehensive program that addresses individual needs at multiple points of integration, school districts inadvertently perpetuate a cycle of frustration and under-achievement.

The Bilingual/ESL Program in Pearland ISD provides resources to help students whose native language is not English succeed in the classroom. The district's dual language program is a two-way program offered in select elementary and middle schools, and allows native English and Spanish speakers to learn both languages, side-by-side.

The program provides emergent bilingual (EB) students with structured skills development in English and native language support from bilingual-certified teachers.

Pearland ISD serves elementary and secondary language-minority students who speak other languages (excluding Spanish at the elementary level) through an English as a Second Language program with ESL-certified teachers and/or those with training in ESL methodology. In grades PK-12, the district provides ESL programs for all students whose native language is not English. Students who are identified as emergent bilingual (EB) are provided with English language support.

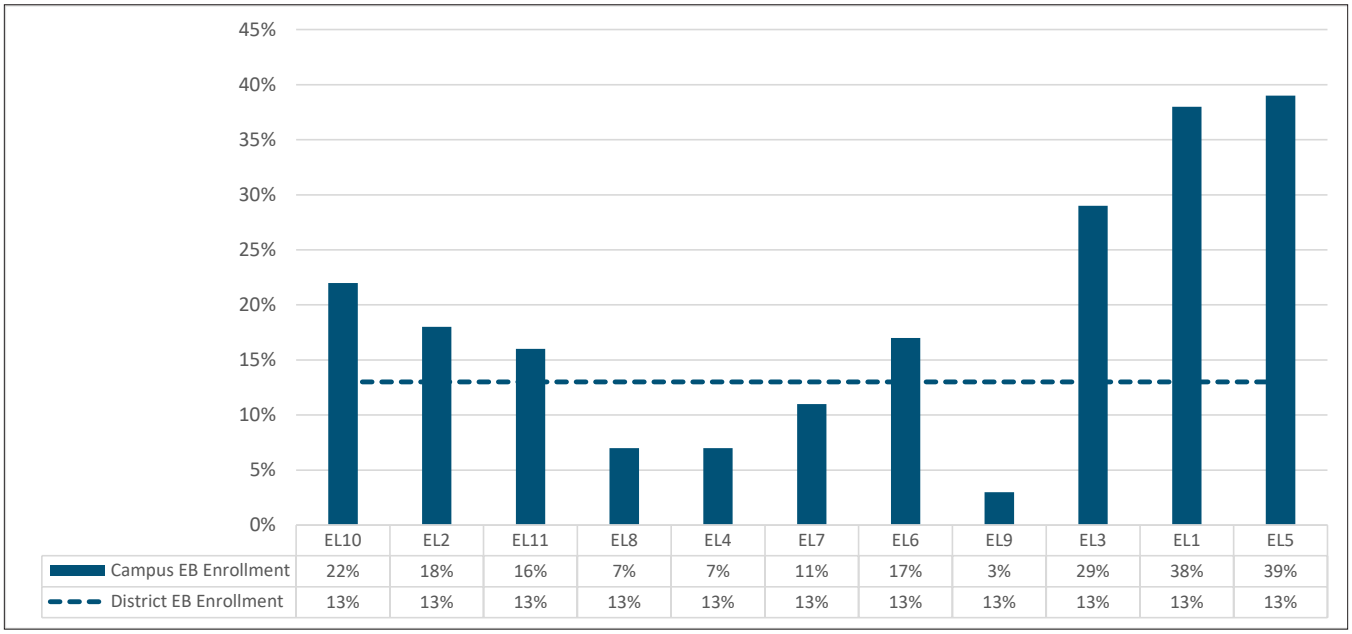
The instructional programs encompass several models, including self-contained classes with ESL-certified teachers, pull-out and push-in instruction, tutoring, and content area instruction with Sheltered Instruction (SIOP) trained teachers. Flexibility in program models ensures that EB students have the best language support until they become proficient in English and can be mainstreamed into general education classes.

To determine the nature and quality of services for emergent bilingual (EB) students in Pearland ISD, auditors examined board policy, district documents, enrollment data, job descriptions, professional development reports, and student performance reports. Auditors also looked for evidence of the use of Sheltered Instruction Observation Protocol (SIOP) strategies during classroom observations, interviewed district stakeholders, and distributed surveys to parents, teachers, and administrators.

According to the state's report on Senate Bill 560, Emerging Bilingual Strategic Plan (January 2023), "Enrollment of emergent bilingual (EB) students continues to increase in Texas to the point that the state now leads the nation in both the total number of EB students served and the overall percentage of EB students in the general student population." In addition, "One out of 5 students in Texas is an emergent bilingual student." The number of EB students in Pearland ISD has increased by 41% since 2018 (see **Exhibit 0.4**).

The following exhibits show the percentage of students in each school served by the Emergent Bilingual program.

Exhibit 3.3.15: Elementary Schools' Enrollment in the Emergent Bilingual Program, 2022-23

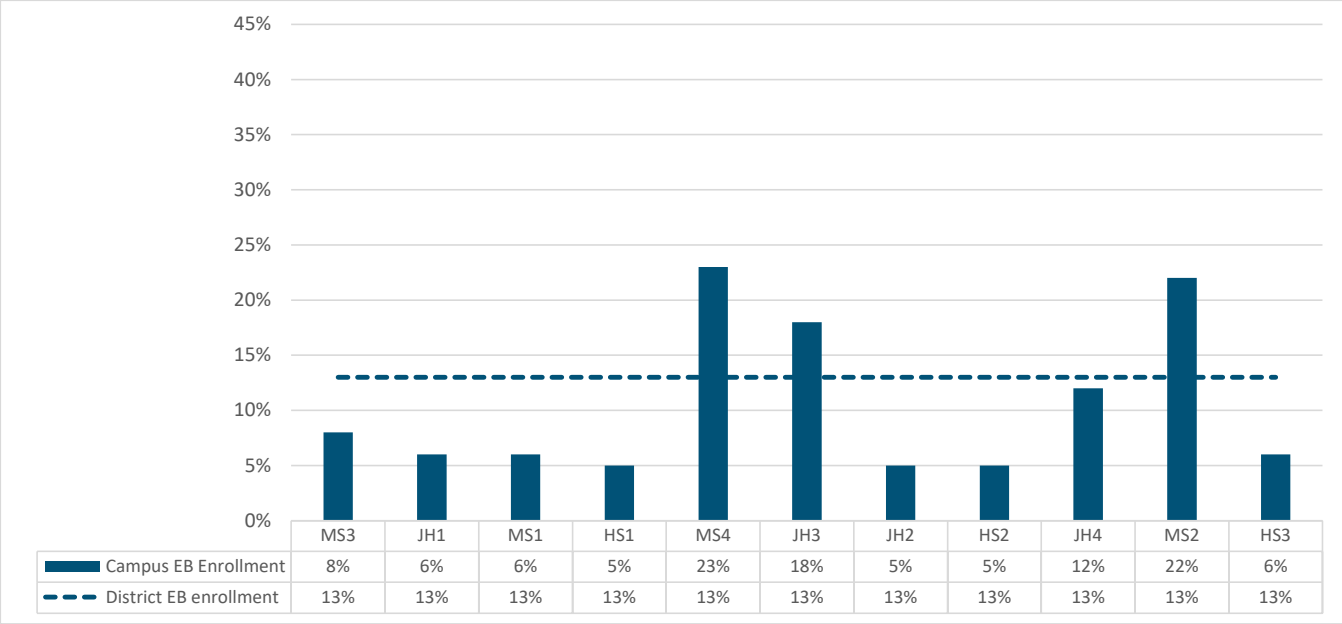


	EL10	EL2	EL11	EL8	EL4	EL7	EL6	EL9	EL3	EL1	EL5
Campus EB Enrollment	22%	18%	16%	7%	7%	11%	17%	3%	29%	38%	39%
District EB Enrollment	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%

Data Source: Pearland ISD Documents

The largest percentage of EB students at the district's 11 campuses are enrolled in EL5 (39%), and EL1 (38%). In contrast, EL9, EL4, and EL8 have the lowest percentage of EB students enrolled. Over half the campuses have EB enrollment exceeding the district's EB enrollment percentage of 13%. The next exhibit displays the same information about EB students enrolled in the district's secondary schools.

Exhibit 3.3.16: Secondary Schools' Enrollment in the Emergent Bilingual Program, 2022-23



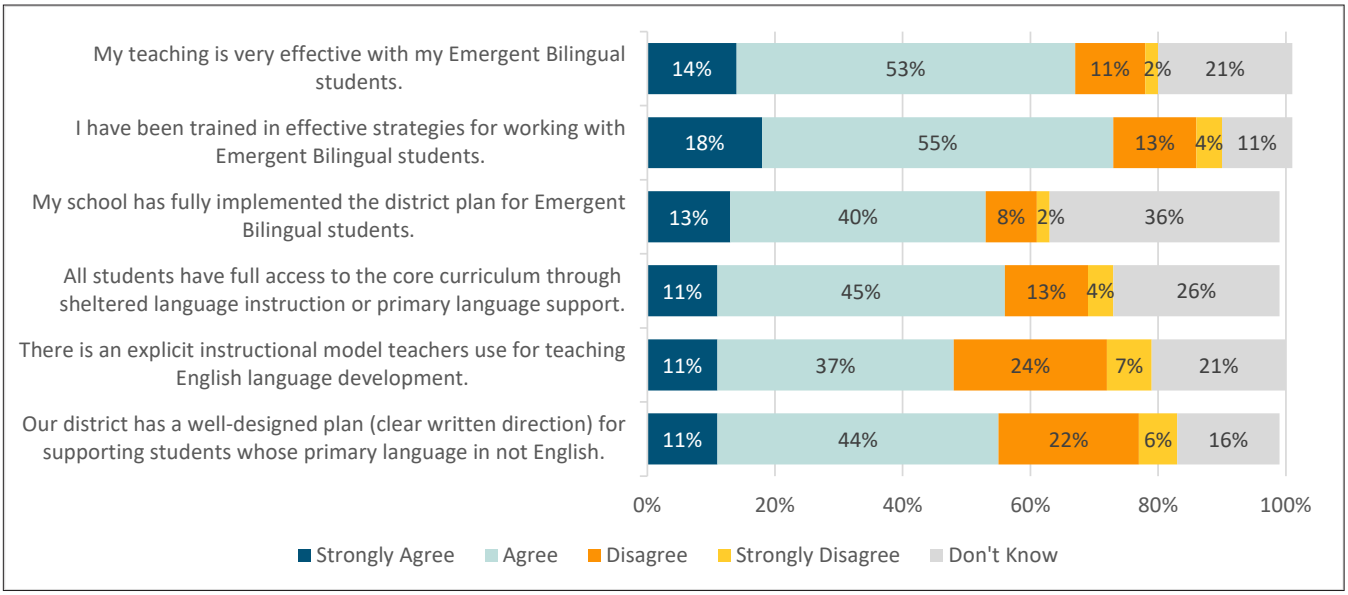
	MS3	JH1	MS1	HS1	MS4	JH3	JH2	HS2	JH4	MS2	HS3
Campus EB Enrollment	8%	6%	6%	5%	23%	18%	5%	5%	12%	22%	6%
District EB enrollment	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%

Data Source: Pearland ISD Documents

MS4, JH3, and MS2 have the highest EB enrollments, exceeding the district's EB enrollment percentage of 13%. All other secondary schools have EB enrollment percentages below the district average.

The following exhibit shares teacher survey responses about the district's program for Emergent Bilinguals.

Exhibit 3.3.17: Teachers' Perceptions of the District's Emergent Bilingual Program



Note: Some totals do not equal 100% due to rounding
Data Source: Teacher Online Survey

Seventy-three percent of teachers strongly agreed/agreed they have been trained to use effective strategies for working with EB students, yet 31% of them disagreed/strongly disagreed the district has an explicit instructional model for teaching English language development. Despite the 55% of teachers whose responses indicated the existence of a well-designed plan for supporting EB students in Pearland ISD, the auditors were not provided with any direction or guidelines for implementing such a plan.

In the absence of a comprehensive plan for EB students, auditors looked for evidence of planning in other documents. The district's website provides a number of documents about the bilingual/ESL program, including planning calendars, program schedules, assessment requirements, and a variety of resources for teachers and parents. In addition, the District Improvement Plan includes goals focused on improving resources to EB/ESL students and professional development for their teachers in an effort to improve *TELPAS* scores. However, none of these documents contain sufficient direction or the necessary components to provide a quality program and services for emergent bilingual/ESL students.

Quality program design provides the foundation for quality delivery. To answer the audit questions, Is it there? and How good is it?, auditors rated the district's Emergent Bilingual program against characteristics of the Curriculum Management Audit Center® (CMAC®) model for an English language learner program. For a program to be of adequate quality, at least 8 of the 11 characteristics (73%) must be fully met.

The following exhibit presents the CMAC® model characteristics and the auditors' ratings.

Exhibit 3.3.18: Criteria for Design Quality of Programs and Services for English Language Learners (ELLs) with Auditors' Rating

Characteristics of Quality of Design of District-level Plans for Programs and Services for English Language Learners (ELLs)	Auditors' Rating
There is evidence of…	
1. **Direction:** The governing board has placed into policy an expectation that programs and services for ELLs will be designed and delivered in ways that allow students to meet or exceed all standards for English language proficiency and content area mastery as quickly as possible while providing equal access to the core curriculum.	P*
2. **Reasonableness:** The district's plan/program design is reasonable and sufficient in that it has a feasible number of goals and objectives for the resources (financial, time, people) available.	P*
3. **Comprehensiveness and equal access:** The documentation is designed to meet the needs of ELLs throughout the system to acquire proficiency in academic English through focused English Language Development (ELD) over a reasonable time frame (5-7 years*). The plan provides for students to have full and comprehensible access to the core curriculum through sheltered instruction and/or primary language support. The plan includes an explicit description of the district's instructional models for ELD and sheltered instruction.	P*
4. **Rationale:** The district has a rationale for the approach used that would be accepted by proponents in the field.	
5. **Student identification and progress:** Systems are in place for the identification, placement, and monitoring of progress (in English Language Development and content areas) of *each* English Language Learner.	X
6. **Organizational capacity:** The plan/program design is built on effective staff improvement strategies, particularly in building the capacity of staff to serve the specialized needs of ELLs.	X

Characteristics of Quality of Design of District-level Plans for Programs and Services for English Language Learners (ELLs)	Auditors' Rating
There is evidence of…	
7. **Special assistance for newcomers:** The plan/program design includes provisions for specialized services and support for students entering the district with virtually no prior schooling in English nor any observable English language proficiency to assist with rapid acquisition of survival English and acculturation.	P*
8. **Translation:** The plan/program design outlines a procedure for translating documents, forms, notices, etc., and providing translators as needed for both written and oral forms of communication with parents.	P*
9. **Integration**: The programs and services included in the plan for ELL students are aligned to major district-wide goals and priorities as well as to expectations for all students.	P*
10. **Budget:** Budget planning takes into account the needs of ELLs and assigns appropriate and adequate resources to support the programs and services implemented.	
11. **Evaluation**: There is a written plan for evaluation of all programs and services for ELLs.	P*
Total Meeting Audit Criteria	**2/11**
Percentage Meeting Audit Criteria	**18%**
Key: X = Met, P = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
©2023 CMSi	

The design of the district's bilingual program met two of the quality characteristics. An explanation of the auditors' ratings follows.

Characteristic 1: Direction (Partially Met)

Board policy addresses emergent bilingual (EB) students primarily through *Board Policy EHBE(Legal)—Special Programs: Bilingual/ESL,* which describes the district's responsibility to identify EB/EL students, offer program models, provide certified teachers, and assess student progress. Both the legal and associated local policies describe the duties and responsibilities of LPAC (Language Proficiency Assessment Committee) members; however, there is no policy directing Pearland ISD to develop a comprehensive plan for its 2,685 EB students (see also **Finding 1.1**).

Characteristic 2: Reasonableness (Partially Met)

Documents for the Dual Language Program list as program goals the following: "Foster high levels of listening, speaking, reading and writing skills in two languages; encourage higher-order thinking skills; promote higher academic performance; and reinforce positive attitudes toward language and culture to foster biliteracy." The District Improvement Plan includes goals focused on providing resources to support the language acquisition of EB students in dual language and ESL programs; support push-in and pull-out programs for EB students; and professional development for teachers in an effort to improve students' *TELPAS* scores. However, the auditors did not find any strategic goals listed for the bilingual program as a whole, and a few comments were made in interviews and surveys concerning teachers' preparedness and staffing to meet the needs of EB students, both at the district and campus level.

- "The dual language specialist is in charge of all elementary and middle schools." (Teacher)
- "Teachers are forced to get ESL [certification], but they feel ill-prepared to teach students who speak no English." (Campus Administrator)

- "Teachers are ESL-certified, but that does not mean they know how to teach those students." (ESC Administrator)

Characteristic 3: Comprehensiveness and equal access (Partially Met)

As noted in **Finding 1.1**, several policies mention equal access to the district's curriculum, resources, programs, and services, and specific descriptions are offered on the district website and in other district documents. The dual language program is offered at six schools in the district. For EB students whose first language is Spanish, those students are transferred by the district to one of the dual language schools. There is a dual language program at two middle schools. The program ends at the sixth grade.

Sheltered instruction is an educational approach designed to make academic content more accessible to English language learners; however, other than the calendars for the Sheltered English I, II, III, and IV courses offered at the high school, the auditors were not provided with a clear description of the sheltered instruction strategies implemented in Pearland ISD. Also, auditors expected to see language acquisition instruction during their brief classroom visits, but observed SIOP strategies in fewer than half of the 36 ESL/DL classrooms visited.

Additional comments from district stakeholders mention a few other examples of inequities that exist in the EB program, especially for those students who participate in the dual language program:

- "In this district, pushing for bilingual and pushing for equity hasn't been easy." (ESC Administrator)
- "In DL I would like more support in curriculum. We have one person for all subjects and ESL; she is one person, [but] we need more. We don't have resources for the higher level of Spanish." (Teacher)
- "We [dual language teachers] don't have enough hands to help us. It is hard to perform at the level of high rigor that students need." (Teacher)
- The Emergent Bilingual program is an area we need to focus on with this growing population." (Campus Administrator)

Characteristic 4: Rationale (Not Met)

The auditors were not presented with a rationale statement for why components or the program as a whole were designed a certain way.

Characteristic 5: Student Identification and Progress (Met)

A Language Proficiency Assessment Committee (LPAC), consisting of district personnel and at least one parent representative, determines whether a student qualifies for services. The student's parent must consent to any services recommended by the LPAC for an EB student. To determine a student's level of proficiency in English, the LPAC uses information from a variety of assessments. Once a level of proficiency has been established, the LPAC then designates instructional accommodations or additional special programs. Ongoing assessments are conducted to determine a student's continued eligibility for the program. The LPAC also determines whether certain accommodations are necessary for any state-mandated assessments.

Characteristic 6: Organizational capacity (Met)

The auditors were provided with a document entitled "Bilingual/ESL Department Professional Development, 2023-24," listing a total of 66 professional development opportunities related to Bilingual/EB students offered by the district. Topics ranged from curriculum-specific training for dual language/

ESL/General Education teachers, ESL Certification Training, differentiating for language learners, and promoting academic language.

Characteristic 7: Newcomer Assistance (Partially Met)

A resource bundle for teachers entitled "Supporting Emergent Bilingual Students" included strategies for addressing the needs of newcomers. The auditors were not provided with any documents requiring provisions for specialized services and support for students entering the district with virtually no prior schooling or English proficiency. However, the district did provide a list of the home languages of the most recent list of newcomers. The following quotes from administrators reflect their thoughts about the assistance offered to the district's newcomers.

- "For languages other than English, we don't have a person at the district [to help them]." (Campus Administrator)
- "We currently have approximately 100 newcomers. There needs to be a system to receive these students in a more graceful way." (ESC Administrator)
- "The district needs to be more intentional of staffing and reflective of students who speak 34 different languages." (Campus Administrator)
- "I wish the district could afford to have a newcomer program for campuses with high emergent bilingual numbers who do not qualify for a dual language program or where one is not available." (ESC Administrator)

Characteristic 8: Translation (Partially Met)

The auditors noticed a number of translated documents; however, processes for obtaining translation were not mentioned in any of the documents, nor were auditors assured that the needs of the EB students are consistently met on every campus.

Characteristic 9: Integration with district goals and priorities (Partially Met)

Emergent bilingual (EB) students are mentioned in the overarching achievement goals of the District Improvement Plan and a number of Campus Improvement Plans; however, there is no specific mention of emergent bilinguals in the strategic plan. The district has to ensure that the needs of these students are integrated into all other departments and district strategic planning. The following comments from teachers and administrators imply that the needs of the EB students are not being met:

- "EB students are the largest group of students we're neglecting." (Teacher)
- "Sometimes the bilingual community can be forgotten." (ESC Administrator)
- "Dual language and bilingual students fall through the cracks." (Teacher)
- "The expectations that people have are that EB students aren't smart." (ESC Administrator)

Comments from parents emphasized the need for the district to establish priorities related to the EB/ESL program:

- "[The] ESL program needs to be more specific. My son is not a native speaker, but his English doesn't improve much based on my observation."
- "[We] need more teachers and teachers' aides, and more time for dual language proficiency."
- "There need to be more opportunities for Bilingual parents to be more involved."

- "The district could offer ESL classes for parents who do not speak fluent English to help kids with homework and also to improve their communication."

Characteristic 10: Budget (Not Met)

No documents were presented to the auditors defining a local process for allocating funds to programs serving emergent bilingual students. Emergent bilingual students typically require additional resources in order to meet their needs. When district administrators were asked their perceptions of the philosophy for the distribution of financial and human resources on a survey, 52% said that students with greater needs receive more, while 48% said that all students receive an equal proportion of resources. (see **Exhibit 5.2.13**). Auditors were told by several district employees that campuses have always been funded equally across the board without looking at the special needs of students.

Characteristic 11: Program Evaluation (Partially Met)

Policy EHBE(LEGAL)—Special Programs: Bilingual Education/ESL requires an annual evaluation report in accordance with *Texas Administrative Code 89.1265.* It also requires that each campus review and revise the Campus Improvement Plan for the purposes of improving the performance of emergent bilingual (EB) students. In addition, the job description of the Director of Bilingual Education states the person in the position is responsible for conducting "a yearly evaluation of bilingual, dual language, and ESL programs." However, the auditors were not provided with any evidence that such evaluations had been completed by either the director or by the campuses.

Quality design provides the foundation for quality delivery, and in response to the audit question, Is it (the program design) being followed?, the auditors compared all available information about program implementation to CMAC™ model characteristics of quality program delivery. To be considered adequate, at least seven of the nine characteristics must be fully met (70%). Characteristics and auditors' ratings are illustrated in the next exhibit, with ratings explained in the following narrative.

Exhibit 3.3.19: Criteria for Delivery Quality, Connectivity, and Monitoring of Programs and Services for English Language Learners (ELLs) with Auditors' Rating

Characteristics of Delivery Quality, Connectivity, and Monitoring of Programs and Services for English Language Learners (ELLs)	Auditors' Rating
There is evidence that…	
1. **English Language Development (ELD)** Each ELL student receives specific instruction aimed at improving his or her academic English proficiency (oral, reading, writing), and listening comprehension targeted at his or her level of English Proficiency (EPL).	P*
2. **Access to the Core Curriculum**: ELL students have equal access to academic content in the core curriculum through a variety of sheltering strategies employed in the regular classroom (SDAIE or SIOP) and/or primary language support and integration.	P*
3. **Special Assistance for Newcomers:** Students entering the district with virtually no prior schooling in English nor any observable English language proficiency receive specialized services and support to assist with rapid acquisition of survival English and cultural proficiency.	P*
4. **Connectivity**: Programs and services for ELL students are integrated into the district and schools as a whole; there is minimal duplication of effort; shared data, resources, communication, and ownership for the success of all ELL students supports service delivery; and expectations for ELLs are consistent with those for all students.	P*

Characteristics of Delivery Quality, Connectivity, and Monitoring of Programs and Services for English Language Learners (ELLs)	Auditors' Rating
There is evidence that…	
5. **Representation in Programs**: ELL students are proportionately represented in specialized programs such as Special Education, Gifted and Talented, Advanced Placement, etc.	
6. **Translation**: To ensure equal access, translation services are provided for parents for. important communications, screenings, meetings, and other situations where parents must make decisions regarding their child's schooling.	X
7. **Monitoring** Each student's English proficiency level is assessed at least annually; his/her progress through the various levels to redesignation is monitored; assignment to classes and programs is consistent with the student's proficiency in English; monitoring and assistance continue for at least two years after redesignation.	P*
8. **Budget:** Budget implementation provides adequate resources to support programs and services.	P*
9. **Evaluation**: Data are routinely gathered on all aspects of the program for English Language Learners, and modifications at the student, group, or program level are made when needed.	P*
Total Met	**1/9**
Percentage Met	**11%**
Key: X = Met, P = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
©2023 CMSi	

Seven characteristics of quality delivery, connectivity, and monitoring were partially met, and one characteristic was fully met, indicating the district is making efforts to serve EB students.

Characteristic 1: English Language Development (Partially Met)

The design of the district's program for EB students is focused on placing students in English Language Development (ELD) services to acquire proficiency in academic English. The dual language program is offered at six schools in the district. EB students whose first language is Spanish are transferred to one of those campuses. There is a dual language program at two middle schools.

Characteristic 2: Access to the Core Curriculum (Partially Met)

EB students, at all phases of English proficiency in Pearland ISD, are enrolled in core courses, and the program design includes multiple types of models to provide all students with full and comprehensive access to the core curriculum. When teachers were asked to respond to an online survey question about EB students' access to the core curriculum, 56% agreed/strongly agreed students have full access to the core curriculum through sheltered language instruction or primary language support (see **Exhibit 3.3.17**). However, the availability of quality learning resources is a key factor in providing equal access to the curriculum, and the auditors learned from a campus administrator that resources for EB students "are not as robust, or as many resources as the English printed materials." The following comments from teachers and administrators provide additional insight into factors that may affect EB students' equal access to the core curriculum:

- "Sometimes the dual language teachers get their materials in Spanish a week after teachers receive materials in English." (Campus Administrator)
- "They [teachers] plan for general education in English, and then the bilingual is an afterthought." (District Administrator)

- "We [dual language] teachers don't have enough hands to help us. It is hard to perform at the level of high rigor that students need." (Teacher)
- "Bilingual resources are lacking and in need of addressing at the district level." (Teacher)

Characteristic 3: Special Assistance for Newcomers (Partially Met)

Pearland ISD is home to a number of newcomers, with the following home languages: English, Spanish, Vietnamese, Polish, German, Cambodian, Hebrew, Serbian, Ilonggo, Russian, Arabic, Phillipino, French, Mandarin, Turkish, Sinhalese, Ewe, Swahili, Malayalam, Urdu, Japanese, Tigrinya, Ibo, Portuguese, Dutch/Flemish, Cantonese, Telegu, Bengali, Gujarati, Korean, Tamil, Italian, and Thai. With the exception of a resource bundle for teachers, the auditors were not provided with any documents nor a separate program model for this large and diverse group of newcomers, many of whom enter Pearland ISD with no prior schooling in English.

Characteristic 4: Connectivity (Partially Met)

According to the program design, expectations for EB students are consistent with those for all students, as spelled out in the District Improvement Plan and a number of Campus Improvement Plans. However, at the time of the audit, the Bilingual Department was not included in the Curriculum and Instruction Department, nor were the needs of EB students incorporated into other departments or the district strategic plan. To be prepared for future growth in the district's EB population, connectivity between programs serving various student groups must be more cohesive and frequently accessed.

Characteristic 5: Representation in Programs (Not Met)

EB students comprise 13% of the total student population in Pearland ISD. Data for EB enrollment in special programs such as special education and gifted/talented were not provided to auditors, as those numbers were included in the whole campus enrollment. However, based on numbers of EB students included in the demographic summary for each campus (see **Exhibits 3.3.15** and **3.3.16**), EB enrollment in these programs is less than expected, especially at those campuses where the overall percentage of EB students enrolled is less than 13%.

Characteristic 6: Translation (Met)

The auditors found a number of documents on the district website that have been translated in an effort to provide parents with equal access to important communications, screenings, meetings, and other situations where parents must make decisions regarding their child's schooling.

Characteristic 7: Monitoring (Partially Met)

Throughout the school year, each EB student is assessed for English language proficiency using *TELPAS*, which assigns scores in listening, speaking, reading, and writing. The LPAC, comprised of a campus administrator, a bilingual teacher, and a parent representative, reviews data from multiple sources, including classroom observations, documentation, *TELPAS*, *STAAR*, and other assessment scores at least annually and makes recommendations for *STAAR* accommodations and services for the coming school year. After the annual review, a decision is made by LPAC indicating the student may reclassify as English Proficient or may continue as an EB student.

Characteristic 8: Budget (Partially Met)

Pearland ISD budgets funds for support of emergent bilingual students. District data show that approximately $659,602 in federal funds was budgeted during the 2023-24 school year for such items as paraprofessional compensation and supplemental teacher pay, contracted services for consultants to

provide training, supplemental instructional materials, and parent, family, and community engagement. Approximately $1.2 million in state funds was budgeted for personnel costs, contracted services, program instructional materials, and travel. Approximately $5,084,590 in local funds was budgeted for teacher and paraprofessional compensation, contracted services, and instructional materials. Local funds to cover personnel costs are determined through HR staffing. A Texas Education Agency Actual Financial Data report for the 2022-23 school year shows that Pearland ISD expended $75 per Bilingual Program student in the All Funds category, compared to a $138 per student state average.

During interviews, and on surveys, auditors received comments related to a lack of resources for emergent bilingual students.

- "Many EB students are coming in, and we don't have the staff needed to support the students." (Teacher)
- "Bilingual resources are lacking and in need of addressing at the district level." (Teacher)
- "The district provided one newcomer kit [per building] for the teachers to share." (Campus Administrator)
- "The EB students are the students we don't support the most. Our EB program is not what it needs to be." (Teacher)

Characteristic 9: Evaluation (Partially Met)

Texas Administrative Code 89.1265 requires that each campus review and revise the Campus Improvement Plan for the purpose of improving the performance of EB students. Data are routinely gathered on all aspects of the EB program and modifications at the student, group, or program level are made, when needed. The auditors were not provided with any documents detailing the content of such evaluation nor any evidence that the evaluation had been completed.

The EB/ESL Program in Pearland ISD includes some elements of quality design and delivery; however, the program does not meet the audit requirements for adequacy. The design and delivery of the program are inadequate to provide quality instruction to all EB students across the district.

Summary

Students in Pearland ISD do not all have equitable access to programs or quality instruction. Students who are economically disadvantaged and students of color are less likely to perform at the same rate as their White and Asian peers. Student representation in Gifted/Talented and special education programs is disproportional when examined by ethnicity and socioeconomic status. Economically disadvantaged students are more likely to receive disciplinary action than White or Asian students, and many Hispanic/Latino and Black or African American students are not being taught by teachers in Pearland ISD who look like them. Auditors determined that the design and delivery of the EB/ESL program is inadequate to meet the needs of program students. Auditors heard concerns from staff and stakeholders regarding inconsistencies in the quality of education across the district. (See **Recommendation 3**.)

Finding 3.4: Although instructional monitoring is occurring, the district has not established a philosophy of monitoring or written guidance for how monitoring is used to ensure adequate alignment and implementation of the written, taught, and tested curriculum to improve teaching and learning.

Once a school district establishes a comprehensive, high-quality curriculum, the next step is implementing a system to monitor the effective delivery of that curriculum. Effectiveness is measured in terms of

student learning and the gains in student achievement. Regular and ongoing classroom visits allow administrators to observe and analyze current practices and also provide timely and actionable feedback to ensure that the written, taught, and tested curriculum are aligned. Monitoring helps administrators to identify teachers' professional development needs, and to support them as they deliver the curriculum and make informed decisions to personalize student learning experiences.

In their search for written expectations related to instructional monitoring, its purpose, and desired results, auditors examined board policy, visited classrooms, interviewed teachers and administrators, and distributed an online survey. A policy was found addressing the use of classroom observations and walk-throughs, but primarily from an evaluative perspective. *Board Policy DNA (Local)—Performance Appraisal: Evaluation of Teachers* states, "A district shall require that appropriate components of the appraisal process, such as classroom observations and walk-throughs, occur more frequently as necessary to ensure that a teacher receives adequate evaluation and guidance."

The auditors expected to find an established philosophy of monitoring that defines essential decisions and processes associated with monitoring the delivery of the district's curriculum.

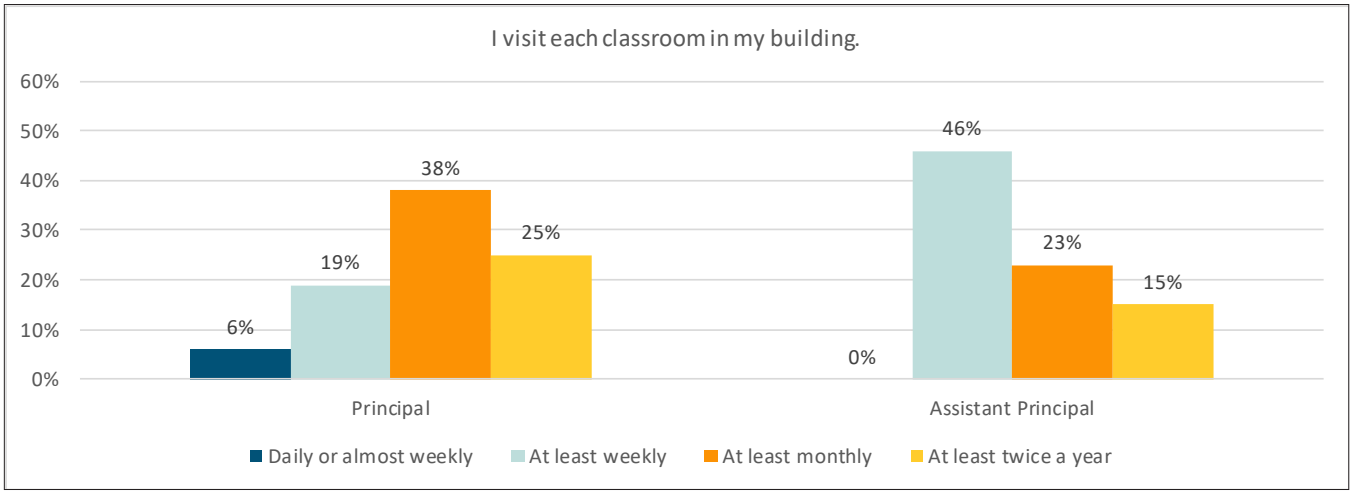
Overall, the auditors did not find an established philosophy of monitoring or written guidance for how monitoring is used to ensure adequate alignment and implementation of the written, taught, and tested curriculum to improve teaching and learning. There were no clear expectations concerning classroom visits, such as the data to be collected and how to use the data to improve teaching and learning. The auditors also found job descriptions that inadequately communicated expectations for monitoring the delivery of instruction, as well as inconsistencies within the district's protocols and walk-through forms used for monitoring curriculum delivery.

The main goal of instructional monitoring is to enhance teaching and, consequently, student learning. This process typically involves observing and analyzing current practices, providing timely and intentional feedback, offering necessary support through modeling, targeted professional development, and other knowledge or skill-building efforts, and ultimately demonstrating improved classroom instruction. Failure to implement any of these steps can undermine the effectiveness of instructional monitoring and adversely impact student learning.

Monitoring should focus on ensuring student learning by concentrating on the alignment and implementation of the written, taught, and assessed curriculum. Examples of "look-fors" include calibration of teaching content to learning objectives and/or standards, learning targets and language objectives, rubrics, research-based instructional practices, small group targeted intervention, technology as a learning tool, and student engagement. Most importantly, the "what" of monitoring should be intentional and by design. Auditors found indirect evidence of guidance for monitoring in Pearland ISD. Campus Improvement Plans identified staff responsible for monitoring in terms of strategies to analyze data, however, types of monitoring (e.g., instructional targets, collaborative planning sessions, lesson plans, learning objectives) were not addressed as goals or strategies. Although the "what" of curriculum monitoring is present, the district lacks a systematic approach to monitoring curriculum delivery from either the campus or district level.

Teachers and campus administrators shared different perceptions when asked to respond to an online survey about the frequency of classroom visits. The following exhibits display their responses.

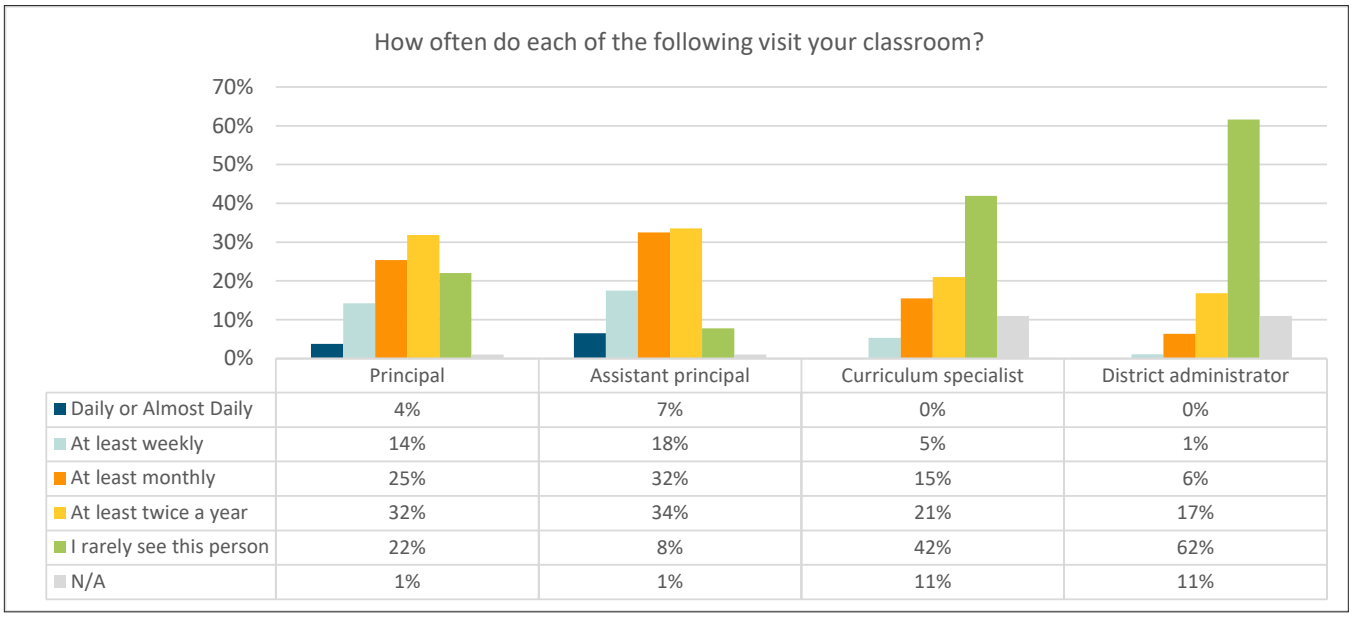
Exhibit 3.4.1: Campus Administrators' Perceptions of Frequency of Classroom Visits



Note: Totals do not equal 100% because 15% of assistant principals chose (other), which was not included in the data above, Principals, n=16; Assistant Principals, n=13
Data Source: Online Administrator Survey

Twenty-five percent of principals and 46% of assistant principals reported being in classrooms daily or at least weekly. While the majority of administrators (61%) recall visiting classrooms at least once a month, 40% of them state that they make classroom visits less frequently.

Exhibit 3.4.2: Teachers' Perceptions of Frequency of Classroom Visits by Administrators



	Principal	Assistant principal	Curriculum specialist	District administrator
Daily or Almost Daily	4%	7%	0%	0%
At least weekly	14%	18%	5%	1%
At least monthly	25%	32%	15%	6%
At least twice a year	32%	34%	21%	17%
I rarely see this person	22%	8%	42%	62%
N/A	1%	1%	11%	11%

Note: Teachers, n=478
Data Source: Online Teacher Survey

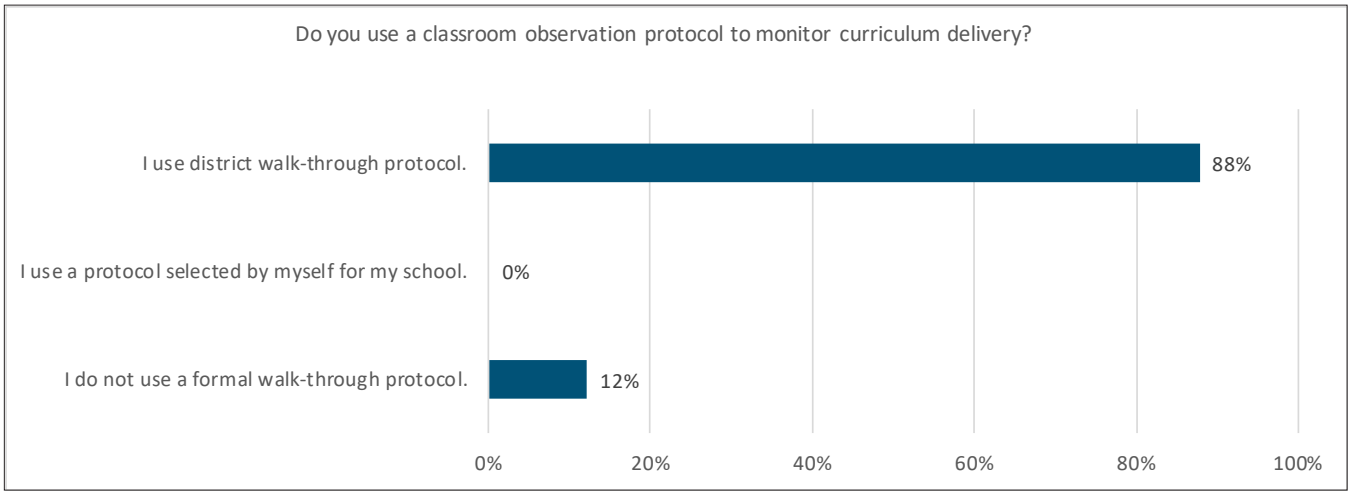
In contrast to the data shown in **Exhibit 3.3.1**, teachers reported fewer visits from their campus administrators. Eighteen percent of teachers reported daily or at least weekly visits from principals compared to 25% of principals who stated they visit classrooms daily or at least weekly. Moreover, 25% of teachers recall visits from assistant principals daily or at least weekly compared to the 46% of

assistant principals who stated they visit classrooms daily or at least weekly. Visits from specialists and district administrators occur less frequently. Nonetheless, the teachers' responses indicate that assistant principals visited their classrooms more often than any other administrator.

Both teachers and administrators confirm classroom visits are happening. However, the administrators reported that they visited classrooms slightly more often than the teachers indicated in their survey responses. Although time is a factor that may affect the frequency of classroom visits, campus administrators should set aside time to make regular and ongoing visits in classrooms to monitor the delivery of the district curriculum.

The auditors asked campus administrators what protocol they use to monitor curriculum delivery. Administrators chose from a district walk-through protocol, a self-selected protocol, or a formal walk-through protocol. Administrators' responses are displayed in the following exhibit.

Exhibit 3.4.3: Protocol Used to Monitor Curriculum Delivery



Note: Administrators, n=41
Data Source: Online Administrator Survey

The above indicates that 88% of campus administrators use a district walk-through protocol to monitor curriculum delivery, while 12% of them do not use any formal walk-through protocol. Comments from teachers and administrators reflect misunderstandings and confusion about the T-TESS evaluative walk-through protocol and the "instructional" walk-through specific to curriculum delivery, as reflected in the following comments.

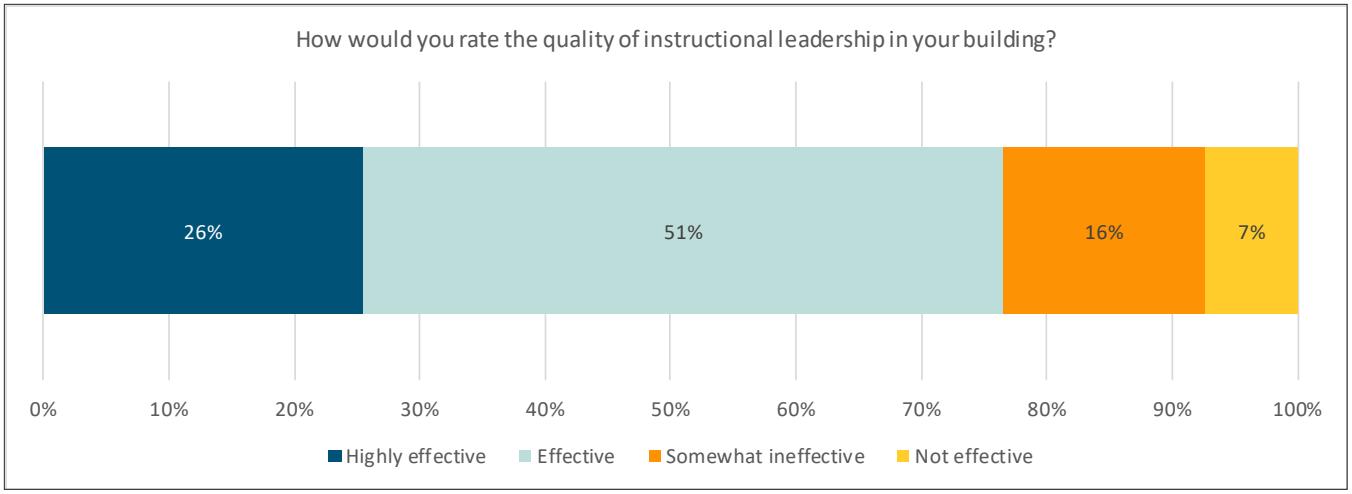
- "There is not a mandated walk-through protocol. There are numerous templates from the district to utilize." (Campus administrator)
- "Campus administration comes into your classroom to complete their walk-throughs that are needed for the summative T-TESS, but they don't seem to focus on monitoring or provide feedback concerning the curriculum." (Teacher)
- "Most of the walk-throughs that I do are used on the teachers' summative T-TESS evaluation." (Campus Administrator)

Survey responses indicate that the majority of campus administrators are using the district protocol for monitoring, but a number of different walk-through tools being used are primarily evaluative, and driven by the T-TESS appraisal system (see **Appendix L**). Teachers are required to have at least three walk-throughs each year; however, the use of many different walk-through tools can lead to confusion

about the reliability and validity of the data collected, as well as how the data can be used to monitor the effectiveness of curriculum delivery.

When teachers were asked about the quality of instructional leadership on their campus, responses were generally positive. The survey results are presented in the following exhibit.

Exhibit 3.4.4: Quality of Instructional Leadership



Note: Teachers, n=474
Data Source: Online Teacher Survey

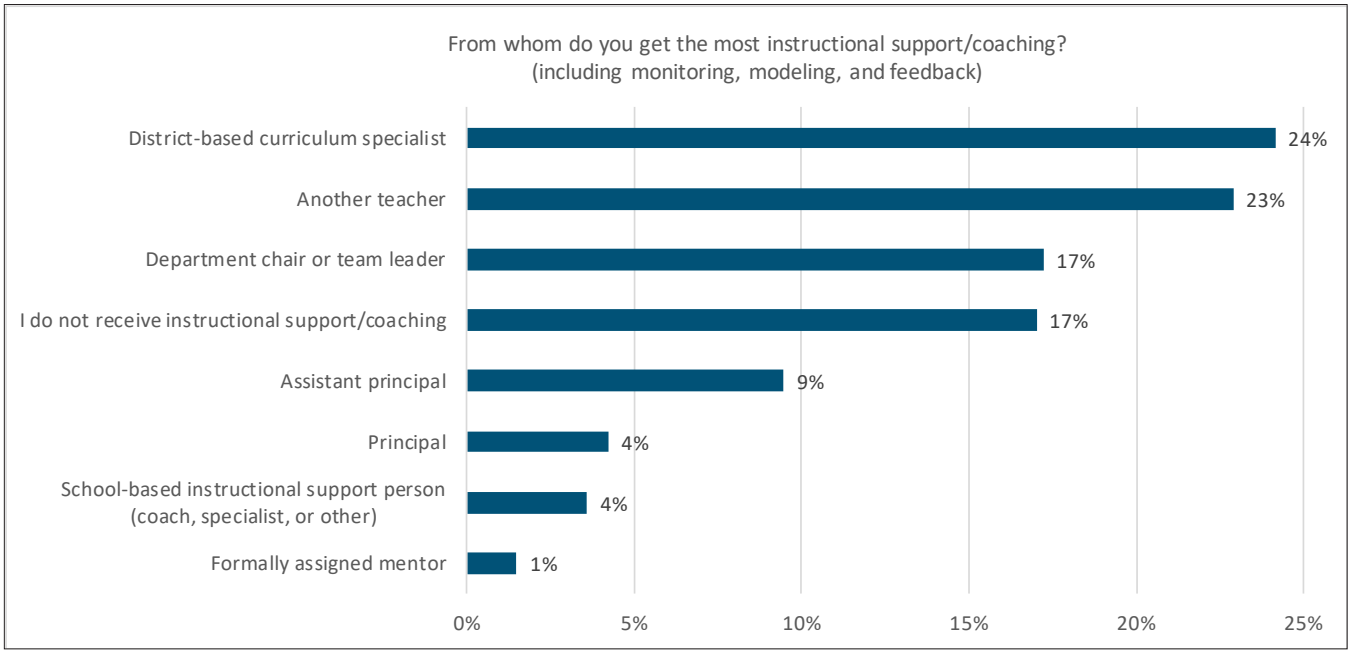
As seen in the exhibit, over three-fourths (77%) of the teachers who responded to this statement described the quality of instructional leadership as highly effective or effective, while 23% described it as somewhat ineffective or not effective. According to the survey, there is some disagreement about how teachers perceive the quality of instructional leadership in their buildings. Shown below are comments from teachers and administrators that reflect survey findings.

- "We don't have systems in place to monitor instruction for the purpose of improving teaching." (ESC Administrator)
- "There are no district-wide expectations re: what the instructional model should look like." (ESC Administrator)
- "They [campus administrators] have the leadership ability, but the lack of resources and due to the many issues our students have, it's hard to be very effective." (Teacher)
- "There is no defined instructional leadership structure in our building." (Teacher)

Comments from teachers and administrators show that the district does not have clearly written expectations or systems to support the instructional monitoring component of effective instructional leadership practices. Instructional leadership and instructional monitoring are interrelated processes that support the proper implementation of the written, taught, and assessed curriculum, which is essential to student learning. When there is no system concerning instructional leadership and monitoring, there is a high risk of inconsistent implementation of the curriculum.

Teachers were then asked about the greatest source of instructional support they receive on their campus. The results are presented in the next exhibit.

Exhibit 3.4.5: Teacher Source of Instructional Support



Note: Teachers, n=474
Data Source: Online Teacher Survey

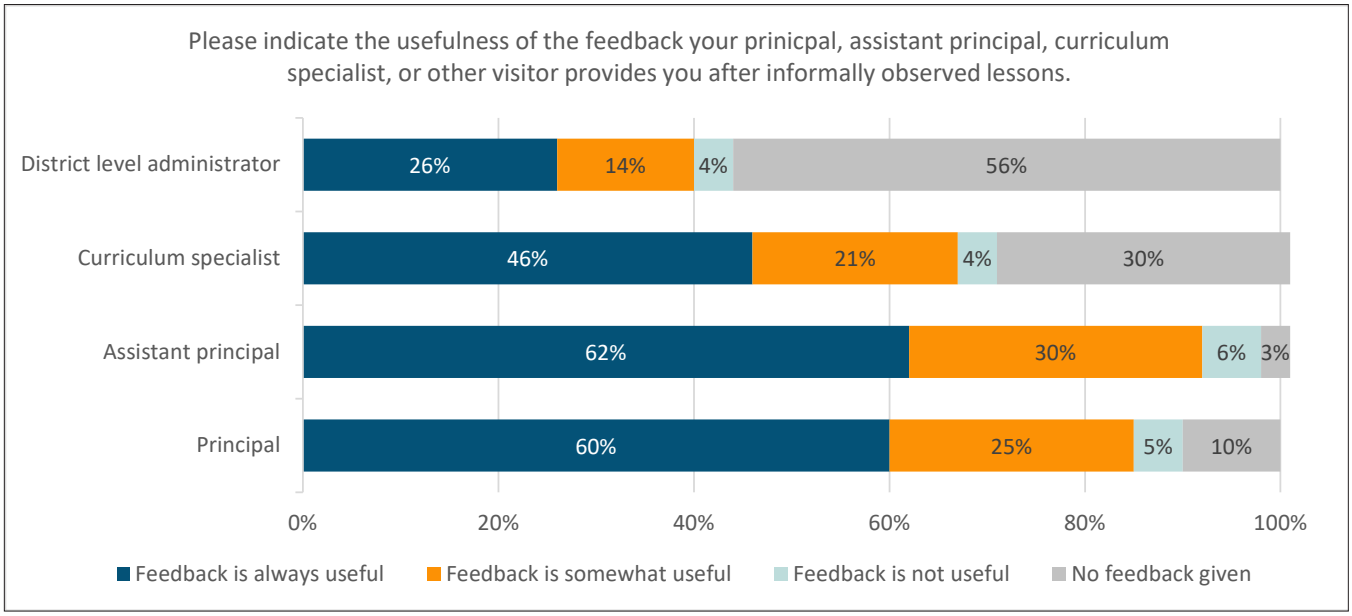
The largest percentage of teachers (24%) reported their district-based curriculum specialist provides the most instructional support for them, followed by the instructional support they receive from other teachers. Seventeen percent acknowledged the support they receive from their department chair or team leader, while a total of 13% of teachers reported that they receive instructional support from campus administrators. Of special mention are the 17% of teachers who reported that they get no instructional support/coaching at all. Shown below are comments from teachers describing the instructional support they receive.

- "My team lead and principal have both been amazing in giving me instructional support and feedback."
- "I get a bit of support for the district C & I specialist, and on-campus instructional coach, but a majority of my support comes from the teachers on my team."
- "The district curriculum specialist is the closest to a coach, but is not a true instructional coach."
- " We need more curriculum specialists to support teachers."

Teachers' comments show that they are receiving some instructional support from campus administrators and curriculum specialists, but tend to lean on their campus-based teacher colleagues, department chairs, and team leaders for instructional support.

Teachers were then asked to respond to a survey question about the usefulness of feedback they receive after an informal observation or walk-through from campus and district leaders.

Exhibit 3.4.6: Usefulness of Feedback for Teachers



Note: Some totals do not equal 100% due to rounding, Teachers, n=474
Data Source: Online Teacher Survey

Ninety-two percent of teachers reported that the feedback they receive from assistant principals is always/somewhat useful, and 85% of teachers receive similar feedback from their principals. A small percentage of teachers received feedback that was not very useful from all of the administrators; however, more than half the teachers reported that they receive the least amount of feedback from district administrators. The following are comments offering a variety of perspectives from teachers about the usefulness of feedback from campus and district leaders.

- "I get great feedback from my assistant principal. [The feedback I get] depends on the campus administrator."
- "Although people are rarely in my room, when they do come by, their feedback is helpful. I know I can ask them for help and suggestions, and they will be there for me."
- "I rarely get feedback on how to improve. Most of my feedback is what is observed in my classroom but no ways to improve instruction."
- "I feel like administrators only conduct walk-throughs for compliance but not to improve."
- "Outside of the T-TESS requirement, I do not receive feedback, and the feedback I do receive is not helpful. Principals need training within our content areas so they can give better/more effective feedback."

Teachers' comments indicate that feedback is generally useful, but challenges administrators experience due to time constraints and the use of inadequate protocols for providing instructional feedback are a significant concern.

Summary

The process for visiting classrooms in Pearland ISD includes walk-through protocols that are varied, mainly focused on evaluation, and driven by the T-TESS appraisal system. The use of a number of different walk-through tools leads to inconsistency and confusion about the monitoring process and makes it difficult to determine the usefulness of that data. The auditors were not presented with any district documents that provide guidance on critical decisions related to the monitoring process, such as what will be monitored, the methods and timing of monitoring activities, and how the data are to be used to measure the effectiveness of instructional delivery in Pearland ISD. (See **Recommendation 3**.)

FOCUS AREA FOUR: The School District Uses the Results from System-Designed and/or -Adopted Assessments to Adjust, Improve, or Terminate Ineffective Practices or Programs.

A school system meeting **Focus Area Four** has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives.

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

Focus Area Four: Feedback

Under Focus Area Four, the auditors examine the overall scope and quality of the assessment system in providing data (feedback) for use in decision making at all levels of the system: classroom, building, and district. A school system meeting Focus Area Four has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives. Within this system, teachers have access to formative assessment tools that they can use to determine each student's progress in mastering needed content.

Common indicators include:

- A *formative* and *summative* assessment system linked to a clear rationale in board policy;
- Knowledge, local validation, and use of current best practices for curriculum and program assessment;
- Use of a student and program assessment plan that provides for diverse assessment strategies for varied purposes at all levels—district, school, and classroom;
- A way to provide feedback to the teaching and administrative staffs regarding how classroom instruction may be modified, evaluated, and subsequently improved;
- High quality and valid formative tools teachers can use to determine each students' progress in mastering the defined content.
- A timely and relevant database upon which to analyze important trends in student achievement;
- A vehicle to examine how well specific programs are actually producing desired learner outcomes or results;
- A database to compare the strengths and weaknesses of various programs and program alternatives, as well as to engage in equity analysis;
- A database to modify or terminate ineffective educational programs;
- A method/means to relate to a programmatic budget and enable the school system to engage in cost-benefit analysis; and
- Organizational data gathered and used to continually improve system functions.

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

This section is an overview of the findings that follow in the area of **Focus Area Four**. Details follow within separate findings.

Auditors found that Pearland ISD does not have a comprehensive student assessment and program evaluation plan or process in place. Clear guidance is not provided for how students are to be assessed and how the data will be used. The absence of evaluation data diminishes productivity in the district (see **Finding 4.1**).

Auditors determined that the scope of assessment for core and non-core courses in Pearland ISD is inadequate to assess and monitor student learning. Sixty-six percent of core courses are formally assessed, and no formal assessments for non-core courses were presented to auditors. Productivity is minimized by the lack of formal assessments to measure the effectiveness of the written and taught curriculum (see **Finding 4.2**).

Auditors found that, overall, Pearland ISD students perform well on *STAAR* and *EOC* assessments in the core subject areas. Specific student groups, including economically disadvantaged, emergent bilingual, and special education have shown limited progress or declines in academic achievement since 2018. Hispanic/Latino and Black or African American students lag significantly behind their White counterparts on state assessments (see **Finding 4.3**).

Finding 4.1: The district does not have written, comprehensive planning for student assessment and program evaluation to direct assessment design and procedures, formative and summative.

A comprehensive student assessment plan ensures that all students are assessed appropriately, and the data collected from such assessments are used to make informed decisions about the effectiveness of curriculum design and delivery, mastery of student learning, and the efficacy of specific district programs. Clear assessment and evaluation processes guide what gets measured, monitored, and managed to influence teaching, school improvement, resource allocation, and systemic district focus. Without a consistent, systemic approach to a comprehensive assessment plan, it is challenging to determine what areas need to be improved, what progress is being made, and what methods are contributing to positive growth for all students, resulting in a fragmented approach to the use of assessment data in the district.

An effective student assessment system includes clear written guidance for how students are assessed and how the information will be used. To determine the adequacy of district plans for student assessment and the use of data in Pearland ISD, auditors reviewed board policy, job descriptions, curriculum documents, and the district's website. The audit team also interviewed and surveyed board members, ESC and campus administrators, ESC staff, teachers, and students to learn stakeholder perception of assessment quality and usability. Auditors expected to find a comprehensive assessment plan that guides and details the selection, administration, analysis, and use of data from formative and summative assessments to make important decisions regarding teaching and learning.

Auditors found Pearland ISD does not have a formal, written comprehensive student assessment plan that provides clear guidance for student assessment. Written direction for student assessment is limited to elementary assessment calendars and a list of secondary benchmarks. Assessment examples were found in various curriculum documents such as Instructional Talk Pages, AP® Syllabi/Course and Exam Descriptions, and Dual Language Spiral Reviews; however, these documents are not adequate to provide direction or expectations for all aspects of assessment in the district. While a data warehouse (Eduphoria Aware) exists to store and disaggregate student assessment data, it does not provide adequate guidance on utilizing the data to analyze group, school, program, and system trends.

As indicated in **Finding 1.1**, **Exhibit 1.1.4**, auditors did not find a board policy that requires comprehensive planning for student assessment or a philosophical framework for the design of a student assessment plan.

The Curriculum Management Audit Center® (CMAC®) model has an established set of characteristics for a Comprehensive Student Assessment and Program Evaluation Plan, as shown in the next exhibit. To meet audit expectations, 70% of the audit characteristics must be met. The auditors elected not to rate these characteristics as met or not met because no written guidance was shared regarding comprehensive

plans for student assessment and program evaluation. The auditors provide the audit characteristics to guide future district planning.

Exhibit 4.1.1: Characteristics of a Comprehensive Student Assessment and Program Evaluation Plan

Characteristic (The plan…)
Vision/Philosophy
1. Describes the philosophical framework for the design of the student assessment plan and directs both formative and summative assessment of the curriculum by course and grade in congruence with board policy. Expects ongoing formative and summative program evaluation; directs use of data to analyze group, school, program, and system student trends.
Assessment Design and Requirements
2. Specifies the connection(s) among district, state, and national assessments.
3. Requires aligned student assessment examples and tools to be placed in curriculum and assessment documents.
4. Provides a list of student assessment and program evaluation tools, purposes, subjects, type of student tested, timelines, etc.
Assessment Procedures
5. Includes an explicit set of formative and summative assessment procedures to carry out the expectations outlined in the plan and in board policy. Provides for regular formative and summative assessment at all levels of the system (organization, program, student).
6. Specifies the overall assessment and analysis procedures used to determine curriculum effectiveness.
7. Requires that formative, diagnostic assessment instruments that align to the district curriculum be administered to students frequently to give teachers information for instructional decision making. This includes using instruments that yield information regarding which students need which learner objectives to be at the appropriate level of difficulty (e.g., provides data for differentiated instruction).
8. Delineates responsibilities and procedures for monitoring the administration of the comprehensive student assessment and program evaluation plan and/or procedures.
9. Identifies and provides direction on the use of diverse assessment strategies for multiple purposes at all levels—district, program, school, and classroom—that are both formative and summative.
Data Availability, Analysis, and Use
10. Directs the feedback process; assures the proper use of assessment data at all levels.
11. Provides for appropriate trainings for various audiences on assessment and the instructional use of assessment results.
12. Specifies how disparity issues will be identified and addressed using data sources; controls for possible bias.
13. Specifies creation of an assessment data system that allows for the attribution of costs by program, permitting program evaluations to support program-based cost-benefit analyses.
Program Evaluation
14. Identifies the components of the student assessment system that will be included in program evaluation efforts and specifies how these data will be used to determine continuation, modification, or termination of a given program.
Communication and Supporting Consistency
15. Specifies the roles and responsibilities of the central office staff and school-based staff for assessing all students using designated assessment measures, and for analyzing test data.
16. Establishes a process for communicating and training staff in the interpretation of results, changes in state and local student achievement tests, and new trends in the student assessment field.
© 2024 CMSi

In the previous exhibit, 70% of the characteristics must be met for adequacy. An explanation of the characteristics is presented as follows.

Characteristic 1: Philosophical framework

The assessment plan should include the district's philosophical framework containing the types and purpose of the assessments given in the district. The document should provide explicit direction on what assessments are given, when, and why, including specific details about the processes for reviewing data, and it should provide direction for the use of data for program evaluation. In addition, board policy is expected to establish requirements for a student assessment process that includes both formative and summative assessment measures.

Characteristic 2: Connections among district, state, and national assessments

The assessment plan is expected to list national, state, district, and classroom assessments; include an overview, designated grade levels, content areas, and use of data for each assessment; and establish a direct relationship between the levels of assessment.

Characteristic 3: Assessments included in curriculum documents

The assessment plan should contain expectations that aligned student assessment examples and tools be placed in the curriculum and assessment documents for all courses taught in the district.

Characteristic 4: Assessment and program evaluation tools

The assessment plan should contain a comprehensive list of student assessments and program evaluation tools that provide a designated purpose for each assessment, subject areas, when the assessments are to be given and to whom, and methods of assessment.

Characteristic 5: Formative and summative procedures

The assessment plan should include explicit procedures for both formative and summative assessment and provide written expectations for regular formative and summative assessment at all levels of the organization.

Characteristic 6: Curriculum assessment procedures

The assessment plan should contain specific directions or procedures to determine curriculum effectiveness. There should be specific reference to the use of data for curriculum improvements and specify procedures or protocols for analyzing data at the district level.

Characteristic 7: Frequent formative and diagnostic assessment

The assessment plan should include the requirement and frequency for the administration of diagnostic universal screeners, common assessments, unit assessments, progress monitoring assessments, semester exams, and other formative and diagnostic assessments. The assessment plan should require assessments to align to the district curriculum and the state or Advanced Placement® standards. In addition, the plan should require the use of assessment data to provide appropriate levels of difficulty for differentiated instruction that provide information for supporting individual students.

Characteristic 8: Delineates responsibilities and procedures for monitoring the plan

The assessment plan is expected to delineate the roles, responsibilities, and procedures for monitoring the student assessment and program evaluation plan.

Characteristic 9: Identifies and provides direction for diverse assessment strategies

The assessment plan should identify a list of diverse assessment strategies, both formative and summative, in the district. Direction should be given for how the assessment strategies are to be used and for the different purposes at the district, program, school, and classroom levels.

Characteristic 10: Directs the feedback process and use of data

The assessment plan should include direction for the appropriate use of student assessment data and feedback at all levels, as well as for the feedback process (timelines, type of analysis, audience, and purpose.

Characteristic 11: Provides appropriate training

The assessment plan should include written expectations and information about appropriate professional development on assessment and the use of resulting assessment data for instructional use at the district, content, campus, and classroom levels.

Characteristic 12: Specifies how equity issues will be identified and addressed

The assessment plan should include written specification for how student data should be used to identify and address equity issues and controls to prevent bias.

Characteristic 13: Data systems to support program cost-benefit analysis

The assessment plan should require the creation of an assessment data system for the use of data for program evaluation or cost-benefit analysis (see **Finding 5.1**).

Characteristic 14: Includes program evaluation components (Not Met)

The assessment plan should articulate the program evaluation process and identify the relationship between the assessment data system and program evaluation. Program evaluation criteria about how data are used to determine continuation, modification, or termination of a given program should be included in the plan.

Characteristic 15: Roles and responsibilities of central office and school-based staff

The assessment plan should clearly designate roles and responsibilities at all levels for the implementation of the assessment program to include expectations such as planning and decision making, assessment processes and procedures, analysis and data use, and communication of assessment results.

Characteristic 16: Communication and training processes (Partially Met)

The assessment plan should establish a clear communication and professional development process for the interpretation of results, changes in the state and local student achievement tests, and new trends in the student assessment field.

Auditors conducted surveys and interviews with district stakeholders and included questions related to assessment and the utilization of data. The feedback received from administrators, teachers, and parents reinforced the auditors' findings that there are no formal assessment plans or guidelines for data usage within the district. Here are representative comments from stakeholders:

- "We don't have district expectations concerning formative assessments." (ESC Administrator)
- "The discussion has come up that we need a curriculum management plan, and we don't have an assessment plan." (ESC Administrator)

- "Training for [using assessment data] is lacking." (ESC Administrator)
- "Common assessments are often given in the wrong language." (Teacher)
- "Certain teachers use district assessments as major grades, not as a plan on how they taught the material and what they need to teach or reteach, which is not fair to the students." (Parent)

The comments indicate some assessment practices are observed in the district, specifically for *STAAR* tested subjects; however, no comments suggest Pearland ISD has clear, formal planning regarding assessment, data utilization, and program evaluation.

Summary

The district did not have student assessment and program evaluation planning processes at the time of the audit to determine the effectiveness of district curriculum and programs in improving student achievement. Although some assessments are included in various calendars, there is not a common location to see the breadth and depth of formal assessments given in the district, and auditors could not find written guidance for how assessments are to be designed, used, and monitored. Without written comprehensive student assessment and program evaluation plans, progress toward increased student achievement is impeded. (See **Recommendation 4.**)

Finding 4.2: The district does not have written, comprehensive planning for student assessment and program evaluation to effectively direct assessment design and procedures, formative and summative assessment of the curriculum, or data analysis and use.

An effective student assessment program provides a systematic way for school districts to ensure students are being assessed in a manner reflective of the written and taught curriculum through formative and summative assessments. The data from these assessments provide evidence of student achievement across grade levels and content areas, informing curriculum design and delivery decisions. Ongoing and timely student achievement data verify the alignment of the written, taught, and tested curricula; determine if improvements should be made in what is taught, how it is tested, and the appropriate conditions needed to support students' learning; and measure the extent to which students have reached desired performance levels. An effective assessment plan also includes assessments that reflect alignment between locally developed assessments and state standards in three dimensions: content, context, and cognitive type. The audit looks at student assessment, based on two key questions: "Is it there?" for scope, and "How good is it?" for quality.

A district with tightly-held expectations utilizes formal assessments created at the district, state, or national level. Formal assessments have a district-wide purpose to ensure all students enrolled in a specific grade level or course are assessed systematically to determine the effectiveness of the written and taught curriculum. Formal assessments should be monitored at the district, campus, and classroom level. Unlike formal assessments, informal assessments are created with loosely-held expectations, as part of a specific campus or classroom purpose to inform teachers of the instructional process. Formal and informal assessments should be used by all teachers in tandem with the district curriculum to provide diagnostic data that guide informed decision making.

To determine the scope and quality of formal assessments in Kindergarten through grade 12, the auditors examined assessment calendars, district-provided course lists and assessments, the district website, and data sources in Eduphoria Aware and Forethought. Auditors expected to find formal assessments administered for 100% of core content areas (English Language Arts/Reading, mathematics, science, and

social studies) and 70% of all non-core courses. Additionally, they expected to find locally developed district assessments to be aligned to respective state standards in content, context, and cognitive type.

Auditors found that Pearland ISD uses a variety of formal assessments to monitor student progress in Kindergarten-grade 12, including common assessments, benchmarks, and district unit tests; however, the overall scope of assessment is inadequate to provide thorough feedback to improve student learning in all grade levels and courses. The list of formal assessments found by auditors was limited to elementary core subjects and secondary core courses with a state or advanced placement® assessment. Auditors were not provided any non-core subject assessments. Auditors found alignment of content, context, and cognitive type to the TEKS and *STAAR/EOC* assessment items when the district items mirrored state released items.

Board policies only address the district's legal requirements to administer state assessments (see **Finding 1.1**, **Exhibits 1.1.4**, **1.1.5**, and **1.1.7**). Auditors did not find policies that provide clear expectations of formative and summative assessments in all grade levels and courses, annual review of formal assessments, or deep alignment to high-stakes testing.

Scope of Student Assessment

The scope of student assessment refers to the presence of formal assessments at the district, state, or national level that are tightly held across the district for each course at every grade level. Formal assessments used in Pearland ISD are either formative or summative assessments. Formative assessments are low-stakes tools that teachers can use to determine mastery of student learning during the course of learning and adjust instructional practices when formative data show perceived misconceptions or learning gaps. Formative assessments should be ongoing during instruction and timely enough for the teacher to make instructional adjustments. Summative assessments are high-stakes tools that are used to evaluate what a student has learning after the course of learning.

This step of the analysis answers the first audit question, "Is it there?" Pearland ISD does not have a comprehensive assessment plan (see **Finding 4.1**), but district documents suggest a requirement for the administration of state assessments, formal national exams, and district common assessments and benchmarks. The following exhibit includes the assessments given in Pearland ISD and the grades in which assessments are administered. State and district assessments required for all students are indicated with an "X," and assessments administered or offered to only a select group of students are indicated with an "S." The exhibit also indicates whether each assessment is formative or summative.

Exhibit 4.2.1: Formal Assessments of Student Performance, Grades K-12

Assessment	Grade													Formative	Summative
	K	1	2	3	4	5	6	7	8	9	10	11	12		
District Benchmarks	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Benchmark Assessment System (BAS)	X	X	X	X	X	X	X							X	X
State of Texas Assessments of Academic Readiness (STAAR)/End of Course (EOC): English Language Arts/ Reading				X	X	X	X	X	X	X	X				X
State of Texas Assessments of Academic Readiness (STAAR)/End of Course (EOC): Mathematics				X	X	X	X	X	X	X					X

Assessment	Grade													Formative	Summative
	K	1	2	3	4	5	6	7	8	9	10	11	12		
State of Texas Assessments of Academic Readiness (STAAR)/End of Course (EOC): Science						X			X	X					X
State of Texas Assessments of Academic Readiness (STAAR)/End of Course (EOC): Social Studies									X			X			X
Texas English Language Proficiency Assessment System (TELPAS)	S	S	S	S	S	S	S	S	S	S	S	S	S		X
Preliminary Scholastic Aptitude Test®/National Merit Scholarship Qualifying Test® (PSAT®/NMSQT®)											X				X
Scholastic Aptitude Test ®(SAT®)*												S	S		X
Advanced Placement® (AP®)*										S	S	S	S		X
Career and Technical Education (CTE) Exams*										S	S	S	S		X
Interim English EOC Assessments										X	X	X		X	X
Texas Student Initiative Assessment (TSIA)*										S	S	S	S		X
Common Assessments/Common 10			X	X	X	X	X	X	X	X	X	X	X	X	X
Texas Middle School Fluency Assessment (TMSFA)								X							X
American College Testing® (ACT®)*												S	S		X
Texas Primary Reading Inventory (TPRI)		X	X												X
Credit by Examination		X	X	X	X	X	X	X	X	X	X	X	X		X
Tejas LEE Literacy Screener		S	S											X	X
Key: X=Assessment required for students; S=Given to select students; A blank space indicates that no formal assessment is given. * Indicates assessment is optional.															
Data Sources: Eduphoria Aware; District Improvement Plan; Pearland Operating Procedures; Benchmark and Simulation Grading Information Gr. 5-12; Pearland ISD Career & Technical Education Website; 2023-2024 Pearland ISD Elementary Reading Trainings															

Auditors found assessments in all grades are primarily summative in nature, with standardized exams being the primary form of assessment. Formative assessments are primarily district benchmarks, common assessments, *BAS*, and the *Tejas LEE Literacy Screener* for core courses.

The following three exhibits show the scope of formal assessment district-wide at the elementary, middle/junior, and high school levels for core courses. Auditors found no evidence of formal assessments in non-core courses other than Advanced Placement courses which have Advanced Placement® exams. See **Appendix F** for a complete list of core and non-core courses.

Exhibit 4.2.2: Scope of Formal Assessments for Core Courses, Grades K-4

Core Courses Offered	Grade Level					Total Courses Taught	Total Courses Formally Assessed	Percent Assessed
	K	1	2	3	4			
English Language Arts and Reading (ELAR)	X	X	X	X	X	5	5	100%
ELAR (Bilingual)	X	X	X	X	X	5	5	100%
Reading Resource			X	X		2	2	100%
Mathematics	X	X	X	X	X	5	5	100%
Math Resource	X	X	X	X	X	5	5	100%
Science	0	0	0	0	0	5	0	0%
Social Studies	0	0	0	0	0	5	0	0%
Social Studies (Bilingual)	0	0	0	0	0	5	0	0%
Total Core Courses						**37**	**22**	**59%**
Percent of Core Courses Assessed								**59%**

Key: X = Course offered and formal assessment available; 0= Course offered, but no formal assessment available; Blank = Course not offered at grade level

English language arts and mathematics courses are offered and formally assessed in Kindergarten-grade 4. Auditors did not find evidence of formal assessments in elementary science or social studies. Fifty-nine percent of elementary core courses have formal assessments in place. The scope of assessment in Kindergarten-grade 4 is less than the audit expectation of 100% for core courses.

Exhibit 4.2.3: Scope of Formal Assessments, Grades 5-8

Core Courses Offered	Grade Level					Total Courses Taught	Total Courses Formally Assessed	Percent Assessed
	5	6	7	8	Open			
English Language Arts								
English Language Arts and Reading (ELAR)	X	X	X	X		4	4	100%
ELAR Resource	X	X	X	X		4	4	100%
ELAR PAP	X	X	X	X		4	4	100%
EL Language Arts			X	X		2	2	100%
SLA	X	X				2	2	100%
SLA Advanced		X				1	1	100%
Total English Language Arts and Reading						**17**	**17**	**100%**
Percent of English Language Arts Courses Assessed								**100%**
Mathematics								
Mathematics	X	X	X	X		4	4	100%
Math Resource	X	X	X	X		4	4	100%
HGM Math			X	X		2	2	100%
Math PAP	X	X	X			3	3	100%
PAP Algebra I*			X			1	1	100%
PAP Geometry*				X		1	1	100%
Total Mathematics						**15**	**15**	**100%**
Percent of Mathematics Courses Assessed								**100%**

Core Courses Offered	Grade Level					Total Courses Taught	Total Courses Formally Assessed	Percent Assessed
	5	6	7	8	Open			
Science								
Science	X	X	X	X		4	4	100%
Science PAP	X	X	X	X		4	4	100%
Total Science						**8**	**8**	**100%**
Percent of Science Courses Assessed								**100%**
Social Studies								
Social Studies	X	X	X	X		4	4	100%
Social Studies (Bilingual)	X	X				2	2	100%
Social Studies PAP	X	X	X	X		4	4	100%
Total Social Studies						**10**	**10**	**100%**
Percent of Social Studies Courses Assessed								**100%**
Total Core Courses						**50**	**50**	**100%**
Percent of Core Courses Assessed								**100%**

Key: X = Course offered and formal assessment available; 0= Course offered, but no formal assessment available; Blank = Course not offered at grade level; * = High school courses taught in junior high.

Formal assessments are in place for all English language arts, mathematics, science, and social studies courses in grades 5-8, meeting the audit expectation of 100% of core courses assessed. No non-core courses are formally assessed in grades 5-8.

The following exhibit summarizes the scope of assessment for core courses for grades 9-12.

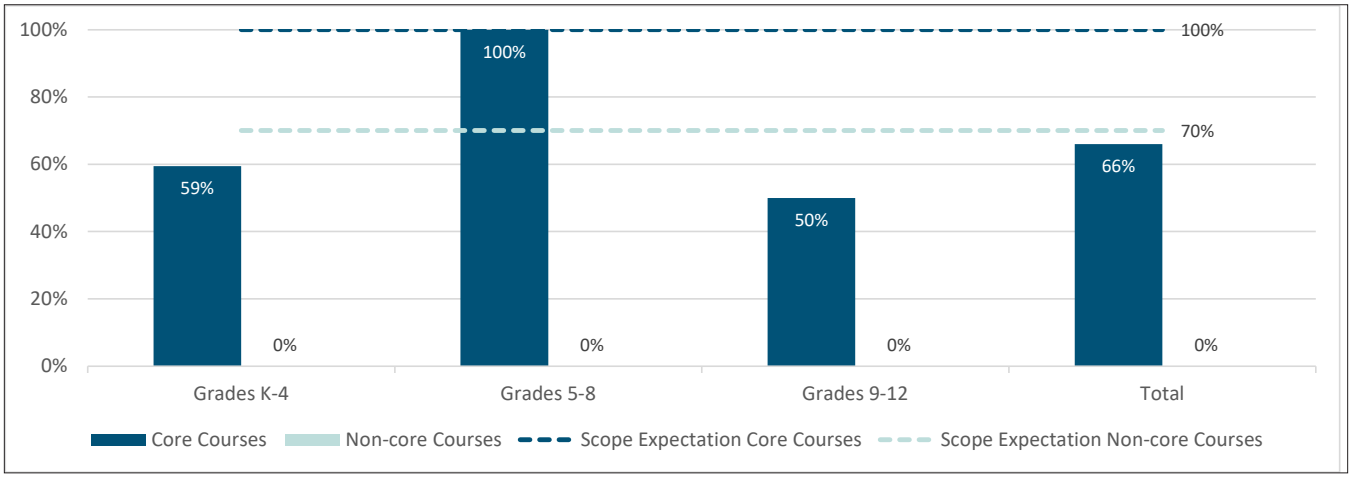
Exhibit 4.2.4: Scope of Formal Assessments, Grades 9-12

Core Courses Offered	Course Taught	Course Formally Assessed	Percent Assessed
English Language Arts and Reading	27	19	70%
Mathematics	21	6	29%
Science	22	9	41%
Social Studies	20	11	55%
Total Core Course	**90**	**45**	**50%**

Fifty percent of core courses in grades 9-12 are formally assessed, which is below the audit expectation of 100%. Formal assessments are primarily *Advanced Placement® (AP®) Exams* for AP courses and *STAAR End-of-Course exams* administered in on-level and Pearland Advanced Program core subjects with a state exam. No non-core courses are formally assessed, which is also below the audit expectation of 70%.

The following exhibit summarizes core and non-core courses in Kindergarten-grade 12, indicating the percentages of courses assessed. The full scope of courses available and assessed in grades K-12 is presented in **Appendix F**, **Exhibits F.1**, **F.2**, and **F.3**.

Exhibit 4.2.5: Summary of Scope of Formal Assessments, Grades K-12



With 66% of the district's core courses assessed and none assessed in non-core areas, the scope did not meet the expected audit requirement that 100% of core content courses and 70% of non-core courses be assessed.

Quality of Student Assessment

The scope of student assessment answers the question: "Is it there?" The follow-up question auditors ask is: "How good is it?" Auditors found Pearland ISD primarily uses *BAS* and district benchmarks in reading/language arts, district-created common assessments and benchmarks in mathematics, and common assessments or semester exams in science and social studies. Auditors were provided with a sampling of district-created assessments for *STAAR*-tested grade levels and subjects. One way to determine assessment quality is to analyze the degree of alignment between locally developed assessments and state standards. Auditors analyze for alignment in three dimensions:

- **Content**: the knowledge, skill, and processes tested
- **Context**: the format or situation in which students are asked to perform, such as multiple choice versus writing in an answer or having tools available to use
- **Cognitive Type**: the type of thinking required to answer the question

The three dimensions of alignment are described by the auditors below.

Content

When items are out of alignment in the content dimension, students may answer an item correctly without knowing the facts or skills required in the learning standard. The common assessments and benchmarks used in Pearland ISD are created using district-purchased test banks, previous *STAAR* released items, or newly created test items that closely resemble previous *STAAR* released items. The test items in the common assessments and benchmarks reviewed by auditors mostly aligned with the content within the Texas Essential Knowledge and Skills (TEKS).

Context

Context alignment considers how students are expected to demonstrate their knowledge and skills. Students can demonstrate their knowledge in numerous contexts at the classroom level, such as quizzes and tests, writing assignments, projects, and lab or learning activities. However, the assessment contexts are limited to various types of assessment items such as multiple choice, fill-in-the-blank, short answer, grid-response, and composition. To ensure local assessments provide reliable information that helps students with meaningful preparation for state assessments, students must have opportunities to demonstrate their knowledge and skills in ways that are consistent with what they will be expected to do on the state assessments. Creating assessments that align with the state assessment is only the minimum requirement. Pearland ISD's common assessments and benchmarks consist of questions from the district-purchased test item banks, items that replicate or include *STAAR/EOC* test items from prior years, and the 2023 *STAAR/EOC* released tests. In spring 2023, *STAAR/EOC* underwent a redesign that introduced new question types, tailored for online testing. Pearland ISD has not redesigned all formal assessments to match the new contexts found in the *STAAR/EOC* redesign, as evidenced by the assessments provided to auditors that show the use of prior *STAAR/EOC* test items. Examples of the new question types can be found on the Texas Education Agency website at www.tea.texas.gov.

Cognitive Type

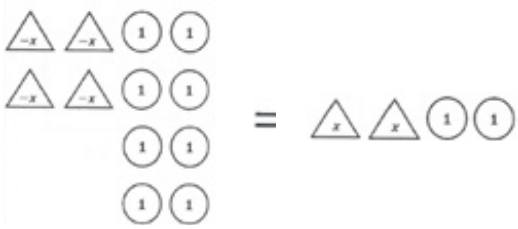
If questions have content alignment but not cognitive alignment, students may successfully answer a question by demonstrating their knowledge or comprehension of a specific event or skill; however, they may struggle to respond to a question asked at the learning standard's intended cognitive level. A majority of *STAAR*-formatted questions are in a multiple-choice format, enabling students to use lower cognitive levels of thinking to provide answers. In high-achieving districts like Pearland ISD, formal district assessments should include state test item types, performance assessments, and student-constructed responses that require higher cognitive levels compared to standardized tests or TEKS requirements. This deep alignment will allow students to demonstrate their learning at higher levels while still achieving success on high-stakes tests.



Data wall in teacher workroom at Magnolia Elementary School

The following exhibit gives an example from sample district common and benchmark assessments, representing the elementary, middle/junior, and high school grade bands, and each of the four content areas. This analysis is not meant to be comprehensive but to illustrate an example of the process to determine alignment in the three dimensions. Texas student expectations do not specifically address the contexts in which students are expected to demonstrate learning. The Texas Education Agency released practice assessments in 2022 and full-length *STAAR* released tests in 2023 to provide some examples of how learning standards could be assessed. The district should refer to the state's released tests to guidance on the context of how learning standards should be assessed and continually update yearly based on new assessment items released. Thus, for this audit, the context was not analyzed for congruence between assessment items and learning standards.

Exhibit 4.2.6: Alignment of Sample Assessment Items to TEKS in Content, Context, and Cognitive Type

Learning Standard	Assessment Item	Congruence
Grade 3: ELAR October Benchmark		
3.6F: The student is expected to make inferences and use evidence to support understanding.	**Item #6**: Read paragraph 9. What do these sentences show about Cooper? Select two correct answers. A. He is worried about getting caught with the geode. B. He wants to help Layla make the right choice. C. He doesn't think taking the geode is a big deal. D. He is looking for a souvenir to take home. E. He isn't concerned with what the tour guide said.	**Content: Aligned** The standard and assessment item both require students to make inferences. **Context**: **Aligned** The standard requires students to make inferences. **Cognitive Level: Aligned** The standard and assessment item both are at DOK Level 3 learning because the student is required to compare different sentences and draw a conclusion through inferencing.
Grade 8: Math Common 10 Assessment		
8.8C: The student is expected to model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants.	**Item #7**: The model represents an equation.  What value of *x* makes the equation true?	**Content: Aligned** The standard and assessment item both require students to model and solve one-variable equations with variables on both sides of the equal sign. **Context**: **Aligned** The standard requires the student to solve and model a problem that represents a mathematical problem. The assessment item reflects a model of a mathematical problem and requires the student to solve for the variable. The assessment item also matches a similar 2023 *STAAR* release item. **Cognitive Level: Aligned** The standard and assessment item both are at DOK Level 3 learning because the student is expected to interpret a model and solve a problem.

<table>
<tr><th>Learning Standard</th><th>Assessment Item</th><th>Congruence</th></tr>
<tr><td colspan="3">Grade 5: Science Common Assessment</td></tr>
<tr><td>5.5C: The student is expected to use scale, proportion, and quantity to describe, compare, or model different systems.</td><td>Item #5: A beaker with 115 mL of solution has a temperature of 21° C. The solution contains 5 g of salt and 115 mL of water. Students added two ice cubes to the solution and stirred the solution with a stirring rod. Which properties of the solution changed as the ice cubes melted?
A. The color and physical state of the solution
B. The temperature, mass, and volume of the solution
C. The volume, temperature, and mass of the salt in the solution
D. The physical state and temperature of the solution</td><td>Content: Aligned
The standard and assessment item both require the student to use scale and quantity to compare different systems (the solution before the ice cubes were added versus the solution after the ice cubes were added and melted).

Context: Somewhat Aligned
The standard requires the student to use scale, proportion, and quantity to describe or compare different systems. The assessment item requires the student to describe the solution as the ice cubes melt. The student is expected to identify multiple properties that have changed, similar to the 2023 STAAR released item; however, the common assessment item differs because the student only has to select one response instead of two.

Cognitive Level: Aligned
The standard and assessment item both require DOK Level 3 learning in which the student uses a process to draw conclusions about the different states of the solution.</td></tr>
<tr><td colspan="3">High School: USH Common 10 Assessment, Unit 2</td></tr>
<tr><td>USH.13A: The student is expected to describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good.</td><td>Item #6: Study the diagram and answer the question that follows:
<table><tr><td>Industry in the late 1800s expanded.</td><td>→</td><td>Job opportunities became available.</td><td>→</td><td>?</td></tr></table>Which trend of the late 1800s correctly replaces the question mark in this cause-and-effect diagram?
A. The number of immigrants from Europe declined.
B. The government passed laissez-faire laws.
C. People moved from rural to urban areas.
D. Settlement houses lost federal funding.</td><td>Content: Not Aligned
The standard and assessment item both require the student to recognize where good citizenship may require the subordination of personal desire for the sake of the public good.

Context: Not Aligned*

Cognitive Level: Not Aligned
The standard and assessment item both require DOK Level 3 learning. The student is expected to describe a scenario (cause-and-effect) based on understanding concepts to draw a conclusion.

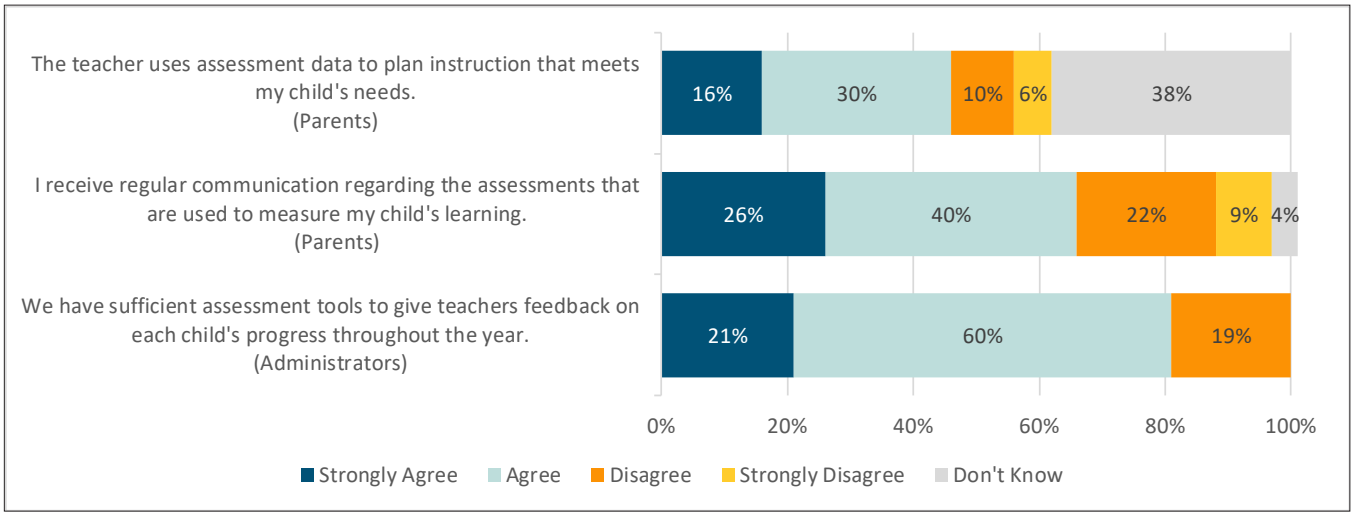
*Context and cognitive analyses were not completed due to misalignment of content.</td></tr>
<tr><td colspan="3">Data Source: Assessments provided by Pearland ISD</td></tr>
</table>

Auditors found the items on the sample of items from the provided assessments were aligned in content and cognitive type.

The scope of student assessment answers the question, "Is it there?" In Pearland ISD the answer is, only for core subjects in elementary and core state-tested subjects in secondary. Auditors were not given a list of formal assessments outside the core subjects, including in the areas of Language Other Than English and Career and Technical Education. The follow-up question auditors ask is: "How good is it?" When items were selected that mirrored the 2023 *STAAR/EOC*, the answer for Pearland ISD is the assessment items are good; however, misalignment with content, context, and cognitive type were evident when the formal district assessment item was not a replication of a 2023 *STAAR/EOC* released test item.

The third question for student assessment is: "Is it Used?" In the following exhibits, administrators, parents, and teachers identified the use of assessment tools in Pearland ISD, and the auditors provide the district with audit criteria for the presence of formative assessments and the use of data for both formative and summative assessments.

Exhibit 4.2.7: Administrator and Parent Survey Responses Regarding Assessment Tools Used

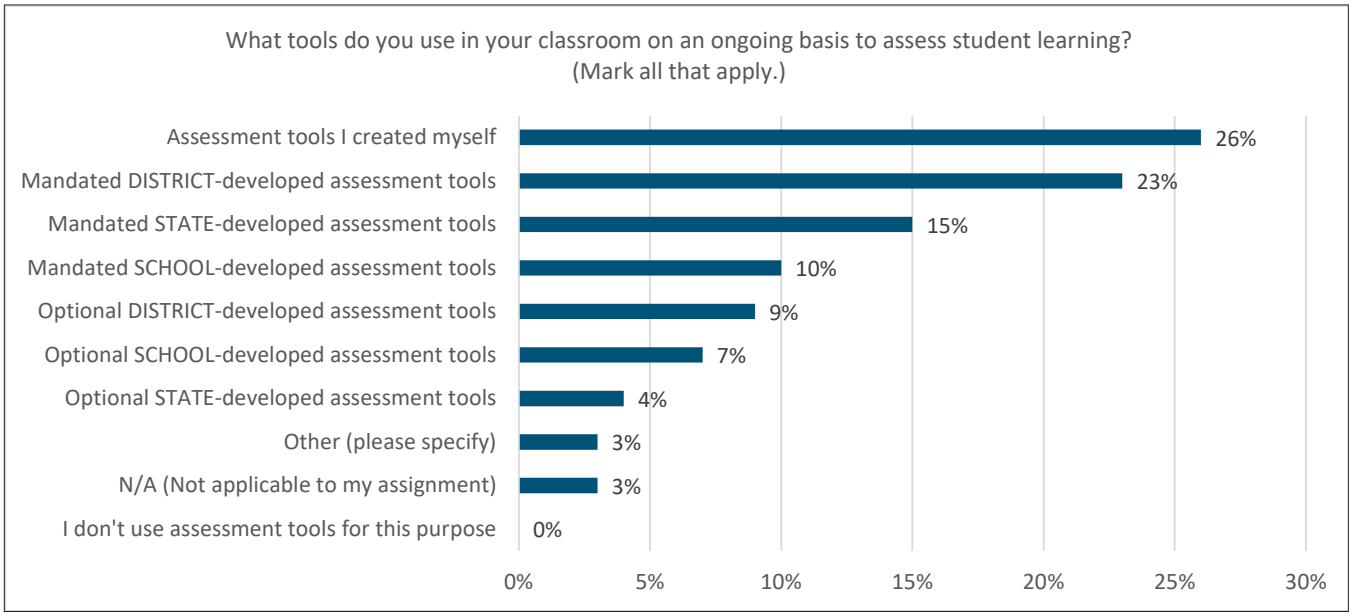


Note: Some totals do not equal 100% due to rounding
Data Source: online surveys

Most administrators agreed they have sufficient assessment tools to give teachers feedback on each child's progress throughout the year, but 19% of administrators indicated they did not have sufficient assessment tools. While a majority of parents indicated they receive regular communication regarding assessments used, when surveyed about teachers using assessment data to plan instruction that meets their child's needs, 16% disagreed or strongly disagreed.

Auditors surveyed teachers to determine what tools they use to assess student learning on an ongoing basis. Their responses appear in the following exhibit. Since they were asked to mark all responses that apply, the totals do not equal 100%.

Exhibit 4.2.8: Teacher Survey Responses Regarding Assessment Tools Used



Data Source: online surveys

Survey responses indicate teachers use a variety of assessment tools to assess student learning on an ongoing basis. Twenty-six percent of teachers indicate they create the assessment tools used to guide instruction or determine mastery. The practice of using teacher-created assessments as the approach to formal assessments is problematic because these are not guaranteed to be valid or reliable. Without validity or reliability in the assessments administered to students, determinations of student learning could be inaccurate and indicate students are performing at an acceptable level, when remediation is needed. The opposite could also be true; students could be identified as needing remediation, when, in reality, students are learning at an appropriate level. In an effective school system with formal assessments available for all grades and courses taught, all teachers should indicate they are using mandated district-developed assessments, but survey results show only 23% of teachers are using such assessments.

Auditors heard the following about assessment tools in Pearland ISD from administrators, teachers, and parents:

- "The most powerful assessments are those that measure what the teacher was intending to teach. Good teacher-created assessments are the best measure of learning in the classroom. I'm very careful with that data because teachers teach differently and don't teach the same things." (Campus Administrator)
- "We have invalid skewed assessment of reading, subjective by teacher." (ESC Administrator)
- "We use an online textbook [for Spanish], and that online textbook gives me the data of what the students miss." (Teacher)
- "Some subjects are swept under the rug as they are not 'tested subjects,' and thus they are not fully covered, which effects the grade levels where they are tested." (Teacher)
- "There are a lot of worksheets and 'teaching to the test' without genuine learning." (Parent)

- "Testing shouldn't be trickery. It should be about accurately evaluating if they've learned the materials and know how to apply them." (Parent)

Administrator comments show they understand the need for formal, district assessments to minimize the ambiguity of determining what and to what degree students are learning. Teachers shared they do not have formal, district assessments in non-state tested areas and are relying on textbooks or their own resources. Parents show they do not understand the assessments students are taking and the alignment with the written and taught curriculum.

Curriculum Management Audit Center® Model Criteria for a Quality Formative Assessment System

The Curriculum Management Audit Center® (CMAC®) model has an established set of criteria to rate the presence of minimum basic components of formative assessment in a school system, as shown in the following exhibit. Auditors reviewed and assessed district documents describing how the district uses formative assessments and gathered interview data regarding the use of formative assessment across the district, school, and classroom. Auditors rated each of the five criteria on a scale of 0 to 3, with 3 points being the highest possible rating for each and a maximum rating of 15 points. A district must receive a rating of at least 12 points for formative assessment to be considered adequate.

The rating for each criterion is explained following the exhibit.

Exhibit 4.2.9: Formative Assessment Analysis Frame 1: Minimal Components

Point Value	Criteria	Auditors' Rating
1. Formal formative student assessments for all curriculum standards/objectives are available for teacher use in determining students' initial acquisition of content		
0	No district formative student assessments to determine initial acquisition of learning are in place for any of the curriculum standards.	
1	Formative assessments to determine students' initial acquisition of learning are in place for some of the curriculum, including at least two or three academic core areas at a minimum of six grade levels.	1
2	Formative student assessments to determine initial acquisition of learning are in place for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.	
3	Formative assessments are in place to determine students' initial acquisition of learning for all required and elective subject areas and all grades/courses.	
2. Informal formative assessments are available for all appropriate course/grade standards/objectives for teachers to use prior to teaching a standard to determine if students possess necessary prerequisites (the concepts, knowledge, and skills that are required before students can successfully master the intended standard or objective)		
0	No district formative student assessments to determine whether prerequisite knowledge of learning are in place for any of the curriculum standards.	0
1	Formative student assessments to determine student prerequisite knowledge of learning are in place for some of the curriculum, including at least two or three academic core areas, at a minimum of six grade levels.	
2	Formative student assessments to determine student prerequisite knowledge of learning are in place for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.	
3	Formative student assessments to determine student prerequisite knowledge of learning are in place for all required and elective subject areas and all grades/courses.	

Point Value	Criteria	Auditors' Rating
3. Informal formative assessments for all standards/objectives are in place for teachers to use prior to teaching a standard to determine prior student mastery		
0	No district formative student assessments to determine students' prior mastery of learning are in place for any of the curriculum standards.	0
1	Formative student assessments to determine prior mastery of learning are in place for some of the curriculum, including at least two or three academic core areas at a minimum of six grade levels.	
2	Formative student assessments to determine students' prior mastery of learning are in place for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.	
3	Formative student assessments to determine students' prior mastery of learning are in place for all required and elective subject areas and all grades/courses.	
4. Pools of informal student assessment items for all curriculum standards/objectives are available for teachers to use during their ongoing instruction to diagnose students' current status of learning—both initial acquisition and sustained mastery		
0	No district item pools for informal district formative student assessments are available for teachers' use as part of their ongoing instruction around the standards.	
1	Item pools for informal formative student assessments are available to determine student learning for some of the curriculum, including at least two or three academic core areas at a minimum of six grade levels.	1
2	Item pools for informal formative student assessments are available to determine student learning for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.	
3	A variety of informal formative student assessments are available to determine student learning for all required and elective subject areas and all grades/courses.	
5. Formative student assessments are treated as diagnostic tools rather than summative tools		
0	Formative student assessments are generally seen as summative in nature, or the distinction between the two is not reflected in their use.	0
1	Some formative student assessments are used appropriately, but most are seen and/or used as summative instruments. Grades are often assigned for scores.	
2	Many formative student assessments are being used appropriately, but there is some use of the assessments in a summative way. In some cases, grades are assigned for scores.	
3	Formative student assessments are generally used appropriately as diagnostic tools. No grades are given on the assessments; rather, teachers use the information from these assessments to guide their instructional decisions regarding each student's needs.	
	Total Points	**2/15**
	Total Percent	**13%**
©2023 CMSi		

Auditors rated the presence of minimum basic components of formative assessment with 2 of a possible 15 points, less than the 12 of a possible 15 needed for adequacy. The following details of each criterion provide further information.

Criterion 1: Formal Formative Assessments for Initial Acquisition of Learning

The CMAC® model expectation for this criterion is that formal formative assessments are in place to determine students' initial acquisition of learning for each objective in all core and non-core courses at all grade levels. Such assessments for all curriculum standards/objectives are administered after adequate opportunity has been provided to learn and practice initial acquisition of a learning standard. These assessments are only considered formative if they are used for diagnostic purposes to determine if additional instruction is needed and/or if the need exists for further practice to reinforce mastery. The district uses Tejas LEE Literacy Screener in grades 1 and 2, the Benchmark Assessment System (BAS) in grades Kindergarten-5, and the Texas Primary Reading Inventory (TPRI) in grades Kindergarten and 1. These assessments are not available for all subjects, nor is there evidence that these assessments align with each objective for the subjects assessed. According to district assessment documents, the BAS "provides data that enable teachers to determine the student's reading level and group students effectively to provide appropriate instruction and opportunities to practice reading skills and strategies." Auditors did not find a written purpose for the Tejas LEE Literacy Screener or the TPRI in district documents. Pearland ISD has district-created benchmarks and/or common assessments in Reading/English Language Arts and Mathematics for grades 3-8, and in high school, English 1 and 2, Algebra 1 and 2, Geometry, and Algebraic Reasoning. For science and social studies, Pearland ISD has district-created common assessments in grades 5-8 and Biology for science, and grades 7-8, World Geography, World History, and United States History for social studies. Because formative assessments are only in place for two core areas for at least six grade levels and not for all core courses in grades 2-12, the auditors awarded 1 point for this criterion.

Criterion 2: Informal Formative Assessments to Determine Prerequisite Knowledge

This criterion sets the expectation that for all courses at all grade levels, informal formative assessments are available for all appropriate standards/objectives, enabling teachers to determine if students have mastered prerequisite concepts, knowledge, and skills required before they can successfully master the intended standards/objectives of the course. These are considered informal assessments because the assessments are available for teachers to use as needed to guide instruction and are low stakes for students. The auditors found no evidence of informal assessments for determining prerequisite knowledge. Therefore, no points were awarded to this criterion.

Criterion 3: Informal Formative Assessments to Determine Prior Mastery of Learning

The audit expectation is that formative student assessments to determine students' prior mastery of learning are in place for all core and non-core courses at all grade levels. These assessments are critical for determining which students are at various levels of proficiency and when differentiation of instruction is needed. Auditors did not find evidence of any informal assessment at any grade level with pre-tests for teachers to use to identify students who have already mastered the standards being taught and would benefit from differentiated learning. No points were awarded for this criterion.

Criterion 4: Informal Formative Assessment Items for Use During Ongoing Instruction

This audit expectation refers to the presence of pools of informal student assessment items, or an item bank, for all curriculum standards/objectives. The expectation is that these are available for teacher use during ongoing instruction. Informal assessments using these items are intended to assist teachers in diagnosing the current state of learning by assessing individual student performance on the way to sustained mastery of given knowledge and skills. These are informal assessments since the assessment items or questions are used to assist teachers in creating low stakes assessments to guide instruction. An example would be a data management system with pools of questions from an item bank, previously

vetted for alignment, that teachers could use when creating a short, formative assessment to check for learning. These assessments can be in the form of an exit ticket, a short non-graded quiz, or an observational check for understanding during a lesson. Auditors found item banks in Eduphoria for teachers to use when creating assessments, but items were not available for all subjects and all grade levels. Although the item banks are available, there is no evidence that teachers consistently use them. Auditors awarded 1 point to this criterion.

Criterion 5: Formative Student Assessments for Use as Diagnostic Tools

The audit expectation is that student assessment tools provide diagnostic information system-wide and at all grade levels. In Pearland ISD, common assessments and benchmarks are the most prominent formative assessments across most grade levels. According to assessment calendars, these formative assessments are required to have grades assigned to students, negating the low stakes characteristic of formative assessments. Auditors awarded 1 point to this criterion, since the use of most formative assessments are used in a summative way and a distinction between formative and summative assessments is not reflected in their use.

The next exhibit shows CMAC® model characteristics that should exist for the effective use of formative assessment data to guide instruction impacting student learning in practical ways. Adequacy for this analysis requires that at least four of the five characteristics be fully present.

Exhibit 4.2.10: Formative Student Assessment Instruments, Data, and Use: Characteristics of an Adequate Instructional Approach

Characteristic	Auditors' Rating
1. Provides teachers with formative achievement data for the students in their class(es). Data from the prior year(s) assessments are available by student, so every teacher has data for their new students at the beginning of the year or course.	P*
2. Identifies for the teacher the individual student's formative data for every discrete objective, his or her respective level of achievement for that objective, and where he or she is within that level for each administration of the formative assessments. Data include group or subgroup levels of achievement for a given concept/standard.	P*
3. Presents for every objective the individual formative student achievement level within the context of the district's schedule or sequence of objectives or pacing chart.	
4. Presents teachers with longitudinal data for each student, organized by class roster, and specifies the gain required to close any identified achievement gaps. This information is intended to assist teachers in moving all students to grade-level performance over the course of their education within the district.	
5. Identifies formative student assessment instruments that teachers may use prior to teaching targeted concepts, knowledge, or skills to diagnose individual student mastery of those targeted objectives. These formative instruments allow teachers to determine whether students are making desired progress over time.	
Total Met	**0/5**
Percentage Met	**0%**
Key: X = Met, P = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
©2023 CMSi	

Pearland ISD has created or purchased formative assessments for some subjects and grade levels in the form of common assessments, benchmarks, or screeners. Because these assessments are not administered in all core content areas at all grade levels, comprehensive data that give insight into student learning are not available, and no characteristic could be rated as fully met. Auditors have provided explanations and clarifications for each of the characteristics as follows.

Characteristic 1: Data available at the beginning of the year (Partially Met)

Having individual student data from the previous year allows teachers to gain understanding of students' individual academic strengths and weaknesses as they enter the school year. Without this information, teachers must wait until students are formally assessed to adjust curriculum or provide targeted interventions, creating a loss of instructional time. Teachers in numerous grade levels and subject areas have digital access to their current students' state and local assessment data through Euphoria, a district purchased assessment and data platform.

Characteristic 2: Data available by objective (Partially Met)

Data from formative assessments that are entered into Eduphoria Aware, with items coded by student expectation, are able to be analyzed by discrete objective, individual student mastery of each discrete objective, and group or subgroup of achievement levels for a given concept or standard. Formative assessments are not available for every course and teacher, limiting the data available by objective for all teachers to use in making instructional decisions.

Characteristic 3: Data related to objectives within context of curriculum (Not Met)

Auditors were not presented with evidence to show data from objectives used or analyzed within the context of curriculum. In interviews with auditors, One ESC Administrator stated, "we don't have district expectations concerning formative assessments" and "we don't have official Professional Learning Communities and don't have a model for planning, but we ask teachers [to] meet as a team weekly." However, a teacher stated "we use data for progress, [but] assessments feel like they are more for the principal to know which teachers are doing what."

Characteristic 4: Longitudinal data with growth goals (Not Met)

Ongoing consistent data across all grade levels and subjects provide longitudinal data for teachers to determine growth goals for all students at all grade levels and all subjects. Although assessment data in Eduphoria Aware are provided for all students and organized by class roster, auditors were not presented evidence of formative assessment data that indicate the gain required by students to close any identified achievement gaps. Formative assessment data that are primarily based on teacher-created assessments are not available from year to year for current grade level teachers to analyze longitudinal data.

Characteristic 5: Identified pre-teaching instruments (Not Met)

District leaders did not provide formative assessment instruments that could be utilized prior to teaching targeted learning standards and objectives for any grade level or subject.

Overall, auditors found that Pearland ISD needs additional planning, training, and formative assessments in order to create a systematic approach to using student assessment data to inform instruction. The intent to use student assessment data is present within Eduphoria Aware; however, none of the five characteristics for use of formative assessment data to guide student learning were fully met. Procedural guidance is absent, resulting in a lack of uniform application of data. Formative assessments are not available for every subject and grade level.

Use of Summative Assessment Data

The auditors next considered use of summative data within Pearland ISD. State-mandated student assessments and Advanced Placement® Exams comprise most of the district's summative student assessment data. Common assessments and benchmarks are used in a summative way to determine mastery of district-identified learning objectives based on the use of grades. Summative data, when available, can also be used formatively to assist teachers in designing instruction to best meet the needs of individual students.

The following exhibit shows the Curriculum Management Audit Center® (CMAC®) model characteristics for an effective approach to using summative assessment data. Adequacy for this analysis requires that at least four of the five characteristics be fully present.

Exhibit 4.2.11: Summative Student Assessments, Data, and Use: Characteristics of an Adequate Instructional Approach

Characteristic	Auditors' Rating
1. Provides teachers with student achievement data for each student in their class(es). Data from prior years' assessments are available by student, so every teacher has data for their new students at the beginning of the year or course.	P*
2. Identifies for the teacher the individual student's summative data for every objective, his or her respective level of achievement for that objective, and where he or she is within that level. Data include group or subgroup levels of achievement for a given concept/standard.	P*
3. Presents for every objective each student's summative achievement data within the context of the district's sequence of objectives or pacing chart.	P*
4. Presents teachers with longitudinal data for each student, organized by class roster, and specifies the gain required to close any identified achievement gaps. This information is intended to assist teachers in moving each student to grade-level performance over the course of their education within the district.	
5. Identifies formative student assessment instruments that teachers may use prior to teaching targeted concepts, knowledge, or skills to diagnose individual student mastery of those targeted objectives based on summative achievement data from one or more years. This allows teachers to determine whether students are making desired progress over time.	
Total Met	**0/5**
Percentage Met	**0%**
Key: X = Met, P = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
©2023 CMSi	

Some evidence for the use of summative assessment data was found in these characteristics; however, auditors were unable to rate any single characteristic as fully met. Auditors have provided explanations and clarifications for each of the characteristics as follows.

Characteristic 1: Prior year's data for every student (Partially Met)

Teachers must have access to student achievement data for each student in their classes at the beginning of the year or course to receive credit for this characteristic. For grade levels with state assessments, teachers in the following year have access to these data; however, not all courses or all grade levels have formal assessments and subsequently do not have assessment data for teachers to access at the beginning of the year or course.

Characteristic 2: Individual student data by objective (Partially Met)

Each teacher must have access to individual students' summative data for every objective, his or her respective level of achievement for the objectives, and a clear indication of where he or she falls within that level to be rated adequate for this characteristic. Data must include group or subgroup levels of achievement for a given standard or objective. Data by individual students and every demographic group for all objectives are available primarily from grade and subject areas with state assessments (*STAAR*); however, not all grades and subject areas have state assessments.

Characteristic 3: Summative data related to pacing chart (Not Met)

Although state assessment items are correlated to objective data in Eduphoria Aware, auditors were not provided with evidence of summative data used within the context of the district's sequence of objectives or pacing charts.

Characteristic 4: Longitudinal data for closing the achievement gap (Partially Met)

Longitudinal data for each student, organized by class roster, with gains specified to close achievement gaps must be available to each teacher for this characteristic to be deemed adequate. The intent of this data is to assist teachers in closing the achievement gap that may be present for individuals and/or subgroups of students by moving students toward grade level performance while receiving instruction in Pearland ISD. Longitudinal data are provided for teaching in Eduphoria Aware for *STAAR* tested subjects and grade levels, but not for all courses and grade levels in the district.

Characteristic 5: Formative assessments to support instruction (Not Met)

Formative assessment instruments for teacher use prior to teaching targeted concepts, knowledge, or skills must be provided by the district to meet the criteria for this characteristic. These assessments, enable teachers to determine whether students are making progress over the course of instruction and may be used to diagnose individual student mastery of standards and objectives based on summative achievement data from one or more years. Auditors found no evidence of district-wide processes to support the use of data for these purposes.

Overall, auditors were not presented with consistent processes for the disaggregation and use of summative assessment data. Limited evidence was found indicating summative assessment data are used for making decisions regarding curriculum design and delivery at all district levels.

Summary

The scope of assessment of core and non-core courses in Pearland ISD is inadequate to assess and monitor student learning. Only 66% of core courses in grades Kindergarten-12 are formally assessed across the district, and no formal district assessments other than Advanced Placement® exams, are administered in non-core courses. The scope did not meet the expected audit requirement of formal assessment in 100% of core content courses and 70% of non-core courses. The district is unable to effectively measure the effectiveness of the written and taught curriculum without formal assessment in all courses. Auditors found alignment in content and cognitive level for sample district assessment items, however, auditors did not find formative and summative assessments for all courses. The use of ongoing and timely formative assessment is important for teachers to address student learning misconceptions and learning gaps during the learning process, and prior to summative assessments. The district needs a comprehensive and tightly aligned scope of assessments, including both formative and summative assessments, for all learning outcomes in all grades and courses to effectively guide decision making for teaching and learning. (See **Recommendation 4.**)

Finding 4.3: Assessment trends show aggregate academic performance above state averages; however, achievement gaps persist for some students groups as compared to comparison districts and the district overall.

Student assessment data enable a school system to evaluate the effectiveness of the written curriculum and instructional practices used to improve student achievement. District and campus administrators, school staff, students, and parents use comparative assessment data to determine the educational program's effectiveness in educating students. Effective school systems can demonstrate student achievement across all levels, with test scores indicating consistent improvement over time. Leaders depend on this data to assess student learning quality, program effectiveness, and overall performance. Analyzing assessment data helps identify individual student performance gaps, grade level or subject deficiencies, and progress toward achieving school curriculum goals and state standards. Furthermore, without this data, leaders lack an objective foundation for decisions regarding the design and delivery of a guaranteed and viable curriculum.

To analyze Pearland ISD assessment performance versus comparison districts and internal trends, the auditors reviewed state and district documents, including board policy, Public Education Information Management System (PEIMS) demographic data, Texas Academic Performance Reports (TAPR), and the Texas Assessment Research Portal for additional assessment data. Auditors also surveyed and interviewed members of the ESC administration, ESC staff, campus administrators, teachers, and parents. Auditors expected to find Pearland ISD students, as a whole and individual student groups, performing above the state level and comparison districts, with a positive trajectory in achievement. Additionally, they expected to find established processes for analyzing trends in student outcomes to inform instructional decisions and address any changes in performance that may not be immediately evident in year-to-year reviews.

Overall, auditors found that Pearland ISD has been comparing assessment data with districts that do not resemble the demographics of Pearland ISD. While students in Pearland ISD performed notably better than the state average on *STAAR/EOC* assessments in English language arts, mathematics, science, and social studies, their performance in certain areas and among specific demographic groups, such as economically disadvantaged, emergent bilingual, and special education students, fell short of comparison districts. In the four *STAAR/EOC* subject areas, Black or African American students and Hispanic/Latino students, who comprise 53.4% of Pearland ISD's student enrollment, exhibited a 20% achievement gap when compared to White students, who make up 30% of the district's enrollment.

Finding 1.1 shows the presence of board policies in Pearland ISD that mandate the disaggregation of assessment data at all levels. These policies aim to assess the effectiveness of instruction, curriculum, and programs, as well as to enable classroom teachers to monitor and document individual student progress and mastery in core subjects. However, the board policies do not provide explicit guidance on how administrators and teachers should utilize the data and respond effectively to improve achievement levels for all students, in all grades, and all courses.

District leaders provided auditors with TAPR spanning multiple years for analysis; however, they did not provide other assessment data for examination. The primary measure of district success is the high-stakes criterion-referenced *State of Texas Assessments of Academic Readiness (STAAR)* exams, which are completed by the majority of students. Consequently, the *STAAR* exams offer the most comprehensive information regarding student performance, covering annual assessments in reading, mathematics, science, and social studies. The analysis focused on *STAAR* data from 2018 to 2023, excluding the year 2020 due to the COVID-19 pandemic, which resulted in the cancellation of assessments. The assessment

data are presented in exhibits that highlight significant conditions and trends, providing valuable insights for curriculum development and monitoring student performance. Whenever possible, the auditors analyzed assessment results for all students, and specifically those from economically disadvantaged backgrounds, emergent bilingual/English learners, and special education students. Research has indicated that students in these groups are more likely to encounter challenges within a traditional educational setting, and their performance can significantly impact state accountability ratings. Additionally, the data were examined by ethnicity, with a particular focus on Asian, White, Black or African American, Hispanic/Latino, and Two or more races.

District and Comparison District Demographics

In order to obtain valuable insights from assessment data, it is crucial to identify relevant comparison points, such as student enrollment and the percentages of economically disadvantaged, emergent bilingual, and special education students. The socioeconomic status of students strongly correlates with academic achievement, making it essential to consider the proportion of economically disadvantaged students when conducting comparisons. Similarly, the percentages of emergent bilingual and special education students play a vital role in identifying meaningful comparison districts, as these student groups require specific scaffolding and instructional support to ensure similar achievement levels. Considering these factors is particularly important as the performance of economically disadvantaged, emergent bilingual, and special education students significantly influences state accountability ratings. By examining these three groups collectively, a more comprehensive understanding of student achievement and its impact on accountability can be obtained.

Pearland ISD leaders informed the auditors that they compare the district to Tomball ISD, Clear Creek ISD, and Katy ISD. Larger districts often have more resources in terms of personnel, time, and ability to support more individual areas, whereas smaller districts might have fewer personnel responsible for multiple areas. The following exhibit illustrates how Pearland ISD compares to their identified comparison districts and the state as a whole.

Exhibit 4.3.1: Pearland ISD and Comparison Districts' Demographics, 2023-24

Group Name	Pearland ISD	Tomball ISD	Clear Creek ISD	Katy ISD	Texas
Student Enrollment	21,111	22,273	40,132	94,785	5,531,236
Economically Disadvantaged	37.7% 7,964	31.4% 6,996	37.3% 14,963	43.9% 41,654	62.2% 3,439,856
Emergent Bilingual	13.8% 2,911	15.2% 3,375	13.9% 5,572	25.5% 24,211	24.3% 1,345,917
Special Education	12.6% 2,652	11.5% 2,560	15.5% 6,233	16.3% 15,473	14.0% 774,489

As demonstrated in the previous exhibit, there are notable demographic differences between Pearland ISD, Clear Creek ISD, and Katy ISD. Clear Creek ISD has nearly double the student population of Pearland ISD and Katy ISD has over four times the student population. Regardless of the percentages of economically disadvantaged, emergent bilingual, and special education students, the larger districts have more resources that can be devoted to curriculum, assessment, and instructional support. On the other hand, Tomball ISD exhibits similar demographics to Pearland ISD, making it a more suitable comparison. Compared to the statewide demographics, Pearland ISD has a lower percentage of economically disadvantaged and emergent bilingual (EB) students, suggesting a different profile in terms of student demographics and potential impact on academic performance.

Auditors examined demographic data from all public-school districts in Texas. They employed a selection process to identify districts that closely resembled Pearland ISD in terms of student population size and key demographic percentages. Districts within +/- 3,000 students compared to Pearland ISD were considered. Then the selection was narrowed by selecting districts within +/- 10% of economically disadvantaged percentage, +/- 3% of emergent bilingual percentage, and +/- 5% of the special education percentage. The following exhibit provides an overview of these selected districts, allowing for meaningful comparisons to Pearland ISD.

Exhibit 4.3.2: Pearland ISD and Comparison Districts, 2023-24

Group Name	Pearland ISD	McKinney ISD	Rockwall ISD	Tomball ISD	Wylie ISD	Texas
Student Enrollment	21,111	23,306	18,798	22,273	19,231	5,531,236
Student Groups						
Economically Disadvantaged	37.7% 7,964	35.2% 8,215	28.3% 5,313	31.4% 6,996	28.3% 5,436	62.2% 41,654
Emergent Bilingual	13.8% 2,911	15.3% 3,570	10.6% 2,000	15.2% 3,375	16.6% 3,197	24.3% 24,211
Special Education	12.6% 2,652	16.8% 3,904	15.6% 2,929	11.5% 2,560	14.9% 2,859	14.0% 15,473
Race and/or Ethnicity						
Hispanic/Latino	38.7% 8,173	28.9% 6,731	24.8% 4,670	34.6% 7,716	21.0% 4,043	53.2% 2,942,144
White	29.7% 6,272	41.7% 9,714	53.6% 10,077	45.1% 10,056	40.9% 7,872	25.0% 1,384,437
Black or African American	15.1% 3,194	16.0% 3,735	12.2% 2,299	6.1% 1,353	15.9% 3,065	12.8% 707,609
Asian	12.0% 2,538	7.2% 1,687	3.7% 700	9.1% 2,037	16.8% 3,230	5.4% 296,367
Two or more races	4.1% 876	5.6% 1,315	4.9% 922	4.7% 1,053	4.8% 926	3.1% 173,896
American Indian or Alaska Native	0.2% 41	0.4% 88	0.6% 105	0.2% 45	0.4% 72	0.3% 17,939
Native Hawaiian or Other Pacific Islander	0.1% 17	0.2% 36	0.1% 25	0.1% 13	0.1% 23	0.2% 8,844

The comparison districts for Pearland ISD, as identified by the auditors, are McKinney ISD, Rockwall ISD, Tomball ISD, and Wylie ISD. The state of Texas is also included in the comparison due to the need to assess performance at the state level. However, it is important to note that Texas, as a whole, has a higher percentage of economically disadvantaged and emergent bilingual (EB) students compared to the five selected comparison districts. These five districts have student enrollments ranging from 18,798 to 23,306 students. The economically disadvantaged percentages among these districts range from 28.3% to 37.7%, while the emergent bilingual percentages range from 10.6% to 16.6%. Additionally, the special education percentages across the five districts vary from 11.5% to 16.8%.

In terms of ethnic subgroups, auditors observed a larger variance among the comparison districts. In the case of Pearland ISD, Black or African American students and Hispanic/Latino students combined account for 53.8% of the total student enrollment. White students make up 29.7% of the enrollment, while Asian

students comprise 12.0%, and the Two or more races subgroup represents 4.1% of the overall student enrollment.

For the remainder of this particular finding, the demographic data by ethnicity will focus on Black or African American, Asian, White, and Two or more races. The American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander demographics, which constitute less than 0.5% of the student population in Pearland ISD, will not be included in the analysis.

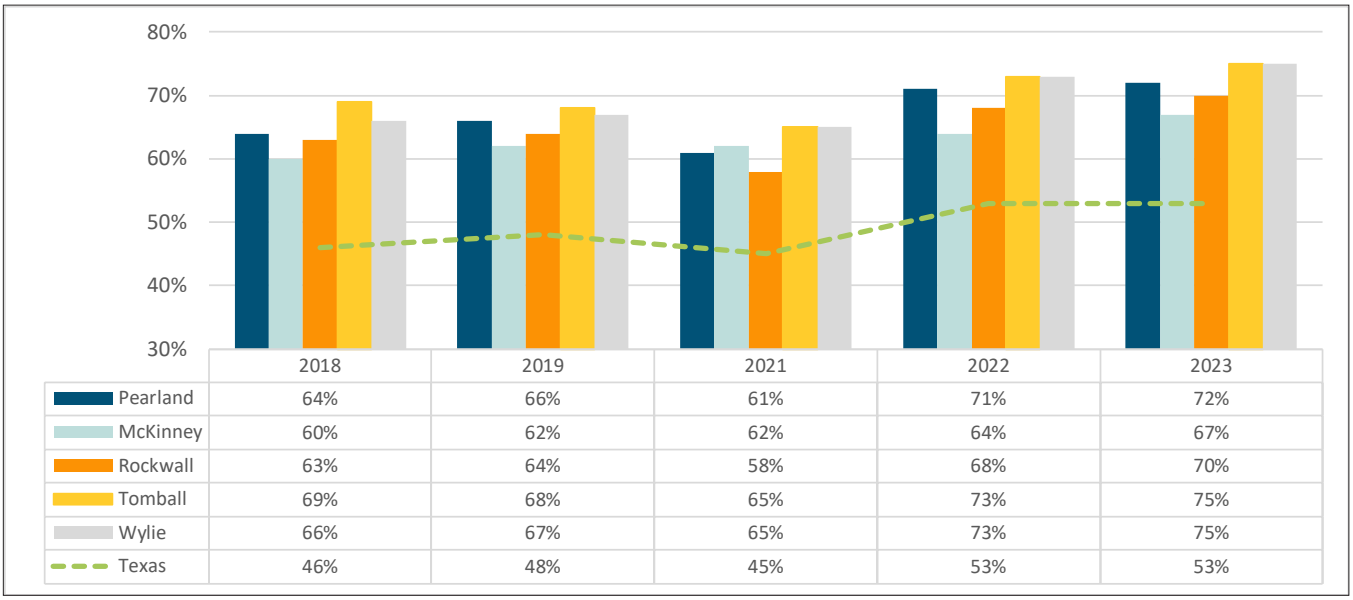
Comparison of All Pearland ISD Students Versus Comparison Districts and State on STAAR/EOC Exhibit

State assessment results provide valuable insights into students' performance in reading, mathematics, science, and social studies. In order to provide a comprehensive analysis, the auditors compiled data that are presented in the following exhibits. These exhibits present the percentage of students in Pearland ISD, the comparison districts, and Texas as a whole who met or exceeded grade level expectations on the *State of Texas Assessments of Academic Readiness (STAAR)* and *End-of-Course (EOC)* exams. The performance data cover the period from 2017-18 through 2022-23 and are categorized by subject. Performance data are organized by subject and are representative of all students.



Large group mathematics lesson at Rogers Middle School

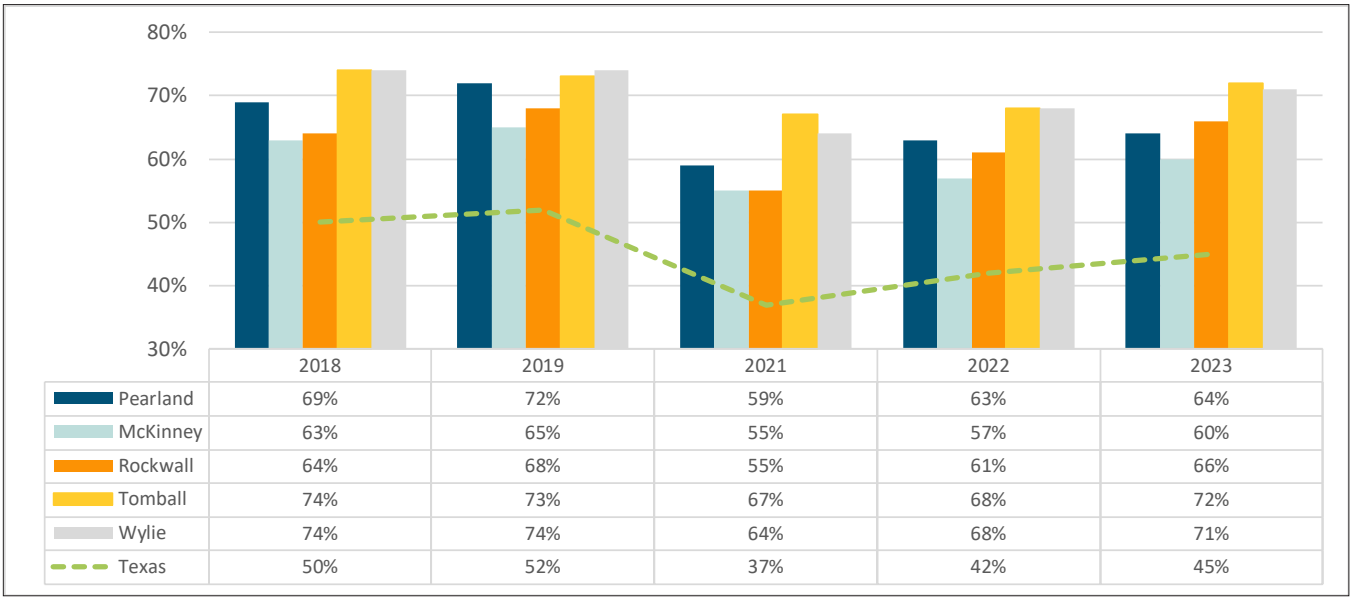
Exhibit 4.3.3: STAAR/EOC Reading: Percent Meets or Above, Pearland ISD vs Comparison Districts and State, 2018-2023



	2018	2019	2021	2022	2023
Pearland	64%	66%	61%	71%	72%
McKinney	60%	62%	62%	64%	67%
Rockwall	63%	64%	58%	68%	70%
Tomball	69%	68%	65%	73%	75%
Wylie	66%	67%	65%	73%	75%
Texas	46%	48%	45%	53%	53%

The percentage of Pearland ISD students scoring meets or above on the *STAAR* reading assessments increased by 8 percentage points from 2018 to 2023, a greater increase than three of the four comparison districts and the state. Pearland ISD students consistently performed above the state on the *STAAR* reading assessments with the largest margin being 19 percentage points and the smallest margin being 16 percentage points. Among the comparison districts, Tomball and Wylie exceeded Pearland ISD student achievement on *STAAR/EOC* Reading/ELA each year.

Exhibit 4.3.4: STAAR/EOC Mathematics: Percent Meets or Above, Pearland ISD vs Comparison Districts and State, 2018-2023

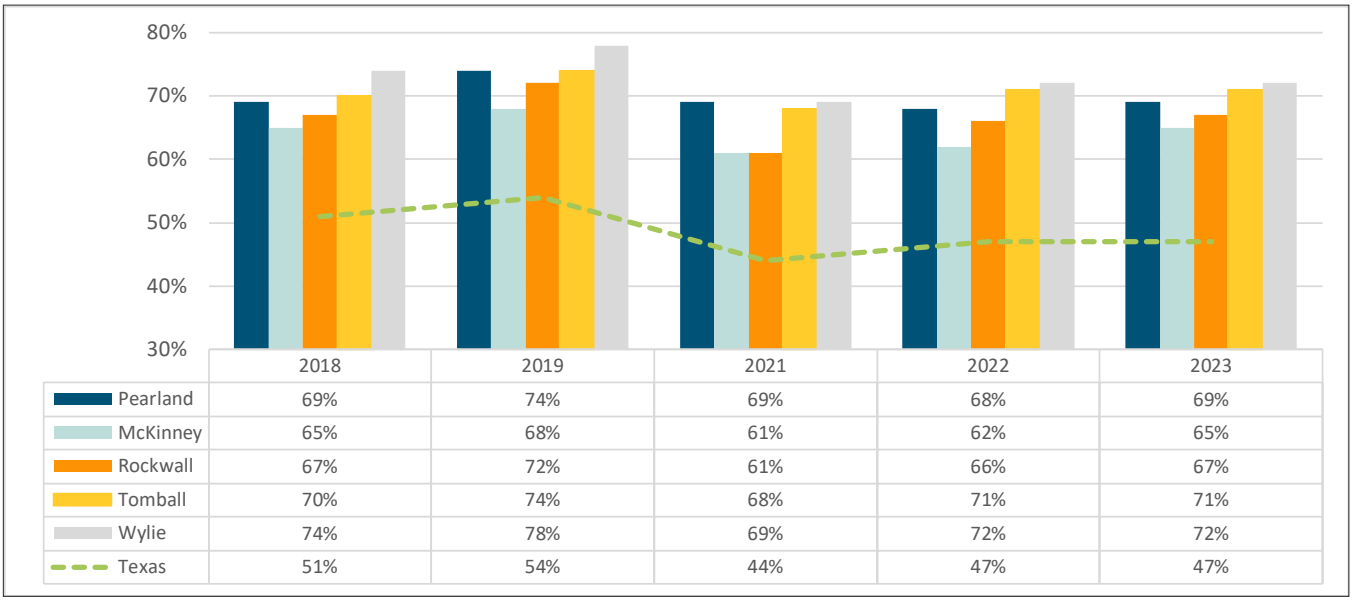


	2018	2019	2021	2022	2023
Pearland	69%	72%	59%	63%	64%
McKinney	63%	65%	55%	57%	60%
Rockwall	64%	68%	55%	61%	66%
Tomball	74%	73%	67%	68%	72%
Wylie	74%	74%	64%	68%	71%
Texas	50%	52%	37%	42%	45%

The percentage of Pearland ISD students scoring meets or above on the *STAAR* mathematics assessments decreased by 5 percentage points from 2018 to 2023, a greater decline than each of the five comparison districts and equal to the state. Each of the districts experienced a decline in 2021 followed by increases in

2022 and 2023. Pearland ISD students consistently performed above the state on the *STAAR* mathematics assessments with the largest margin being 22 percentage points and the smallest margin being 19 percentage points. Among the comparison districts, Rockwall, Tomball, and Wylie ISDs exceeded Pearland ISD student achievement on *STAAR* Mathematics in 2023. The only district not surpassing Pearland ISD was McKinney ISD.

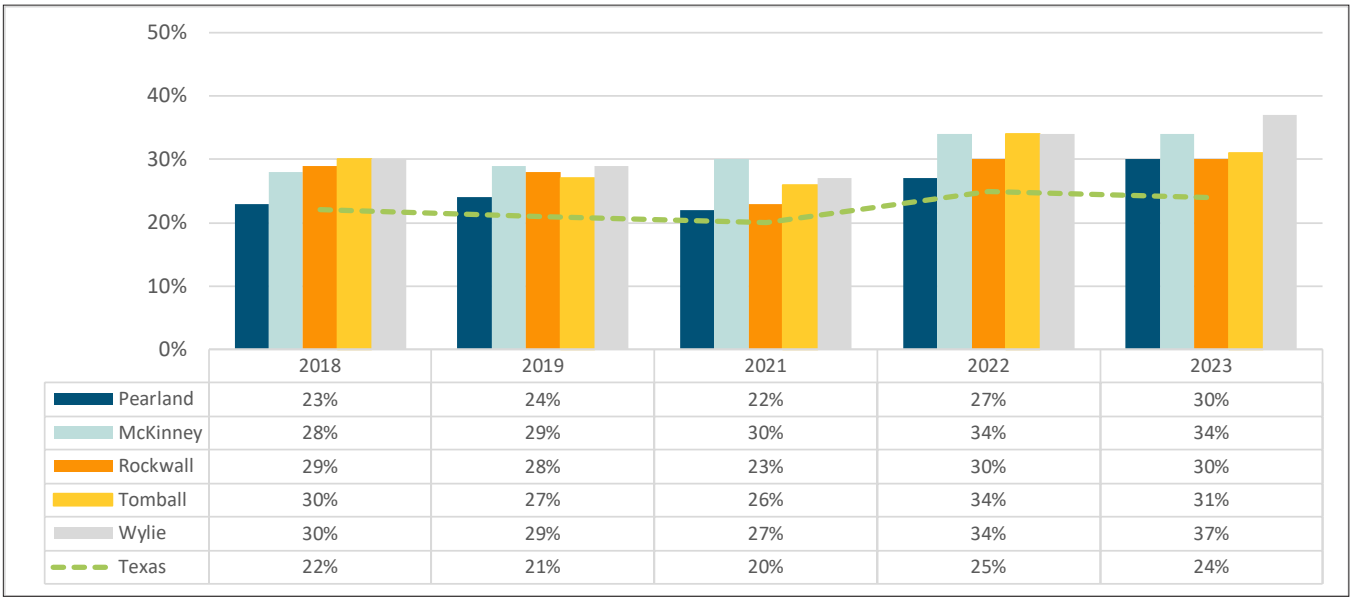
Exhibit 4.3.5: STAAR/EOC Science: Percent Meets or Above, Pearland ISD vs Comparison Districts and State, 2018-2023



	2018	2019	2021	2022	2023
Pearland	69%	74%	69%	68%	69%
McKinney	65%	68%	61%	62%	65%
Rockwall	67%	72%	61%	66%	67%
Tomball	70%	74%	68%	71%	71%
Wylie	74%	78%	69%	72%	72%
Texas	51%	54%	44%	47%	47%

The percentage of Pearland ISD students scoring meets or above on the *STAAR* science assessments remained stable from 2018 to 2023, with a brief increase in 2019 followed by a decline in 2021, similar to the four comparison districts. Pearland ISD students consistently performed above the state on the *STAAR* science assessments with the largest margin being 25 percentage points and the smallest margin being 18 percentage points. Among the comparison districts, Tomball and Wylie exceeded Pearland ISD student achievement on *STAAR* Science in 2023.

Exhibit 4.3.6: STAAR/EOC Social Studies: Percent Meets or Above, Pearland ISD vs Comparison Districts and State, 2018-2023



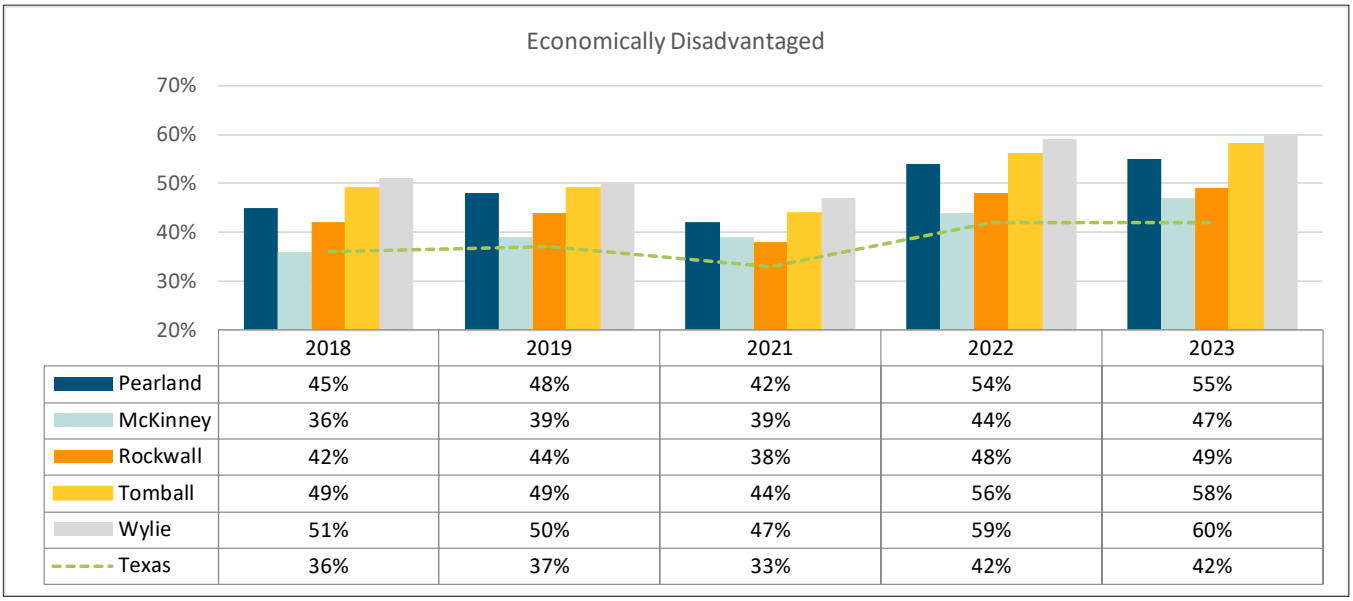
	2018	2019	2021	2022	2023
Pearland	23%	24%	22%	27%	30%
McKinney	28%	29%	30%	34%	34%
Rockwall	29%	28%	23%	30%	30%
Tomball	30%	27%	26%	34%	31%
Wylie	30%	29%	27%	34%	37%
Texas	22%	21%	20%	25%	24%

The percentage of Pearland ISD students scoring meets or above on the *STAAR* social studies assessments increased by 7 percentage points from 2018 to 2023, a greater increase than three of the four comparison districts and the state. Pearland ISD students performed only slightly above the state on the *STAAR* social studies assessments with the largest margin being 6 percentage points and the smallest margin being 1 percentage point. Each of the four comparison districts performed as well as or better than Pearland ISD on *STAAR* Social Studies in 2023.

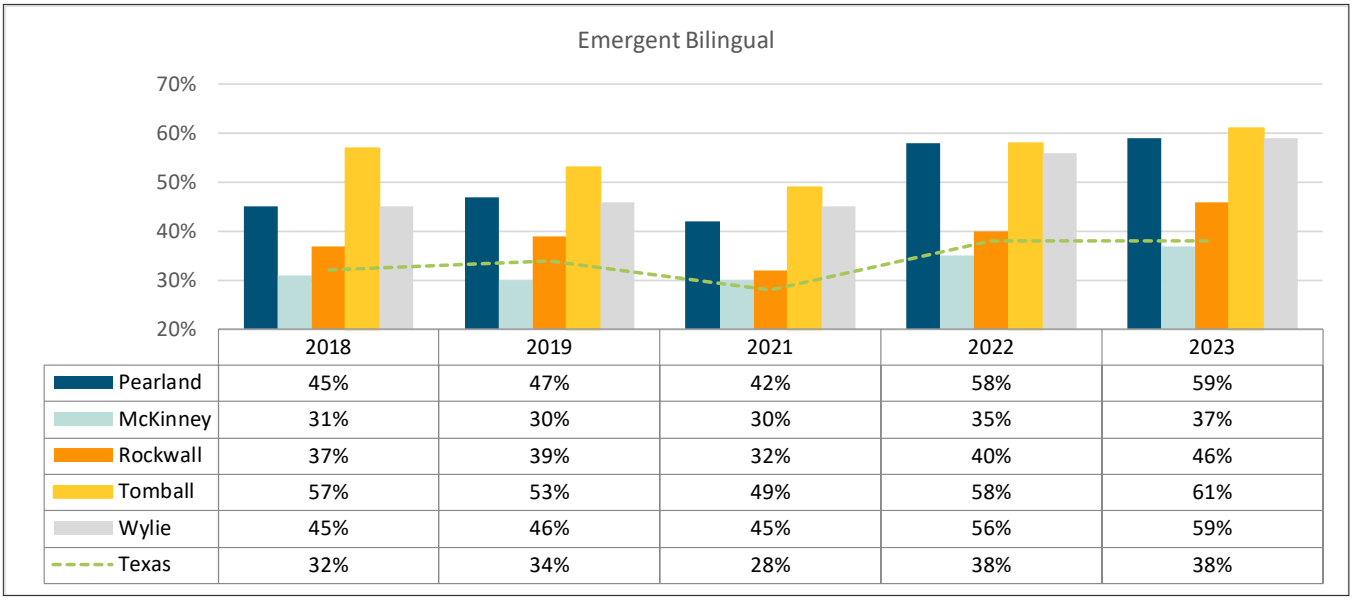
District Subgroup Performance on State Exams

Auditors analyzed *STAAR* performance for economically disadvantaged, emergent bilingual, and special education students in Pearland ISD and the state. Recent assessment data are organized into exhibits highlighting valuable insights and relevant trends to benefit curriculum writing and decision making in Pearland ISD. The following four exhibits showcase performance trends in *STAAR* reading, mathematics, science, and social studies assessments since 2018.

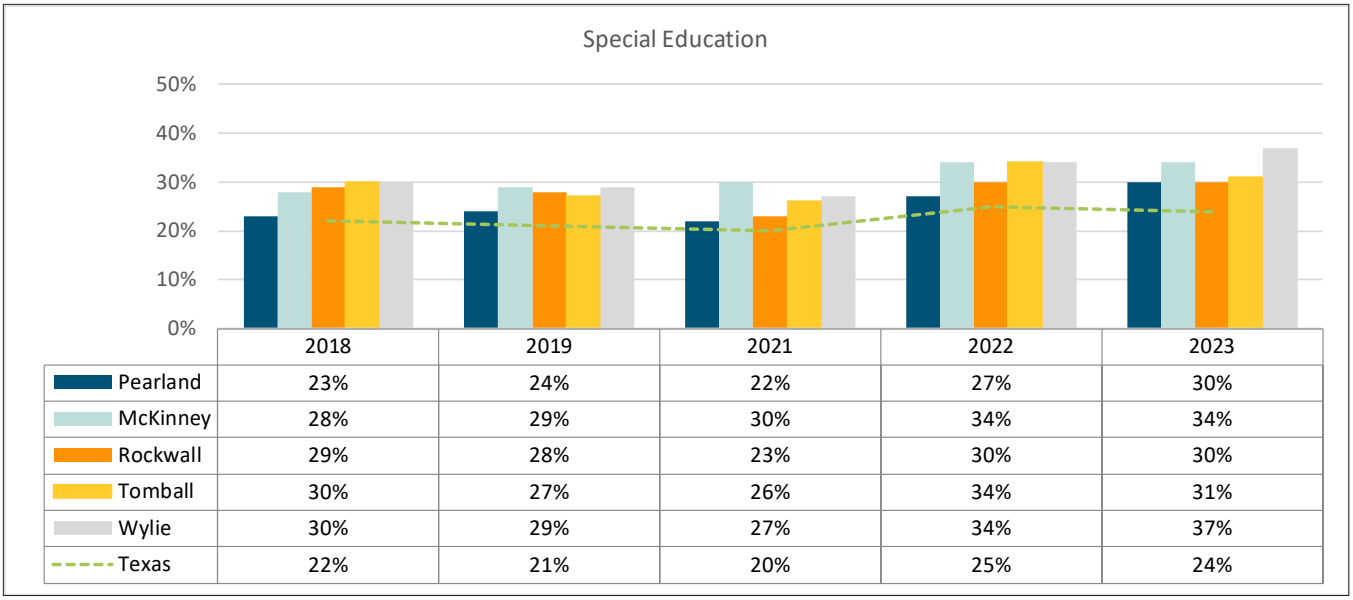
Exhibit 4.3.7: STAAR/EOC Reading: Percent Meets or Above for Student Groups, Pearland ISD, Comparison Districts, and State, 2018-2023



	2018	2019	2021	2022	2023
Pearland	45%	48%	42%	54%	55%
McKinney	36%	39%	39%	44%	47%
Rockwall	42%	44%	38%	48%	49%
Tomball	49%	49%	44%	56%	58%
Wylie	51%	50%	47%	59%	60%
Texas	36%	37%	33%	42%	42%



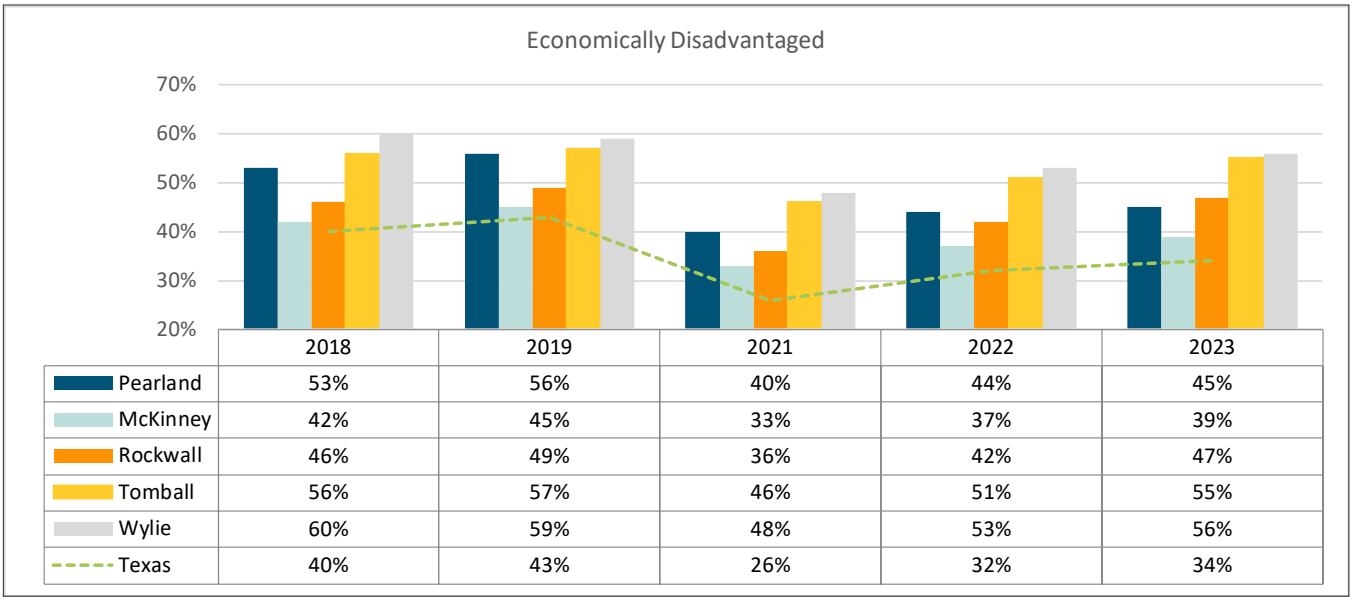
	2018	2019	2021	2022	2023
Pearland	45%	47%	42%	58%	59%
McKinney	31%	30%	30%	35%	37%
Rockwall	37%	39%	32%	40%	46%
Tomball	57%	53%	49%	58%	61%
Wylie	45%	46%	45%	56%	59%
Texas	32%	34%	28%	38%	38%



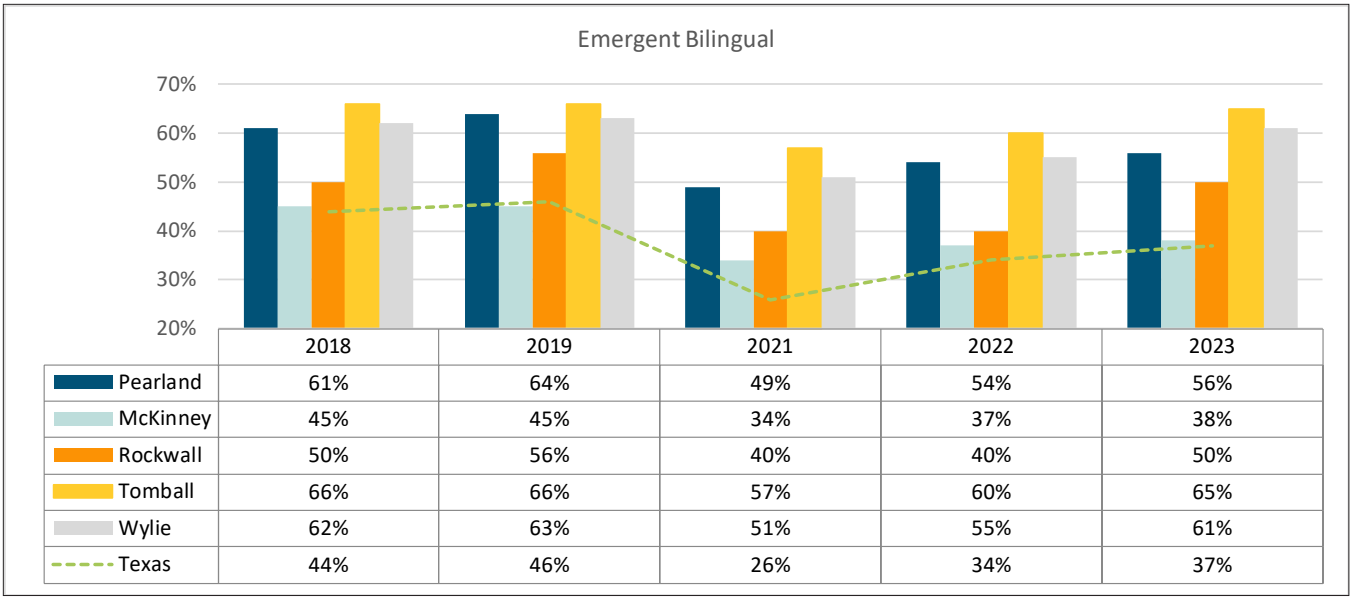
	2018	2019	2021	2022	2023
Pearland	23%	24%	22%	27%	30%
McKinney	28%	29%	30%	34%	34%
Rockwall	29%	28%	23%	30%	30%
Tomball	30%	27%	26%	34%	31%
Wylie	30%	29%	27%	34%	37%
Texas	22%	21%	20%	25%	24%

Pearland ISD's economically disadvantaged and emergent bilingual (EB) students exceeded the state and two of the four comparison districts by 2023 on *STAAR* Reading assessments. Performance trends mirrored the comparison groups with a slight increase in 2019 followed by a decrease in 2021, then increases in both 2022 and 2023. For Pearland ISD's special education students, there was a similar trend; however, all four comparison districts achieved as well or higher than Pearland ISD's special education students in 2023, and during the four testing years prior, Pearland ISD was almost on par with state averages and below the four comparison districts. Pearland ISD's economically disadvantaged students had a 10 point increase from 2018 to 2023, while emergent bilingual (EB) students had a 14 point increase, and special education students had a 7 point increase.

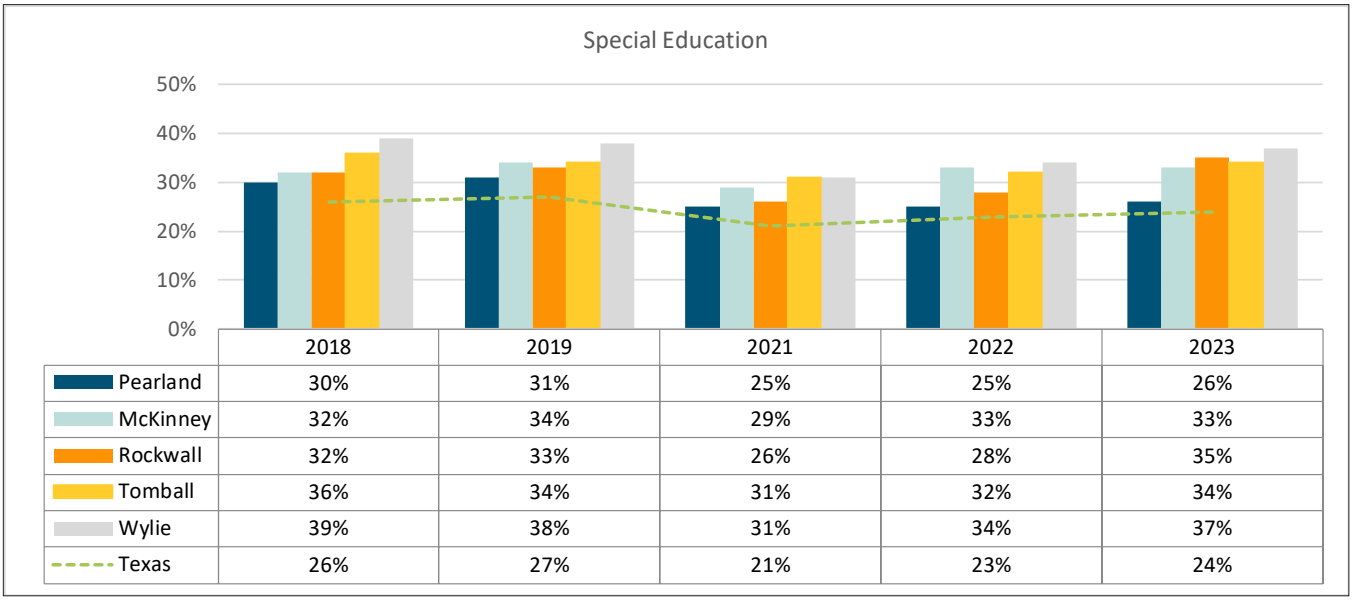
Exhibit 4.3.8: STAAR/EOC Mathematics: Percent Meets or Above for Student Groups, Pearland ISD, Comparison Districts, and State, 2018-2023



	2018	2019	2021	2022	2023
Pearland	53%	56%	40%	44%	45%
McKinney	42%	45%	33%	37%	39%
Rockwall	46%	49%	36%	42%	47%
Tomball	56%	57%	46%	51%	55%
Wylie	60%	59%	48%	53%	56%
Texas	40%	43%	26%	32%	34%



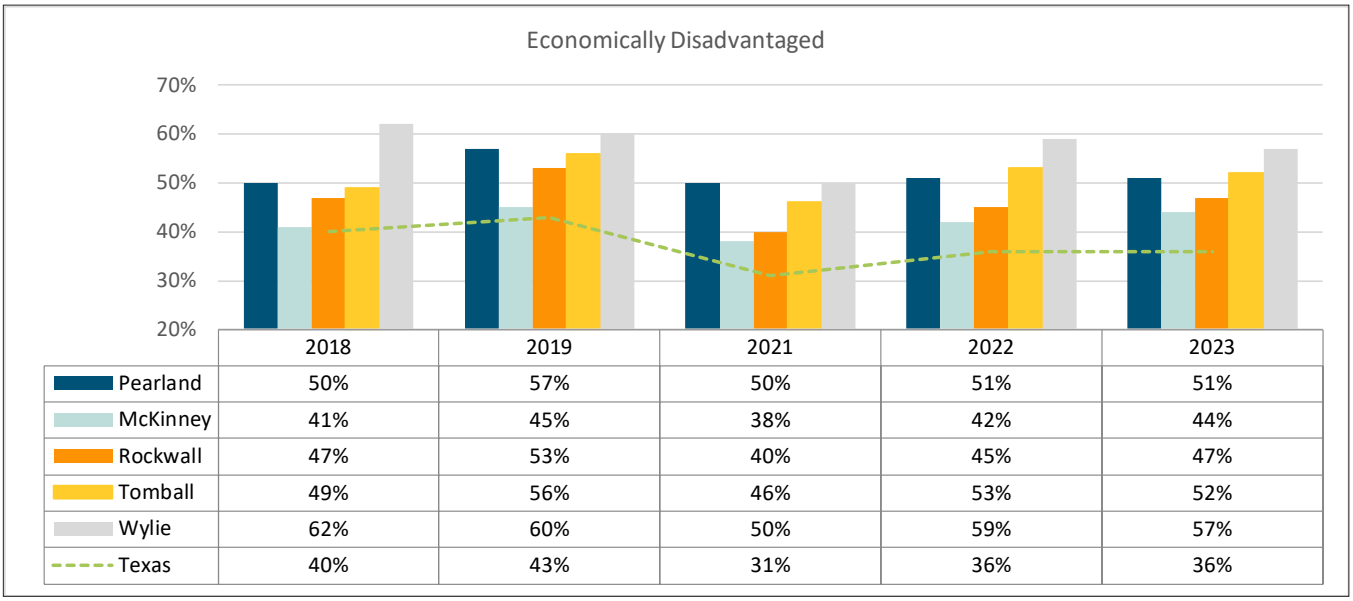
	2018	2019	2021	2022	2023
Pearland	61%	64%	49%	54%	56%
McKinney	45%	45%	34%	37%	38%
Rockwall	50%	56%	40%	40%	50%
Tomball	66%	66%	57%	60%	65%
Wylie	62%	63%	51%	55%	61%
Texas	44%	46%	26%	34%	37%



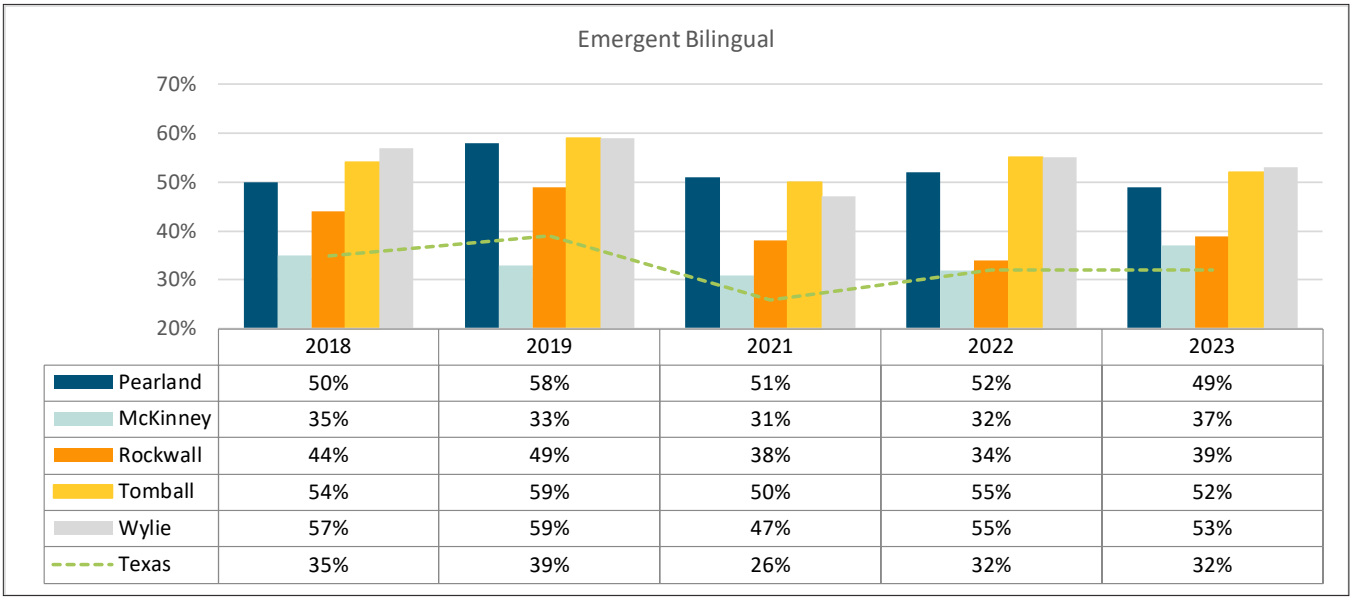
	2018	2019	2021	2022	2023
Pearland	30%	31%	25%	25%	26%
McKinney	32%	34%	29%	33%	33%
Rockwall	32%	33%	26%	28%	35%
Tomball	36%	34%	31%	32%	34%
Wylie	39%	38%	31%	34%	37%
Texas	26%	27%	21%	23%	24%

On *STAAR* Mathematics assessments, trends and comparisons for economically disadvantaged and emergent bilingual (EB) students mirrored the trends for overall *STAAR* mathematics. Economically disadvantaged students saw an 8 percentage point decline from 2018 to 2023, while emergent bilingual (EB) students saw a 5 percentage point decline, and special education students had a 4 point decline. Most comparison districts' economically disadvantaged students and special education students out performed Pearland ISD.

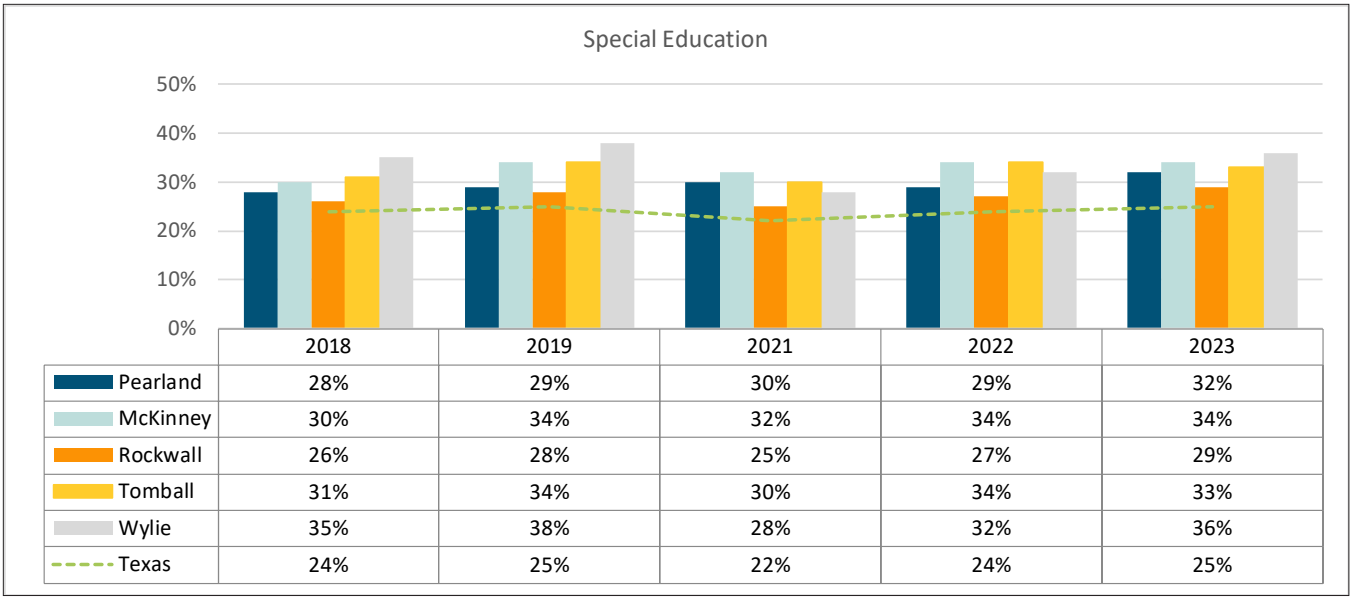
Exhibit 4.3.9: STAAR/EOC Science: Percent Meets or Above for Student Groups, Pearland ISD, Comparison Districts, and State, 2018-2023



	2018	2019	2021	2022	2023
Pearland	50%	57%	50%	51%	51%
McKinney	41%	45%	38%	42%	44%
Rockwall	47%	53%	40%	45%	47%
Tomball	49%	56%	46%	53%	52%
Wylie	62%	60%	50%	59%	57%
Texas	40%	43%	31%	36%	36%



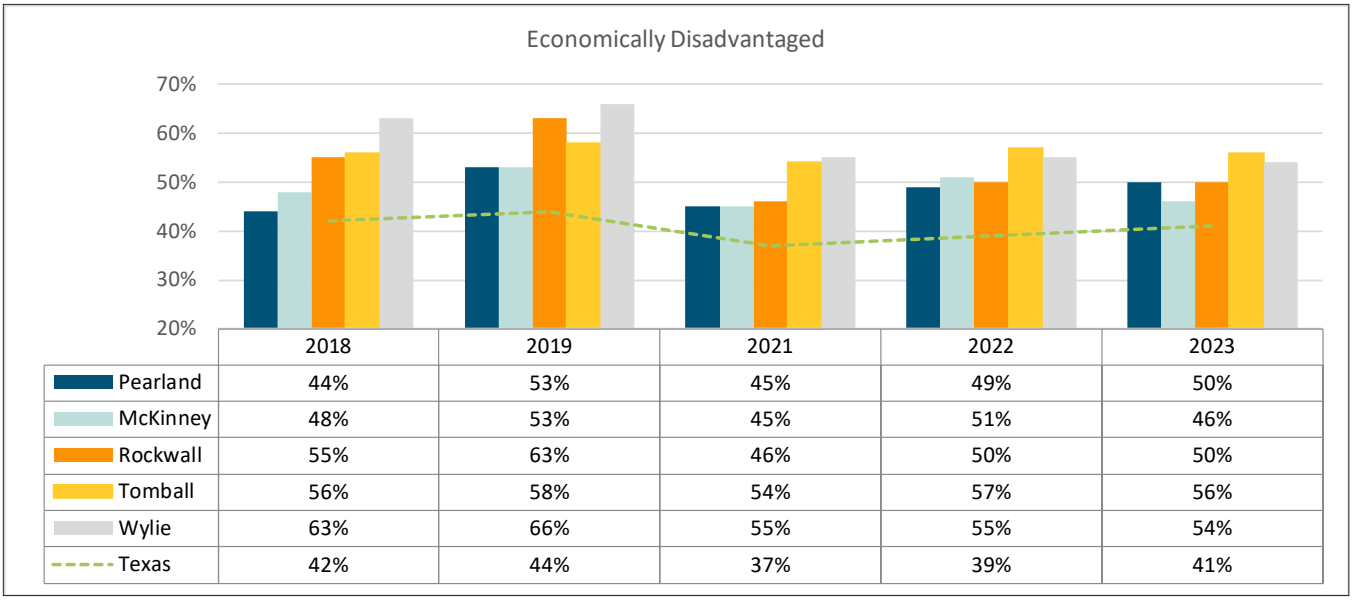
	2018	2019	2021	2022	2023
Pearland	50%	58%	51%	52%	49%
McKinney	35%	33%	31%	32%	37%
Rockwall	44%	49%	38%	34%	39%
Tomball	54%	59%	50%	55%	52%
Wylie	57%	59%	47%	55%	53%
Texas	35%	39%	26%	32%	32%



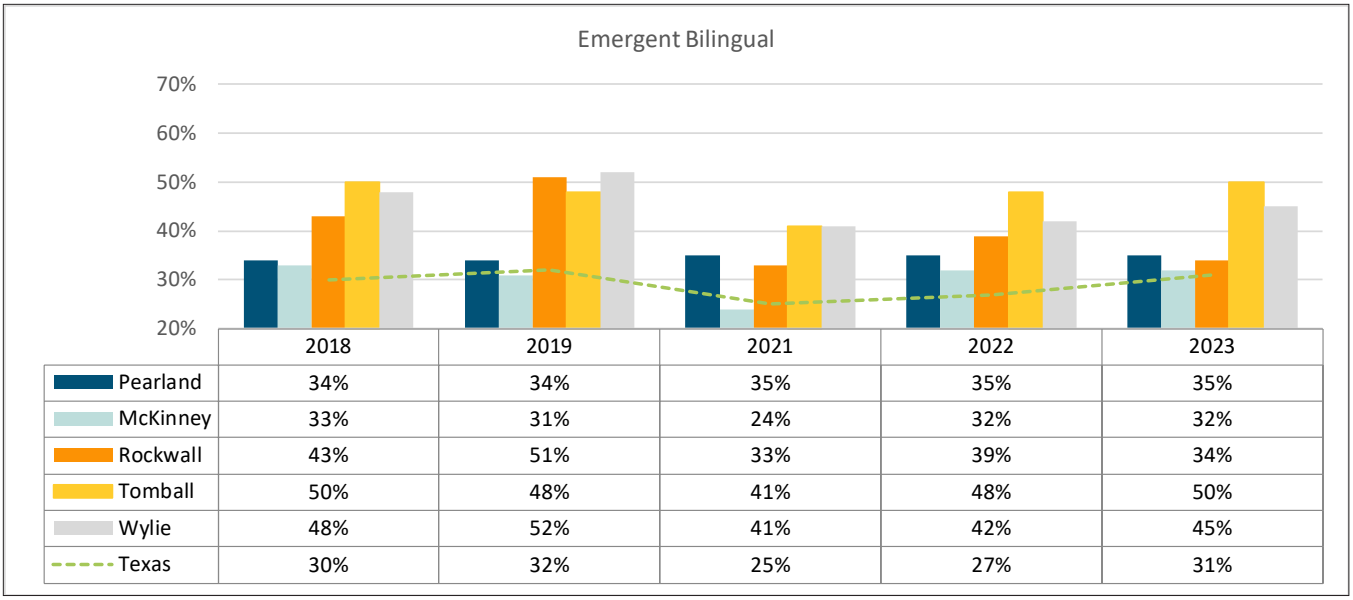
	2018	2019	2021	2022	2023
Pearland	28%	29%	30%	29%	32%
McKinney	30%	34%	32%	34%	34%
Rockwall	26%	28%	25%	27%	29%
Tomball	31%	34%	30%	34%	33%
Wylie	35%	38%	28%	32%	36%
Texas	24%	25%	22%	24%	25%

Pearland ISD's economically disadvantaged and emergent bilingual (EB) students exceeded the state and two of the four comparison districts by 2023 on *STAAR* Science assessments. They also had relatively stable performance from 2018 to 2023, excluding a temporary increase in 2019. Pearland ISD's special education students increased by 4 points from 2018 to 2023, similar to the comparison districts, and overall performance by special education students ranged from 29% to 36% among the group.

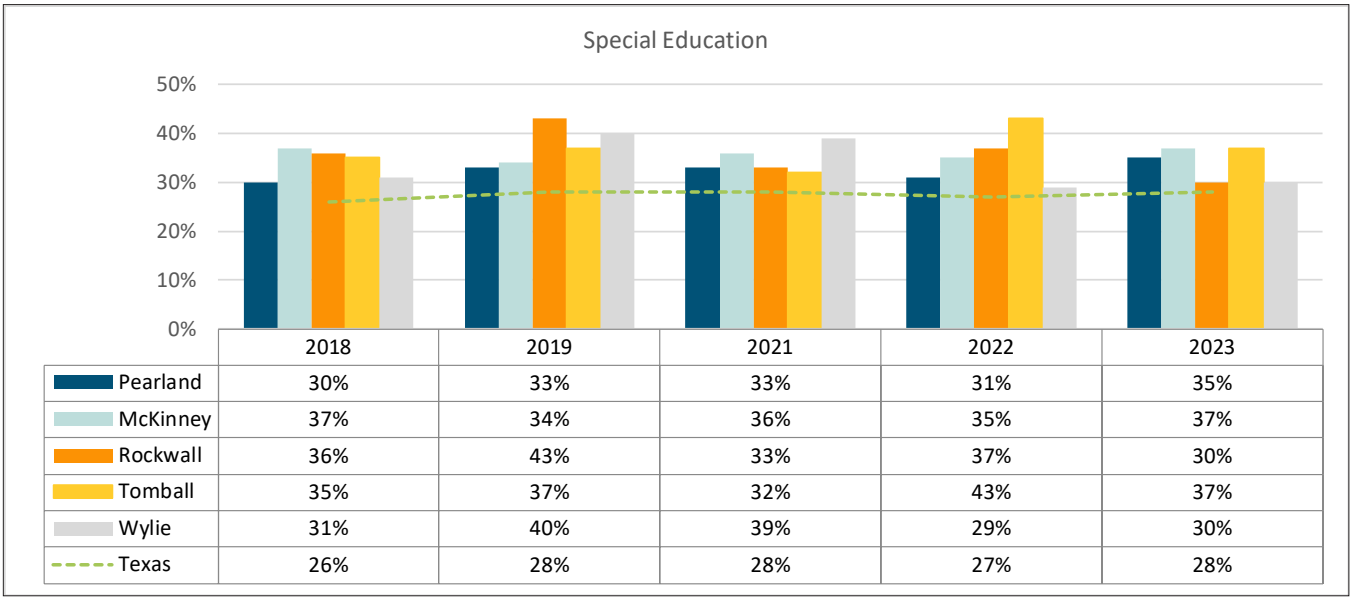
Exhibit 4.3.10: STAAR/EOC Social Studies: Percent Meets or Above for Student Groups, Pearland ISD, Comparison Districts, and State, 2018-2023



	2018	2019	2021	2022	2023
Pearland	44%	53%	45%	49%	50%
McKinney	48%	53%	45%	51%	46%
Rockwall	55%	63%	46%	50%	50%
Tomball	56%	58%	54%	57%	56%
Wylie	63%	66%	55%	55%	54%
Texas	42%	44%	37%	39%	41%



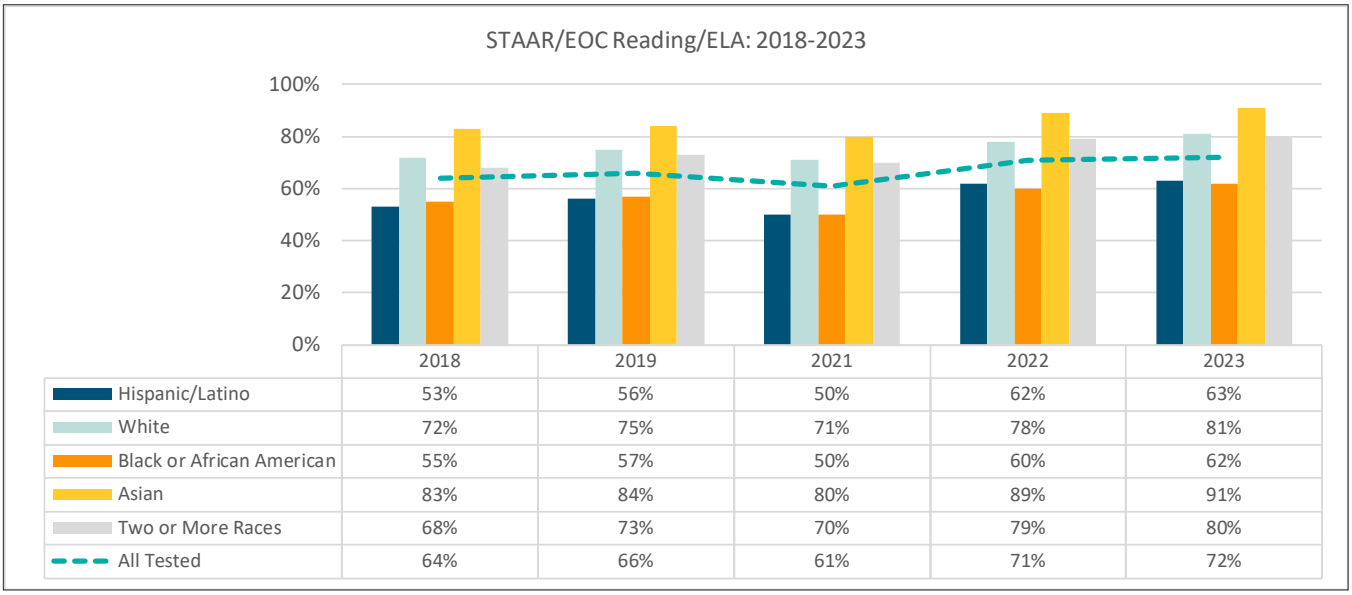
	2018	2019	2021	2022	2023
Pearland	34%	34%	35%	35%	35%
McKinney	33%	31%	24%	32%	32%
Rockwall	43%	51%	33%	39%	34%
Tomball	50%	48%	41%	48%	50%
Wylie	48%	52%	41%	42%	45%
Texas	30%	32%	25%	27%	31%



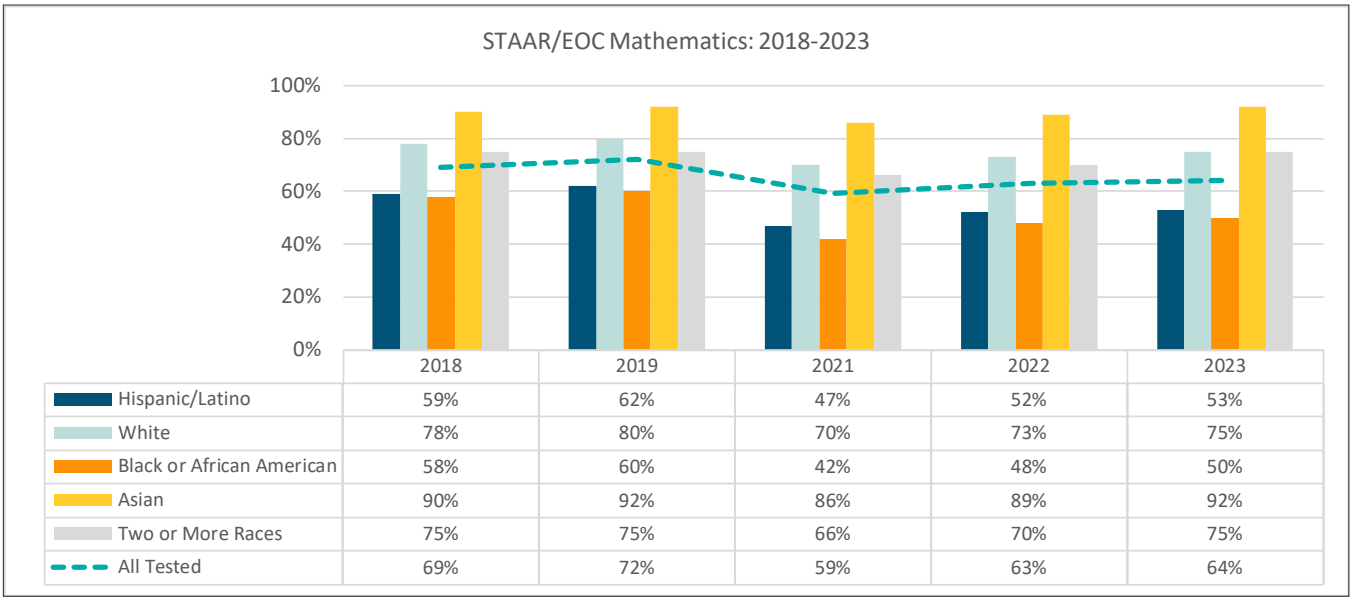
	2018	2019	2021	2022	2023
Pearland	30%	33%	33%	31%	35%
McKinney	37%	34%	36%	35%	37%
Rockwall	36%	43%	33%	37%	30%
Tomball	35%	37%	32%	43%	37%
Wylie	31%	40%	39%	29%	30%
Texas	26%	28%	28%	27%	28%

On the *STAAR* Social Studies assessments, Pearland ISD's economically disadvantaged, emergent bilingual, and special education students exceeded the state. While economically disadvantaged students performed in the middle of the comparison group in 2023, emergent bilingual (EB) students performed closer to state averages at 10 to 15 points lower than the higher performing districts. Special education students had moderate gains of 5 points from 2018 to 2023, while the comparison districts and state either declined or improved by no more than 2 points.

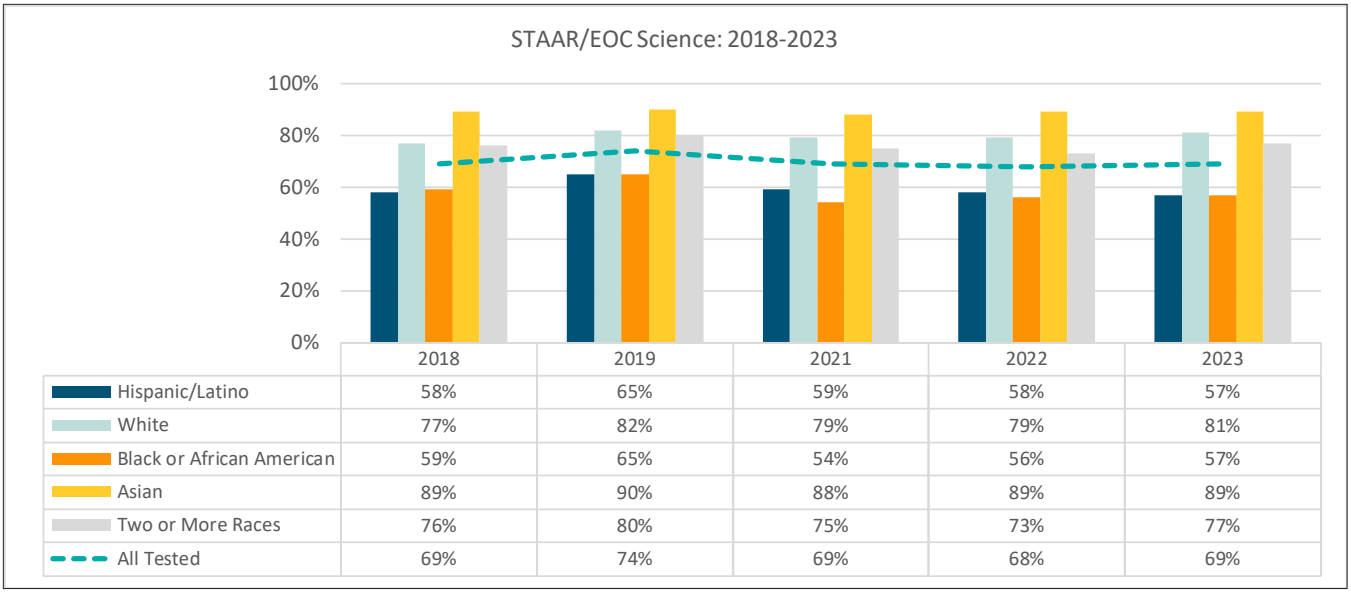
Exhibit 4.3.11: STAAR/EOC: Percent Meets or Above for Pearland ISD Student Groups, Spring 2023



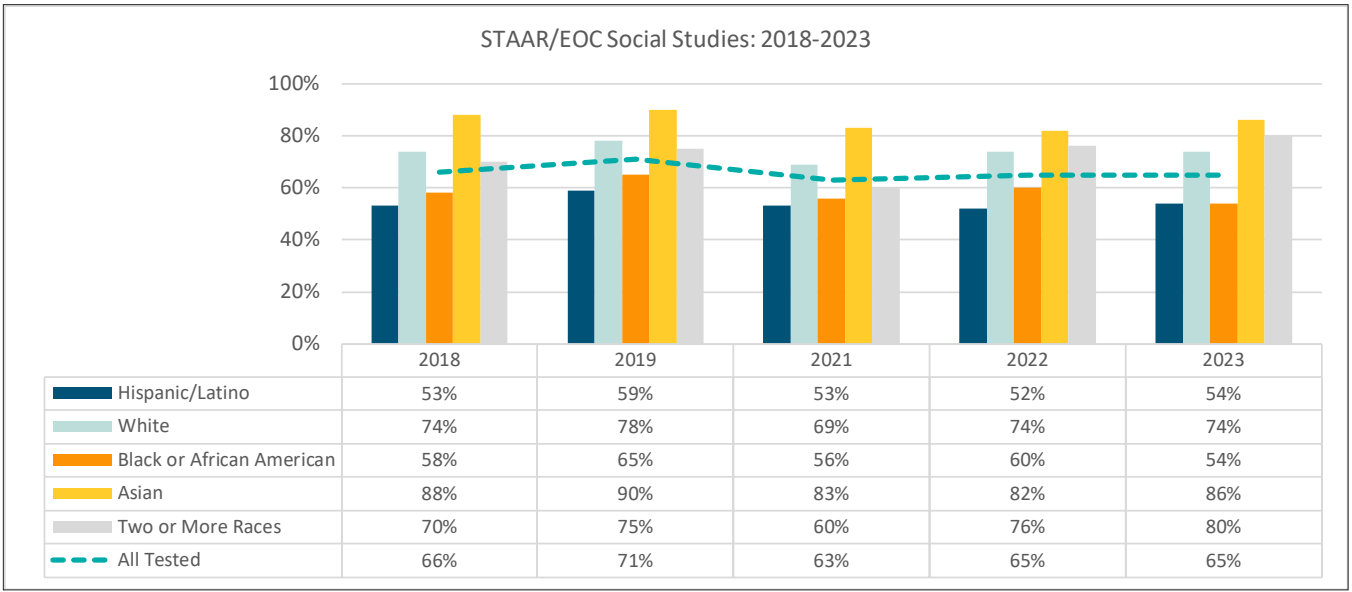
	2018	2019	2021	2022	2023
Hispanic/Latino	53%	56%	50%	62%	63%
White	72%	75%	71%	78%	81%
Black or African American	55%	57%	50%	60%	62%
Asian	83%	84%	80%	89%	91%
Two or More Races	68%	73%	70%	79%	80%
All Tested	64%	66%	61%	71%	72%



	2018	2019	2021	2022	2023
Hispanic/Latino	59%	62%	47%	52%	53%
White	78%	80%	70%	73%	75%
Black or African American	58%	60%	42%	48%	50%
Asian	90%	92%	86%	89%	92%
Two or More Races	75%	75%	66%	70%	75%
All Tested	69%	72%	59%	63%	64%



	2018	2019	2021	2022	2023
Hispanic/Latino	58%	65%	59%	58%	57%
White	77%	82%	79%	79%	81%
Black or African American	59%	65%	54%	56%	57%
Asian	89%	90%	88%	89%	89%
Two or More Races	76%	80%	75%	73%	77%
All Tested	69%	74%	69%	68%	69%



	2018	2019	2021	2022	2023
Hispanic/Latino	53%	59%	53%	52%	54%
White	74%	78%	69%	74%	74%
Black or African American	58%	65%	56%	60%	54%
Asian	88%	90%	83%	82%	86%
Two or More Races	70%	75%	60%	76%	80%
All Tested	66%	71%	63%	65%	65%

On each of the *STAAR* subject assessments, Asian students surpassed the achievement levels of all student groups and the overall aggregate.

On *STAAR* Reading, Black or African American students increased in achievement by 7 points, Hispanic/Latino students by 10 points, and White students by 9 points. The gap between Black or African American and White students remained almost constant from 18% in 2018 to 19% in 2023. The gap between Hispanic/Latino and White students also remained almost constant from 19% in 2018 to 18% in 2023.

On *STAAR* Mathematics, Black or African American students decreased in achievement by 8 points, Hispanic/Latino students by 6 points, and White students by 3 points. The gap between Black or African American and White students widened from 20% in 2018 to 25% in 2023. The gap between Hispanic/Latino and White students also widened from 19% in 2018 to 22% in 2023.

On *STAAR* Science, Black or African American students decreased in achievement by 2 points and Hispanic/Latino students by 1 point, but White students increased by 4 points. The gap between Black or African American and White students widened from 18 percent in 2018 to 24 percent in 2023. The gap between Hispanic/Latino and White students also widened, from 19% in 2018 to 24% in 2023.

On *STAAR* Social Studies, Black or African American students decreased in achievement by 4 points, but Hispanic/Latino students increased by 1 point, and White students stayed constant. The gap between Black or African American and White students widened from 16% in 2018 to 20% in 2023. The gap between Hispanic/Latino and White students remained almost constant from 21% in 2018 to 20% in 2023.

Stakeholders provided feedback to the auditors about their perceptions of student performance:

- "Special education students are at the bottom in their performance." (ESC Administrator)
- "We use data for progress; assessments feel like they are more for the principal to know which teachers are doing what. If the kids are not progressing, they get moved to another teacher for assistance." (Teacher)
- "There [are] a lot of data-driven decisions that have to be made, and I think that a lot of people don't know how to analyze data and use it to improve instruction." (Teacher)
- "Our demographic is changing quickly, and our district hasn't been prepared to serve the changing demographics. There are deep rooted problems that need to change." (ESC Administrator)
- "There aren't any trends that are different than what the state trends are." (ESC Administrator)

The statements provided by various individuals reflect a diverse range of perspectives regarding Pearland ISD's student performance in comparison to other districts. These perspectives indicate a mixed understanding and a range of attitudes, including both complacency and a sense of urgency.

On one hand, there is a sense of complacency reflected in the remark that there are no trends that differ significantly from statewide trends. This suggests a perception that Pearland ISD's performance aligns with the broader educational landscape in the state. However, this complacency may also indicate a lack of proactive measures to address any areas of concern or to strive for excellence beyond the state average.

On the other hand, there is a sense of urgency and a recognition of existing challenges. The quotes highlight concerns about special education students' performance, the need to better serve changing demographics, and the importance of utilizing data to drive instructional improvements. These statements underscore the recognition that there are deep-rooted problems requiring change and a need to develop strategies to support student progress and meet evolving student needs.

Summary

Overall, students in Pearland ISD demonstrate strong performance on *STAAR* and *EOC* assessments in reading, mathematics, science, and social studies, surpassing the statewide average in Texas. However, there are areas of concern for specific student groups, including economically disadvantaged, emergent bilingual, and special education students, who have shown limited progress or even declines in academic achievement since 2018. Moreover, when compared to similar districts, Pearland ISD students have not performed significantly better as a whole or within key demographic categories. Notably, Hispanic/Latino and Black or African American students, who constitute a significant portion of Pearland ISD's enrollment, lag nearly 20 percentage points behind their White counterparts on state assessments. To address these challenges, Pearland ISD must develop a comprehensive plan that establishes clear expectations for both formative and summative assessments, promotes effective analysis of student achievement data, and provides instructional support. This plan will enable district leaders to assist staff in making data-informed decisions that positively impact learning outcomes for students across the district. (See **Recommendation 4.**)

FOCUS AREA FIVE: The School District Has Improved Productivity.

Productivity refers to the relationship between system input and output. A school system meeting this focus area of the TCMAC-CMSi Curriculum Audit™ is able to demonstrate consistently improved pupil outcomes, even in the face of diminishing resources. Improved productivity results when a school system is able to create a consistent level of congruence between major variables in achieving enhanced results and in controlling costs.

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

Focus Area Five: Productivity

Under Focus Area Five, auditors examine the degree to which school systems are equipped to achieve goals and improve the delivery of the educational program and services with the existing resources available. Attaining improved productivity and system effectiveness in school systems is dependent on the complex balance between a tightly-held organizational structure with the flexibility required by individual schools. This balance ensures responsiveness to schools' clientele within a framework of consistent district expectations.

Common indicators include:

- Planned and actual congruence among curricular objectives, results, and financial allocations;
- A financial database and network that can track costs to results, provide sufficient fiduciary control, and be used as a viable database in making policy and operational decisions;
- Specific means that have been selected or modified and implemented to attain better results in schools over a specified time period;
- A planned series of interventions that have raised pupil performance levels over time and maintained those levels within the same cost parameters as in the past;
- School facilities that are well-kept, sufficient, safe, orderly, and conducive to effective delivery of the instructional program;
- Support systems that function in systemic ways; and
- District and school climate that is conducive to continual improvement and program effectiveness.

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

This section is an overview of the findings that follow in the area of **Focus Area Five**. Details follow within separate findings.

Auditors determined that Pearland ISD does not have formal systems in place necessary to increase the productivity of human and fiscal capital. There is no formal system in place to select, implement, and evaluate programs; and cost-benefit analysis is not formally conducted. The primary purpose of the employee appraisal process is the provision of feedback for improved performance. Auditors found that feedback for improvement was seldom provided in a random sample of teacher and principal performance reviews selected by the district. Pearland ISD does not have a comprehensive professional development plan (see **Finding 5.1**).

District budgets in Pearland ISD are well managed, and the budgeting process has received several awards. None of the characteristics of performance-driven budgeting are met. Expenditures are basically rolled over from one budget year to the next unless a budget manager requests additional funding. Budget components do not compete for funding based upon needs or effectiveness; budget managers are not required to describe the consequences of funding or not funding; and stakeholder input into final budget allocations is minimal. Productivity is diminished by the lack of data from program evaluations as a basis for budget decision making (see **Finding 5.2**).

Finding 5.1: Pearland ISD leaders have not developed and implemented processes and systems to increase the productivity of human and fiscal capital to promote efficiency in accomplishing priority goals.

Productivity can be defined as doing more with the same human and financial resources or doing the same with fewer resources. School employees are a school system's number one resource and are tied directly to other important resources of money and time. Since the compensation of personnel comprises approximately 82% of the Pearland ISD all funds budget, focusing on improved productivity of human capital is critical to the district's long-term financial stability and improvement efforts.

Productivity can be increased through utilization of a system to select and implement programs or interventions, then utilizing data to evaluate their effectiveness. School systems can increase productivity by utilizing cost-benefit data to continue successful programs and to modify or selectively abandon those that are not. To be effective in developing human capital, a viable performance review system that allows for identification of areas of strength and in need of improvement must be in place and used to inform quality professional development leading to improved employee performance and learning for all students. The allocation and use of the district's financial resources are addressed in **Finding 5.2**.

This audit will focus on several areas of operation where productivity can be increased in Pearland ISD. The development of curriculum would be more productive if the district had a comprehensive curriculum management plan to direct the design, delivery, monitoring, evaluation, and revision of the curriculum (see **Finding 2.1**) and high-quality curricula were developed for all courses (see **Findings 2.2** and **2.3**). When auditors visited district classrooms, they observed instruction that did not consistently reflect the district's stated classroom expectations (see **Finding 3.1**). This constitutes an area of diminished productivity. Additionally, productivity is diminished because the district has no formal assessment and program evaluation plan to direct the use of formative and summative feedback data for cost-benefit analyses (see **Finding 4.1**).

To determine the levels of productivity in Pearland ISD, auditors reviewed documents, visited district campuses to observe instruction, interviewed internal stakeholders, and provided surveys to employees and parents. Auditors looked at the following areas of district operations all of which require a significant amount of human and fiscal capital, to determine their productivity: program selection, implementation, and evaluation; employee performance review; and professional development.

Overall, auditors determined that Pearland ISD leaders do not have formal systems in place necessary to increase the productivity of human and fiscal capital. The auditors found no formal system for selecting, implementing, and evaluating programs. Without data from program evaluations, cost-benefit analysis is not available upon which to base decisions related to selection, continuation, modification, or selective termination of programs and initiatives; and productivity is diminished. The Texas Education Agency states, and several employees confirmed during interviews, that the primary purpose of the employee appraisal process is the provision of feedback for improved performance. However, in a review of a

sample of teacher and principal appraisal forms selected by the district, feedback for improvement was seldom provided. The district does not have a comprehensive professional development process in place to facilitate improved employee job performance. Productivity is further diminished by the weak connections between employee performance review, professional development, and improved employee performance.

As reported in **Finding 1.1**, **Exhibit 1.1.8**, auditors found limited policy direction for productivity. *Board Policy BBD(EXHIBIT)—Board Members: Training and Orientation* requires the board to review the efficiency and effectiveness of district operations and use of resources in supporting the district's vision and goals.

Program Selection, Implementation, and Evaluation

In school districts, significant human and fiscal resources, as well as time, are devoted to programs or initiatives frequently needed to facilitate higher levels of student learning. Such programs or initiatives must be tightly aligned to the district curriculum (see **Findings 2.1** and **2.3**). These student supports must be carefully selected and implemented with fidelity. They must then be evaluated to determine their effectiveness. Evaluation data are critical in cost-benefit analyses for decision making regarding whether to continue, modify, or selectively abandon programs or initiatives that do not meet intended goals.

To determine how programs or initiatives are selected, implemented, and evaluated in Pearland ISD, auditors requested written procedures or examples of such a process being utilized. They reviewed board policies and administrative regulations, interviewed district personnel and board members, and provided confidential surveys for employees and parents. Auditors expected to find a comprehensive plan and process for the selection, implementation, and evaluation of programs/initiatives to provide cost-benefit data to guide decisions.

Overall, auditors learned that some informal evaluation is conducted. However, the district placed the following statement in the Audit Purpose Statement, "We need processes on how to determine which programs/programming is needed, implementation procedures, and evaluative techniques to measure outcomes. We currently do not have a process in place." Without formal program evaluation procedures, data are not available to conduct cost-benefit analysis of initiatives that can be used in budget decision making (see **Finding 5.2**).

Auditors found some policies addressing program evaluation but determined they were inadequate to provide clear expectations for improved productivity (see **Finding 1.1**, **Exhibit 1.1.8**). *Board Policy BJA(LEGAL)—Superintendent: Qualifications and Duties* requires the superintendent to assume administrative responsibility and leadership for the evaluation of educational programs. *Board Policy BJA(LOCAL)—Superintendent Qualifications and Duties* requires the superintendent to oversee a system for regular evaluation of instructional programs, including identifying areas for improvement, to attain desired student achievement. This policy also requires the superintendent to "Ensure that appropriate data are used in developing recommendations and making decisions regarding the instructional program and resources." The job description of the Director of Assessment, Accountability, and Program Evaluation contains a major duty to coordinate the district program evaluation process. Program evaluation is not listed as a required special knowledge or skill on the job description. The job description of the Assistant Superintendent of Educational Services contains a major duty to encourage and support the development of innovative instructional programs, helping teachers to pilot such efforts. No mention of program selection is listed in the Special knowledge/Skills section of that job description. The job descriptions of principals require that they have the knowledge and skill to evaluate instructional programs.

The following exhibit presents the CMAC® model Characteristics of Effective Program Management as a foundational model for increased productivity across all district departments. The term "program" can refer to any process, initiative, or effort for which the district chooses to investigate productivity. Since Pearland ISD stated in writing that they do not have a formal process to select, implement, and evaluate programs, auditors chose not to formally evaluate the district's program management. The following exhibit is provided as guidance for the future development and implementation of a formal selection, implementation, and evaluation system.

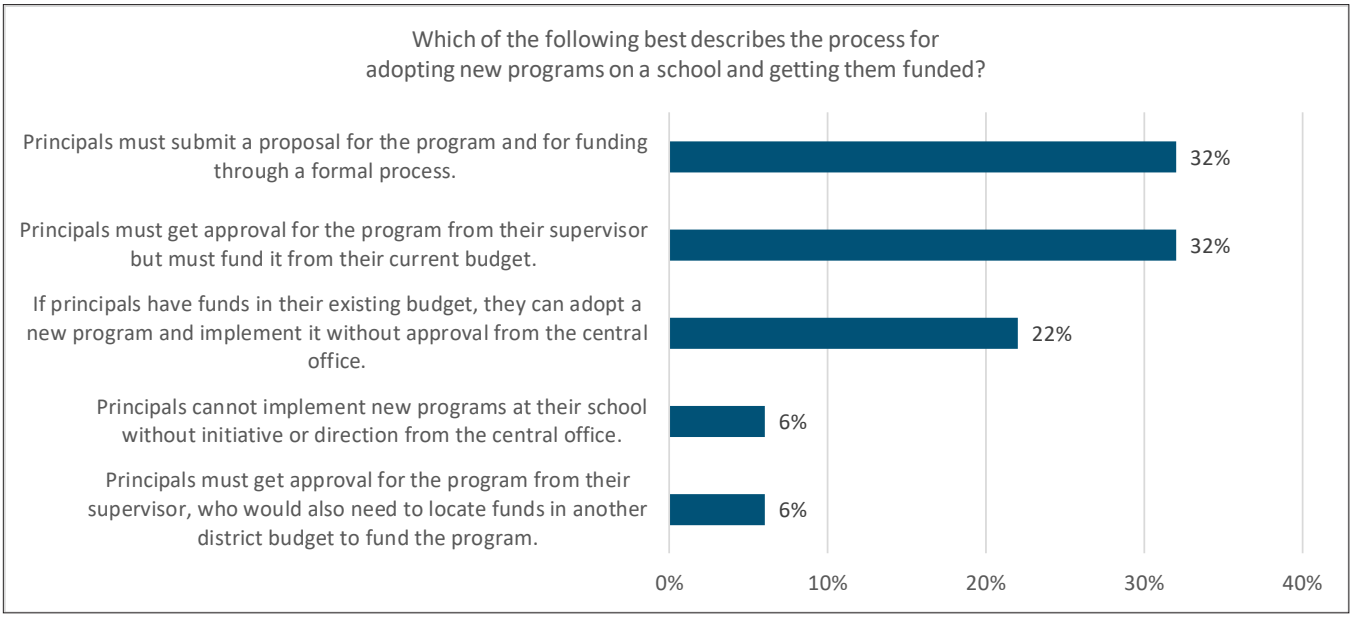
Exhibit 5.1.1: Characteristics of Effective Program Management

Characteristics
Program Selection and Preliminary Approval *Any new or existing program should meet minimum criteria and expectations prior to planning their implementation and evaluation. Preliminary approval is defined by the following:*
1. Policy specifies clear expectations for program alignment to the vision, beliefs, and mission of the system and/or a specific content area or program (ELL, Special Education, etc.).
2. Policy has expectations for program alignment with curriculum, both written and tested (district curriculum and all assessments) .
3. There is a clear process for the selection and approval of a new program or intervention at any/all levels of the system. The process requires: identifying need(s) of the program, rationale as to why this program is preferred above other options (if any); evidence of alignment to district expectations, curriculum, and assessment, and a clear program description that includes detailed information on inputs, outputs, and intended outcomes.
Program Implementation and Monitoring
4. Policy directs the development of plans for implementing programs and monitoring them.
5. There is a written plan or process in place that directs procedures for program delivery. The critical elements of the program's implementation are specified.
6. The needs and proficiencies of those implementing the program are clearly described, and a plan is in place to provide needed training, supports, and resources.
7. The plan or process directs ongoing formative assessment of the program's implementation (delivery) and progress (outcomes) for the first two years for any new program or intervention. All formative data should be analyzed and recorded in preparation for summative evaluation.
8. Procedures and expectations for monitoring are specified in the plan and assigned to those responsible.
9. There is a written expectation (with a defined process) for collecting and evaluating data from monitoring and formative assessment measures (implementation and progress) and for making decisions in response to those data (adjusting the program as needed).
Program Evaluation
10. Policy requires that all programs be evaluated and that plans be developed that delineate the process, persons responsible, and guidelines for reporting the data.
11. Clearly specifies detailed procedures for evaluating programs, including the steps in the process, procedures to be used, and resources (human, financial, material) required.
12. Specifies the minimum proficiencies of persons responsible for conducting the evaluation, enhancing the likelihood that findings achieve maximum credibility and acceptance.
13. Expects multiple measures for obtaining quality data about the outcomes or results of the program. The instruments are valid and reliable measures. The measures should yield both quantitative and qualitative data from both participants and implementers/monitors.

Characteristics
Program Evaluation (continued)
14. Directs that all *existing* programs undergo a comprehensive evaluation at least every three years and all *new* programs are evaluated summatively after three years of implementation (or a reasonable time-frame, with rationale).
15. Specifies components of all program evaluation reports. Components should minimally include a clear description of the program and its context, purpose, and procedures, as well as findings and recommendations for continuation, expansion, modification or termination.
16. Directs that the design of program evaluation be practical, ethical, and cost effective, and to adequately address relevant contextual or political issues (see also PE Standards).
17. Requires establishing a data management system that allows for the attribution of cost by program, permitting program evaluations to include a cost-benefit analysis of the program.
©2023 CMSi

Auditors utilized confidential online surveys to ask administrators about the selection of new supplemental curricular/instructional programs on their campuses. Their responses are reported in the following exhibit.

Exhibit 5.1.2: Survey Responses Related to Approval Process for New Programs



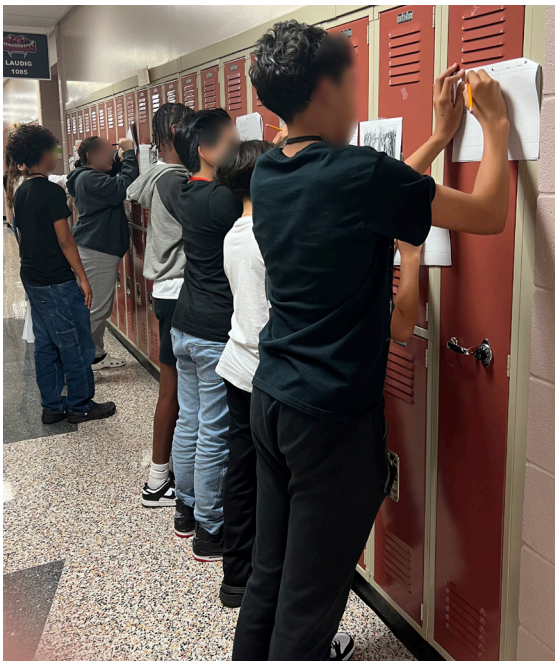
Note: Administrators, n=77
Data Source: Online administrator survey

Thirty-two percent of responding administrators selected "Principals must get approval for the program from their supervisor but must fund it from their current budget," and 32% also selected "Principals must submit a proposal for the program and for funding through a formal process." Additionally, 22% selected "If principals have funds in their existing budget, they can adopt a new program and implement it without approval from the central office." Without a district process in place, there is confusion related to how new programs are selected.

The following administrator comments related to how new programs are adopted illustrate the lack of direction for the process.

- "This is an area where I see a need. In order to ensure quality instruction district-wide, I would like to see a process in place for approval from central office."
- "I'm not actually sure on this one."
- "I can think of instances where each of these [answer choices] are accurate."
- "This sometimes causes issues from getting the correct support if ESC is unaware of the purchase."

In summary, the auditors found that Pearland ISD does not have a formal process of program management in place to select, implement, and evaluate programs. Decisions related to continuation, modification, or termination of programs based upon cost-benefit data are not possible, and productivity is diminished.



Social Studies gallery walk at Pearland Junior High South

Teacher and Principal Performance Review

The primary purpose of employee performance review is improved performance. An effective performance review process provides observations and feedback on both strengths and areas in need of improvement through professional development. District supervisory personnel who perform evaluations spend a significant amount of time performing this important job duty. The cost-benefit of this effort declines, and productivity diminishes, if these performance reviews do not produce the intended outcome—improved principal and teacher performance.

To determine the effectiveness of performance reviews of teachers and principals in increasing their productivity, auditors reviewed sample teacher and principal appraisal reports selected randomly by the district. They interviewed district personnel and board members, and reviewed the responses to confidential online surveys. Auditors expected to find a performance review process used to identify and communicate areas of both strength and in need of improvement, with provided feedback resulting in improved performance being the primary purpose. In a review of sample teacher and principal performance reviews selected by the district, auditors found that feedback for improved performance was seldom provided.

Auditors found some policies addressing employee performance appraisal (see **Finding 1.1**, **Exhibit 1.1.4**). *Board Policy BJA(LEGAL)—Superintendent: Qualifications and Duties* requires the superintendent to assume administrative responsibility and leadership for the annual performance appraisal of the district's staff. *Board Policy DN(LOCAL)—Performance Appraisal* stipulates that all district employees shall be periodically appraised in the performance of their duties. *Board Policy DNA(LOCAL)—Performance Appraisal: Evaluation of Teachers* directs that the Texas Teacher Evaluation and Support System (T-TESS) will be used to appraise teachers who have opted into the Teacher Incentive Allotment (TIA) program.

Board Policy DNB(LOCAL)—Performance Appraisal: Evaluation of Campus Administrators states that the District shall appraise principals using a locally developed process.

The job description of the Executive Director of HRS and Communications lists a major responsibility to direct and monitor the employee performance appraisal system. The job descriptions of principals require them to observe employee performance, record observations, and conduct evaluation conferences.

Teacher Performance Review

The following exhibit displays the four domains of the Pearland ISD Texas Teacher Evaluation Support System (T-TESS) evaluation and the dimensions that comprise each domain.

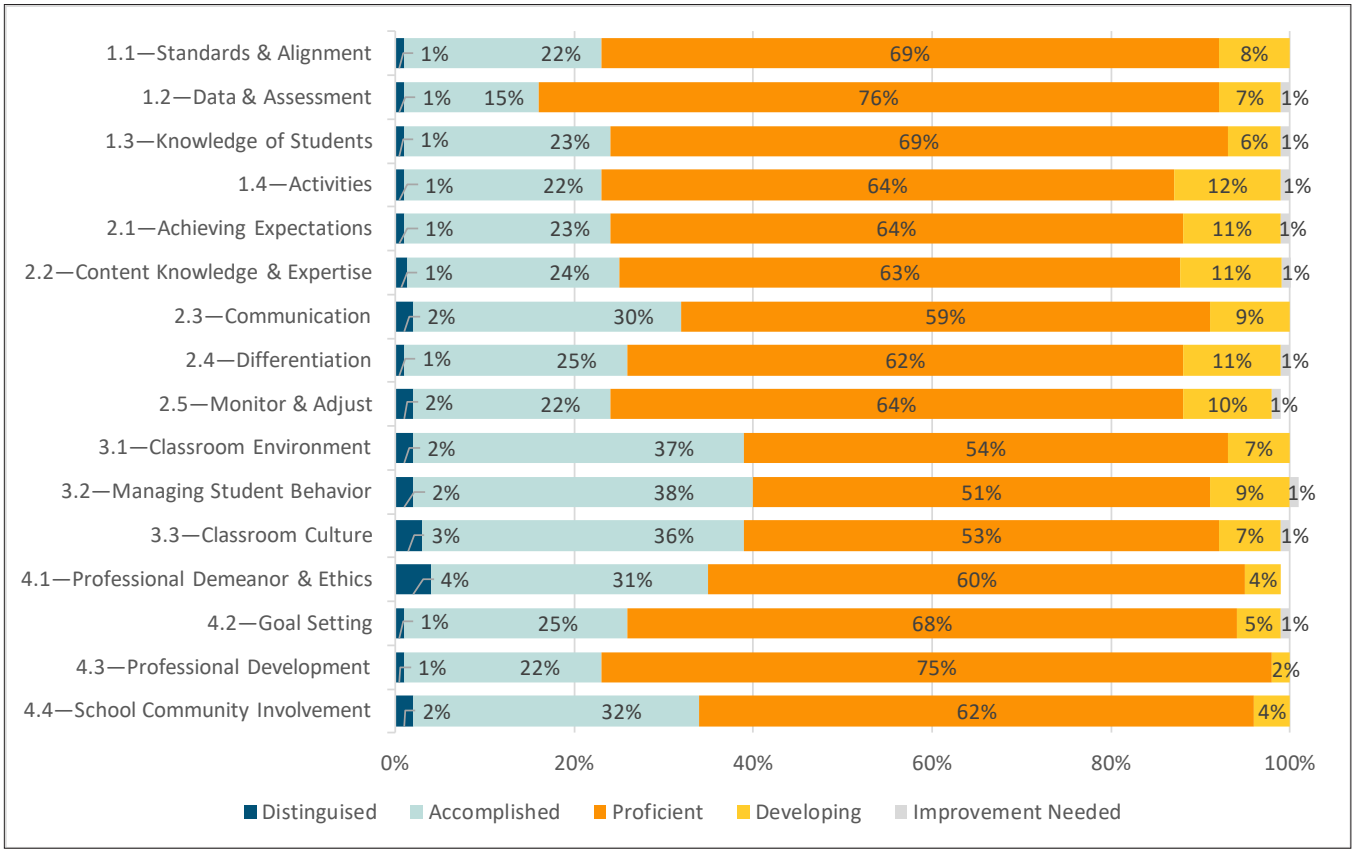
Exhibit 5.1.3: Texas Teacher Evaluation Support System: Domain Categories

Domain	Dimension
1. Planning	1.1 Standards and Alignment 1.2 Data and Assessment 1.3 Knowledge of Students 1.4 Activities
2. Instruction	1.5 Achieving Expectations 1.6 Content Knowledge and Expertise 1.7 Communication 1.8 Differentiation 1.9 Monitor and Adjust
3. Learning Environment	1.10 Classroom Environment, Routines and Procedures 1.11 Managing Student Behavior 1.12 Classroom Culture
4. Professional Practices and Responsibilities	1.13 Professional Demeanor and Ethics 1.14 Goal Setting 1.15 Professional Development 1.16 School Community Involvement

Each teacher appraisal form contains 4 domains and 16 dimensions. Each dimension can be rated as Distinguished, Accomplished, Proficient, Developing, or Improvement Needed.

Auditors reviewed the T-TESS evaluation summary ratings for the 2022-23 school year provided by Pearland ISD. Summary report data are shown in the following exhibit.

Exhibit 5.1.4: Summary of Pearland ISD T-TESS Teacher Appraisal Ratings, 2022-23



Note: Some totals do not equal 100% due to rounding, n=618
Data Source: Pearland ISD report

Teachers are rated by dimension (see **Exhibit 5.1.3**) and do no receive an overall rating. Most Pearland ISD teachers' performance was rated as Accomplished or Proficient. Teachers rated as Developing ranged from a high of 12% for Dimension 1.4—Activities, to a low of 2% for Dimension 4.3—Professional Development. Teachers rated as Improvement Needed did not exceed one percent for any dimension.

The auditors review of the 49 randomly selected 2022-23 teacher appraisal reports is provided in the following exhibit.

Exhibit 5.1.5: Summary of Pearland ISD Teacher Appraisals Reviewed by Auditors, 2022-23

Appraisal #	Overall Ratings					Number of appraiser recommendations for Improvement/Number of concerns expressed
	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	
1	0	13	3	0	0	0/0
2	2	1	13	0	0	1/0
3	0	0	16	0	0	0/0
4	0	0	15	1	0	0/2
5	1	1	14	0	0	4/0
6	0	0	15	1	0	0/0

Appraisal #	Overall Ratings					Number of appraiser recommendations for Improvement/Number of concerns expressed
	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	
7	0	11	5	0	0	0/0
8	0	4	11	1	0	0/0
9	0	0	3	13	0	7/4
10	0	5	11	0	0	0/0
11	0	7	9	0	0	0/0
12	0	0	15	1	0	0/0
13	0	6	8	2	0	0/0
14	0	1	14	1	0	0/0
15	0	8	8	0	0	0/0
16	0	3	13	0	0	0/0
17	0	0	10	6	0	4/0
18	0	0	14	2	0	0/0
19	0	4	12	0	0	0/0
20	0	0	15	1	0	0/0
21	4	11	1	0	0	0/0
22	0	8	8	0	0	1/0
23	0	16	0	0	0	0/0
24	0	7	9	0	0	0/0
25	0	2	14	0	0	0/0
26	0	3	13	0	0	0/0
27	0	0	15	1	0	0/0
28	0	0	6	10	0	0/2
29	0	8	8	0	0	0/0
30	4	8	4	0	0	0/0
31	0	0	12	4	0	0/0
32	0	0	16	0	0	3/0
33	2	7	7	0	0	0/0
34	0	0	16	0	0	0/1
35	0	5	11	0	0	0/0
36	0	2	14	0	0	0/0
37	0	0	16	0	0	0/0
38	4	11	1	0	0	0/0
39	0	8	8	0	0	0/0
40	0	3	13	0	0	0/0
41	0	6	10	0	0	0/0
42	0	0	4	12	0	1/1
43	0	1	15	0	0	0/0
44	0	1	10	5	0	0/0
45	0	8	8	0	0	0/0

Appraisal #	Overall Ratings					Number of appraiser recommendations for Improvement/Number of concerns expressed
	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	
46	0	16	0	0	0	0/0
47	0	11	5	0	0	0/0
48	0	0	7	9	0	1/1
49	0	0	9	7	0	1/2
Total	**17 (2.2%)**	**206 (26.3%)**	**484 (61.7%)**	**77 (9.8%)**	**0 (0.0%)**	**23 Recommendations for Improvement/ 13 Concerns**
Note: n=49						
Data Source: Pearland ISD						

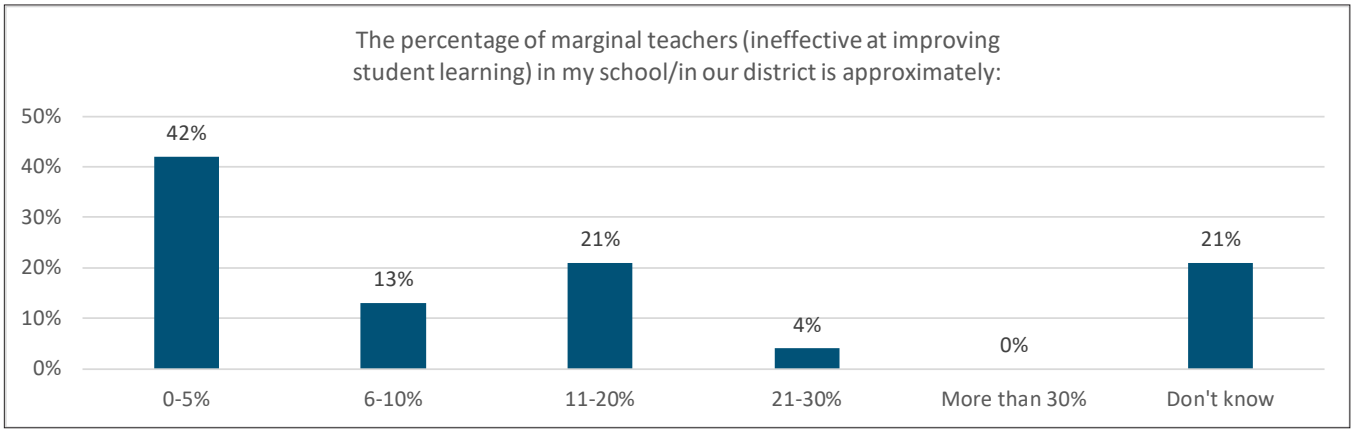
The most frequent dimension rating was Proficient, being selected 484 times, which is 61.7% of the total ratings. An Accomplished dimension rating was selected 206 times, 26.3% of the total ratings. A Developing dimension rating was selected 77 times, 9.8% of the total ratings. No Improvement Needed dimension ratings were given to a teacher. The Texas Education Agency states that the focus of teacher appraisal should be on providing continuous, timely formative feedback to educators so they can improve their practice. In their review of the randomly selected teacher appraisal documents, auditors focused on comments provided that indicated improvement was needed or recommended improvement actions. A total of 23 recommendations for improvement were made; 13 concerns were expressed. Thirty-seven of the 49 appraisals reviewed, or 75.5%, contained no recommendations for improvement or concerns, thus limiting the productivity of the time consuming employee performance review process.

One appraiser offered the following reflection as feedback regarding the "I Will" statement: "Be mindful of the verb and the student expectation. How do you observe that students learn where carbon is located? Are they going to explain it? Are they going to create a model? 'I will explain where carbon is located and model how it flows through the environment' is all you need." Another appraiser expressed the concern that adjustments to instruction were not made when a student was stuck on a word or had difficulty decoding. No recommendations for improvement or professional development were made.

Another appraiser offered the recommendation: "Next time it might be beneficial to write the sentence stems on the board so the students have a place to refer back to. Make sure the students are using the same vocabulary words that you are using. Your exit ticket was good, but you might have gotten a more accurate representation of who understands if you had done one of the new grade 1 shapes instead of a Kindergarten shape."

In the confidential online surveys, auditors asked administrators about the percentage of teachers on district campuses who they considered marginal performers (teachers not effective at improving student performance). The following exhibit displays the results.

Exhibit 5.1.6: Administrator Perceptions of the Percentage of Marginal Teachers



Note: n=53
Data Source: Online administrator survey

The perception of 42% of the responding administrators was that 0-5% of district teachers are marginal performers. Thirteen percent felt that 6-10% were marginal, and 21% felt that 11-20% of teachers were marginal performers. This contrasts with data found in **Exhibit 5.1.4**, where Improvement Needed ratings given to district teachers did not exceed 1% for any dimension.

Principal Performance Review

Board Policy DNB(LOCAL)—Performance Appraisal: Evaluation of Campus Administrators states that the district shall appraise principals using a locally developed process. The job description of the Deputy Superintendent lists a major duty to oversee the evaluation of campus administration with the assistance of the executive directors. The job description of the Executive Director of Schools lists a major responsibility to evaluate principals.

The following exhibit displays the appraisal domains and dimensions for the locally developed principal appraisals.

Exhibit 5.1.7: Pearland ISD Principal Appraisal Domains and Dimensions

Domain	Dimension
Instructional, Leadership, and Campus Culture	1. Demonstrates strong leadership values and ethics. 2. Develops, communicates, and implements a vision of learning that is shared and supported by the school community. 3. Determines the value or outcome of instructional programs through sound professional judgment and/or analysis of quantitative data and makes appropriate revisions based on data. 4. Provides purpose, direction, and high expectations for achieving student success with 90 percent passing rate in all courses. 5. Works effectively with others to accomplish campus goals and district initiatives. 6. Creates and maintains a campus culture where students feel safe, and exhibit self-discipline and "grit."
Curriculum Planning and Development	7. Implements the district curriculum while aligning both vertically and horizontally. 8. Promotes campus and district curriculum initiatives through monitoring of lesson plans, walk-throughs, model lessons, support of peer coaching, etc. 9. Implements specific instructional initiatives that drive instruction and address weaknesses identified by STAAR/Benchmark scores. 10. Disseminates information gathered from failure rates and campus benchmarks in team meetings and/or individually. 11. Monitors multiple forms of student data to make informed instructional and intervention decisions and to close the achievement gap.
Organizational Leadership and Management	12. Maintains organizational management, including day to day operations of the campus. 13. Creates and maintains a safe, efficient, and effective learning environment for staff and students. 14. Uses good judgment in problem solving to reach logical conclusions and quality decision based on relevant information. 15. Proactively works with teachers in the development of positive student discipline and analyzing discipline referrals.

Domain	Dimension
Human Resources, Leadership and Management	16. Dedicates a part of each day to monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team/ department meetings. 17. Utilizes staff evaluation and development system, including walk-though information and other cumulative data to address student success and promotion as well as teacher strengths and weaknesses. 18. Works on goal setting and self-improvement. 19. Responds to the needs and concerns of others. 20. Adheres to legal requirements for personnel management including timelines, documentation, and support for growth of employees. 21. Supervises and seeks development of staff, including assistant principals, and improves their effectiveness.
Communications and Community Relations	22. Collaborates with parents, students' families, and community members. 23. Responds to diverse community interests and needs. 24. Clearly presents facts and ideas to a variety of audiences through oral and written communications. 25. Mentors counselors and assistant principals in positive communications and personal relations skills in order to build parent and community relations.

Pearland ISD randomly selected 10 principal appraisals for auditors to review. Results of the auditors' assessment of those appraisals are provided in the following exhibit.

Exhibit 5.1.8: Summary of Principal Appraisals Reviewed by Auditors, 2022-23

Appraisal #	Appraisal Ratings					Campus Rating*	Number of appraiser recommendations for Improvement/ concerns
	4 Exceeds Expectations	3 Proficient	2 Below Expectations	1 Unsatisfactory	Overall Performance Rating		
1	25	0	0	0	Exceeds Expectations	A-93	0/0
2	18	7	0	0	Exceeds Expectations	A-93	0/0
3	9	16	0	0	Exceeds Expectations	A-91	0/0
4	19	6	0	0	Exceeds Expectations	N/A	0/0
5	15	10	0	0	Exceeds Expectations	B-87	0/0
6	22	3	0	0	Exceeds Expectations	A-94	0/0
7	8	17	0	0	Exceeds Expectations	B-88	0/0

Appraisal #	Appraisal Ratings					Campus Rating*	Number of appraiser recommendations for Improvement/ concerns
	4 Exceeds Expectations	3 Proficient	2 Below Expectations	1 Unsatisfactory	Overall Performance Rating		
8	17	8	0	0	Exceeds Expectations	A-97	0/0
9	17	8	0	0	Exceeds Expectations	A-92	0/0
10	13	12	0	0	Exceeds Expectations	A-94	0/0
Totals	**163 (65.2%)**	**87 (34.8%)**	**0**	**0**	**10**		**0/0**
Key: *Campus ratings from Texas Education Agency School Report Card							
Note: n=10 *Data Source: Pearland ISD*							

On the randomly selected principal performance reviews, the most frequent rating was Exceeds Expectations, being selected 163 times, which is 65.2% of the total ratings. A Proficient rating was selected 87 times, which is 34.8% of the total ratings. Neither Below Expectations nor Unsatisfactory was selected. All 10 performance reviews received an overall rating of Exceeds Expectations. There were no recommendations for improvement or concerns expressed by the appraiser, limiting the productivity of the principal performance review process.

In an online survey, teachers made several positive comments about campus leadership.

- "The principal is amazing at her job."
- "Our campus administrators are fantastic."
- "The administration is supportive of both students and teachers."

Other comments about campus leadership on surveys were not so positive.

- "There is no leadership when it comes to what goes on in the classroom."
- "The instructional leadership is within our team."
- "Only 1-2 administrators on my campus can provide instructional feedback."

Auditors interviewed district employees and administered online surveys. The following comments supported feedback for improvement as being the primary purpose of performance reviews:

- "The primary purpose of employee evaluation is growth and accountability." (ESC Administrator)
- "The primary purpose [of employee evaluation] is reflection on performance to improve teaching." (ESC Administrator)
- "The primary purpose of employee evaluation should be improvement." (ESC Administrator)

Several comments were received related to perceptions of the percentage of teachers who are marginal performances.

- "I would say 5% of teachers are marginal performers." (ESC Administrator)
- "What percentage of teachers are marginal performers. I would say 25%." (ESC Administrator)

- "I would say 10-15% of teachers are marginal performers." (ESC Administrator)
- "I believe 30% of our teachers are marginal performers." (ESC Administrator)
- "I would say that 15-20% of our teachers are marginal performers." (ESC Administrator)

Other comments related to employee performance review include the following:

- "Formal T-TESS classroom observations are not very effective. Teachers know when we are coming. We plan the lesson together. Some teachers use the same lesson every year. Walk-throughs are more effective." (Campus Administrator)
- "We are getting better at evaluating employee performance. Currently, if you are rated Proficient, you are a rock star. That rating may be lower than they were used to in the past." (ESC Administrator)
- "Do teacher appraisal scores reflect actual performance. Not all of the time. We are not there yet. Calibration training has helped." (ESC Administrator)
- "We struggle with documentation of employee performance. Growth requires that." (ESC Administrator)

In summary, in Pearland ISD the productivity of the performance review process is diminished by the lack of supervisor recommendations for improvement. This results in little return on investment from the significant human and fiscal resources and time involved. On the online survey, 34% of responding administrators indicated that 6-20% of teachers were marginal performers. Yet, on the randomly selected 49 teacher appraisal forms, no teacher received an Improvement Needed domain rating. On the 10 randomly selected principal performance review forms, no recommendations for improvement were included. The return on investment (ROI) of this required process is questionable.

Professional Development

Professional development is vital for maximizing the productivity of human capital, including equipping teachers to deliver the district curriculum with maximum effectiveness. Professional development is critical to improving student learning and achieving district goals. District leaders should target professional development to needs identified primarily by data analysis. Quality professional development should result in changed staff behaviors and improved performance.

To determine the productivity of the Pearland ISD's professional development program, auditors reviewed district policies and documents, interviewed central office and campus administrators and teachers, and surveyed administrators and teachers. Auditors expected to find professional development supported by policy and administrative regulation, planned based on data, and evaluated based on improved performance, thus providing improved productivity and return on investment. Auditors found that productivity is diminished since Pearland ISD does not have a comprehensive professional development process in place. Feedback from monitoring of classroom instruction and comprehensive data analysis of student academic performance are not routinely utilized to select professional development topics. Follow-up and support for employees following professional development is rarely provided. The primary means of evaluating professional development is employee participant surveys rather than data related to improved performance.

Auditors found some policies addressing employee professional development (see **Finding 1.1**, **Exhibit 1.1.6**). *Board Policy BBD(EXHIBIT)—Board Members: Training and Orientation* requires the board to

ensure the district adopts a protocol regarding the determination of professional development needs for the district's teachers. *Board Policy BJA(LOCAL)—Superintendent: Qualifications and Duties* requires the superintendent to oversee a program of staff development and monitor staff development for effectiveness in improving district performance. *Board Policy BQ(LOCAL)—Planning and Decision-Making Process* requires the board to ensure that administrative procedures are developed for staff development, including implementation guidelines, time frames, and necessary resources. *Board Policy DMA(LOCAL)—Professional Development: Required Staff Development* requires the superintendent to recommend and the board to approve the district's professional development plan for all district employees.

In the Pearland ISD Strategic Plan 2022-27, Goal 1 deals with student academic performance. Strategy 1.5 under that goal requires the implementation of high fidelity professional development for staff that provides introductory and ongoing content-focused, job-embedded training.

The job description of the Executive Director of C & I lists a major duty to determine professional development needs throughout the district. This job description requires no knowledge or skills related to professional development. The job descriptions of principals require them to confer with subordinates regarding their professional growth.

A document titled *Pearland ISD Teacher Professional Learning 2023-24* was presented to auditors as the district professional learning plan. This document contains dates of professional learning events, the type of professional learning, the organizing department, and a description of the professional learning to be offered. Auditors were presented with several other documents that listed dates and titles of professional development to be offered in district departments and on campuses.

Auditors evaluated the district's professional development program against the Curriculum Management Audit Center® (CMAC®) model characteristics for a professional learning program and plan as shown in the exhibit below.

Exhibit 5.1.9: CMAC® Model Professional Development Program Plan Characteristics and Auditors' Rating

Characteristics	Auditors' Rating
Policy	
1. Has policy that establishes the expectation that professional development focus primarily on the improved delivery of curriculum	X
2. Fosters an expectation for professional growth and requires planning to support growth for the improvement of student learning	X
3. Is for all employees	X
Planning and Design	
4. Is based on a careful analysis of data and is data-driven	
5. Provides for system-wide coordination and has a clearinghouse function in place	
6. Has a current plan that provides a framework for integrating initiatives in professional development with the mission, vision, and curriculum implementation	
7. Has a professional development mission in place	
8. Is built using a long-range planning approach	
9. Provides for organizational, unit, and individual development in a systemic manner	
10. Focuses on organizational change—professional development efforts are aligned to district goals	

Characteristics	Auditors' Rating
Delivery	
11. Is based on proven research-based approaches that have been shown to increase productivity	
12. Provides for three phases of the change process: initiation, implementation, and institutionalization	
13. Is based on human learning and development and adult learning research	
14. Uses a variety of professional development approaches	P*
15. Provides for follow-up coaching and on-the-job application, which are necessary to ensure change in practice	
16. Expects each supervisor to be a staff developer of staff supervised	P*
Evaluation and Support	
17. Provides the necessary funding to carry out professional development goals	X
18. Requires an evaluation process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual change in behavior	
Total Met	**4/18**
Percentage Met	**22%**
Key: X = Met, P = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
©2023 CMSi	

Four of the 18 characteristics (22%) for a Model Professional Development Program and Plan were fully met, below the 70% requirement for adequacy. Brief explanations for the ratings are provided below.

Policy

Characteristic 1: Policy that focuses professional development on curriculum delivery (Met)

Board Policy DMA(LEGAL)—Professional Development: Required Staff Development states that staff development should train staff in effective instructional techniques.

Characteristic 2: Policy that requires planning for professional growth (Met)

Board Policy BJA(LOCAL)—Superintendent: Qualifications and Duties requires a program of staff development for effectiveness in improving district performance. *Board Policy BQ(LEGAL)—Planning and Decision-Making Process* requires the district improvement plan to include staff development for professional staff.

Characteristic 3: Policy that requires professional development for all employees (Met)

Board Policy DMA(LOCAL)—Professional Development: Required Staff Development says the superintendent shall recommend the district's professional development plan for all employees, and the plan must include a schedule of the required professional development for all district employees.

Planning and Design

Characteristic 4: Based on careful data analysis and data-driven (Not Met)

Although there is some data analysis at the district level, in various departments, and at the campus level, no professional development plan is in place with a design component that specifies selected professional development be based on data analysis.

Characteristic 5: System-wide coordination with clearinghouse function (Not Met)

In Pearland ISD, there is no comprehensive system-wide coordination of professional development with a clearinghouse function.

Characteristic 6: Plan providing a mission framework (Not Met)

Pearland ISD does not have a comprehensive plan that links professional development to the district mission.

Characteristic 7: Professional learning mission in place (Not Met)

In reviews of district documents and during interviews, auditors found no evidence of a professional learning mission.

Characteristic 8: Long-range planning approach (Not Met)

Auditors were presented with a document titled "All Learner Approach." This approach was initiated by the superintendent and developed by the Curriculum and Instruction Department. It presents a three-year approach to professional development in Mathematics and English Language Arts/Reading. This could be a beginning point for long-range professional development planning. However, Pearland ISD does not currently have a professional development plan in place to facilitate long-range planning.

Characteristic 9: Provides for organizational, unit, and individual development (Not Met)

Auditors were presented with various listings of professional development to be provided at the district and campus levels. There is no professional development plan to ensure a focus on organizational, unit, and individual development. The productivity of individual professional development is inhibited by the lack of feedback for improvement from supervisors on district evaluations (see **Exhibits 5.1.5** and **5.1.8**).

Characteristic 10: Focus on organizational change and aligned with district goals (Not Met)

A strategy in the Pearland ISD Strategic Plan 2022-2027 is to "Implement high fidelity professional developed for staff that provides introductory and ongoing content-focused, job-embedded training." Auditors heard during interviews that some introductory professional development was provided, but there was no follow-up, and the training was not job-embedded. The District Improvement Plan mentions professional development and training in several places, but specific topics are not addressed. Resources needed to provide the professional development or training are not referenced. There was no documentation provided that professional development was focused on organizational change.

Delivery

Characteristic 11: Focus on proven research-based approaches (Not Met)

Document reviews and interviews did not provide information related to professional development focused on proven research-based approaches.

Characteristic 12: Provides for three phases of the change process (Not Met)

Auditors did not find in documents or hear in interviews any reference to the three phases of the change process: initiation, implementation, and institutionalization.

Characteristic 13: Based on adult learning (Not Met)

Adult learning and development and adult learning research were not mentioned in district documents or in interviews with district employees.

Characteristic 14: Uses a variety of learning approaches (Partially Met)

Pearland ISD provides professional development through in-district sessions at the district and campus levels, sending specialists to conferences (sometimes accompanied by lead teachers), and book studies at individual campuses. There is no comprehensive professional development plan that lists several learning approaches or specifies when each might be appropriate.

Characteristic 15: Provides follow-up coaching and on-the-job application (Not Met)

Pearland ISD does not consistently provide follow-up for professional development. Auditors received the following quote during an interview with an ESC staff member: "The district has great intentions. They will do all the training, and then that is it. The follow through is not there. It [PD] needs administrative support at the district and campus."

Characteristic 16: Expects each supervisor to be a staff developer (Partially Met)

Some job descriptions contained expectations for staff development. The job description of the Executive Director of Schools lists a required special knowledge and skill to develop and deliver effective staff development. The person in this position is to provide professional development for all principals. The job description of the Deputy Superintendent requires that position to develop training options for staff to enhance the effectiveness of district operations. The job description of the Executive Director of HRS and Communications contains a job duty to train HR/PR staff. The job description of the Executive Director of C & I calls for that position to train instructional programs' staff. Auditors did not locate a uniform expectation that each supervisor be a staff developer.

Evaluation and Support

Characteristic 17: Provides necessary funding (Met)

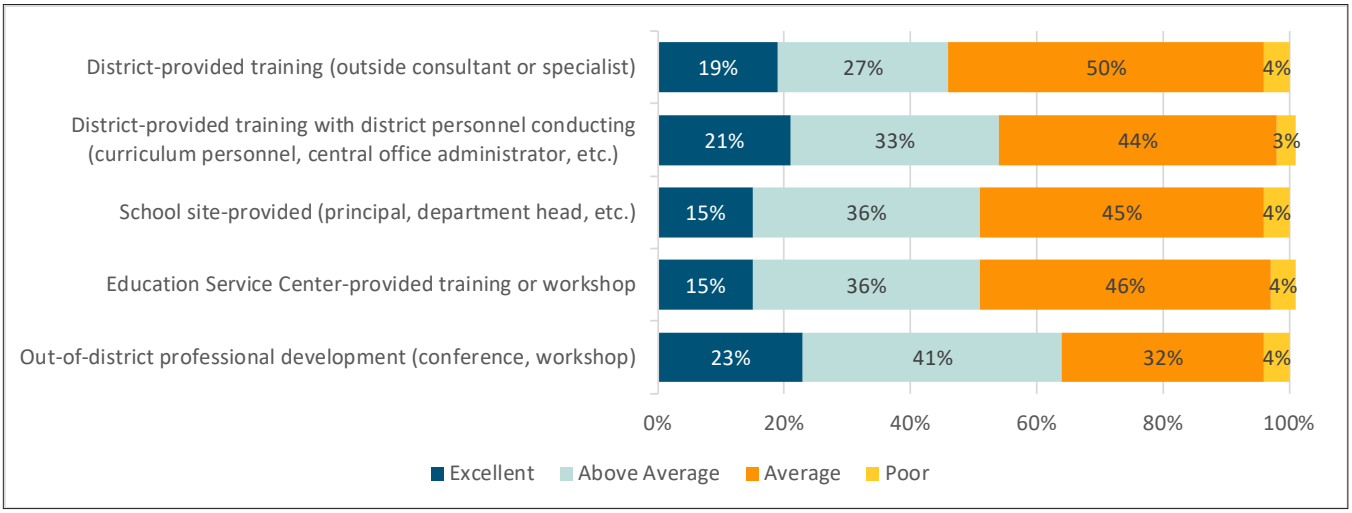
Pearland ISD expended $5.2 million from the general fund for professional development through various district departments during the 2022-23 school year; $2.2 million of that amount was expended by the Curriculum & Instruction Department. Campuses expended $65,363 general fund dollars for professional development. According to the district, departments and campuses receive a general allotment. They can move money to professional development from the allocation. On a budget printout, auditors noted that of 16 departments listed, 8 showed no expenditures for professional development. Of 24 campuses listed (Searcy Ninth Grade Center is listed as a campus), 11 show no expenditure for professional development. In addition, $361,103 in Title II funds were expended.

Characteristic 18: Requires an evaluation process (Not Met)

During interviews, auditors were told that the primary method of evaluating professional development was participant surveys. Professional development is evaluated based on participant opinions rather than observed changed behavior or performance improvement based upon data. The lack of evaluation diminishes the productivity of professional development.

Administrators were able to provide their perceptions of the quality and relevance of their professional development. A summary of responses is provided in the exhibit below.

Exhibit 5.1.10: Administrator Perceptions of Professional Development Quality and Relevance

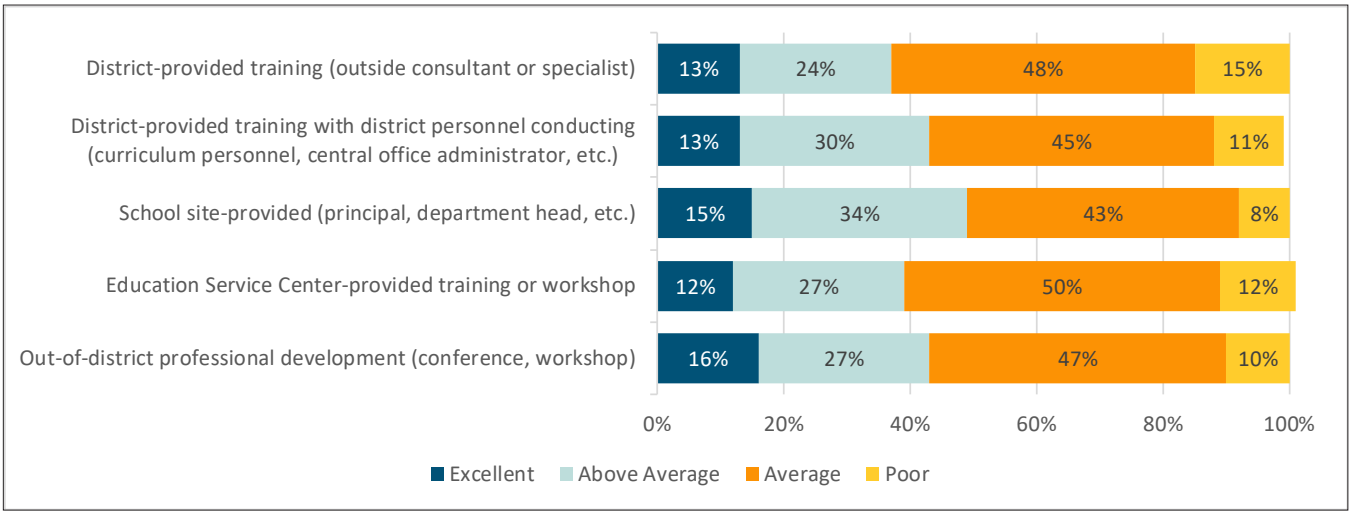


Note: Some totals do not equal 100% due to rounding, Administrators, n=114
Data Source: Online administrator survey

Administrators felt that out-of-district professional development (conference, workshop) was of the highest quality and the most relevant, with 64% selecting either excellent or above average. Administrators who participated in the survey felt that district-provided training (outside consultant or specialist) was the least relevant and of the lowest quality, with 54% selecting either average or poor.

Teachers were asked to provide their perceptions of the quality and relevance of their professional development. A summary of responses is provided in the exhibit below.

Exhibit 5.1.11: Teacher Perceptions of Professional Development Quality and Relevance



Note: Some totals do not equal 100% due to rounding, Teachers, n=460
Data Source: Online teacher survey

Teachers selected school site-provided (principal, department head, etc.) as the highest quality and most relevant professional development, with 49% selecting either excellent or above average. Teacher respondents selected district-provided training (outside consultant or specialist) as the lowest quality and least relevant professional development, with 63% choosing either average or poor.

During interviews and on the survey, auditors received numerous comments about professional development in Pearland ISD.

The following comments relate to the lack of a professional development plan.

- "There is not a plan of where we want to go with professional development. Many departments want to get training out. We need to align and prioritize." (ESC Administrator)
- "There needs to be a true professional development plan for how we are to accomplish the goals of the district." (ESC Administrator)

The following comments question the appropriate time for professional development and/or the need for follow-up and support.

- "Teachers are so overwhelmed by professional development early in the year, and they don't hear it again. Some professional development requires follow-up and support." (Campus Administrator)
- "Professional development puts a lot in, and we just touch the surface. We need to go deeper." (Campus Administrator)
- "[Professional development] needs improvement. Teachers are slammed the week before students show up. It could be better structured." (ESC Administrator)
- "We tend to hire from within. We hire people and they have to figure it out. We need more uniformity. Training and mentoring for staff and teachers is needed. We don't train central office people well. We need to support new teachers from day one." (Campus Administrator)

The following comments point to a lack of professional development for certain positions.

- "Our district could be better with training for assistant principals." (Campus Administrator)
- "New teachers don't get needed support. C & I might model a lesson 4 months after school starts. They don't have enough personnel to cover everything that needs to be done." (Campus Administrator)
- "My position has little professional development beyond compliance." (ESC Staff)
- "They [emergent bilingual and special education teachers] can say they've been trained, but they won't know what to do [in the classroom.]" (Teacher)
- "We can recruit teachers. We are a destination city. We need to do a good job of onboarding of new teachers and retain them. They don't come with classroom management or curriculum skills." (ESC Administrator)

Comments were received about the need for training to deal with changing student demographics.

- "We have been a high performing school. Our demographics have shifted. We are seeing a decline over time. Teachers have to do more to keep achievement from declining more. They don't know what else to do." (Campus Administrator)
- "We need training on how to deal with changing [student] demographics." (Campus Administrator)

Comments were received related to the same presenters being used or topics being presented too often.

- "Professional development is somewhat effective. If we survey, teachers will say it is the same thing we got 10 years ago. Same presenters, same stuff." (ESC Administrator)

- "Professional Development is a huge area that I think could be improved. I was a teacher in the district as well. We hire the same presenters over and over again who haven't touched a classroom in 20 years." (Campus Administrator)

The following comment relates to the use of data to drive professional development: "Campus walk-through data might drive professional development at the campus. District PD does not use that data." (ESC Administrator)

The need for differentiation of professional development for employees was expressed in the following comment: "Redesign of PD model to offer differentiation by teacher expertise [is needed]. An experienced teacher new to the district should not be forced off campus for a Literacy One required course. They should be able to test out as part of their hiring." (Teacher)

In summary, Pearland ISD does not have a comprehensive professional development plan. Employees commented that professional development is not productive; some sessions are repeated each year; there is no follow-up and support; and the primary evaluation of effectiveness is participant surveys. The development and implementation of a comprehensive professional development plan would assist Pearland ISD in meeting the planning strategy requiring the implementation of high fidelity professional development for staff that provides introductory and ongoing content-focused, job-embedded training.

Summary

The Pearland ISD has not developed or implemented a system or process to select, implement, or evaluate programs and major initiatives. Productivity is diminished by the absence of cost-benefit data used to determine continuation, modification, or termination of programs and to inform fiscal decisions. A significant amount of human and fiscal capital is devoted to employee performance review and professional development. However, the linkage between and among employee performance review, professional development, and improved performance is weak. In a review of sample teacher and principal evaluations randomly selected by the district, auditors found that feedback for improvement was seldom provided. Few teachers received an Improvement Needed dimension rating, yet 34% of responding administrators on a survey indicated that 6-20% of teachers were marginal performers. Productivity is further diminished by the absence of a district professional development process. The district expended over $5 million for professional development in the 2022-23 school year. During interviews and on surveys, auditors received comments related to the need for improved professional development. The productivity of the investment in professional development is minimized by a lack of follow-up and support following professional development sessions, and the primary means of evaluation is participant surveys. A formal evaluation process is not in place to determine if professional development is successful in increasing the productivity of the district's personnel. (See **Recommendation 5.**)

Finding 5.2: The district budgeting process is well managed and has resulted in financial stability. Cost-benefit data are not available since the district does not comprehensively evaluate programs, minimizing the chances of accomplishing priority goals or increasing financial productivity.

Educational programs and services require appropriate levels of financial support in order to maintain viability and to improve the productivity of school system functions and operations. The district budget is the major financial planning document for expressing in dollars board support for the goals and priorities of the school system. The budget should reflect a direct connection between the resources provided and the criticality of the goals toward which those resources are directed. System-wide productivity is enhanced by budgetary decisions that assure adequate resources are allotted to those program efforts that are most closely linked to school system priority goals and outcomes, with data utilized to determine

the cost-benefit of expenditures. Such linkage allows the budget to become a numerical expression of system priorities for curriculum, teaching, and learning, thereby reflecting the essential values of the schools and the community served.

This finding addresses the district's financial standing, the budget development process, and the equitable allocation of resources.

Financial Standing

Financial security allows district leadership to focus on the district's core business of teaching and learning without the disruption or distraction caused by financial insecurity. Stable financial standing is critical for the long-term sustainability of any business.

To determine Pearland ISD's financial standing, auditors reviewed board policies regarding district budget development and other budget documents provided by the district, available on the district web page, or found on the Texas Education Agency website. Interviews were conducted with board members, district and site administrators, teachers, and other employees related to budgeting and the allocation of resources in the district. District stakeholders were given the opportunity to respond to a survey. Auditors expected to find the district in good financial standing with adequate financial reserves and expenditures that facilitate an ongoing commitment to teaching and learning.

Auditors found the Pearland ISD budget is well managed. The district has received several awards for budget management, and spends less than the state average in many budget categories. The fund balance exceeds the minimum amount recommended by the Texas Education Agency.

As noted in **Finding 1.1**, **Exhibit 1.1.8**, Pearland ISD board policy provides some direction to employees related to the budgeting process. *Board Policy BAA(LEGAL)—Board Legal Status: Powers and Duties* requires the board to adopt an annual budget and monitor district finances. *Board Policy BJA(LEGAL)—Superintendent: Qualifications and Duties* requires the superintendent to prepare and submit to the board a proposed budget and administer the budget.

The Texas Education Agency (TEA) Financial Integrity Rating System of Texas (FIRST), calculates an annual financial rating for all school districts. Established by the 77th Texas Legislature in 2001, the system is intended to provide the maximum allocation possible for instructional purposes through holding school systems accountable for the quality of their financial practices. FIRST ratings are calculated using 20 financial indicators, such as administrative cost expenditures, the accuracy of a district's financial information submitted to TEA, and any financial vulnerabilities or material weaknesses in internal controls as determined by an external auditor. The following exhibit displays the Pearland ISD ratings and total scores over the past five years.

Exhibit 5.2.1: Financial Integrity Rating System of Texas (FIRST) Ratings for the Pearland ISD, FY19-FY23

	FY19	FY20	FY21	FY22	FY23
Rating	Superior	Superior	*Superior Achievement	*Superior Achievement	*Superior Achievement
Score	98	94	92	92	92
*The highest rating changed from Superior to Superior Achievement in FY21					
Data Source: Texas Education Agency FIRST Reports, FY19-FY23					

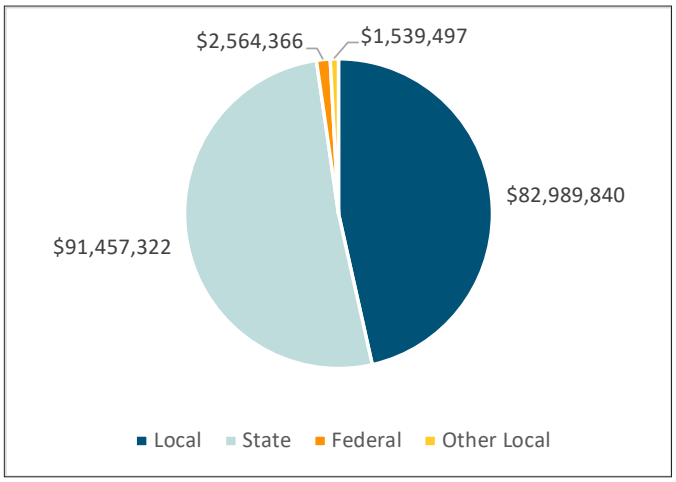
Pearland ISD has received the highest FIRST rating (Superior/Superior Achievement) for the past five fiscal years.

Awards for financial management received by Pearland ISD include:

- The Government Finance Officers Association of the United States and Canada (GFOA) Certificate of Achievement for Excellence in Financial Reporting for the Annual Comprehensive Financial Report (ACFR) for the fiscal year ended June 30, 2022.
- The Association of School Business Officials' (ASBO) Certificate of Excellence in Financial Reporting for the fiscal year ended June 30, 2022.
- The Texas Association of School Business Officials (TASBO) Award of Excellence in Financial Management. Pearland ISD was one of 23 districts in the state to receive this award in 2023.
- The Texas Association of School Business Officials (TASBO) Award of Merit for Purchasing Operations.
- The Texas Comptroller of Public Accounts' Transparency Stars program recognizes local governments for going above and beyond in their transparency efforts.

The following exhibit displays the general fund revenue sources for Pearland ISD.

Exhibit 5.2.2: Revenues for All Appropriated Funds, FY23



Data Source: Texas Education Agency 2021-22 Actual Financial Data

General fund revenue in Pearland ISD in FY22 was 46.5% local, 51% state, 1.44% federal, and 0.86% other local. Percentages may not total 100% due to rounding.

In Texas, school district allocations are budgeted by function codes that reflect the general purpose of the expenditure. The following exhibit lists general fund expenditures by function in the Pearland ISD and compares all funds operating expenditures by function to the state on a per student and percentage basis.

Exhibit 5.2.3: Comparison of All Funds Operating Expenditures by Function to the State, FY22

Function (#)	District						State	
	General Fund	%	Per Student	All Funds	%	Per Student	%	Per Student
Instruction (11, 95)	$107,142,690	57.64%	$5,119	$116,431,015	54.89%	$5,563	55.85%	$6,671
Instructional Resources & Media (12)	$1,935,679	1.04%	$92	$1,946,937	0.92%	$93	1.00%	$120
Curriculum & Staff Dev. (13)	$5,355,062	2.88%	$256	$5,875,099	2.77%	$281	2.43%	$291
Instructional Leadership (21)	$2,910,497	1.57%	$139	$3,410,421	1.61%	$163	1.73%	$206
School Leadership (23)	$12,577,432	6.77%	$601	$12,628,286	5.95%	$603	5.76%	$688
Guidance Counseling Services (31)	$7,778,755	4.18%	$372	$8,464,718	3.99%	$404	3.92%	$468
Social Work Services (32)	$650,999	0.35%	$31	$811,564	0.38%	$39	0.36%	$43
Health Services (33)	$2,365,767	1.27%	$113	$3,074,450	1.45%	$147	1.17%	$139
Transportation (34)	$7,071,905	3.80%	$338	$7,086,094	3.34%	$339	2.95%	$353
Food Services (35)	$0	0.00%	$0	$10,067,032	4.75%	$481	5.00%	$598
Extracurricular (36)	$4,432,503	2.38%	$212	$8,141,308	3.84%	$389	2.97%	$355
General Administration (41, 92)	$5,424,619	2.92%	$259	$5,430,330	2.56%	$259	3.29%	$393
Facilities Maintenance & Operations (51)	$21,916,399	11.79%	$1,047	$22,379,698	10.55%	$1,069	9.86%	$1,177
Security & Monitoring Services (52)	$1,830,786	0.98%	$87	$1,830,786	0.86%	$87	1.10%	$131
Data Processing Services (53)	$4,488,071	2.41%	$214	$4,499,838	2.12%	$215	2.06%	$246
Community Services (61)	$4,525	0.00%	$0	$28,954	0.01%	$1	0.51%	$60
Total Operating Exp. by Function	**$185,885,689**	**100%**	**$8,881**	**$212,106,530**	**100%**	**$10,134**	**100%**	**$11,943**

Data Source: Texas Education Agency PEIMS District Financial Actual Reports 2021-22

Auditors compared the district and state average All Funds expenditures for Instruction, Instructional Resources & Media Services, and Curriculum & Staff Development to determine the district's expenditures on curriculum and instruction. Pearland ISD All Funds expenditures for Instruction were 54.89% of the budget, or $5,563 per student, compared to 55.85% and $6,671 per student in the state. All Funds expenditures for Instructional Resources & Media Services were 0.92% of the budget or $93 per student in the district, compared to 1.00% or $120 per student in the state. All funds expenditures for Curriculum

& Staff Development were 2.77% of the budget or $281 per student in the district, compared to 2.43% or $291 per student in the state. Pearland ISD expenditures per student on curriculum and instruction related functions were lower than the state in FY22. The total All Funds Operating Expenditure by function in Pearland ISD were $10,134 per student, compared to $11,943 in the state.

The Pearland ISD Annual Comprehensive Financial Report for the Fiscal Year Ending June 30, 2023 contained the following financial highlights:

- At the close of the current fiscal year, the district's governmental funds reported combined ending fund balances of $113,542,391, an increase of $2,400,882. Approximately 42.1% or $47,838,943 of this amount is available for spending at the government's discretion (unassigned fund balance).
- At the end of the current fiscal year, unassigned fund balance for the general fund was $47,838,943, or 24.9% of the total general fund expenditures. The district's general fund balance increased by $1,812,303 during the current fiscal year.
- The net position may serve over time as a useful indicator of a government's financial position. The net position of the district's governmental activities increase by $20,469,617 from the prior fiscal year.

An increase in assessed valuation of district property is a positive indicator of the economic growth in a school district. The following exhibit reveals the changes in net taxable valuation of property over the past five tax years. Total taxable value is the total taxable value less exemptions (e.g., homestead exemption, disabled/deceased veteran's exemption).

Exhibit 5.2.4: Pearland ISD's Net Taxable Valuation, Tax Years 2019-2023

	2019	2020	2021	2022	2023	$ Change	% Change
Total Taxable Assessed Value	$7,775,608,498	$8,048,492,813	$8,501,502,251	$8,716,021,138	$9,317,189,071	$1,541,580,573	+19.83

Data Source: Pearland ISD Annual Comprehensive Financial Report for the fiscal year ended June 30, 2023

The assessed valuation of district property increased during each of the past five years.

As depicted in the following exhibit, auditors reviewed the balance between revenue and expenditures in Pearland ISD, another component of a district's financial health. Another important measure of financial health in a school district is the fund balance. An indicator in the Financial Integrity Rating System of Texas (FIRST) for Texas public schools is that the assigned and unassigned fund balances exceed 75 days of operating expenditures.

Exhibit 5.2.5: Pearland ISD Revenues, Expenditures, Fund Balance (General Fund), 2019-2023

	Year				
	2019	2020	2021	2022	2023
Revenues	$187,621,180	$183,591,661	$182,712,653	$188,775,351	$202,841,963
Expenditures	172,193,292	176,303,170	183,081,593	187,382,145	192,400,763
Excess/(Deficit)	$15,427,888	7,288,491	(368,940)	1,393,206	10,441,200
Assigned and Unassigned Fund Balance	49,550,581	43,735,136	47,603,152	48,602,156	48,038,943
# of Days	105	95	95	95	91

Data Source: Pearland ISD

During the five-year period depicted, revenues exceeded expenditures every year except FY21. The fund balance exceeded the recommended minimum of 75 days each year.

The following comment during an interview mentions factors to be considered during budget development in Pearland ISD:

- "Pearland was fast growing. Our demographer now projects student enrollment declines. We have about 1,500 transfer open enrollment students. Starter homes are too expensive. High density housing is not favored. A new charter school K-8 is enrolling students and will open next year." (ESC Administrator)

The following comment relates to a perceived lack of resources in the district:

- "I feel that a lot of our resources are outdated; many resources that are needed are not able to be purchased due to budget. For example, even in our textbook adoption, we did not get all the pieces because there was an additional cost. We sometimes buy one resource for a grade level and teachers have to share." (Campus Administrator)

In summary, Pearland ISD is in sound financial position, and funds are well managed. The fund balance exceeds the recommended number of days.

Budget Development Process

An effective budget development process promotes increased productivity by allocating funds to meet the mission, vision, and priority goals of the district. Consideration is given to cost-benefit analysis data for new and continuing expenditures, and stakeholder input into recommended expenditures is considered. Such a process allows district leaders to establish and maintain control over the district's financial resources to support teaching and learning—the district's core business.

To determine the extent of the connection between curriculum and the budget in Pearland ISD, auditors reviewed board policies regarding district budget development and also reviewed budget documents provided by the district, available on the district web page, or found on the Texas Education Agency website. Interviews were conducted with board members, district and site administrators, teachers, and other employees to ask questions about budgeting and the allocation of resources in the district. District stakeholders were given the opportunity to respond to a survey. Auditors expected to find a budgeting process that increases productivity by utilizing cost-benefit data, significant stakeholder input, and rank ordering of program components to facilitate budget expansion, reduction, or stabilization. Auditors found a traditional budget development process that does not utilize cost-benefit data since programs are not evaluated.

As noted in **Finding 1.1**, **Exhibit 1.1.8**, Pearland ISD board policy does not facilitate improved productivity by providing comprehensive requirements for the budget development process. *Board Policy BBD(EXHIBIT)—Board Members: Training and Orientat*ion requires the board to approve a budget that aligns with and maximizes resources to fulfill the district's vision and goals. *Board Policy CE(LOCAL)—Annual Operating Budget* requires budget planning to be an integral part of overall planning so that resources are provided to implement district programs and activities.

The Pearland ISD Strategic Plan 2022-27 contains Goal 4: The district will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the greater community. Strategy 4.1 calls for the district to communicate with and educate all stakeholders regarding the financial system of public education, as well as the fiscal responsibility and stability of the district

needed to achieve overall student success. The job description of the Executive Director of Business Services requires the development of district, campus, and program budgets and cost estimates based upon documented program needs. The principals' job descriptions require them to develop budgets based upon documented program needs, estimated enrollment, and personnel needs.

The Pearland ISD Budget Preparation Manual 2024-2025 says the district budget provides the financial resources necessary to offer a competitive compensation package to employees, maintain existing facilities, and provide the funds necessary to support 23 existing campuses. The adopted budget is to reflect the Strategic Plan Mission, Vision, and Goals. The District and Campus Improvement Plans are to be utilized during the budget development process. The Pearland Independent School District 2023-24 Adopted Budget document states that the district has placed great efforts in maintaining one of the lowest tax rates among school districts in the area.

The Pearland ISD 2024-25 Budget Preparation Manual designates the following steps in the budget development process.

Exhibit 5.2.6: Summary of Budgeting Steps in District Budget Document

Date	Budgeting Step
November	• Budget Calendar Development • Project student enrollment, which determines teacher and support staff numbers.
January 18	• Budget Kick-Off Meeting • Budget preparation packet distributed
January 29 – February 23	Budget meetings scheduled with individual campuses/departments
February 23	Deadline to submit Requests for Additional Budget Funds
March 1	Deadline for budget entry in MUNIS
March 4	Budget meetings schedule with Cabinet to review campus/department budgets and requests for additional funds
March 25-28	Meetings to discuss capital needs
April 9	Board of Trustees discussion of Capital Renewal Plan and approval of capital projects
April 25	Certified Estimated Property Tax Values received.
April – June	Budget Workshops conducted with Board; to include discussion on enrollment, staffing, revenue projections, tax rate, salaries and benefits, etc.
June 11	Public Hearing to Discuss Proposed Budget and Tax Rate
June 30	Deadline to adopt the FY 2024-25 Budget
July 1	Campuses/Departments able to use FY 2024-25 budget funds and input requisitions for FY 2024-25
July 25	Certified Property Tax Value received
August 13 (Tentative)	2024 Tax Rate Adoption
Data Source: Pearland ISD Budget Preparation Manual 2024-2025	

The budget provides the following per-pupil allotments to campuses:

- Elementary and Middle Schools—$90
- Junior High Schools—$101
- PACE—$114

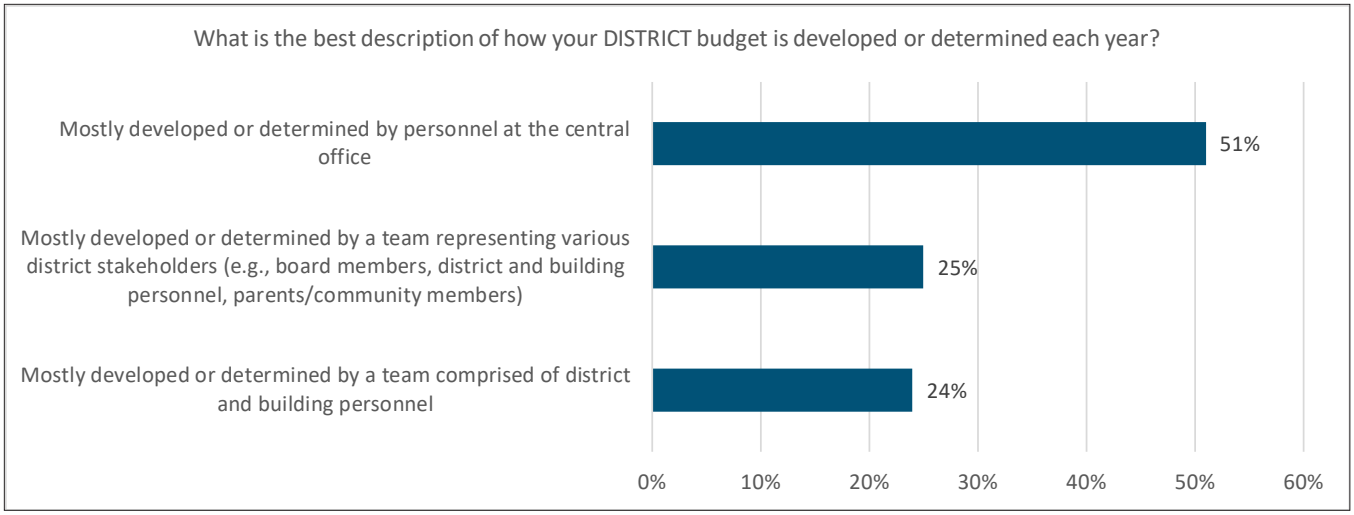
- High Schools—$129

This per-pupil allotment is for non-payroll expenditures, including professional services, general supplies and equipment, staff development, and other miscellaneous instructional costs.

District departments are to evaluate their needs during the budget development process and may budget up to, but not exceed, the 2023-24 budget allotment. Additional budget funds may be requested if the current allotment is not sufficient to meet operating needs. Administrators requesting additional funds must describe the need, justification, relationship to a district goal, and budget impact on the district.

The next exhibit illustrates administrators' responses to the question, "What is the best description of how your district budget is developed or determined each year?"

Exhibit 5.2.7: Administrator Perceptions of District Level Budget Development



Note: n=102
Data Source: Online administrator survey

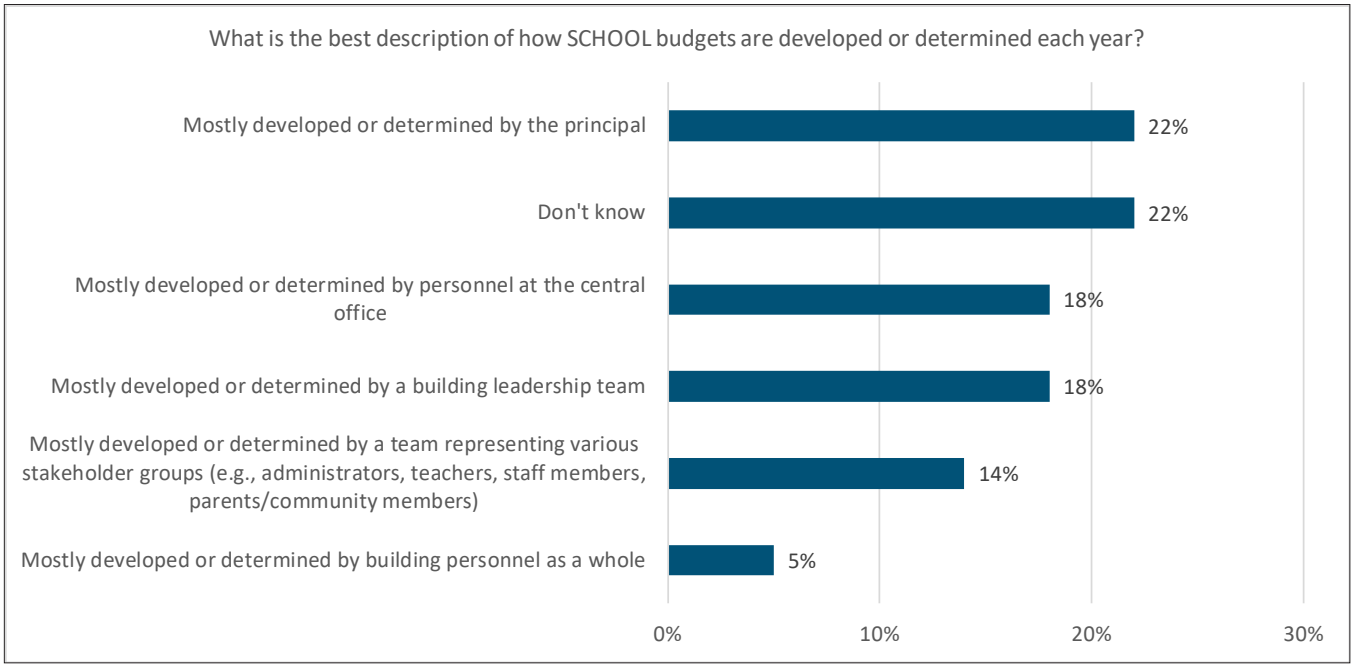
When asked how the district budget is developed, 51% of responding administrators chose "mostly developed or determined by personnel at the central office;" 25% chose "mostly developed or determined by a team representing various district stakeholders (e.g., board members, district and building personnel, parent/community member); and 24% chose "mostly determined by a team comprised of district and building personnel.

These are sample comments on the survey from administrators related to district budget development.

- "This answer could come from perception vs reality."
- "I am not sure about this answer."
- "I do not know the answer to this."

The following exhibit illustrates administrators' responses to the question, "What is the best description of how your campus budgets are developed or determined each year?"

Exhibit 5.2.8: Administrator Perceptions of Campus Level Budget Development

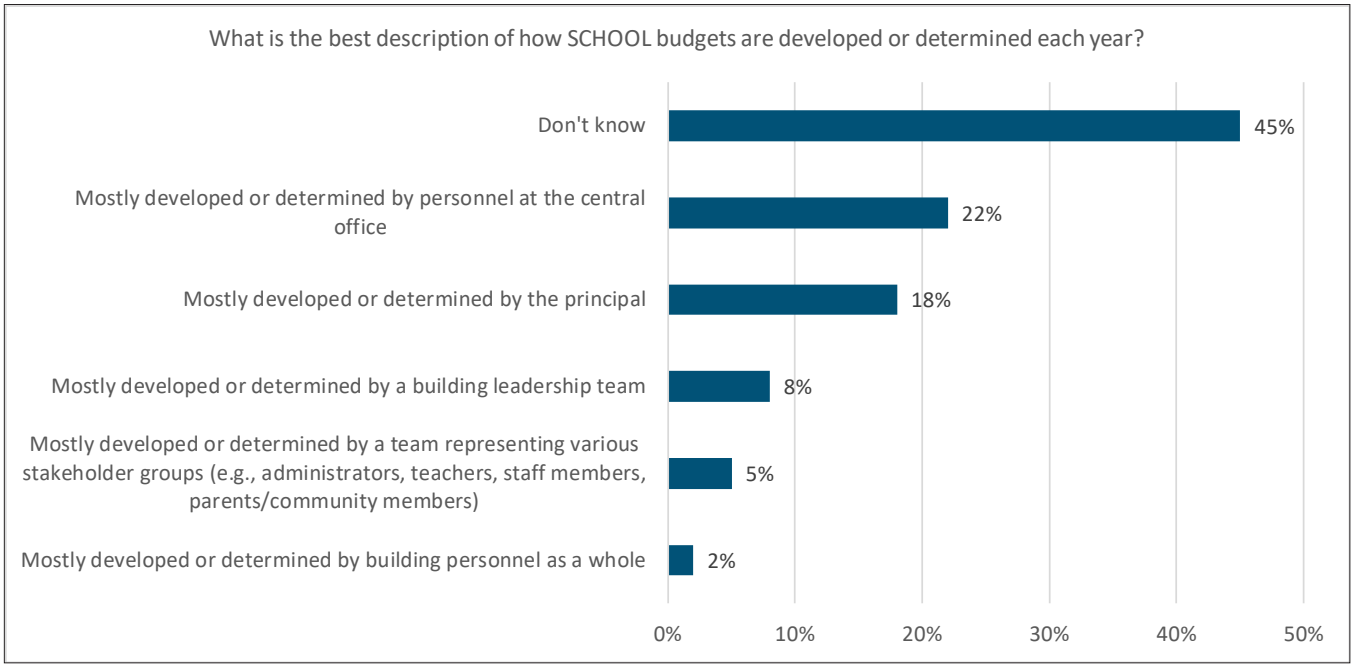


Note: Some totals do not equal 100% due to rounding, n=103
Data Source: Online administrator survey

Twenty-two percent of responding administrators said the school or campus budget was mostly determined by the principal. "Don't know" was also selected by 22%. "Mostly developed or determined by personnel at the central office" and "mostly developed or determined by a building leadership team" were each selected by 18%.

Teachers were asked their perceptions of how campus budgets are developed. Responses are summarized in the following exhibit.

Exhibit 5.2.9: Teacher Perceptions of Campus Budget Development



Note: n=456
Data Source: Online teacher survey

When asked their perceptions of how campus budgets are determined, 45% of teachers responded, "Don't know." Twenty-two percent of teachers thought the campus budget was determined by central office personnel, and 18% thought the campus budget was determined by the principal.

As noted in the previous three exhibits, administrators and teachers in Pearland ISD do not clearly understand the process of developing the district and campus budgets.

The following comment relates to budget development in recent years, and mentions the need for differentiated funding based on student needs:

- "Pearland ISD projected budget deficits at the beginning of the budget year for the last decade. The reality is we have been close to level at the end of the budget year. Enrollment goes down and ADA goes up. Current students have greater needs." (ESC Administrator)

Performance-based Budgeting

The primary function of the performance-based budget is to use actual student outcomes and other program evaluation data to make budget decisions so that adequate resources are allocated to those program efforts that are most closely linked to vital school system goals and provide the best evidence of cost effectiveness. When financial resources can be allocated according to identified priorities and the cost-benefit of programs and innovations through formal evaluations, increased productivity in financial, as well as human capacity, can be achieved.

The following exhibit provides an analysis of the current budget process to determine whether the components of a performance-based budget are present and applied.

Exhibit 5.2.10: Performance-based Budget Criteria and Adequacy of Use in the Budget Development Process

Performance-based Budget Criteria	Auditors' Rating
1. Tangible, demonstrable connections are evident between assessment of operational curriculum effectiveness and allocation of resources.	P*
2. Rank ordering of program components is provided to permit flexibility in budget expansion, reduction, or stabilization based on changing needs or priorities.	
3. Each budget request or submittal is described to permit evaluation of consequences of funding or non-funding in terms of performance or results.	P*
4. Cost benefits of components in curriculum programming are delineated in budget decision making.	
5. Budget requests compete for funding based upon evaluation of criticality of need and relationship to achievement of curriculum effectiveness.	
6. Priorities in the budget are set by participation of key educational staff in the allocation and decision-making process. Teacher and principal suggestions and ideas for budget priorities are reflected and incorporated in budgeting decisions.	P*
Total Met	**0/6**
Percentage Met	**0%**
Key: X = Met, P = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
©2023 CMSi	

The current budget process in Pearland ISD fully meets none of the six criteria for a performance-based budget, and partially meets three.

Ratings for each characteristic of performance-based budget follow:

Criterion 1: Connections Between Curriculum Effectiveness and Resource Allocation (Partially Met)

Tangible, demonstrable connections should be evident between assessment of operational curriculum effectiveness and allocations of resource in the budget. School leaders analyze some student performance data as the budget is being developed. Auditors found that a comprehensive student assessment plan and process were not in place (see **Finding 4.1**). Some courses taught in the district lack a formal assessment (see **Finding 4.2**). The Pearland ISD budget is adopted in June, while the District Improvement Plan is not approved until December of a school year. Planning should occur before budgeting.

Criterion 2: Rank Ordering of Program Components (Not Met)

Rank ordering of program components should be provided to permit flexibility in budget expansion, reduction, or stabilization based on changing needs or priorities. Budget requests are not rank ordered in the Pearland ISD budget development process.

Criterion 3: Descriptions for Evaluation of Funding Consequences (Partially Met)

Each budget request or submittal should be described so as to permit evaluation of consequences of funding or non-funding in terms of performance or results. When additional budget funding is requested above the prior year amount, a form must be submitted to justify the request. If additional funding is not requested, budget amounts are rolled over from one fiscal year to the next without justification.

Criterion 4: Cost Benefit Analysis (Not Met)

Cost benefits of components in curriculum programming should be delineated in budget decision making. Performance-driven budgeting with cost-benefit analysis is not possible without program evaluation. Pearland ISD has no formal process to select, implement, or evaluate programs (see **Finding 5.1**).

Criterion 5: Competition on Basis of Needs and Effectiveness (Not Met)

Budget requests should compete for funding based upon evaluation of criticality of need and relationship to achievement of curriculum effectiveness. This is not a component of the current budgeting process.

Criterion 6: Participation of Key Educational Staff (Partially Met)

Priorities in the budget should be set by participation of key educational staff in the allocation and decision-making process. The Pearland ISD Budget Preparation Manual 2024-25 lists steps in the budget development process. Budget meetings are held with individual campuses/departments as the budget is developed. Budget meetings are scheduled with Cabinet members to review budgets and requests for additional funds. Budget workshops are held with the Board of Trustees. Some input is utilized as budgets are developed. A collaborative cross-sectional group of district stakeholders (including teachers and principals) is not involved in the final budget prioritization.

When developing district priorities for expenditures, consider the information in **Appendix M: Research Snapshot: Investing in the Primary Grades**, and **Appendix N: Research Snapshot: Targeted Approaches for Success**.

In summary, the budgeting process outlined in the district budgeting document has resulted in a stable district budget and a fund balance that exceeds the recommended minimum amount. The budget is basically built upon prior year expenditures. New budget requests must be justified, but not existing budgeted funds. Input is solicited in budget development, but not in the final ranking of expenditures before the budget is approved. Since most district programs are not evaluated, comprehensive cost benefit analysis is not part of the budgeting process.

Equitable Allocation of Resources

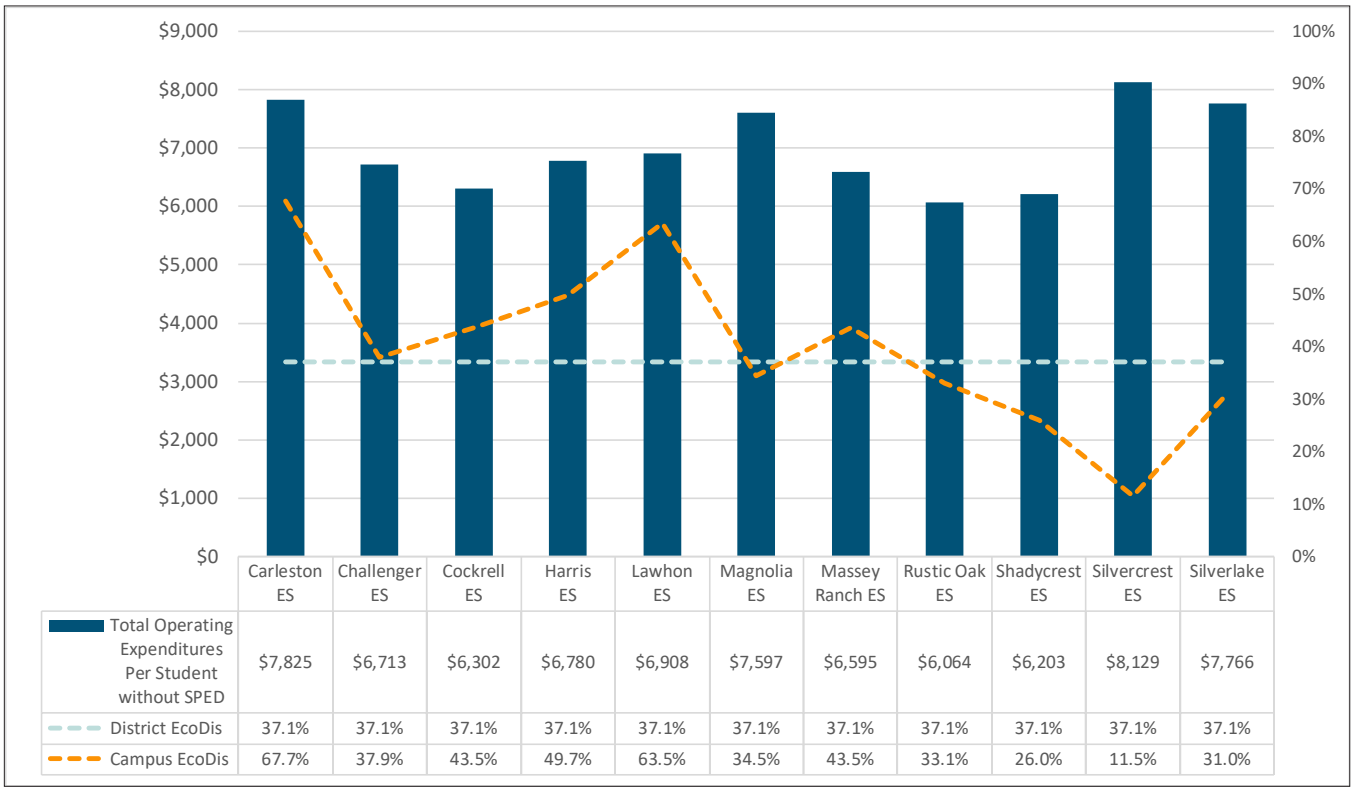
While the term “equal” means exactly the same, “equity” is the allocation of resources based on need. Rather than distributing resources based on a per pupil allocation, equity requires that additional resources be directed to students with greater needs. Without equal access to programs and services and equitable distribution of resources, school systems perpetuate the disparities among students that public education was designed to ameliorate.

As noted in **Finding 1.1**, **Exhibit 1.1.8**, Pearland ISD board policy mentions the equitable distribution of resources. *Board Policy BBD(EXHIBIT)—Board Members: Training and Orientation* requires the board to ensure the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools.

The Pearland ISD Strategic Plan 2022-2027 contains Goal 4: The district will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the greater community. Strategy 4.4 calls for the district to explore, design, and implement a coordinated, accessible, and comprehensive funding system aligned with student needs.

The following exhibit displays the All Funds Total Expenditures per student at each elementary school minus the cost of Students with Disabilities, compared to the percentage of economically disadvantaged students.

Exhibit 5.2.11: All Funds Total Expenditures Per Student (Minus Students with Disabilities) at Elementary Schools



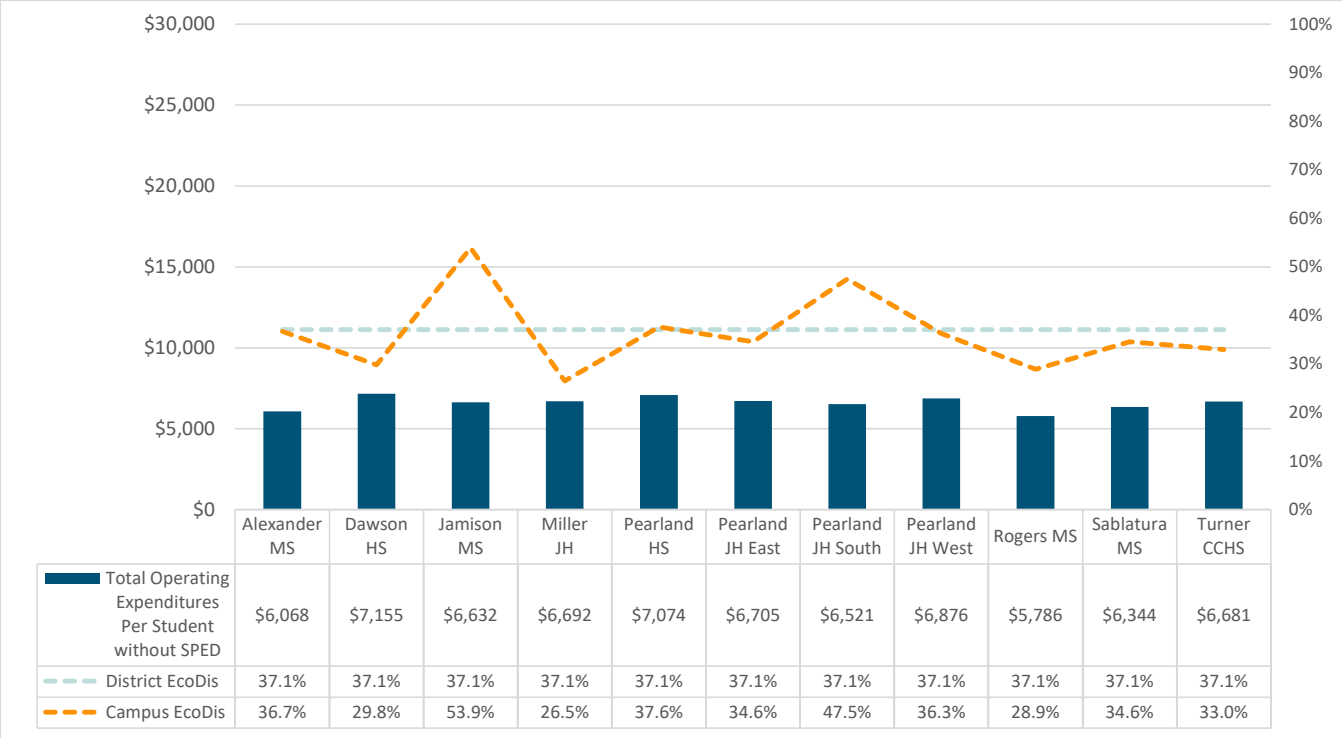
	Carleston ES	Challenger ES	Cockrell ES	Harris ES	Lawhon ES	Magnolia ES	Massey Ranch ES	Rustic Oak ES	Shadycrest ES	Silvercrest ES	Silverlake ES
Total Operating Expenditures Per Student without SPED	$7,825	$6,713	$6,302	$6,780	$6,908	$7,597	$6,595	$6,064	$6,203	$8,129	$7,766
District EcoDis	37.1%	37.1%	37.1%	37.1%	37.1%	37.1%	37.1%	37.1%	37.1%	37.1%	37.1%
Campus EcoDis	67.7%	37.9%	43.5%	49.7%	63.5%	34.5%	43.5%	33.1%	26.0%	11.5%	31.0%

Data Source: Pearland ISD

There is little relationship between student economic status and campus funding in the Pearland ISD elementary schools. Silvercrest Elementary School has the highest funding per student among elementary schools, but the lowest percentage of economically disadvantaged students. Carleston Elementary School and Lawhon Elementary School have significantly higher percentages of economically disadvantaged students, yet do not receive additional funding. The percentage of economically disadvantaged students at elementary schools varies significantly from the district average.

The following exhibit displays the All Funds Total Expenditures per student at each high school, junior high, and middle school minus the cost of Students with Disabilities, compared to the percentage of economically disadvantaged students.

Exhibit 5.2.12: All Funds Total Expenditures Per Student (Minus Students with Disabilities) at High Schools, Junior Highs, and Middle Schools



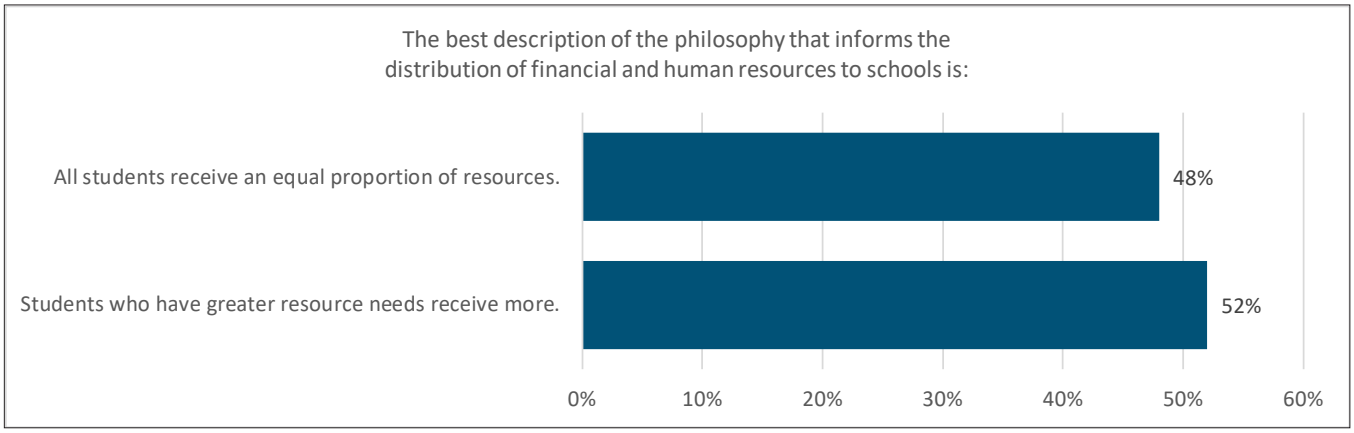
	Alexander MS	Dawson HS	Jamison MS	Miller JH	Pearland HS	Pearland JH East	Pearland JH South	Pearland JH West	Rogers MS	Sablatura MS	Turner CCHS
Total Operating Expenditures Per Student without SPED	$6,068	$7,155	$6,632	$6,692	$7,074	$6,705	$6,521	$6,876	$5,786	$6,344	$6,681
District EcoDis	37.1%	37.1%	37.1%	37.1%	37.1%	37.1%	37.1%	37.1%	37.1%	37.1%	37.1%
Campus EcoDis	36.7%	29.8%	53.9%	26.5%	37.6%	34.6%	47.5%	36.3%	28.9%	34.6%	33.0%

Data Source: Pearland ISD

The per student expenditures for Pearland ISD high schools, junior high schools, and middle schools does not show as much variance as the elementary schools. However, Jamison Middle School and Pearland Junior High South each have a higher percentage of economically disadvantage students than the district average, but do not receive additional funding.

The following exhibit illustrates administrator responses to a question related to the distribution of financial and human resources.

Exhibit 5.2.13: Administrator Perceptions of Philosophy for Distribution of Financial and Human Resources



Note: Administrators, n=99
Data Source: Online administrator survey

Fifty-two percent of responding administrators felt that in Pearland ISD, students who have greater resource needs receive more, while 48% chose the answer that all students receive an equal portion of resources.

During interviews or on surveys auditors received the following comments related to the need for equitable allocation of financial resources based upon student needs:

- "We have always funded campuses equally across the board. We have not looked at special needs of students or campuses. We are beginning to think about that." (ESC Administrator)
- "We have always funded across the board equally. We never looked at it by need. We never sat down to determine what funding they need specifically to support students. We can't do that anymore. We need to fund based on need." (ESC Administrator)
- "Some schools have groups of students that are more needy. They need more supervision, more help." (Board Member)
- "Differentiation among campus supports is needed. Campuses have a wide range of instructional needs, and supports should be based on data." (Campus Administrator)

Summary

The Pearland ISD budget development process is well managed, award winning, and has resulted in a stable financial situation. None of the six characteristics of performance-driven budgeting are ranked as fully met. Components of program budget requests are not rank ordered; all budget managers are not required to describe the consequences of funding or not funding; all budget components do not compete for funding based on needs and effectiveness; and stakeholder input into final allocation recommendations is lacking. Administrators and teachers responding to a survey were not certain as to how district and campus budgets were developed. Fiscal productivity is diminished because Pearland ISD does not conduct program evaluations (see **Findings 4.1** and **5.1**); thus, critical data are not available as a basis for decision making in performance-driven budgeting. (See **Recommendation 5**.)

Recommendations

Based on the streams of data derived from interviews, documents, online surveys, and site visits, the TASA-CMSi Curriculum Audit™ Team has developed a set of recommendations to address its findings under each of the focus areas of the audit.

The findings have been triangulated, i.e., multiple sources of data serve to support the auditors' conclusions. The recommendations in this section are representative of the auditors' best professional judgments regarding how to address the problems that surfaced in the audit.

The recommendations are presented in the order of their criticality for initiating system-wide improvements. The recommendations also recognize and differentiate between the policy and monitoring responsibilities of the board of trustees and the operational and administrative duties of the superintendent of schools.

Where the TASA-CMSi audit team views a problem as wholly or partly a policy and monitoring matter, the recommendations are formulated for the board of trustees. Where the problem is distinctly an operational or administrative matter, the recommendations are directed to the superintendent of schools as the chief executive officer of the school system. In many cases, the TASA-CMSi audit team directs recommendations to both the board and the superintendent, because it is clear that policy and operations are related, and both entities are involved in a proposed change. In some cases, there are no recommendations to the superintendent when only policy is involved or none to the board when the recommendations deal only with administration.

Audit recommendations are presented as follows: The overarching goals for the board and/or the superintendent, followed by the specific objectives to carry out the overarching goals. The latter are designated "Governance Functions" and "Administrative Functions."

Exhibit R.1: Findings and Recommendations Aligned to Audit Focus Areas

Recommendations	F.A. 1: Vision & Accountability			F.A. 2: Curriculum			F.A. 3: Consistency & Equity				F.A. 4: Feedback			F.A. 5: Productivity	
	Finding 1.1: Policy	Finding 1.2: Org. Chart/ Job Desc.	Finding 1.3: Planning	Finding 2.1: Curriculum Planning	Finding 2.2: Curriculum Scope	Finding 2.3: Curriculum Quality	Finding 3.1: Instructional Practices	Finding 3.2: Artifacts	Finding 3.3: Equity/ Alignment/Consistency	Finding 3.3: Monitoring	Finding 4.1: Assessment Planning	Finding 4.2: Assessment Scope	Finding 4.3: Assessment Trends	Finding 5.1: Productivity	Finding 5.2: Performance-driven Budgeting
1	X	X	X												
2				X	X	X		X							
3							X		X	X					
4											X	X	X		
5														X	X

Recommendation 1: Provide clear direction and accountability for curriculum management and other district operations through revised or new board policies and administrative regulations, organizational charts, job descriptions, and plans.

A comprehensive set of school board policies is necessary to guide the management of a school system and express the expectations and intentions of the elected body legally charged with governance of the district. Policies are a reliable reference for district administrators in responding to recurring issues and making operational decisions to promote the consistency of administrative practices and the cohesion of organizational functions. Administrative regulations need to be revised or developed by the superintendent to provide staff with details related to board policy implementation. The auditors found that board policies do not sufficiently direct the management of the design and delivery of curriculum (see **Finding 1.1**).

Most of the district's financial assets are invested in human capital. Board members can be confident those assets are well invested when the organizational structure is designed for the most effective and efficient achievement of the district's vision and when that structure is accurately depicted in an organizational chart and job descriptions. In Pearland ISD, auditors found the organizational charts do not conform to four of the six principles of sound organizational management. The district does not have protocols for maintaining accurate job descriptions, and inconsistencies exist between the organizational charts and job descriptions (see **Finding 1.2**).

Planning is the vehicle for managing improvement in the district. Well-written plans coordinated throughout the system provide district leaders with control of the direction of change. Planning in Pearland ISD has elements that lead to improved teaching and learning, but formal accountability for some of those elements is missing. The district strategic plan provides some direction to guide decision making in the district, and systems are in place to monitor the completion of strategies; but no consistent method has been developed to evaluate the plan's effectiveness in accomplishing its goals. The District Improvement Plan and Campus Improvement Plans are not systematized to lead to improved student achievement (see **Finding 1.3**).

The auditors present the following recommendations for establishing greater accountability over curriculum management and related functions through curriculum-focused policies and regulations, quality documentation of human capital, and effective planning processes. The recommended actions related to board policies and human resource management should be prioritized and completed within one year. The recommended actions related to planning should be completed within one to two years.

Board Policies and Administrative Regulations

Governance Functions: The following actions are recommended to the Pearland ISD Board of Trustees:

G.1.1: Review, develop, revise, and adopt board policies that meet the Curriculum Management Audit Center® (CMAC®) model criteria for the management of an aligned written, taught, and assessed curriculum as reported in **Finding 1.1, Exhibits 1.1.4** through **1.1.8** and detailed in **Appendix D**, **Exhibit D.2**. Ideally, create a policy *EH(Local)—Curriculum Development* that incorporates all the criteria not included in other policies. Include revision to policies to require comprehensive plans described in **Focus Areas 2**-**5**, including the development of plans for curriculum management, professional development, comprehensive student assessment and program evaluation, and Performance-based budgeting.

G.1.2: Require regular board updates on progress related to the implementation of this policy and regulation recommendation.

G.1.3: Commit adequate resources and support for timely implementation.

Administrative Functions: The following actions are recommended to the Pearland ISD Superintendent:

A.1.1: Assist the board with the revision or creation of board policies, and create or revise administrative regulations needed to support cohesive and comprehensive planning and accountability for the design and delivery of curriculum as referenced in **G.1.1**.

Implementing the recommendations outlined above will promote clear direction and accountability through policies and regulations that will clarify the daily work of the district and result in more efficiency and effectiveness.

Organizational Chart and Job Descriptions

Governance Functions: The following actions are recommended to the Pearland ISD Board of Trustees:

G.1.4: Adopt a board policy requiring up-to-date documentation of the district-wide deployment of human capital in two categories of documents:

a. Organizational chart that accurately displays the structure of district personnel and adheres to the CMAC® model Principles of Sound Organizational Management shown in **Exhibit 1.2.2**. It should be noted that the board of trustees does not officially approve the organizational chart(s).

b. Job descriptions for every employee that are dated, reviewed and signed by the employee, and meet the quality criteria described in the analysis of job descriptions in **Exhibits 1.2.4** and the narrative explanations following the exhibit.

G.1.5: Require board updates on progress toward the implementation of this recommendation.

G.1.6: Commit adequate resources and political support for timely implementation

Administrative Functions: The following actions are recommended to the Pearland ISD Superintendent:

A.1.2: Delegate to a position in the Human Resources Department the responsibility for managing organizational charts and job descriptions. Amend the position's job description to include the following responsibilities:

a. Create and maintain a written set of procedures to be followed for updating organizational charts and job descriptions on a predetermined cycle, or when positions are added, removed, altered, or relocated. Include procedures for maintaining consistency among the organizational chart, the job descriptions, and the district website.

b. Maintain an up-to-date set of organizational charts and job descriptions that are dated, accurately document the district's deployment of human capital, and conform to the principles of sound organizational management listed in **Exhibits 1.2.2** and **1.2.3** and the accompanying analyses, including clear graphic representations of the chain of command, line-staff authority, grouping of functions, full inclusion, and scalar relationships. Share organizational charts whenever changes are made (annually at a minimum) with the board of trustees. See **Appendix O** for recommended organizational charts for both Superintendent and the Department of Curriculum and Instruction.

c. Maintain a reliable archive of changes made to those documents so that a current set of job descriptions and organizational charts accurately represent the positions in the district.

d. When revising job descriptions, consider Audit Report recommendations. Include desired expertise required of each job in the Special Knowledge/Skills section, and note audit recommendations

related to major responsibilities and duties. Ensure that job descriptions for appropriate employees contain strong statements related to curriculum responsibilities and alignment.

When revising job descriptions, consider the recommendations of the curriculum audit. Specify the special knowledge/skills that employees will need to possess or obtain as they carry out responsibilities in implementing audit recommendations.

Rather than having all curriculum personnel be subject area specialists, some personnel also need expertise in the following areas:

1. Technical skill in the writing of curriculum;
2. Developing quality instructional objectives;
3. Establishing congruence or alignment between/among learning objectives and instructional materials, instructional strategies, and assessments;
4. Instructional delivery; and
5. Providing comprehensive staff development.

Include accountability for implementation of assigned audit responsibilities (and all job responsibilities) in the employee performance review process.

A.1.3: Address the issues described in the bullet points and narrative after **Exhibits 1.2.3** and **1.2.5** to correct errors and inconsistencies that currently exist among the organizational charts and job descriptions.

A.1.4: Consider changes to the district leadership structure to more efficiently and effectively distribute responsibilities that are critical to the management of curriculum and instruction functions of the district, as noted in **Finding 1.2**. The auditors' recommended changes are shown in **Appendix O**, which presents suggested organizational charts. Modifications that are recommended include:

Superintendent's Table of Organization

a. Center the Deputy Superintendent on the table to reflect the importance of the position to the primary work of the district (Line and Staff)
b. Rename and elevate the Executive Director of Curriculum and Instruction to the Assistant Superintendent of Curriculum & Instruction to reflect the importance of the position to the primary work of the district (Scalar Relations)
c. Place Executive Directors and Assistant Superintendent positions on appropriate planes on the table (Scalar Relations)
d. Add principals to the table. Even though they are not Executive Leadership, they reflect the primary work of the district. This clarifies the connection between Leadership and line employees (Full Inclusion)
e. Add Assistant/Associate Principals (Full Inclusion)
f. Add teachers to the table. Even though they are not Executive Leadership, they reflect the primary work of the district. This illustrates the flow of responsibility to the classroom. (Full Inclusion)
g. Reassign the Executive Director of Safety and Operations as a direct report to the superintendent. (Logical Grouping)

h. Move General Counsel to a sidebar to reflect reporting to the Board of Trustees.

Curriculum and Instruction Table of Organization

a. Place directors, coordinators, specialists, and administrators on separate planes to reflect the level of responsibility and remuneration (Scalar Relations).

b. Have the Director of Fine Arts report to the Assistant Superintendent of Curriculum and Instruction. [Presently reports to Executive Director of Intermediate/JHS] (Logical Grouping).

c. Reassign some current curriculum specialists to instructional specialists, depending on individual strengths.

d. Acquire needed instructional specialists from the cadre of technology specialists.

e. Add a foreign language curriculum and instructional specialist to develop the foreign language program (Full Inclusion).

f. Rename and place Bilingual Program under Assistant Superintendent of Curriculum and Instruction. Rename Multilingual Programs (Logical Grouping).

g. Reassign Dual Language Specialist from Elementary Instruction to Multilingual Program (Logical Grouping).

These changes, in addition to principles presented in **Finding 1.2,** will assure greater efficiency and effectiveness in managing district personnel as they work to achieve district goals.

Planning

Governance Functions: The following actions are recommended to the Pearland ISD Board of Trustees:

G.1.7: Engage with the superintendent and other school leaders in a process to further develop the Pearland Strategic Plan to include all components listed in **Exhibit 1.3.2** and support all audit recommendations.

G.1.8: Request periodic board updates on progress.

G.1.9: Commit adequate resources and political support for timely implementation of the actions below.

Administrative Functions: The following actions are recommended to the Pearland ISD Superintendent:

A.1.5: Lead the district in further developing the Pearland Strategic Plan to support audit recommendations and meet the requirements set in **G.1.7**. Develop a process whereby all district plans are aligned with the district strategic plan. Provide for evaluation and monitoring of all plans for feedback and consistency. Quality district planning and plans should include the following criteria (* indicates criteria not fully met through the current Pearland Strategic Plan or the District Improvement Plan). See **Finding 1.3**, **Exhibit 1.3.2** and the explanation of each criteria following the exhibit for more details:

a. Directed by written expectations*

b. Responsive to vision*

c. Based on data

d. Drives daily decision-making*

e. Is emergent and fluid*

f. Is collaborative and coordinated*
g. Clear and measurable*
h. Reasonable and feasible*
i. Implementation strategies*
j. Capacity building*
k. Internal reliability and congruence*
l. Aligned professional development*
m. Budget*
n. Accountability*
o. Evaluation plan and implementation*
p. Monitoring*
q. System-wide coordination of effort*

A.1.6: Lead the district in further developing the Pearland Campus Improvement Plans (CIP) and Campus Accountability Plans (CAP) to support audit recommendations. Provide for evaluation and monitoring of all plans for feedback and consistency. Quality campus planning and plans should include the criteria included in **Exhibit 1.3.4** and the explantation of criteria that follows. Include an expectation that all plans will be regularly and widely promulgated to staff and faculty.

A.1.7: Develop a process whereby all district, campus, and departmental plans are aligned with the district strategic plan. Require departmental improvement plans.

The revised or new board policies and administrative regulations in this recommendation will result in improved control and direction for curriculum management and other important district operations. Implementing these recommendations will allow Pearland ISD to more effectively utilize personnel, as expressed in the Purpose of the Audit statement, through improved management of human capital with revised organizational charts and job descriptions. Actions in this recommendation will assist the Board of Trustees and Superintendent to fulfill the district vision, mission, and goals through more effective district planning processes at the district, department, and campus levels.

Recommendation 2: Design and implement a comprehensive curriculum management plan that coordinates curriculum management functions and establishes clear expectations for the alignment of curriculum and assessment to support the effective delivery of a rigorous curriculum.

Delivering quality instruction to every student, ensuring each child's academic success, is the single most critical goal of school officials in every school district. It is also unquestionably a goal that cannot be left to chance. Ensuring that every student has access to and is provided the very best quality instruction and learning must be purposeful and carefully planned at every level of a school system. Therefore, written planning documents must be in place that direct the many levels of personnel ultimately responsible for the primary purpose of all school districts – student learning. In addition to documents, active planning and training must continue in order to actualize the written plans and maintain a constancy of purpose. Such planning will then focus and direct all efforts across the system to achieve a quality, deeply-aligned curriculum and strong system for instructional delivery and educational equity.

RECOMMENDATIONS

A quality curriculum is based on the principle that the written, taught, and tested curricula are aligned. To be truly effective, not only must they be aligned in content, but in context and cognitive type, as well. Context refers to the way in which something is learned or practiced. The cognitive type refers to the type of cognitive functioning students engage in when accomplishing a task or practicing a skill. The school district guides and directs classroom instruction through written curriculum documents and their aligned assessments. The ultimate goal is to assure that the curriculum and assessments are aligned with what is being delivered in all district classrooms. The alignment begins with a quality written curriculum document that specifies what is the most essential content to be taught, in what sequence, at what needed pace, and at what cognitive level. The curriculum then suggests the best ways to approach the content, so all students are engaged, and learning is the most relevant. It also provides performance tasks and suggestions for student activities, defining the context necessary for students to demonstrate mastery of the content at the highest levels. A quality written curriculum document suggests a variety of rigorous, aligned resources and materials that support instructional goals, and provides a battery of formative and summative assessments and sample test items, with rubrics or checklists so teachers are able to evaluate and determine when students have mastered the intended objectives. The written curriculum must be delivered effectively, using the district-expected and suggested strategies and approaches described in the curriculum framework in a way that communicates high expectations for all students and allows for individualization of learning and successful differentiation of instruction. All these elements are necessary for the curriculum to be adequate, and all are needed to support teachers and assure fidelity to the mission, vision, and beliefs of district leaders.

Once a district has the key components of the aligned curriculum in the design (all written aspects of the curriculum, including the expectations for what is implemented should look like), managing the delivery of the curriculum involves professional development, ongoing support and coaching, and strong monitoring to ensure its implementation as well as feedback to determine whether the delivery is effective. All measures of effectiveness (written curriculum, as well as instruction), relate back to the impact on student achievement; programs, teaching practices, student activities, and curriculum are only effective if students experience increased academic success. In addition, such success must be sought on behalf of and provided to all students, according to their individual needs; and continuous evaluation must take place to determine if all subgroups of the student population are experiencing success, accessing appropriate and challenging content, and making gains in their learning. Every teacher and instructional leader at every campus in the district should have access to data regarding where any student is on the learning continuum on any given day. This is vital to assuring learning success.

Overall, the auditor found that Pearland ISD does not have a comprehensive curriculum management plan in place that provides specificity needed to direct the design, implementation, delivery, and evaluation of the district's curriculum. Curriculum planning was partially supported by policy (see **Finding 1.1**), and job descriptions were inadequate to assign specific roles and responsibilities for the management of curriculum and assessment (see **Finding 1.2**). The scope of the existing curriculum was inadequate to direct classroom instruction and the attainment of district goals (see **Finding 2.2**), and the quality of written curriculum that is available is inadequate to support student achievement for all students. Curriculum documents varied among campuses, grade levels, and subjects, and were not available in some curricular areas (see **Finding 2.3**).

Curriculum documents lacked consistent alignment in all three dimensions (Content, Context, and Cognitive Type) among instructional resources and instructional strategies (see **Finding 2.3**). The district written curriculum also lacked adequate formative and summative assessments to determine students' prerequisite knowledge and skills to measure progress toward mastery of the objectives (see **Finding**

4.2). Teacher surveys indicate they rely on their own ideas and resources due to the lack of a written comprehensive curriculum management plan.

Based on their findings, the auditors recommend the development and implementation of a single comprehensive curriculum management system that is focused on a planned approach to every aspect of curriculum–its design, development, and implementation, monitoring, evaluation, and revision – so that learning for all students is maximized. The professional development of staff, a critical component of any improvement effort, should also be included in the plan. The plan should also guide the integration of other components of the curriculum that transcend the development, such as content, strategies, and approaches that support culturally relevant and responsive instruction, and English language development. Curriculum management planning (see **Finding 2.1**), curriculum design (see **Finding 2.3**), and curriculum revisions will be covered in this recommendation. Curriculum implementation or delivery (see **Finding 3.1**) and monitoring of curriculum delivery (see **Finding 3.4**) will be addressed in more detail in **Recommendation 3**. Formative and summative assessments (see **Findings 4.1** and **4.2**) that provide instructional program effectiveness data and give teachers vital information on how their students are performing are covered in **Recommendation 4**. Another important component of the plan, professional development (see **Finding 5.1**), will be addressed in **Recommendation 5**. These processes and procedures must be formalized and institutionalized in policy and administrative regulations to ensure smooth transitions in the event of staff turnover and to facilitate orientation of new staff in future years.

To put such a system in place and support these functions, the auditors recommend the following actions to the Pearland ISD Board of Trustees and Superintendent.

These steps will help district leaders prioritize the work that needs to be done and focus all involved personnel on common goals, rendering the attainment of those goals more likely. The recommended steps are organized into the following sections:

- Curriculum Management Planning
- Curriculum Design and Development

Curriculum Management Planning

The district needs a cohesive and comprehensive plan that directs a management system to establish and maintain a quality curriculum that is: (1) aligned to the Texas Essential Knowledge and Skills/ Student Expectations; (2) implemented effectively in every classroom; and (3) continuously evaluated using aligned formative and diagnostic assessments. This plan should be developed in concert with plans governing student program assessment and equity to assure that the complex interworking of all departments within the district is efficient and effective in achieving district goals.

Governance Functions: The following actions are recommended for the Pearland ISD Board of Trustees:

G.2.1: Consider and adopt board policy focused on curriculum to incorporate the district vision, mission, and beliefs and to stipulate those expectations that should guide the specific direction and processes needing elaboration in a comprehensive curriculum management plan.

G.2.2: Receive periodic reports on the implementation of a comprehensive curriculum management plan to include data supporting the effectiveness of the plan.

G.2.3: Commit adequate resources and political support for the execution of the plan.

Administrative Functions: The following actions are recommended to the Pearland ISD Superintendent:

A.2.1: Develop and recommend board policy that requires the development and implementation of a curriculum management and assessment plan.

A.2.2: Develop and implement administrative regulation that ensures the curriculum management plan includes the components in **Exhibits 2.1.2** and **4.1.1.**

The curriculum management plan is intended to serve many purposes: (1) to define the processes surrounding the continuous evaluation and development of curriculum; (2) to provide guidelines for what a finished product should look like; and (3) clarify which tasks and responsibilities are classroom-level, campus-level, or district-level. It should explicitly coordinate functions across departments, such as curriculum design and professional development, curriculum delivery, and assessment, so any confusion among departments is minimized and gaps and overlaps are diminished. The plan should include the following components:

a. The definition of those curriculum functions and components that are tightly held vs. those that are loosely held (see **Finding 1.1**, **Exhibit 1.1.1,** and **Finding 2.1**).

b. The expectation of the aligned written, taught, and tested curriculum in all three dimensions (content, context, and cognitive type).

c. The expectation of a K-12 scope and sequence of specific learning goals, objectives, and benchmarks, and that form the backbone of the curriculum guides.

d. A requirement that all courses offered be supported by quality written curriculum that aligns with the Texas Essential Knowledge and Skills/Student Expectations documents.

e. Formal board of trustee adoption of all curricula prior to implementation.

The curriculum management plan should address all the criteria in **Exhibit 2.1.2** and be organized into the following sections:

a. **VISION, Philosophy, and Expectations for Student Learning and Curriculum Design**

Develop clear expectations for instructional delivery and student engagement. Emphasize cognitive demand and authentic, relevant learning experiences that students find mindful (see **Appendix P**, **Research Snapshot: Cognitively Engaging Curriculum**). Connect these beliefs and expectations to the research, and refine the overarching district vision for each respective content area and program (EB, SPED, and GT). Include the definition of and expectations for differentiation. The expectations should also address how standards will be included in the curriculum and any philosophy linked to backloading from high-stakes measures.

In this section, specify tightly-held expectations for lesson planning, differentiation, formats, and cognitive demands of assessments, and prevailing culture around student expectations. Beliefs should be pro-student, positive, and reflect high expectations for student learning, with acceptance of full responsibility by school leaders for that learning.

This section of the plan addresses **Exhibit 2.1.2**, Criteria 1, 2, 7, and 8.

b. **REQUIREMENTS for Curriculum Design: Format, Guide Elements, Components, Structure**

1. STRUCTURE: The curriculum management plan should address the overall structure for the written curriculum and ensure that every content area is addressed and has a written curriculum that facilitates effective, rigorous instruction, and that curriculum is kept up-to-

date, particularly with changes in state or national standards or requirements, as well as with testing modifications and changes. The structure should address how the standards/content should be bundled/paced, prioritized, and sequenced to make the content feasible for teachers. A unit-based format is recommended with pacing that is tight at the unit level but flexible within units.

2. COMPONENTS: The plan should specify those components for the curriculum that are non-negotiable. The curriculum guide should be built with the following sections:

   a. **Introductory materials**: Content area vision, expectations, notes for using the guide, etc.

   b. **Scope and Sequence:** A vertical alignment of all standards and student objectives, organized by unit, K-12. The document only organizes and presents the objectives, which are derived from the Texas Essential Knowledge and Skills/Student Expectation documents, but in a refined, more specific document.

   c. **Year-at-a-Glance (YAG):** This document shows on a single page the major units and subunits, with Texas Essential Knowledge and Skills/Student Expectation standards listed by number only in each unit.

   d. **Unit Plan:** This is what teachers use to plan daily instruction. Unit plans organize content and provide suggestions for delivery, with priority objectives for the entire unit presented at the unit level. The pacing and sequencing within a unit can be more flexible in terms of time to support differentiation and to allow teachers some latitude, but it is important to note when and where sequence is non-negotiable and when pacing needs to be tight, so teachers have guidelines to stay on track. The curriculum is not daily lesson plans – the unit plan provides suggestions for approaches to student activities, but it is the teacher's role to plan the lessons, using the guide, in response to student need.

   e. **Appendices:** The appendices provide additional information or suggestions so that teachers have references they can use for more ideas or background knowledge.

This section of the plan addresses **Exhibit 2.1.2**, Criteria 2, 5, 6, and 8.

c. **DIRECTION for Curriculum Development:** Timing, Steps, Cycle, and Persons Involved in Developing Curriculum Documents and Revisions.

   The plan should specify the different stages involved in developing and revising the written curriculum. This might include: backloading and release item analysis; reviewing the alignment with external or target assessment in all three dimensions (content, context, and cognitive type); assessing the complexity, rigor, and measurability of objectives; placing objectives in an articulated sequence, Pre-K through grade 12; developing master level projects and activities with rubrics (to assure rigor); validating the existing objectives, materials, and resources against multiple external sources for rigor, cultural relevance, student-centered, and active and meaningful learning; creating a bank of high quality assessment items and formative and summative assessment instruments to support differentiation, individualized instruction. See the steps outlined in **Appendix Q: Curriculum Steps and Components.** For every stage and step in the process, note who is involved and their respective responsibilities. At some stage, include those who are engaged in the use of curriculum.

The stages defined in the plan addresses **Exhibit 2.1.2**, Criteria 3, 4, and 9.

d. **DIRECTION for Curriculum Evaluation and Revision:** In the plan, outline within the cycle of curriculum development a tentative schedule for revising curriculum (with resources) for every content area. Specify expectations for reviewing data and using feedback from campuses on strengths and weaknesses, especially in achieving the district's vision and goals for student learning.

   Also, the revision cycle should establish a timeline for reviewing the alignment, quality, and rigor of adopted resources and materials, and direct revision for replacement when they become inadequate. All resources that are referenced or suggested by the written curriculum should be screened for rigor, appropriateness, cultural relevance, alignment to district expectations for instruction and student engagement, variations in context, and content alignment. Note that while materials and resources are loosely held, these should be suggested to assist teachers in their instructional planning. Resources should be fully aligned, thus eliminating the overabundance of unaligned or partially aligned materials that may not meet the needs of individual students. Include in the cycle a review of student assessment data, disaggregated by all possible student subgroups, to identify any inequities or issues with curriculum.

This section of the plan addresses **Exhibit 2.1.2**, Criteria 3, 4, and 9.

e. **EXPECTATIONS and Guidelines for Curriculum Implementation:** The curriculum management plan must outline the phases and expectations related to training appropriate personnel in using and understanding the new curriculum with related resources (see **Finding 5.1** and **Recommendation 5**), implementing the curriculum, coaching teachers while using the curriculum, and for monitoring the ongoing progress of that use and its impact on student learning using formative measures (see **Finding 3.3** and **Recommendation 3**).

   Training should primarily focus on how teachers are to use the curriculum to plan lessons to meet students' individual needs, differentiate when needed but still remain on grade level, and assure mastery of the required concepts and skills. Incorporate examples for using data in the planning process. Address in this section the types of strategies and approaches that align with the district's vision for student engagement and learning and the district's definition of differentiation, expectation around tracking, and assuring equal access to content, concepts, and supports.

   Include clear, specific guidelines for monitoring curriculum delivery by principals and instructional coaches, the approaches that will be used, how feedback will be shared with teachers, for reflection and growth. Keep monitoring and coaching separate from appraisal; the emphasis is on collaborative support, not inspection. Teachers should welcome classroom visits and feedback and find the entire process meaningful and positive.

This section of the plan addresses **Exhibit 2.1.2**, Criteria 1, 4, 11, 13, and 14.

f. **DIRECTION for student assessment:** In the curriculum management plan, address specifically how the curriculum will provide a variety of assessment instruments that are of high quality, of multiple contexts, and aligned to the content the students must master (See **Finding 4.1, 4.2**, and **Recommendation 4**). The emphasis on assessment is that it informs instructional decision making and instructional planning. Teachers should adjust the content or process according to student need in order to guarantee their success.

   Note the roles and responsibilities of all personnel related to assessing student progress and using that assessment to inform instruction.

This section of the plan addresses **Exhibit 2.1.2,** Criteria 10, 11, and 12.

g. **GUIDELINES for Communication and Feedback:** In the plan, specify expectations and procedures to follow in communicating district expectations for student learning, the phases and steps in developing curriculum, and the cycle for review and revision. Give teachers plenty of time to become familiar with the new curriculum and to practice lesson planning with the unit plans and resources. Use planning time for teachers to discuss curriculum and student assessment data, NOT each other's lessons.

   Provide a platform teachers can use to ask questions or give feedback. Create a climate of safety and collaboration throughout the entire process of curriculum design, development, and delivery. Keep the focus on student learning always.

This section of the plan addresses **Exhibit 2.1.2**, Criterion 15.

A.2.3: Provide training in curriculum and assessment design to Pearland ISD personnel directly responsible for content area curriculum development.

A.2.4: Make periodic reports to the board regarding the process in managing curriculum district-wide, using data from formative and summative assessments, as well as from monitoring processes.

The importance of quality deeply aligned written curriculum that raises expectations for student performance and supports those expectations with aligned resources for teachers cannot be overstated. Curriculum is a key component in ensuring better teaching and improved student achievement. Planning for its development, implementation, and revision is essential and is at the heart of the work of school systems.

Curriculum Design and Development

Governance Functions: The following actions are recommended to the Pearland ISD Board of Trustees:

G.2.4: Review new and revised curriculum documents prior to their implementation, based on a thorough consideration of documentation and staff recommendation. Look for evidence of alignment of the curriculum to the board's vision and beliefs, particularly in suggestions for student activities.

Administrative Functions: The following actions are recommended to the Pearland ISD Superintendent:

A.2.5: Review the concepts of deep curriculum alignment, and require that those concepts form the basis for curriculum design efforts across the district. Define what a "model" curriculum guide looks like and what the required components are for both a curriculum guide and the district's unit plan (see **Appendix Q: Curriculum STEPS and Components**). Note expectations for structure, pacing, and prioritization of content.

a. **STRUCTURE:** Specify how all curriculum guides are to be structured: unit plan format, maximum number of units, subunits, modules or incremental levels of the unit plans. Note how the structure is to bundle, prioritize, sequence, and pace the content (the WHAT), while also providing suggestions for how to teach and engage students meaningfully.

   1. Note within the unit plan structure where there is flexibility in the arrangement of components for those content areas with different needs, such as fine arts, PE, and CTE.

   2. Require ALL GUIDES to have an introduction, year-at-a-glance or curriculum overview, a scope and sequence, unit plans, and appendices.

b. **Components:** The following components are minimum requirements (as noted in the Curriculum Management Planning section) that are defined in curriculum, in a scope and sequence, and unit plan:

1. **Objectives (tightly-held):** An objective is a specific statement of the intended skill or knowledge to be learned, the variety of contexts in which it is to be learned and practiced, and the standard of performance by which a teacher knows mastery of that skill or knowledge has been achieved. These should all align closely with state standards, but specific learner objectives give the teacher more precise information of what mastery looks like and clearly define which objectives are assigned to which grade or instructional level (because the grade 1 objective is clearly different from the grade 2, and so on), and even to which unit of that grade. The number of objectives included in the curriculum must also be manageable. It is better to focus on fewer objectives and address them more "deeply" than to present an entire battery of objectives that teachers "might" touch on. All objectives should be reviewed for evidence of rigor using Webb's Depth of Knowledge (see **Appendix E**).

   Student learnings should be spiraled, providing distributed practice so that the learnings become part of the student's long-term memory.

   In the curriculum units, identify those objectives that are of highest priority. These are the tested expectations for every unit and represent mastery of multiple standards when the objectives are met. This helps teachers balance their instructional time, giving more time and emphasis to the skills that matter most, such as *making meaning* from reading rather than just decoding with phonics skills.

2. **Assessment (tightly-held):** Specific examples of how each objective will be assessed need to be included in the curriculum. District formative diagnostic, progress monitoring, skills-check assessment tools need to be cross-referenced throughout the unit plans, specifying when, how, and with which instrument each objective (or cluster of objectives within a unit) will be evaluated. Relying on released test items or commercially produced assessments or unit/chapter tests is insufficient; the sample items to be included should be items based on deconstructed, released test items that have been altered and "deepened" to provide students with a challenging level, ensuring their success on a multitude of test items related to the same content (English and Steffy, 2001). Teachers must have tools with which to continuously evaluate student progress and move them at the appropriate, individualized pace in all content areas. Note the difference between a unit test, a diagnostic tool (*DRA II* for example), and a skill check (exit ticket, quiz, etc.).

3. **Prerequisites/Scope and Sequence (tightly-held):** Place the learner objectives (K-12) within a scope and sequence document to allow teachers to easily discern what content skills students come in with, and what content and skills they are responsible for seeing students leave with at the end of the year. This will also facilitate greater articulation of the curriculum from one level to the next and assure greater coordination across a single level or course, as the mapping out of objectives is already completed, and eliminate gaps and overlaps in student learning.

   Arrange objectives by bundles or units and even subunits, showing the priority objectives for each unit. Provide clarity on what standards are taught and when, at the unit and subunit level. The scope and sequence documents are K-12 documents for each content area.

4. **Suggested Strategies and Approaches (loosely-held):** This item is critical in ensuring high expectations for students and achieving deep alignment. This component is intended to provide teachers, particularly inexperienced teachers, with support in deciding ways to teach the assigned objectives. Flexibility is always allowed in how teachers approach a given objective, but this component provides teachers with invaluable, research-proven suggestions that align to the district's vision, and assures better supports for students with diverse needs. The suggested strategies should emphasize culturally responsive approaches and high levels of thinking and cognitive demand, preparing students for independent practice, either collaboratively or individually.

5. **Resources and Materials (loosely-held):** Every book, recommended professional resource, audiovisual aid, technological enhancement or program, and other resources should be listed (after ensuring availability) in the curriculum documents. The resources should be referenced for every cluster of objectives at the smallest increment within a unit plan—and tied to the suggested approach or student activity. All suggested resources or materials should be analyzed for deep alignment to the curriculum and the tests to use. Place in board policy focused on curriculum the requirement that all resources be vetted for grade level alignment and appropriateness and their use of higher-order thinking skills and engaging contexts. Request that all resources be vetted for diversity and inclusion so that all students in the district are offered both mirrors and windows to their own cultures and backgrounds and those of others. Ensure that all resources adopted by the district are factually correct and treat all cultures, ethnicities, races, religions, and genders in a way that communicates value and respect. Seek out resources in math and science that require writing to codify conceptual understanding; offer hands-on, real world experiences to which students can attach new knowledge; and request the use of authentic, high quality extended literature in elementary ELA. While an abundance of resources may be preferred, all resources must be congruent in content, context, and cognitive type, and only the BEST should be referenced to in the unit plan.

   Consider extensions, supports, and interventions that teachers will need, and integrate resources for all student groups.

6. **Suggested Student Work/Activities for Classroom Use (loosely-held):** This component gives teachers a concrete idea of what high quality, culturally responsive, and rigorous engagement looks like by providing suggestions for student work, practice activities, assignments, or projects to support achieving mastery-level objectives. These tasks replace any and all "test preparation" activities; if students can do this level of work, the test will be easy for them. High level exemplars and rubrics or checklists keep teachers aiming high. All suggested student activities should align with the directives within board policy.

c. **Additional Components:** Identify any additional components for the curriculum documents and unit plans that the district considers non-negotiables, such as vocabulary, essential questions, concepts, or themes for units, etc.

A.2.6: Reflect in the design of the curriculum the expectation that instruction will be differentiated to accommodate individual student needs and learning styles. This requires the support of fluid student groups, tiered intervention, and suggestions for reteaching. Also, include the curriculum design components and characteristics that reflect the district philosophy and beliefs concerning effective

curriculum delivery. Design must support delivery. Make these expectations and suggestions for differentiation part of the curriculum documents, rather than a separate stand-alone document.

A.2.7: Take steps to ensure that all courses (core and non-core) taught at all grade levels across the district have a corresponding written curriculum. Set priorities, beginning with core content courses, for the development of curriculum documents.

A.2.8: As curriculum is developed or revised, require a review of the content, context, and cognitive demand of all suggestions for approaches, resources, and materials, and suggested student activities. Assure that student work is on or above grade level, a reflection of the district's vision and beliefs, and is cognitively demanding.

A.2.9: Establish the process to randomly collect samples of student work on a regular basis from all campuses and grade levels. Evaluate samples for alignment to standards, to the district vision, and beliefs, and for deep alignment to (exceeding the cognitive demand and context of) the external high-stakes assessments.

Action steps for **curriculum implementation** and **instructional monitoring** will be provided in **Recommendation 3**.

Implementation of the action steps in this recommendation will enable leaders in Pearland ISD to meet the district's mission to prepare all learners to achieve to their highest potential, and the district's belief that all learners are unique, valuable, and teachable. Implementation will facilitate meeting District Goal 1 to continue to make student academic performance its top priority, meeting Performance Objective 1.3 to provide instructional materials that support and meet the individual needs of all learners, and Performance Objective 1.4 to provide instructional support and strategies through purposeful planning for all learners in all content areas. It will provide recommended actions for the desire in the Purpose of the Audit statement to ensure the curriculum and instructional materials are aligned with state standards, promote student success, foster curriculum consistency, encourage innovation in learning, and review of the curriculum writing process. Implementation of these recommendations will improve all district instructional programs.

Implementing the steps and expectations outlined in this recommendation will require several years to implement, partly due to the time involved in developing high quality written curriculum for all content areas. However, work on instructional expectations should begin immediately and reflect the revised district philosophy and beliefs based on respect for every student, appreciation for Pearland ISD families and their diversity, and a belief in student-centered instruction with high cognitive engagement. These values and expectations should be congruent with district planning documents to ensure future gains in learning for Pearland ISD students.

Recommendation 3: Design systems to ensure implementation and monitoring of instructional best practices that promote active student engagement, differentiation, and high cognitive rigor during curriculum delivery. Provide for equal access to district programs and equitable distribution of resources to improve outcomes for all students.

Quality school districts have a process to communicate and institutionalize the system's instructional philosophy. Through goals, strategies, board policies, and administrative regulations, districts set the expectation for delivery of instruction across all classrooms with practices tied to increased student achievement. The most effective school districts also provide the structure and parameters to support engaging and differentiated learning environments. Determining the instructional practices that meet the diverse needs of all groups of students is paramount to positively impacting student achievement.

As teachers engage in lesson planning, they determine what students need to know and be able to do, ensuring all students have access to and are engaged in meaningful, high-level work.

School districts that effectively meet the learning needs of diverse student populations typically focus on the development of well-designed written curriculum documents (see **Finding 2.1**), identification and institutionalization of instructional practices to support delivery of the curriculum (see **Finding 3.1**), monitoring of effectiveness of curriculum delivery (see **Finding 3.4**), and ensuring all students have equal access to all district programs and resources (see **Finding 3.3**). Collectively, these practices create alignment and connectivity for all students across the system.

However, auditors found no direction in Pearland ISD policy related to an instructional model or common expectations for instructional practices and curriculum delivery across the district. Auditors reviewed student work artifacts provided by the district and found the artifacts mostly on grade level. Most artifacts required lower order thinking to complete and were of the least engaging variety of contexts (see **Finding 3.2**). Auditors also reviewed district practices for monitoring classroom instruction and found no consistent and meaningful approach to reviewing what is happening in classrooms to ensure instruction is consistent with district expectations and goals. In addition, the district has not prioritized equity efforts to eliminate disparities between demographic subgroups.

Instructional Practices

The element of instructional delivery is a critical part of promoting high expectations for students, achieving deep alignment between the written and taught curriculum, and providing teachers with support in selecting ways to teach the assigned objectives. Flexibility should be permitted as to how teachers approach a particular objective, but a well-developed, district-adopted instructional model provides teachers with invaluable, research-proven suggestions.

Recommended instructional strategies should incorporate a mastery learning approach, which provides for differentiation based on informal and diagnostic assessment, along with reteaching and sufficient practice to embed new learning into long-term memory for students. Differentiation includes strategies for remediation, sheltering content for access by emergent bilingual (EB) students, as well as for enrichment. These differentiation strategies must also be effective with at-risk student populations. A district-adopted instructional model should be explicitly within the design of the curriculum rather than as a stand-alone add-on.

Although many campus administrators and teachers report that teachers have a defined model for the delivery of instruction, auditors did not find evidence of direction related to an instructional model in policy, job descriptions, or in district and campus documents. The Pearland ISD Strategic Plan, District Improvement Plan, and a number of Campus Improvement Plans outlined some expectations; however, there was no common understanding of expectations for instructional practice across the district. In their visits to classrooms, auditors found that instructional practices were varied and consisted mostly of large group instruction with little evidence of differentiation or engaging practices.

The auditors present the following recommendations.

Governance Functions: The following actions are recommended to the Pearland ISD Board of Trustees:

G.3.1: Consider and approve board policy recommended by the superintendent to specify desired instructional practices.

G.3.2: Request period reports on the improvement of district instructional practices, including data related to the improvement of student achievement.

G.3.3: Provide support for the implementation of this recommendation.

Administrative Functions: The following actions are recommended to the Pearland ISD Superintendent.

A.3.1: Assist the Pearland ISD Board of Trustees in developing the policy in **G.3.1** above. Review research-supported instructional strategies that are effective with all student populations, and utilize that information in developing the policy that defines the instructional model to be adopted throughout district classrooms. Include specific expectations for supporting students with special learning needs, such as emergent bilinguals, special education students, and gifted students. The instructional model should be placed in the Curriculum Management Plan.

A.3.2: Revise the job descriptions of the district and campus administrators, as well as other appropriate personnel, to include specific expectations for supporting curriculum delivery.

A.3.3: Assure effectiveness in curriculum delivery. Although teachers must have some discretion regarding strategies and approaches, the discretion must be balanced with established district expectations for both data-driven and student-centered instructional planning and best practices for all students. Evaluation of the effectiveness of curriculum delivery should use data from multiple sources: formative and summative assessments, all monitoring and walk-through data, and samples of student work collected from classrooms on a regular basis.

A.3.4: Define the instructional model expected to be used in classrooms across the district. This is not intended to be a tightly-held requirement. Rather, the instructional model is intended to provide a clear picture of what district leaders want and expect effective differentiated instruction to look like. The types of teaching practices district leaders expect to see and that are proven effective should be specifically defined in writing and adopted in policy to ensure implementation. The model should incorporate the following:

a. **Framework for Strategies/Approaches**: Describe the ways in which district-adopted curriculum is expected to be delivered. Specify the type of teaching practices district leadership expect to see, including those proven effective with economically, culturally, and linguistically diverse students, and adopted in policy to ensure implementation. Strategies are loosely-held, but this is intended to outline those strategies and approaches the district considers congruent with the philosophy of teaching and learning. Suggested practices should be research-based, developmentally appropriate, as well as relevant, and might include:

   1. Ensuring that the learning objective and language objectives are evident to students and that the students understand what they should know and be able to do.

   2. Implementing higher-order questioning that helps students see the "big picture" of the concepts, knowledge, and skills being taught, as well as facilitating a deeper understanding of on-level content.

   3. Differentiating instruction to meet the individual needs of all students, providing supports and scaffolding so students develop proficiency and can be successful independently with on-level content.

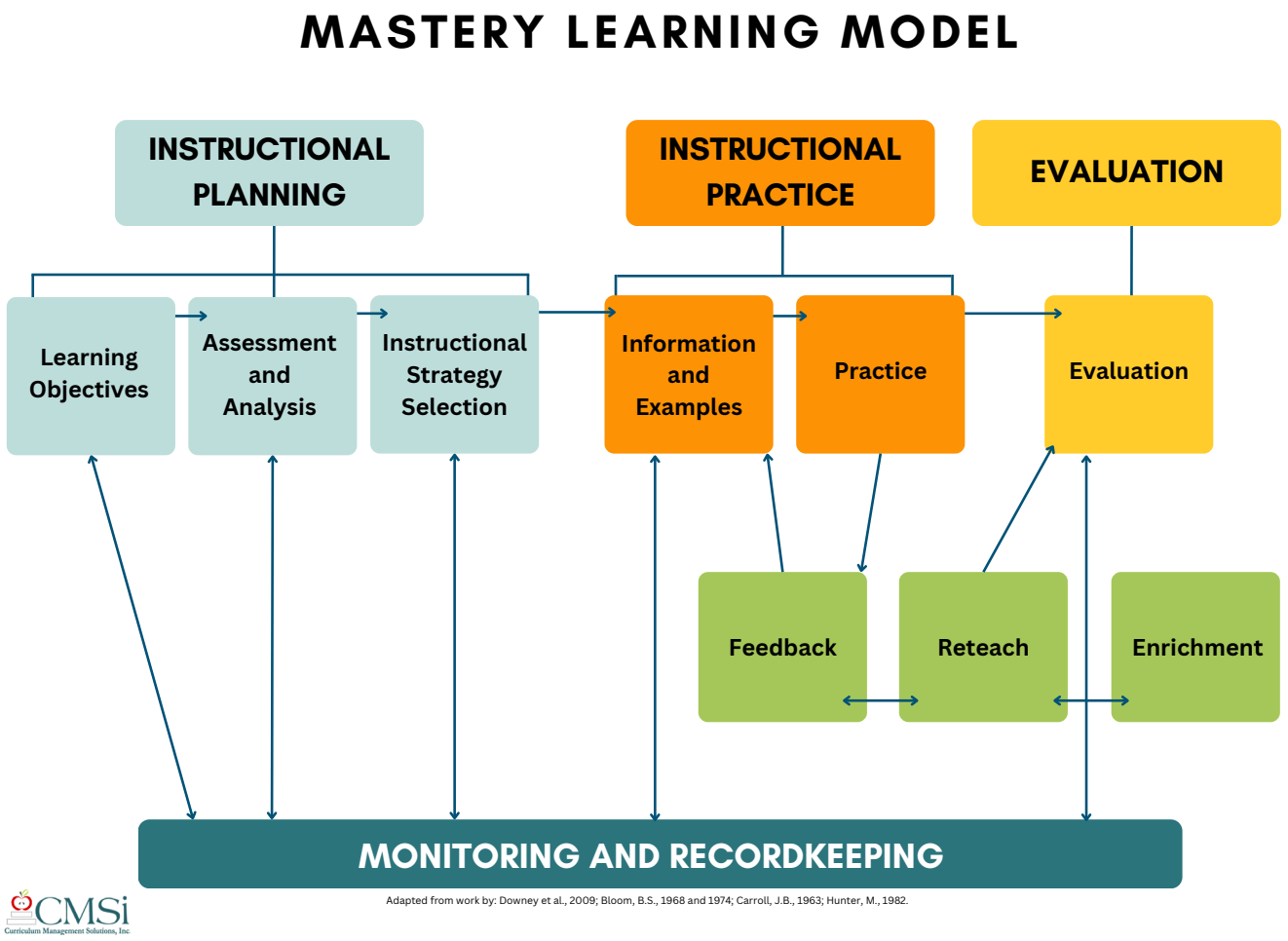
   4. Using small group activities, paired tasks, and cooperative learning strategies.

5. Using sheltered strategies, such as SIOP (Sheltered Instruction Observation Protocol), to provide English language learners and students with low vocabulary ranges access to core curriculum, and to support their academic English language development across all content areas.
6. Comparing/contrasting new concepts, knowledge of skills, and experiences already familiar to students.
7. Engaging students in experimental inquiry, problem-solving, investigation, and all hands-on methods of applying or discovering new knowledge and concepts.
8. Having students set their own learning goals, develop strategies for attaining them, and monitor their own progress toward meeting those goals.
9. Engaging students in metacognitive activities, and providing them with opportunities to analyze their own thought processes in approaching test questions, assignments, new information, etc.
10. Using non-linguistic ways to support comprehension of, identification with, and the retention of new concepts or knowledge, such as pictures, graphic organizers, outlines, etc.
11. Tailoring instruction to the cultural, economic, and linguistic diversity present in every classroom, recognizing and valuing differences and similarities, and emphasizing the benefits of cultural and linguistic pluralism.
12. Maximizing the utilization of instructional time during the school year. Monitor activities that may interfere with instruction. (See **Appendix R**, **Research Snapshot: The Fallacy of Test-Prep**.)

b. **Instructional Planning and Monitoring of Learning**: Describe expectations for how teachers are to use a lesson planning model that closely monitors student learning.

Consider the Mastery Learning Model as a possible model for planning and delivering instruction using a variety of strategies and approaches. This model calls for close monitoring of student learning that is data-based, and relies on flexible, small student groups to deliver the exact teaching that those students need, rather than relying on a whole group, one-size-fits-all approach. The model is presented in the next exhibit.

Exhibit R.3.1: Mastery Learning Model



The model presents the cycle of lesson planning for Tier 1 instruction in response to collected or observed evidence regarding what students have learned. However, the model only works when teachers have valid, reliable, and aligned assessment tools to use in collecting evidence of student learning, and when they are effective in developing students as self-directed learners.

A.3.5: Provide professional development for teachers focused on using data to group students to enable them to work on-level with needed supports, or even interventions during Tier 1 instruction. Training can also focus on how teachers can effectively work with a small group of students while the remainder of the class is engaged in collaborative activity, workstations, or individual learning.

A.3.6: Assign curriculum specialists to work with teachers on adhering to the mastery learning model in planning instruction from the written curriculum, using approved approaches and student engagement strategies. Model small group approaches, self-directed learning, and data-driven instruction. Require the monitoring of curriculum delivery to include monitoring for preferred teaching strategies and practices expected to be used in the classroom. The aim is to provide teachers with specific feedback regarding the types of strategies they use, their effectiveness, and how a strategy could have been more effective in eliciting cognitively complex thinking or how modifying it could have increased learning.

A.3.7: Include in the model the expectation for differentiating instruction in the classroom to meet individual student needs. Differentiation occurs in two ways: differentiating the content and/or objective an individual student needs to learn based on where they are in the sequence of learning, and differentiating the type of activity the student is expected to accomplish. Both types of differentiation are important, but teachers must learn the difference and apply one or the other, or both, based on the individual student's need. A critical part of differentiating effectively is having a battery of skill-specific diagnostic assessments that give teachers key information on whether a student has mastered a targeted skill or concept.

Clarify the difference between differentiation with supports and scaffolds and an intervention. An intervention is needed when the contexts and activities being used are not successful, and additional time is needed for practice and mastery. Interventions also allow for more individualized instruction, but they can be delivered by classroom teachers. It is important to not assume that because Tier I instruction hasn't been successful, a student must require intervention. In most cases, providing a student with different ways to observe or practice the learning, ask questions, clarify misconceptions, and attach abstract ideas and concepts to known and concrete examples can be sufficient to remedy the problem.

A.3.8: Communicate the expectation for adherence to the instructional model across all campuses and the district. In discussions and meetings concerning curriculum delivery emphasize the need to not only verbally espouse high expectations for all students along with respect and appreciation for cultural, ethnic, linguistic, and economic diversity, but to model it faithfully in every classroom every day.

Implementing the actions in this recommendation related to instructional practices will provide Pearland ISD leaders with steps to meet the following expectations in the Purpose of the Audit statement: enhanced teacher planning and instruction, and review of the district curriculum delivery process. Implementation of these actions will enable the district to meet District Goal 1, continuing to make student academic performance a top priority, through differentiated instruction, and meet Performance Objective 1.1 to utilize effective instructional strategies and interventions to ensure student progress toward measurable goals for all students.

Instructional Technology

Technology in effective school districts should support deeper, more meaningful learning that increases overall student achievement. Auditors found that Pearland ISD has written expectations for the effective utilization of instructional technology, such as grouping and clustering learning for individual students and small groups, individualizing learning, and facilitating critical thinking. Auditors were presented with a projection that Pearland ISD could spend over $70 million on technology servers and storage, networks, and technology devices over the next 12 years. When auditors visited district classrooms, they observed technology, when available, being used 94% of the time at the substitution level. This means the technology did not enhance the strategy or approach the teacher used, and that a non-technology strategy could have easily been used as well. Student were completing a practice activity on a worksheet or a device in 44% of the classrooms visited. The enhancement of instruction was minimal (see **Finding 3.1**).

Governance Function: The following actions are recommended to the Pearland ISD Board of Trustees:

G.3.4: Consider and approve revised or new board policy that outlines the criteria for use and implementation of technology at the district and campus levels.

G.3.5: Receive reports related to the effectiveness of technology use. Effectiveness should include data in terms of impact on student achievement.

G.3.6: Provide financial support for actions needed to improve the use of technology, and especially instructional technology.

The following actions are recommended to the Pearland ISD Superintendent:

A.3.9: Draft the policy recommended in **G.3.4**. above, and present to the board for consideration and adoption.

A.3.10: Establish criteria and revise current Pearland ISD technology planning to direct the development, adoption, implementation, and monitoring of technology use that is aligned to district priorities and student learning goals and is responsive to student assessment data. The following technology program criteria should be addressed in the plan:

a. Board policy or administrative regulation for instructional technology.
b. A clear statement of technology program philosophy/vision.
c. A comprehensive view of technology.
d. Needs assessments have been completed and evaluated.
e. Measurable student goals and objectives.
f. Ongoing student assessment component.
g. Ongoing program assessment component.
h. Comprehensive staff development is specified.
i. Standards for hardware are specified.
j. Standards and guidelines for software/applications are specified.
k. Internet access standards are specified.
l. Role of the school library/media center is stated.
m. Budget for program implementation/roll-out is identified.
n. Budget for program maintenance is identified.
o. Technology site plans are aligned with district plans.

Equity

Equitable school districts have systems in place and adopt policies that protect and promote equity for all students. It is the responsibility of the school district to ensure that all students have equal access to all programs and services. Ensuring academic success requires school districts to provide instruction and resources for students based on their individual needs. Shifting the focus to a student-centered approach will most likely result in increased academic achievement and attendance and a decrease in discipline. When students are cognitively challenged and engaged in the academic process, they will experience higher rates of academic achievement (see **Appendix P: Research Snapshot—Cognitively Engaging Curriculum**). When the school district takes a student-centered approach to ensure all students have been effectively taught, the end result is increased academic achievement.

Students from diverse backgrounds have a wide range of needs. These differences present challenges to the ever-changing landscape of a school district. Educators must learn to recognize and appreciate differences and instruct students accordingly, in a culturally responsive way so students can actively and personally engage in instruction. The driving philosophy behind the concept of equity is that school personnel provide the supports students need to attain academic success. A district must recognize the needs of the student body it serves and monitor and adjust to meet the needs of all students. Equity can be attained by all groups of students if they are given the support and opportunities they need.

Governance Functions: The following actions are recommended to Pearland ISD Board of Trustees:

G.3.7: Consider and adopt board policy that specifically defines equity, equal access, and consistency in the quality and content of student learning. Policy should include the following:

a. Define equity specifically, in terms that clearly contrast it with equality. Specify when things are to be equal (access to resources, materials, programs), and when they are to be equitable (fair, just, and different to level the playing field).

b. Request disaggregation (minimally twice/year) of all centrally-collected assessment data by student subgroups (ethnicity, economically disadvantaged, language, gifted and talented, special education), and implement a plan to monitor data related to student access and the academic performance of all students.

c. Request, at a minimum, an annual report on the status of equity and monitoring of equity across the district.

d. Request all programs that serve subgroups (EB, SPED, GT) have a plan and clear expectations for implementation.

G.3.8: Provide the financial support to implement the actions in this recommendation related to equity for all students.

Administrative Functions: The following actions are recommended to the Pearland ISD Superintendent:

A.3.11: Assist the board with revising policy to include and address all areas of equity, making this a priority in the district.

A.3.12: Develop a well-defined plan, consisting of written processes and procedures for assuring and monitoring for equity, equal access, and consistency across the district. Monitoring for equity is necessary since many inequities exist without most stakeholders' knowledge or intent.

Auditors recommend that the district:

a. Establish goals for equity that align with board policies.

b. Define roles and responsibilities of all key stakeholders in working toward equity and equal access.

c. Describe procedures for monitoring actions and assigned tasks and initiatives.

d. Monitor the achievement data for all student subgroups. Establish goals in areas where inequities exist and connect these to professional development and curriculum goals.

e. Review and evaluate the assigned actions of the plan periodically, with reports to the board of trustees.

f. Revise the plan as needed.

A.3.13: Work collaboratively with all necessary departments, i.e., Special Education, Curriculum and Instruction, Advanced Academics, and Bilingual, to ensure ALL students have equal access to all programs throughout the district.

A.3.14: Review and revise staffing policies to assure that staff and human resources are allocated to each campus based on need, as well as size and demographics.

A.3.15: Determine professional development needs to accomplish the goals of the equity and consistency plan.

A.3.16: Direct methods to be used in collecting data on equity across the district; specify the instruments, measures, and procedures to be used to identify equity problems, to determine probable causes, and to evaluate the effect of the plan's action steps.

A.3.17: For each area where inequities and inconsistencies exist, establish goals with action steps to remedy the inequities and inconsistencies. Hold each person assigned to the action steps accountable for their implementation, and monitor results.

A.3.18: Describe how high expectations for all students, regardless of race, income level, language proficiency, gender, etc., will be upheld and enacted district-wide.

A.3.19: Assign the responsibility of gathering data to be used to assess equity issues within the district to a specific person. Require that reports are made to the board of trustees at least once per semester, and include data analysis similar to those found in **Finding 3.3.**

A.3.20: Implement a system and systematic plan to address equity across the district at all levels.

a. Revise and reevaluate hiring practices to equitably distribute teachers to campuses by ethnicity and experience to serve students who have the greatest need.
b. Distribute resources to the campuses and students with the greatest needs.
c. Study options to redistribute students across campuses to ensure they are equally represented on all campuses (see **Appendix S**, **Research Snapshot: Ending Economic Isolation in Schools**).
d. Collect samples of student work on a regular basis to make certain expectations for learning are consistent district-wide.
e. Review curriculum documents regularly for inclusion and culturally responsive suggestions for approaches and activities.

Implementation of the action steps in this recommendation will enable leaders in Pearland ISD to meet the district's mission to prepare all learners to achieve to their highest potential, and the district's belief that all learners are unique, valuable, and teachable. Implementation of this recommendation will enable district leaders to meet the board policy expectation to incorporate equity when making decisions and evaluating systems and processes, ensure the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools, and ensure equity throughout the system by regularly identifying inequities, updating policies, and appropriately distributing resources.

Monitoring

Monitoring is a key aspect of the accountability system within a school district. Monitoring is the primary means by which instructional leaders evaluate the degree to which curriculum is delivered with fidelity, and that the instructional model is likewise reflected in that instruction. The principal is the instructional

leader on the campus and, as such, maintains a positive and healthy climate of collaboration. Effective campus leaders use informal, formative monitoring tools to provide teachers with consistent feedback on their instructional practices, helping them refine their methods and adapt to the varying needs of their students. This type of monitoring creates an environment of continual growth and development among educators, and has a direct and positive impact on classroom learning. Overall, monitoring requires looking to see that the learning is on-level, reflective of the curriculum, and aligned with the district vision, beliefs, and mission.

Governance Functions: The following action is recommended to the Pearland ISD Board of Trustees:

G.3.9: Consider and adopt new or revised board policy to include more specific expectations for monitoring the delivery of the curriculum.

G.3.10: Receive reports on the development, implementation, and evaluation of a monitoring plan and the resulting improvements in instruction, professional development, and student learning.

G.3.11: Provide resources and support for the recommended changes to instructional monitoring.

Administrative Functions: The following actions are recommended to the Pearland ISD Superintendent:

A.3.21: Develop and recommend to the board for consideration and adoption revised board policy regarding expectations for monitoring of instruction for all employees who support the delivery of the district curriculum.

A.3.22: Revise job descriptions, considering duties and responsibilities regarding specific expectations for monitoring of instruction for all employees who support the delivery of the district curriculum. The expectations should define individual, campus, and district responsibilities for monitoring. In monitoring, district leaders should not only keep the learning objectives and effective strategies in mind, but also the instructional model.

A.3.23: Require monitoring to be the primary responsibility of the campus administrators in their role as instructional leaders, focused on providing useful feedback to teachers, with reflective questions related to professional growth. Require the monitoring of curriculum delivery to include monitoring for preferred teaching strategies and practices expected to be used in the classroom. The aim is to provide teachers with specific feedback regarding the types of strategies they used, their effectiveness, and how a strategy could have been more effective in eliciting cognitively complex thinking or how modifying it could have increased learning.

A.3.24: Revise or develop system policies, administrative regulations, and documents to reflect district monitoring requirements for the effective delivery of the curriculum. Requirements should include the following:

a. Define all purposes of monitoring.

b. Specify who is monitoring for what and how those responsibilities are interconnected. The principal is the key instructional leader on the campus. Specify the role of assistant principals, instructional coaches, central office administrators, central office curriculum staff, and others in the monitoring process. Develop specific direction for how curriculum specialists and campus administrators will work together to support improved delivery of curriculum in alignment with the district's expectations.

c. Specify what data will be collected and for what purpose, and what instruments will be used. Keep monitoring separate from appraisal.

d. Indicate which data are intended to be collected district-wide for district-level feedback and which data are to be used for teacher evaluation, coaching, and instructional improving within the campus. All monitoring data should be reported to a single department, rather than split across individual departments. The collection of instructional walk-through data relates to effectiveness and alignment of the delivered curriculum, not the evaluation of teachers, so this should be seen primarily as a curriculum-related function.

   Specify how often monitoring data will be collected for district-level or campus-level feedback to determine effectiveness or needs for professional development, and what and how the data will be used for teacher evaluation, coaching, and instructional improvement.

A.3.25: Define the instructional walk-through process to ensure consistency across the district, and include the following:

a. Development of a district walk-through tool, aligned to a research-based, continuous improvement model, which addresses different skill levels of teachers;

b. Focus on the delivery of the curriculum, which includes the identification of effective instructional strategies;

c. Frequent, short classroom visits; and

d. Opportunities for reflective feedback.

A.3.26: Implement a process on all campuses to focus on planning lessons from the district curriculum consistent with the district's Purposeful Planning initiative (see **Finding 3.1**). Collect and review student work samples, and schedule time for teachers and administrators to discuss the quality and alignment of the work samples with curriculum objectives. Discussions should also focus on how to increase relevance and rigor during classroom instruction.

A.3.27: During classroom visits, and as part of a regular walk-through protocol, campus administrators should observe the nature of student work, using the three Cs (content, context, and cognition) as a lens for evaluating that work, its relevance, and cognitive demand. Campus administrators should pay particular attention to the work the students are doing in the classroom, and whether or not that work calibrates to the curriculum and the state standards.

A.3.28: Provide ongoing training for those monitoring the delivery of the district curriculum and those being observed to ensure all stakeholders involved in the monitoring process understand the purpose and approach to monitoring.

A timeline should be developed to begin implementation of the action steps in this recommendation within one year, with completion anticipated within three years. Once implemented and institutionalized, these recommendations should allow Pearland ISD to experience improvements in instruction and increased student achievement. A well-developed and closely monitored instructional model, and a more student-centered approach to learning should provide a common understanding of the expectations for the effective delivery of the district's curriculum. Addressing students' needs and ensuring equitable practices and equal access to all school programs and resources lead to increased performance and overall student success, regardless of the income level, language proficiency, or ethnicity. Implementing the steps of this recommendation will support the creation of a systemic approach to teaching and learning focused on increasing student achievement for ALL students.

Recommendation 4: Design and implement a comprehensive student assessment and program evaluation plan. Develop formal assessments and utilize feedback from tightly-held formative and summative assessments in all courses to make informed decisions at all levels of the organization that positively impact student learning.

Effective school systems have a comprehensive plan for student assessment to provide administrators and instructional staff at the district, school, and classroom levels with written procedures necessary to give feedback about the effectiveness of the district's instructional program. These stakeholders have the resources to analyze data from tightly-held formal assessments and loosely-held campus or classroom informal assessments to identify important trends and comparisons in the performance of individual students, student groups, and instructional programs.

Formative and summative assessments must be in place for all students, in all courses, and all grade levels (scope) to allow for meaningful data collection and analysis to make informed decisions at the district, school, and classroom levels. Inferences made by analysis of such assessments can be effective when there is alignment between the content, context, and cognitive type (quality) within and between the assessments, curriculum, and classroom instruction. A good plan also provides for appropriate trainings in effective instructional use of assessment results and includes specific procedures for how the data will be used to make decisions about curriculum and instruction in order to achieve the board's vision. Formal formative assessment and the analysis of such results should be used to make informed instructional decisions at the classroom level. Summative assessments and the analysis of such results should be used to inform the written curriculum, which in turn should be used to inform instructional planning. This tightly-aligned structure is important to ensure improved learning outcomes for all students.

The district has not yet developed a comprehensive student assessment and program evaluation plan, and few elements of planning are present (see **Finding 4.1**). The district does not have an adequate scope of formal assessment, both formative and summative, to provide sufficient feedback on student learning or for curriculum-related decision making (see **Finding 4.2**). As a result, district leadership does not have complete data related to quality of the entire curriculum, the effectiveness of instructional programs, or the impact of interventions in improving student achievement in a cost-effective manner. Assessment trends display that Pearland ISD students show strong performance on state assessments in the core subject areas when compared to the state, and exceed a comparison group of districts in some areas. However, there are areas of concern for specific student groups who have shown limited growth, and in some cases declines in academic achievement since 2018. Hispanic/Latino and Black or African-American students lag significantly below their White counterparts on state assessments (see **Finding 4.3**). The district needs a plan or set of administrative procedures in place to direct all aspects of assessment and create a systematic approach to the effective use of data for sound decision making regarding teaching and learning.

Governance Functions: The following actions are recommended to the Pearland ISD Board of Trustees:

G.4.1: Consider and adopt, with support from the superintendent, a board policy that provides the framework for a comprehensive student assessment and program evaluation plan.

G.4.2: Expect periodic reports on progress toward implementation of a comprehensive student assessment and program evaluation plan.

G.4.3: Commit adequate resources to support the development and maintenance of a district-wide, comprehensive student assessment and program evaluation plan.

Administrative Functions: The following actions are recommended to the Pearland ISD Superintendent:

A.4.1: Assist the board in developing a policy that provides direction for the development and implementation of comprehensive student assessment and program evaluation plan.

A.4.2: Create an administrative regulation to support the board policy in **G.4.1** that includes the following elements.

a. A statement of the district philosophy for the design of a student assessment plan and the expectation for both formative and summative assessment of the curriculum by course and grade in congruence with board policy.

b. A requirement that the district curriculum documents contain explicit connections to assessments for each learning objective.

c. An expectation that assessments will be varied in context and differentiated to meet student needs.

d. Direction for use of data to analyze district, campus, and student group performance trends.

e. A requirement that formative data aligned to the district curriculum be collected and made available to all teachers to inform ongoing instructional decisions, and summative data be collected and made available to evaluate both the effectiveness of the curriculum and individual student mastery of the curriculum.

f. A requirement that instructional staff at the district, campus, and classroom levels responsible for developing formative assessments receive professional development that will enable them to create high quality, deeply aligned assessments.

A.4.3: Develop a comprehensive student assessment and program evaluation plan containing the components listed in **A.4.2**, while also providing explicit procedures to support the implementation of the student assessment plan. Coordinate the assessment plan with the curriculum plan and professional development plan, explicitly designating links between the areas and illustrating how the critical aspects of curriculum development, curriculum delivery, curriculum monitoring, professional development, and student assessment align within a curriculum management improvement system. Include the following characteristics (see **Finding 4.1**, **Exhibit 4.1.1**):

a. **A philosophical framework for the student assessment and program evaluation plan**: Define the purposes of student assessment and how assessment fits into the board's vision. This requires viewing assessment as a step FOR learning, an integral component of the teaching and learning process. Include how student assessment data guide whether resources are acquired, maintained, or modified or discarded, and the subsequent role of student assessment in curriculum revision and improvement. Specify procedures to achieve a scope of assessment that meets the requirements of the policy described in **A.4.1** and **Finding 4.2.**

b. **Timing, scope, and procedures for a periodic cycle of assessment development and review**: Establish a review cycle for locally developed assessments that includes analysis of content and rigor, alignment between the district and state assessments, and feedback from teachers, campus administrators, and curriculum staff. Consider making assessment review concurrent with timelines for curriculum review and revision.

c. **Staff roles and responsibilities for assessment and program evaluation**: Determine which position is responsible for each task. This aspect of the plan delineates which tasks are primarily

the responsibility at the classroom, campus, or district levels. For example, the board of trustees is responsible for determining expectations for the assessment and program evaluation, and the district administrators are responsible for directing assessment and program evaluation, development, and revision efforts. The campus administrators are responsible for monitoring how assessments are delivered, and ensuring assessment data are used to inform instruction; while teachers are responsible for delivering the assessment and properly using assessment data to inform instruction.

d. **Professional Development**: Directs appropriate and ongoing professional development to support all aspects of the student assessment plan.

e. **Inclusion in curriculum documents**: Specifies how and what assessment information will be included in curriculum documents for each course, and what types of data will be collected to determine effectiveness of resources and the course curriculum as a whole.

f. **Data analysis and review**: Establishes expectations and procedures for administrators and teachers to review student outcome data to improve the curriculum for all courses and at all grade levels. Also requires data analysis to identify any trends or performance gaps between student groups, and how to address such gaps.

g. **Communication procedures**: Specifies how assessment results will be disseminated so that appropriate data are provided in a user-friendly format to those who make decisions at every level of the system.

h. **Program evaluation:** Specifies when and how the assessment plan will be evaluated for effectiveness and by whom.

A.4.4: Establish timelines for developing formative and summative assessments for each grade level, course, and content area that does not currently have formal district-wide assessment. Require that the assessments be developed and organized in a way that provides easy collection and analysis of student learning of curriculum expectations (TEKS) but minimizes the reliance on multiple-choice formats. Consider making the development of assessments congruent with the development or revision of curriculum for that course (see **Finding 4.2**, **Exhibits 4.2.9**, **4.2.10**, and **4.2.11**).

A.4.5: Provide professional development for all instructional staff, including district and campus administrators, instructional coaches, and teachers, on how to access and analyze formative and summative assessment data to measure student progress, make informed instructional decisions that support differentiated instruction, provide remedial instruction where gaps exist.

A.4.6: Establish an ongoing process for consistent monitoring of student achievement and growth, and include thorough assessment data analysis and data-informed recommendations in all campus, department, and district level reports and budget requests.

A.4.7: Establish clear expectations for administrators and teachers in board policy, administrative regulations, job descriptions, and personnel appraisal systems for use of assessment data in diagnosing student needs, evaluating student progress, and determining curriculum and instructional effectiveness.

A.4.8: Increase awareness internally and externally that some student groups (e.g., economically disadvantaged, emergent bilingual, and special education, and some racial/ethnic groups) require differential attention and resource allocations if achievement gaps are to be narrowed and eliminated over time. Utilize student achievement data to allocate district resources based upon need.

Implementation of the actions in this recommendation will meet the expectations in the Purpose of the Audit statement to implement a process for how to interpret data to identify the needs of students, ensure the assessment of students aligned with state standards, and receive a review of assessment writing practices. Implementation will enable district leaders to meet Strategic Plan Performance Objective 1.2 to provide assessments aligned to state and national standards with the appropriate level of rigor.

The implementation of the actions in this recommendation will enable Pearland ISD to increase productivity through improved curriculum, instruction, and professional development, and, ultimately, the achievement of all students utilizing feedback from deeply aligned formative and summative assessments. Cost-benefit data from a student assessment and program evaluation plan and system can be used to continue, modify, or selectively abandon programs, and facilitate the implementation of a performance-driven budgeting process.

Recommendation 5: Design and implement a process to support improved productivity of human and fiscal capital to meet the district vision, mission, and goals with increased efficiency.

Productivity can be defined as doing more with the same resources or doing the same with fewer resources. To determine the current productivity in Pearland ISD, auditors selected four areas of operation that require significant human and fiscal resources and time investment. Areas chosen were the selection, implementation, and evaluation of programs and interventions, employee performance reviews, professional development (see **Finding 5.1**), and the budget development process (see **Finding 5.2**).

Productivity in Pearland ISD is limited by the absence of a formal process to select, implement, and evaluate programs and initiatives. Cost-benefit analysis is not available for all programs to inform decisions to continue, modify, or selectively abandon programs or initiatives, or to inform budgetary decisions. Productivity is diminished when supervisors performing performance reviews of district teachers and principals seldom give feedback for improvement of professional practice. A comprehensive professional development plan and process to increase productivity through improved employee performance is needed (see **Finding 5.1**). Productivity is further diminished since the budget development process is not performance-driven, a comprehensive system is not in place to focus human and fiscal resources on priorities, and cost-benefit data are not available for all programs to inform funding decisions (see **Finding 5.2**).

Auditors present the following recommendations regarding increased productivity. All actions except those related to performance-driven budgeting should be completed in two to three years. Performance-driven budgeting will take four to five years since the program evaluation component is needed for full implementation.

Program Selection, Implementation, and Evaluation System

Governance Functions: The following actions are recommended to the Pearland ISD Board of Trustees:

G.5.1: Consider and approve revised or new board policies recommended by the superintendent that support the philosophy of productivity and require improved productivity of human and fiscal resources.

G.5.2: Require periodic reports and updates on improved productivity across the district.

G.5.3: Provide the financial support required to implement the administrative functions of this recommendation.

Administrative Functions: The following actions are recommended to the Pearland ISD Superintendent.

A.5.1: Develop and recommend to the Board of Trustees policy requiring the development and implementation of a program management system that addresses program selection and preliminary approval, program implementation and monitoring, and program evaluation.

A.5.2: Develop and implement administrative regulations to support the adopted policy providing details for institutionalizing a selection, implementation, and evaluation system for all existing and new programs/initiatives. The following elements should be addressed. (See **Exhibit 5.1.1.**)

a. Program Selection and Preliminary Approval

   1. Alignment to system vision, mission, and beliefs and/or a specific content area or program is specified.

   2. Expectations for program alignment with the written and assessed curriculum are included.

   3. A clear process for the selection and approval of new programs/interventions at any level of the school system is in place. The process requires:

      a. Identified needs of the program;

      b. Rationale for choosing this option over others;

      c. Evidence of alignment to district expectations, curriculum, and assessments; and

      d. Clear program description, including detailed information on inputs, outputs, and intended outcomes.

b. Program Implementation and Monitoring

   1. Policy directs the development of plans for program implementation and monitoring.

   2. A written plan or process specifying procedures for program delivery is in place.

   3. The proficiencies of those implementing the program are clearly described, and a plan is in place to provide needed training, supports, and resources.

   4. For any new program or intervention, the plan or process directs ongoing formative assessment of program implementation and progress (outcomes). All formative data should be analyzed and recorded in preparation for summative evaluation.

   5. Procedures and expectations for monitoring are specified in the plan and assigned to those responsible.

   6. A written expectation and process for collecting and evaluating data from monitoring and formative assessment is provided for making decisions on adjusting the program as needed.

c. Program Evaluation

   1. A policy is in place requiring all programs to be evaluated and that plans be developed delineating the process, person(s) responsible, and guidelines for reporting data.

   2. Detailed procedures for evaluating programs are clearly specified, including the steps in the process, procedures to be used, and human, fiscal, and material resources required are included.

   3. Minimum proficiencies of persons responsible for conducting the evaluation are specified.

4. Multiple measures for obtaining quality data about program outcomes or results are expected. Instruments used should be valid and reliable measures yielding both quantitative and qualitative data from participants and implementers/monitors.
5. A comprehensive evaluation of all existing programs at least every three years and formative evaluations of all new programs on an annual basis and summatively after three years of implementation (or a reasonable time-frame with rationale) are directed.
6. Components of all program evaluation reports are specified. Components should include a clear description of the program; its context, purpose, and procedures; as well as findings and recommendations for continuation, expansion, modification, or termination.
7. Program evaluation design should be practical, ethical, and cost effective, and adequately address relevant contextual or political issues.
8. A data management system should be established that allows for the attribution of cost by program, permitting program evaluation to include cost-benefit analysis.

A.5.3: Provide training as needed to all affected staff members during the transition to a formal system of selection, implementation, and evaluation. Provide differentiated follow-up and support over time.

A.5.4: Communicate the necessary change to a formal selection, implementation, and evaluation approach to district stakeholders for understanding the importance of (1) selecting only those initiatives that support the district's priority goals (including maintaining district's tightly-held learning objectives);(2) implementing with fidelity design for maximum outcomes; and (3) establishing controls for validity and reliability of results.

A.5.5: Update the job descriptions of appropriate district staff who will develop and implement the revised selection, implementation, and evaluation process; and incorporate accountability for such in respective performance reviews.

A.5.6: Prepare and present periodic reports to the board related to the increased productivity resulting from the program selection, implementation, and revision process.

In the Purpose of the Audit statement, Pearland ISD expressed the need for a process to determine which programs are needed, implementation procedures, and techniques to measure outcomes. Those actions steps are included in this recommendation for program selection, implementation, and evaluation.

Employee Performance Review

Governance Function: The following actions are recommended to the Pearland ISD Board of Trustees:

G.5.4: Consider and adopt revised board policy to communicate an expectation of constructive feedback with recommended professional development/activities to promote increased productivity (improved performance) from all performance appraisals/reviews.

G.5.5: Require periodic reports and updates on improved productivity of the employee performance review process.

G.5.6: Provide the financial support required to implement the administrative functions of this recommendation.

Administrative Functions: The following actions are recommended to the Pearland ISD Superintendent:

A.5.7: Lead discussions of the purposes of employee performance review in Pearland ISD. Identify strengths and areas in need of improvement for the performance review process to increase productivity of the time and human and financial resources allocated to performance review.

A.5.8: Assist the board in developing language for revisions to board policy as described in **G.5.4**. Include in local policy or administrative regulation specific steps and details related to procedures and processes for the effective and efficient implementation and evaluation of the employee performance review process. Emphasize that all employees have a role in improving student learning and the role of supervisors in providing feedback for improvement to employees supervised.

A.5.9: Provide professional learning for supervisors in conducting performance reviews for the purpose of providing feedback for improved performance. Provide differentiated follow-up and support as needed.

A.5.10: Communicate the changes in the employee performance review process to district stakeholders for understanding.

A.5.11: Revise job descriptions as needed to emphasize the primary purpose of performance reviews is to provide feedback leading to improved performance of those supervised.

A.5.12: Prepare and present periodic reports to the board related to the increased productivity resulting from the employee performance review process.

The action steps in this recommendation will assist Pearland ISD leaders in the effective use of personnel as expressed in the Purpose of the Audit Statement.

Employee Professional Learning

Governance Functions: The following actions are recommended to the Pearland ISD Board of Trustees:

G.5.7: Consider and adopt revised board policy that requires the development, implementation, and evaluation of a comprehensive professional development plan.

G.5.8: Require periodic reports and updates on improved productivity of employee professional development.

G.5.9: Provide the financial support required to implement the administrative functions of this recommendation.

Administrative Functions: The following actions are recommended to the Pearland ISD Superintendent:

A.5.13: Develop an administrative regulation to support board policy to address the CMAC® model Characteristics for a Professional Learning Program and Plan presented in **Finding 5.1**, **Exhibit 5.1.9**. Provide details as determined necessary to clearly establish expectations, and implement a high quality professional development program. Also, consider the following:

a. When planning professional development, keep in mind all audit recommendations. Develop a long-range plan to provide professional development recommendations, including differentiated follow-up and support.

b. Determine professional learning needs based on careful analysis of employee effectiveness, student achievement data, and employee input.

c. Expect that supervisors will monitor and provide feedback to staff regarding implementation of new learning toward mastery. Identify key observable staff behaviors, create a rubric with a numbered sequence of progressive mastery for each key behavior change, and provide feedback and coaching based on the rubric. Aggregate rubric data at the district and campus levels to track overall progress of implementation over time. Train supervisors to carry out this monitoring function, including how to provide feedback for improvement.

d. Provide for accountability of employees for attending, utilizing, and monitoring, if applicable, the effective implementation of the new learning through their annual performance reviews.

e. While developing the professional development plan, consider the information in **Appendix T**, **Research Snapshot: Awareness and Accountability for Teachers**.

A.5.14: Share the new administrative regulation with the board and superintendent's cabinet, cascading discussion throughout all departments and campus personnel.

A.5.15: Revise the job description for the employee in charge of professional development to include responsibilities related to the 18 elements of the new administrative regulation.

A.5.16: To provide direction for a high quality professional development program, develop a multiple-year professional development plan that supports the strategic plan (see **Recommendation 1**) and includes goals, strategies, persons responsible, and an evaluation plan. Update professional learning goals periodically to maintain alignment with changing priorities and conditions.

A.5.17: Prepare and present periodic reports to the board related to the increased productivity resulting from the employee professional learning process.

Implementation of the actions in this recommendation will assist Pearland ISD leaders in the creation of an effective professional learning plan as expressed in the Purpose of the Audit statement. Implementation will assist the district in meeting Strategic Plan Performance Objective 1.5 to implement high fidelity professional development for staff that provides introductory and ongoing content-focused, job-embedded training.

Performance-driven Budgeting

Governance Functions: The following actions are recommended to the Pearland ISD Board of Trustees:

G.5.10: Consider and adopt revised board policy requiring a performance-driven budgeting approach.

G.5.11: Require periodic reports and updates on improved productivity of the performance-driven budgeting process.

G.5.12: Provide the financial support required to implement the administrative functions of this recommendation.

Administrative Functions: The following actions are recommended to the Pearland ISD Superintendent:

A.5.18: Develop draft policy on performance-driven budgeting and recommend to the board for consideration and adoption.

A.5.19: Develop an administrative regulation to provide detailed guidance for designing and establishing a performance-driven budgeting process (see **Finding 5.2.**, **Exhibit 5.2.10**) to include the following:

a. Revise the budget schedule. Planning should be completed prior to budgeting. Develop a timeline to address the change to a performance-driven budgeting process. It will take several years to develop a system of comprehensive evaluation of all programs with cost-benefit data for each.

b. Identify various educational programs and group them into broad areas of need or purpose served. Examples of potential programs are elementary instruction, district governance (board and superintendent functions), high school management, guidance and counseling, transportation, staff development, etc. The cost of providing needed district resources, including personnel, should be identified and included in the cost of each program. Divide the organization into the most logical (but least number necessary) subgroups.

c. Assign the responsibility of preparing the budget packages for each of the identified programs to specific administrators, who each will become a program manager for that program. Direct them to prepare a concise and meaningful budget proposal for their respective areas. The district will prepare and provide budget preparation forms for uniformity. Each budget package represents a level of activity that stands alone, but that builds sequentially on the previous package. For example, a 95% budget package is developed first and serves as the foundational package for a specific program. The 100% package builds on the 95% package, and the 105% package builds upon the 100% package.

d. Attach goal statements to each program area or budget request stating the program's linkage to establish goals and priorities, its purpose, the criteria for identifying success, and specifically how results will be evaluated and reported. Each budget package should be described to permit evaluation of the consequences of funding or non-funding in terms of performance results.

e. Build budget packages within each of the subgroups by the priority with which they deliver the objectives of the areas of need or purpose. Components could be packaged into units that provide programs and services at 95% of the previous year's budget (recovery level), 100% of the previous year's budget (current level), and 105% of the previous year's budget (enhancement level). Additional recovery levels may be included, as well as additional enhancement levels. At the 100% current level of funding, program managers should be asked if they would spend the funds differently. The business office will need to furnish each budget manager with their 100% funding level (including personnel costs) from the previous year's budget. The recovery and enhancement percentages will differ over time as the system becomes more sophisticated and data-driven. These program increments describe various levels of service. Each program manager must create at least three program alternatives that deliver an adequate and workable program at different levels of allocation. This number of alternatives may change in future years.

f. Compile goal statements and budget packages and give then to appropriate staff to gather data to best describe service levels, program outputs, and cost benefits. Past cost information and performance data for documentation and assessment of previous program results are essential to guide preliminary budget estimates.

g. Compare current results to desired expectations and service level requirements. To be successful a specific program may need to be established at an enhanced funding level (for example, 105%) of the previous year spending level. Some programs may be funded at less than the previous year level. Changes in funding may necessitate a reduction from some other program(s) to allow an increased allocation for a program judged to be of greater priority.

h. Compile budget packages, including costs, into a worksheet by the business office with instructions for evaluating and ranking.

i. Determine the members of a Budget Advisory Team, representing various district stakeholders, including teachers and principals, to hear budget presentations, and provide the first rank ordering of expenditures for development of the budget for the following school year.

j. Present budget program packages to the Budget Advisory Team by program managers for evaluation and ranking. Budget requests need to compete with each other for funding based upon data-driven evaluation of priority of need and relationship to achievement of program effectiveness. Publish compiled results in a tentative budget with program packages listed in order of ranked priority.

k. Submit budget committee recommendations to the superintendent for review and consideration for recommendations to the board of trustees for approval.

l. Use the required public budget hearing process to communicate the financial planning link with student needs, program priorities, and the results sought through program activities.

m. Review by the board of trustees of recommendations, evaluate priorities, establish final programs and services to be funded and at what levels and adopt the budget.

n. Set the budget in place as approved by the board of trustees.

A.5.20: Provide training as needed to all staff members who will develop and implement the performance-driven budget process. Provide differentiated follow-up and support over time.

A.5.21: Communicate the change to a performance-driven budgeting approach to district stakeholders for understanding.

A.5.22: Update the job descriptions of appropriate district staff who will develop and implement the performance-driven budgeting process.

A.5.23: Prepare and present periodic reports to the board related to the increased productivity resulting from the performance-driven budgeting process.

Implementation of the proposed actions in this recommendation related to performance-driven budgeting will enable Pearland ISD to meet District Goal 5 to strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community; and Performance Objective 4.4 to explore, design, and implement a coordinated, accessible, and comprehensive funding system aligned with student needs. The Purpose of the Audit statement expresses the desire for an effective instructional budget. Implementation of performance-driven budgeting will also facilitate meeting the board policy requirements that the board approve a budget that aligns with and maximizes resources to fulfill the district's vision and goals, and that the board ensure the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools. Implementation of the action steps in **Recommendation 5** will enable Pearland ISD leaders to increase productivity of human and fiscal resources toward addressing the district's core business of teaching and learning at a higher level of efficiency and effectiveness. When performance-driven budgeting is implemented, district stakeholders will have a better understanding of what is funded and why. Some funding may need to be reallocated from lower to higher priority budgetary items.[1]

[1] For more information about performance-based budgeting, see: Poston, W. (2011) School Budgeting in Hard Times: Confronting Cutbacks and Critics. Corwin Press.



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

(Copyright use authorization obtained from
Curriculum Management Solutions, Inc.
6202 Silver Birch Ct, Johnston, IA 50131)

Appendices



A TASA-CMSi Curriculum Audit™ of the Pearland Independent School District

September 2024

Dr. Larry Berger
Superintendent

Pearland Independent School District
1928 N. Main Street
Pearland, Texas 77581

TASA INSPIRING LEADERS

CMSi

Appendices Table of Contents

Appendices A-3

Appendix A: Auditors' Biographical Data A-3

Appendix B: Audit Methodology A-7
The Model for the Curriculum Audit™ A-7
A Schematic View of Curricular Quality Control A-7
Standards for the Auditors A-8
Data Sources of the Curriculum Audit™ A-10

Appendix C: List of Documents Reviewed by the Pearland ISD Audit Team A-11

Appendix D: Board Policy Analysis A-17
Exhibit D.1: Policies Selected for Review A-17
Exhibit D.2: Curriculum Management Audit Center® Model Criteria and Characteristics of Quality Policies and Auditors' Ratings A-19

Appendix E: Webb's Depth of Knowledge A-29
Exhibit E.1: Webb's Depth of Knowledge (DOK) Levels Diagram A-29
Exhibit E.2: Webb's Depth of Knowledge (DOK) Overview Chart A-30

Appendix F: K-12 Curriculum and Assessment Scope A-33
Exhibit F.1: Curriculum and Assessment Scope for Grades K-4 ..... A-33
Exhibit F.2: Curriculum and Assessment Scope for Grades 5-8 ..... A-37
Exhibit F.3: Curriculum and Assessment Scope for Grades 9-12 ..... A-41

Appendix G: Lists of Core and Non-Core Courses with Curriculum and Component Ratings A-51
Exhibit G.1: List of English Language Arts/Reading Courses with Curriculum and Component Ratings A-51
Exhibit G.2: List of Mathematics Courses with Curriculum and Component Ratings A-52
Exhibit G.3: List of Science Courses with Curriculum and Component Ratings A-54
Exhibit G.4: List of Social Studies Courses with Curriculum and Component Ratings A-55
Exhibit G.5: List of Non-Core Courses with Curriculum and Component Ratings A-56

Appendix H: Analysis of District-Selected Resources for Congruency of Learning Experiences with Identified TEKS for English Language Arts, Grades 3, 5, 8, and English I ... A-61

Appendix I: Student Artifacts A-95
Exhibit I.1: List of Courses and Corresponding Grade Level A-95
Exhibit I.2: Description of Context Types A-96
Exhibit I.3: Prevalence of Diverse and Inclusive Texts in K-12 ELA Artifacts A-97
Exhibit I.4: Additional Notes on Diversity/Inclusion of Texts A-99

Appendix J: Explanation of Classroom Teacher and Student Activity, Student Grouping, Effective Instructional Strategies, Types of Knowledge A-103
Exhibit J.1: Explanation of Recorded Classroom Teacher Activity, Student Activity, and Student Groupings A-103
Exhibit J.2: Explanation of Effective Instructional Strategies A-105
Exhibit J.3: Types of Knowledge A-109

Appendix K: Pearland ISD Feeder Patterns A-111

Appendix L: Walkthrough Forms A-113
Exhibit L.1: Math 5-8 Walkthrough Forms A-113
Exhibit L.2: Science K-5 Specialist Walkthrough Form A-114
Exhibit L.3: T-TESS Walkthrough Form A-115

Appendix M: Research Snapshot—Investing in the Primary Grades A-117

Appendix N: Research Snapshot—Targeted Approaches for Success A-119

Appendix O: Recommended Organizational Charts A-121
Exhibit O.1: Recommended Table of Organization: Pearland ISD, Executive Leadership (Superintendent) A-121
Exhibit O.2: Recommended Table of Organization: Curriculum and Instruction A-122

Appendix P: Research Snapshot—Cognitively Engaging Curriculum A-123

Appendix Q: Curriculum STEPS and Components A-125

Appendix R: Research Snapshot—The Fallacy of Test Prep A-127

Appendix S: Research Snapshot—Ending Economic Isolation in Schools A-129

Appendix T: Research Snapshot—Awareness and Accountability for Teachers A-131

Appendices

Appendix A: Auditors' Biographical Data



R. Cole Pugh, EdD—Lead Auditor

Cole Pugh is retired after serving 47 years as an educator, including serving 34 years as a superintendent in Texas and Georgia. He also served as a teacher, principal, and adjunct professor. He served as superintendent in two districts where curriculum management audits were conducted, and four districts where he provided curriculum management audit training to school personnel. He received his BA and MS degrees from Stephen F. Austin State University, and his EdD from the University of Houston where he received the Oberholtzer Award as the Outstanding Graduate Student in Educational Administration.

Dr. Pugh is a Lead Auditor for Curriculum Management Solutions, inc. (CMSi), having led audits in California, Texas and North Carolina, and served on audit teams in Illinois, Kansas, Maryland, Ohio, Oregon, and Texas. He completed his initial audit training in San Antonio in January 1996.



Robert Bayard, EdD

Robert Bayard is the president of Bayard Education Solutions, LLC, and has been an educator for 25 years. Most recently, he served as Deputy Superintendent for Curriculum and Instruction for the Clear Creek Independent School District. His previous roles in education include chief technology officer, executive director of assessment and evaluation, high school dean of instruction, secondary mathematics instructional specialist, and mathematics teacher. Dr. Bayard serves as a presenter at state and national conferences in his areas of educational expertise, which include strategic planning, curriculum and instruction, formative and summative assessment, state and community-based accountability, data analysis, and program evaluation. Dr. Bayard earned his Bachelor of Arts degree in mathematics from the University of Texas at Austin, and Master of Science in educational management and Doctor of Education in educational leadership degrees from the University of Houston-Clear Lake.



Courtney Charles, MEd

Courtney Charles has 15 years of experience in education, having served as a teacher, principal, and curriculum and instruction supervisor in Texas. He holds an 8-12 teaching certificate, a principal certificate, and a superintendent certificate. Mr. Charles received his Master's in Educational Administration from Lamar University and a Bachelor of Science in Education from East Texas Baptist University. Mr. Charles has an extensive background in curriculum alignment, instructional delivery, and working with diverse student populations. He completed his audit training in 2023 in Texas.



Robbin Gesch, MEd

Robbin Gesch is an independent consultant and retired school administrator. She served 36 years in education as a teacher, counselor, and school administrator. During her tenure in Round Rock ISD, she served as the Chief of Teaching and Learning, Assistant Superintendent for Instructional Support Services, Director of Curriculum, Director of Student Support Services and College and Career Readiness, and Lead Elementary Language Arts Specialist. Prior to working in Round Rock ISD, she served as the Executive Director of Curriculum, Assessment, and Federal Programs and Director of Guidance and Counseling for San Angelo ISD. She has teaching experience at the elementary and secondary levels. She holds a bachelor degree in Elementary Education from Texas Tech University and a Master's in Education from Angelo State University. Ms. Gesch has served as an auditor in Arkansas, Mississippi, Idaho, Georgia, Arizona, Alabama, South Carolina, Colorado, and Texas.



Shannon L. Hernandez, MEd

Shannon Hernandez retired from the Fort Worth Independent School District in Fort Worth, Texas, where she served as the Executive Director of K-12 Mathematics and Science among other roles. She has been involved in public education for over 29 years and started her career in Fort Worth ISD as a classroom teacher. She has served as an instructional support specialist, curriculum, and assessment writing specialist as well as the K-12 Mathematics Director. Mrs. Hernandez has an extensive background in curriculum and assessment writing, alignment, and delivery. She has developed several successful large-scale, sustainable programs in her district such as the Advanced Academic Immersion program, Saturday Learning Quest for K-5 students, the High School Summer School program and a comprehensive and aligned Grade 6-12 Pre-AP/AP program for mathematics. She received her BA in English from Texas State University, a BA in Secondary Education with Mathematics from the University of Texas at Arlington, a Master's of Curriculum and Instruction from Pennsylvania State University and a Master's in Educational Administration from University of Texas at Arlington. She completed her audit training in 2017 in Austin, Texas, and her internship in October 2017. She has participated in audits in Arkansas, Maryland, Colorado, Ohio, and Texas.



Aaron Marvel, PhD

Aaron Marvel is currently an assistant professor of education within the Education Department at Texas A&M University-Texarkana. Dr. Marvel is a native of Texarkana, Arkansas, and a 2005 graduate of Arkansas High School. He has a Bachelor of Arts from the University of Central Arkansas, a Masters of Educational Leadership and Masters of Science from Texas A&M University-Texarkana, and a Doctorate from Texas A&M University-College Station.

Over the last 15 years, Dr. Marvel has served in several roles in education, including high school Spanish and English teacher, English as a Second Language Specialist, Instructional Coach, Assistant Principal, and Teacher Educator.

Dr. Marvel is dedicated to ensuring we have quality teachers and curriculum in the classrooms so that all children, regardless of background, receive an equitable, meaningful, and transformative education. He completed his audit training in Texas in 2023.



Deitra Spence, EdD

Deitra Spence is an educational consultant with over 35 years of experience in public school education. Before retiring, Dr. Spence was the Assistant Superintendent of Elementary Schools in Trenton, NJ, served as a middle school administrator and central office administrator in two suburban Philadelphia school districts, and spent 10 years in the School District of Philadelphia as a reading specialist, elementary principal, and high school vice-principal. She currently mentors, coaches, and provides professional development for teachers and administrators in New Jersey and is an adjunct professor for Temple University. Dr. Spence earned a BS in Secondary Education from the Pennsylvania State University, an MEd in Curriculum Development and an EdD in Educational Leadership, both from Temple University. She completed her audit training in 2011 and has participated in audits in Maryland, Pennsylvania, Texas, Georgia, Illinois, Missouri, Alabama, Massachusetts, South Carolina, and Connecticut.



Jeffrey Tuneberg, PhD

Jeffrey Tuneberg has over 30 years experience in education, including 25 years as Director of Curriculum with the Mercer County Educational Service Center, Celina, Ohio. His teaching background includes experience in urban (Cleveland, OH) and suburban settings, as well as overseas (Guam). He was selected as a Fulbright Memorial Fund Teacher Program representative to Japan in 1997. Dr. Tuneberg has been an adjunct professor at Wright State University Lake Campus, Celina, Ohio, and Ashland University, Ohio, and a credentialed faculty member with Battelle for Kids, Columbus, Ohio. He has served as a consultant to school districts on issues of teacher licensure, school improvement, and value-added student growth measures. Dr. Tuneberg received his BS in Education, MEd, and PhD from Bowling Green State University, Ohio. He received his Curriculum Management Audit training in Lima, Ohio, in 1999 and has served as a Lead Auditor or auditor on over 30 audits in 16 states.



Mary Beth Womack, EdD

Mary Beth Womack has 16 years' experience in education, including 7 years as a teacher and 5 years as a high school administrator in three districts in Texas. She holds an EC-6 teaching certificate, a principal certificate, and a superintendent certificate. Dr. Womack is currently an Assistant Professor of Education at Texas A&M University-Texarkana where she teaches undergraduate courses in the Teacher Prep Program and graduate courses in Education Leadership and Curriculum and Instruction. Dr. Womack received a Bachelor of Fine Arts degree from the University of North Texas. She received her MS and EdD degrees from Texas A&M University-Texarkana. She is the owner of Womack Aspire Education Consulting, LLC, a consulting company with a focus on instructional coaching and curriculum auditing. She also serves on the school board at Pleasant Grove ISD.

Dr. Womack completed her audit training in 2021 and has served on audit teams in Texas.



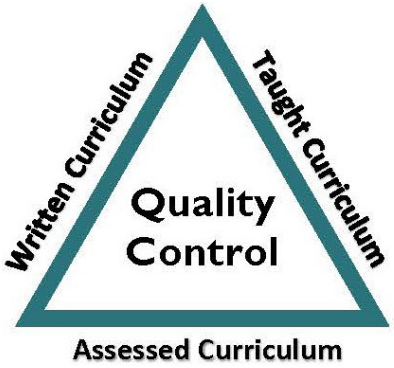
Olivia Zepeda, MEd

Olivia Elizondo Zepeda graduated from Northern Arizona University with a BA in Elementary Education. She began her teaching career upon graduation from NAU and later earned a master's degree in Bilingual and Multicultural Education. Ms. Zepeda served as Associate Superintendent for the Gadsden Elementary School District from 2000 to 2017. She had previously served the district as director of curriculum and staff development, director of federal projects, principal, and teacher at the elementary and middle school. She is currently retired and she serves on the Arizona Western College as Board of Trustees. Ms. Zepeda has taught graduate and undergraduate classes at the University level and is fully bilingual in English and Spanish. She has a passion for service and enjoys serving in agencies that provide assistance to children and adults for educational purposes. She completed her audit training in Austin, Texas, in June 2017 and has served on audits in Arizona, Georgia, Pennsylvania, Connecticut, Texas, Ohio, Missouri, and Arkansas

Appendix B: Audit Methodology

The Model for the Curriculum Audit™

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



A Schematic View of Curricular Quality Control

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

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

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

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

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

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

Standards for the Auditors

While a Curriculum Audit™ is not a financial audit, it is governed by similar principles. These are:

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

The Pearland Independent School District Curriculum Audit™ Team selected by the Curriculum Management Audit Center® included auditors who have been school superintendents, assistant superintendents, directors, coordinators, principals and assistant principals, as well as elementary and secondary classroom teachers in public educational systems in several locations, including Arizona, Georgia, Guam, New Jersey, Ohio, Pennsylvania, Tennessee, and Texas.

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

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

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

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

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

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

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

"Some school principals said that…"

"Many teachers expressed concern that…"

"There was widespread comment about…"

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

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

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

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

Interviewed Representatives of the Pearland Independent School District	
Superintendent	School Board Members
Central (ESC) Administrators	Campus Principals (during site visits)
Assistant Principals	Teachers
Counselors	Central (ESC) Staff
Nurses	Parents (voluntary, self-referred)

Approximately 127 individuals were interviewed during the site visit phase of the audit.

Data Sources of the Curriculum Audit™

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

The major sources of data for the Pearland Independent School District Curriculum Audit™ included the following:

Documents

These sources consist of curriculum guides, memoranda, state reports, accreditation documents, assessment information, and any other source of information and data that reveal elements of the written, taught, and tested curricula and the linkages among these elements. **Appendix C** lists all documents reviewed over the course of the audit.

Interviews

The auditors conducted interviews with stakeholders throughout the district to shed light on district initiatives and documents and on the district context, as a whole. Interviews were conducted with all board members, the superintendent, top administrators in the system, all building principals, and several teachers and parents. A total of 127 stakeholders were interviewed as part of the audit process.

Site Visits

Site visits reveal conditions in which students are learning and the related expectations for their performance that teachers and school leaders may hold. The school context is invaluable in revealing additional areas of inconsistency that may result from a lack of alignment between district expectations and site-level implementation of those expectations.

Online Surveys

Selected stakeholders (teachers, administrators, community members, parents, and students, depending on district preference) are offered a comprehensive, online survey prior to or at the time of the site visit or off-site audit (simultaneous with the submission of documentation). The intent of the survey is to offer every stakeholder an opportunity to speak to the strengths and weaknesses of the system. Samples of the questions on these surveys are available.

Appendix C: List of Documents Reviewed by the Pearland ISD Audit Team

Document	Date
Pearland ISD Campus Background Information	Not Dated
Pearland ISD District Map	2023-24
Pearland ISD History of the School System	Not Dated
District Demographic Data	2018-2023
Pearland ISD 5 Year Projection	2018-2023
10 Year Student Population Projections	2022-2031
Demographic Data Enrollment Projections	2020-21; 2024-25
Pearland ISD Audit Purpose Statement	Not Dated
DACC Memo Sample	2022-23
Special Education Provision of Services Plan Memo	2023-24
Pearland ISD Mission Statement & Goals	2022-23
Pearland ISD Individual Campus Mission & Vision Statements	Not Dated
Pearland ISD Board Policies	Varies
Pearland Operating Procedures DRAFT (POPS)	2023-24
Pearland ISD List of Board Members	2022-23
Pearland ISD List of Superintendents	Not Dated
District Accreditation	2022-23
Job Descriptions	Not Dated
Pearland ISD Tables of Organization	2023-24
Pearland ISD Employee Handbook	2023-24
Food Service Handbook	2023-24
Maintenance & Operations Handbook	2023-24
Transportation Handbook	2023-24
Pearland ISD Individual Campus Handbooks	Not Dated
OCR Reports: A-F	Not Dated
Pearland ISD Employee Contracts	Not Dated
District Appraisal Procedures: DN(LOCAL) & DNA(LEGAL)	2007; 2023
District Compensation Plan	2023-24
Randomly selected Teacher & Principal Evaluations	2022-23
District Improvement Plans (DIP), Campus Improvement Plans (CIP), Campus Accountability Plans (CAP)	2021-22; 2023-24
2019 Strategic Plan One-Pager	2019-20
Pearland ISD Strategic Plan 2020-2025	2019-20
Pearland ISD Strategic Plan 2022-2027	2021-22
Board Superintendent Goals (district website)	Undated
Pearland ISD Board Minutes	2021-22—2023-24
Pearland ISD Curriculum Guides	Not Dated
Pearland ISD Elementary Teacher Planning Guides	Not Dated
District Surveys: Community, Employee, & Student	2023
2019 Textbook Adoption Process	2019

Document	Date
Proclamation 2024 & District Adoption Overview	2023-24
Curriculum & Instruction Department Meeting Agendas	2023-24
Curriculum & Instruction Principal Meeting Agendas	2022-23; 2023-24
Administrator Curriculum Planning Guides	2022-23; 2023-24
Pearland ISD High School Course Selection Handbook	2024-25
Pearland ISD Junior High School Course Selection Handbook	2024-25
TEA Hurricane Harvey Cycle 2 Application	2020-2022
COVID-19 School Health Support Grant Application	2021-22
ESSA Consolidated Federal Grant Application	2021-22; 2023-24
Perkins V: Strengthening Career and Technical Education for the 21st Century	2021-22; 2023-24
Special Education Consolidated Grant Application	2021-22; 2023-24
Texas Education for Homeless Children and Youth	2021-22; 2023-24
ARP Homeless I-TEHCY Supplemental Grant	2021-2024
ARP Homeless II Federal Grant	2021-2024
Silent Panic Alert Technology Grant	2022-2024
School Safety Standards Formula Grant	2022-2025
Title 2 Funds Planning Budget	2023-24
Summary of Finances	2021-22; 2023-24
State & Federal Grants Manual	2024
Pearland ISD SCE Procedures for Campus Allocations	Not Dated
Curriculum & Instruction Top Priorities	2023-24
C&I 5 Area Plan One Pager	Not Dated
C&I 5 Area Plan Presentation	2022
Pearland ISD Campus Master Schedules	2023-24
Gifted & Talented, Economically Disadvantaged, and Special Education Demographics	2021-22; 2023-24
Pearland ISD Campus Class Section Size	2022-23
District and Campus Texas Academic Performance Report (TAPR)	2017-18; 2022-23
Retention Data by Grade, Gender, and Ethnicity	2020-21; 2022-23
Enrollment in Special Programs	2021-22; 2023-24
Pearland ISD Campus Bell Schedules	2023-24
Pearland ISD Library Book Count	2023-24
Summary Inventory of Technology	Not Dated
Advanced Academics Professional Development Plan	2022-23; 2023-24
Houston Area Cooperative Course List	2022-2024
All Learner Approach Documents	Not Dated
C&I District Staff Development Schedules	2023-24
C&I Staff Development Calendar	2023-24
Bilingual & ESL Department PD	2022-23; 2023-24
Next Level Leadership Schedule	2022-23
Staff Development Planning Document	2023-24
Pearland ISD District Behavior Leadership Training	2023-24
Pearland ISD Teacher Professional Learning Schedule	2023-24

Document	Date
New Teacher Orientation Schedule	2023
Special Programs Professional Learning—January	2024
Technology Professional Development	2022-2024
Pearland ISD District and Individual Campus Homework & Grading Policies	Not Dated
Elementary Campus Specials Rotations Schedules	2023-24
Pearland ISD Position Control & Staffing Formulas	Not Dated
Pearland ISD Mathematics Course Sequencing	2022-23; 2023-24
Discipline Referral Statistics	2021-22; 2023-24
District Fundraising Procedures	Not Dated
Pearland ISD Dropout Report	2021-22; 2023-24
Total Numbers of Teachers and Administrators	2023-24
Elementary and Secondary MTSS Documents	2023-24
Pearland ISD T-TESS Walkthrough Forms	Not Dated
Horizontal & Vertical Calibration Learning Walks	2023-24
Pearland ISD Assessment Calendar	2023-24
Emergent Tree Program Evaluation	2020; 2022
Dual Language Pilot Program Evaluation Report	2014
Gifted & Talented Academy Program Evaluation Report	2013
Pearland ISD Special Education Staffing Executive Summary	2023
Pearland ISD AP®, SAT®, & ACT® Data	2019-20; 2022-23
Pearland ISD CogAT Data	2019-20; 2023-24
PSAT® Growth Class Report	2021-2025
Pearland ISD Campus Accountability Reports & Ratings	2018-19; 2022-23
Five Years of Approved District Budgets	2019-20; 2023-24
Pearland ISD Budget Preparation Manual	2024-25
2024-2025 Budget Kickoff Meeting Presentation	2024
Five Years of CPA Audits	2018-19; 2022-23
Pearland ISD Unlimited Tax Refunding Bonds, Series 2023	2023
Technology 1:1 Lifecycle	Not Dated
Long-range Technology Planning	Not Dated
Pearland ISD Technology Vision	2021
Pearland ISD Certified Values	2019-2023
10 Year Capital Renewal Plan & Priority Projects Board Agenda Item	2023
2024 Bond Worksheet	2024
2016 Bond Canvas Report	2016
Call for 2016 Bond Board Agenda Item	2016
CTE Digital Instructional Materials Purchases	2023-24
Pearland ISD Federally Funded Software & Hardware	2023-24
Pearland ISD Instructional Materials Software Purchase	2023-24
Total Funds Spent on Instructional Technology	2021-2024
Results Driven Accountability	2019-2023
All Learner Approach Planning Documents	Not Dated

Document	Date
Facilities Assessment	2014
Office of Special Populations: Audit Working Papers	2018-19
Dual Language Assessment Requirements	2023-24
Dual Language Program Schedules	2023-24
ESL & Bilingual Split	2023-24
Pearland ISD Efficiency Audit Report & Presentation	2022
Dual Language Spanish Credit Awarded	Not Dated
Pearland ISD Newcomer Data	Not Dated
Pearland ISD Economically Disadvantaged Demographic Data	Not Dated
Per Pupil Expenditures by Campus	2022-23
Robert Turner High School Home Campus Report	Not Dated
Pearland Junior High South 8th Grade Demographic Report	2023
Pearland Junior High West 8th Grade Demographic Report	2023
Read/Math 180 Data	Various dates
Pearland ISD Teacher Incentive Allotment Handbook	2023-24
TIA Cohort F Application	2023
2024 TAPR Public Hearing Presentation	2024
2024 Dual Language Incoming 5th Grade Presentation	2024
PAP & AP Math Demographics	2024
Purpose Planning Defined	Not Dated
Advanced Academics: Gifted/Talented Program Services Guide, A Handbook for Parents, Community Members, and Campus Personnel	2023-24
Lead4ward Field Guides	2021, 2022
TEKS Vertical Alignment Documents	2020
STAAR Countdown Plans	2023
Career and Technical Education—TXCTE/TEA Curriculum Resources	Various Dates
PISD 1:1 Best Practices Technology	No dates
Pacing Guides and Planning Maps	Various Dates
Instructional Talks	Various Dates
Planning Calendars	Various Dates
Reading by Design (Dyslexia)	Various Dates
Scope and Sequence	Various Dates
Year-at-a-Glance	Various Dates
Elementary Math Program Guides	2023-24
Lead4ward Snapshots	2022
Writer's Workshop Handbook	2023-24
Unit Plans	Various Dates
STAAR Test Blueprints	2011
Lead4ward Instructional Strategies Playlist for Teachers	2021, 2022
Common 10 Assessments	Various Dates
Benchmark Assessments	Various Dates
Accommodations vs Modifications	No date

Document	Date
Gifted/Talented Differentiation Resources	No date
Power Reading – Measuring Up Resource	No date
Supporting Emerging Bilingual Students Resource Bundle	2023-24
PISD Literacy Framework	No date
Pearland ISD PK-4th Grade ELAR/SLAR and Math Planning Guides	2023-34
Content Snapshots—Top Priorities	2023-24
Purposeful Planning for Rigorous Instruction	No date
Student Work Artifacts selected by campus personnel	2023-24

Appendix D: Board Policy Analysis

Exhibit D.1: Policies Selected for Review

Policy Code	Policy Title	Version Date
Section A—Basic District Foundations		
AE(LEGAL)	Educational Philosophy	11/10/2021
AIA(LEGAL)	Accountability, Accreditation, and Performance Indicators	11/10/2021
AIB(LEGAL)	Accountability: Performance Reporting	11/21/2023
AIC(LEGAL)	Accountability: Interventions and Sanctions	12/12/2022
AID(LEGAL)	Accountability: Federal Accountability Standards	6/20/2019
AIE(LEGAL)	Accountability: Investigations	5/11/2023
Section B—LOCAL Governance		
BAA(LEGAL)	Board Legal Status: Powers and Duties	11/10/2021
BBD(EXHIBIT)	Framework for School Board Development	7/8/2021
BDB(LOCAL)	Board Internal Organization: Internal Committees	11/7/2006
BF(LOCAL)	Board Policies	7/17/2020
BJA(LEGAL)	Superintendent: Qualifications and Duties	10/23/2017
BJA(LOCAL)	Superintendent: Qualifications and Duties	12/19/2018
BJCD(LEGAL)	Superintendent: Evaluation	11/13/2019
BJCD(LOCAL)	Superintendent: Evaluation	6/20/2019
BP(LEGAL)	Administrative Regulations	10/6/1998
BP(LOCAL)	Administrative Regulations	3/21/2014
BQ(LEGAL)	Planning and Decision-Making Process	5/11/2023
BQ(LOCAL)	Planning and Decision-Making Process	7/4/2016
BQA(LEGAL)	Planning and Decision-Making Process: District-Level	7/17/2020
BQA(LOCAL)	Planning and Decision-Making Process: District-Level	7/24/2017
BQB(LEGAL)	Planning and Decision-Making Process: Campus-Level	7/17/2020
BQB(LOCAL)	Planning and Decision-Making Process: Campus-Level	8/24/2017
Section C—Business and Support Services		
CBA(LEGAL)	State and Federal Revenue Sources: State	11/10/2021
CE(LEGAL)	Annual Operating Budget	11/10/2021
CE(LOCAL)	Annual Operating Budget	8/24/2017
CS(LEGAL)	Facility Standards	11/21/2023
Section D—Personnel		
DC(LOCAL)	Employment Practices	11/21/2023
DMA(LEGAL)	Professional Development: Required Staff Development	11/21/2023
DN(LOCAL)	Performance Appraisal	4/22/2007
DNA(LEGAL)	Performance Appraisal: Evaluation of Teachers	4/11/2023
DNA(LOCAL)	Performance Appraisal: Evaluation of Teachers	4/11/2023
DNB(LEGAL)	Performance Appraisal: Evaluation of Campus Administrators	11/13/2019
DP(LEGAL)	Personnel Positions	11/21/2023
DP(LOCAL)	Personnel Positions	11/10/2021

Policy Code	Policy Title	Version Date
Section E—Instruction		
EA(LEGAL)	Instructional Goals and Objectives	11/13/2019
EF(LEGAL)	Instructional Resources	11/21/2023
EFA(LEGAL)	Instructional Resources: Instructional Materials	11/21/2023
EFA(LOCAL)	Instructional Resources: Instructional Materials	9/15/2022
EHA(LEGAL)	Curriculum Design: Basic Instructional Program	11/10/2021
EHAA(LEGAL)	Basic Instructional Program: Required Instruction (All Levels)	11/21/2023
EHAA(LOCAL)	Basic Instructional Program: Required Instruction (All Levels)	6/8/2022
EHAB(LEGAL)	Basic Instructional Program: Required Instruction (Elementary)	11/21/2023
EHAC(LEGAL)	Basic Instructional Program: Required Instruction (Secondary)	11/21/2023
EHB(LEGAL)	Curriculum Design: Special Programs	11/21/2023
EHB(LOCAL)	Curriculum Design: Special Programs	11/21/2023
EHBA(LEGAL)	Special Programs: Special Education	7/8/2021
EHBB(LEGAL)	Special Programs: Gifted and Talented Students	11/10/2021
EHBC(LEGAL)	Special Programs: Compensatory/Accelerated Services	11/21/2023
EHBC(LOCAL)	Special Programs: Compensatory/Accelerated Services	11/21/2023
EHBD(LEGAL))	Special Programs: Federal Title I	7/16/2018
EHBE (LEGAL)	Special Programs: Bilingual Education/ESL	11/10/2021
EHBF(LEGAL)	Special Programs: Career and Technical Education	11/10/2021
EHDB(LOCAL)	Alternative Methods for Earning Credit: Credit by Examination with Prior Instruction	5/12/2017
EHDC(LEGAL)	Alternative Methods for Earning Credit: Credit by Examination Without Prior Instruction	12/19/2018
EHDC(LOCAL)	Alternative Methods for Earning Credit: Credit by Examination Without Prior Instruction	3/21/2014
EHDD(LEGAL)	Alternative Methods for Earning Credit: College Course Work/Dual Credit	11/21/2023
EHDD(LOCAL)	Alternative Methods for Earning Credit: College Course Work/Dual Credit	1/11/2011
EHDE(LEGAL)	Alternative Methods for Earning Credit: Distance Learning	11/21/2023
EHDE(LOCAL)	Alternative Methods for Earning Credit: Distance Learning	1/11/2011
EI(LEGAL)	Academic Achievement	11/21/2023
EIA(LEGAL)	Academic Achievement: Grading/Progress Reports to Parents	11/21/2023
EIA(LOCAL)	Academic Achievement: Grading/Progress Reports to Parents	8/24/2017
EIE(LOCAL)	Academic Achievement: Retention and Promotion	4/11/2023
EIF(LEGAL)	Academic Achievement: Graduation	11/21/2023
EIF(LOCAL)	Academic Achievement: Graduation	6/8/2022
EK(LEGAL)	Testing Programs	11/10/2021
EKB(LEGAL)	Testing Programs: State Assessment	11/21/2023
EKBA(LEGAL)	State Assessment: English Learners/Emergent Bilingual Students	12/12/2022
EKC(LEGAL)	Testing Programs: Reading Assessment	7/17/2020
EKD(LEGAL)	Testing Programs: Mathematics Assessment	2/8/2010
EMB(LEGAL)	Miscellaneous Instructional Policies: Teaching About Controversial Issues	6/8/2022
EMB(LOCAL)	Miscellaneous Instructional Policies: Teaching About Controversial Issues	7/1/2002
EMI(LEGAL)	Miscellaneous Instructional Policies: Study of Religion	11/10/2021
EMI(LOCAL)	Miscellaneous Instructional Policies: Study of Religion	7/1/2002

Policy Code	Policy Title	Version Date
Section F—Students		
FB(LEGAL)	Equal Educational Opportunity	12/12/2022
FB(LOCAL)	Equal Educational Opportunity	7/17/2020
FD(LEGAL)	Admissions	11/21/2023
FD(LOCAL)	Admissions	5/11/2023
FDAA(LEGAL)	Interdistrict Transfers: Public Education Grants	11/10/2021
FDB(LEGAL)	Admissions: Intradistrict Transfers and Classroom Assignments	11/21/2023
FDB(LOCAL)	Admissions: Intradistrict Transfers and Classroom Assignments	3/6/2012
FDC(LOCAL)	Admissions: Homeless Students	7/4/2016
FFH(LEGAL)	Student Welfare: Freedom from Discrimination, Harassment, and Retaliation	6/8/2022
FFI(LEGAL)	Student Welfare: Freedom from Bullying	5/11/2023
FFI(LOCAL)	Student Welfare: Freedom from Bullying	5/22/2023
Section G— Community and Governmental Relations		
GA(LEGAL)	Access to Programs, Services, and Activities	11/13/2019

Exhibit D.2: Curriculum Management Audit Center® Model Criteria and Characteristics of Quality Policies and Auditors' Ratings

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area One: District Vision and Accountability		
1.1 Philosophical statements of the district instructional approach		
Clearly specifies and defines the district vision for instruction and student engagement in the classroom, providing a framework for the selection of strategies, approaches, and student activities to support student learning (TH/LH).	AE(LEGAL) AIA(LEGAL) AIB(LEGAL) AIC(LEGAL) BAA(LEGAL) BJA(LOCAL) BQ(LEGAL)	
Communicates clear expectations for the teacher's role and responsibilities in the classroom.		P*
Includes a general statement about curriculum and the instructional approach that should be used, such as standards-based, competency-based, outcome-based, etc.		X
Includes clear expectations for all students to be assured academic success across all content areas and grade levels, regardless of background, language proficiency, income level, or any other factors.		X
Requires vision, expectations, and goals for specific programs and content areas, in congruence with the district expectations, philosophy, and vision (such as Special Education, ELL, etc.).		X
1.2 A taught and assessed curriculum that is aligned to the district written curriculum		
Defines role and purpose for written curriculum: the definition of student learning.	AE(LEGAL) EK(LEGAL)	
Expects alignment to standards (state or national).		
Includes clear expectations regarding deep alignment to high-stakes assessment.		
Directs that delivery of the curriculum align with the overarching vision, mission, and expectations of the district.		

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area One: District Vision and Accountability		
1.3 Board adoption of the written curriculum		
Requires the review of new or revised written curriculum prior to its adoption and directs that the content and suggestions for how to teach the curriculum align with all district expectations.	BQ(LEGAL)	
Expects the design and development of curriculum to be seen as the most critical processes and product to support high quality classroom instruction that aligns to district vision and expectations.		
Requires review and revision of curriculum on a periodic cycle.		P*
1.4 Accountability for the alignment of the written, taught, and tested (WTT) curriculum through a clearly defined organizational structure and corresponding roles and responsibilities		
Identifies the overarching role of defining the organizational structure as the most critical means in supporting the alignment of the WTT curriculum and connecting design with delivery across the system.	BJA (LEGAL) and (LOCAL) BJCD(LEGAL) BJCD(LOCAL) BQA (LEGAL) and (LOCAL) DC(LOCAL) DN(LOCAL) DNA(LEGAL) and (LOCAL) DNB(LEGAL)) DP(LEGAL) and (LOCAL)	
Expects an organizational chart that is annually reviewed, presented to the board, and approved by the superintendent.		
Requires clearly defined job descriptions that specify responsibilities and that correspond to the table of organization.		P*
Directs and specifies the processes for the formation of decision-making bodies (e.g., cabinet, task forces, committees), in terms of their composition and decision-making responsibilities, to ensure consistency, non-duplication of tasks, and product requirements.		P*
Identifies appraisal procedures as essential in evaluating the effectiveness of all personnel in improving student learning and in determining the quality of adopted programs and interventions.		X
1.5 Long-range, system-wide planning		
Requires as part of the district planning process that the superintendent and staff think collectively about the future and that the discussion take some tangible form (allows for flexibility without prescribing a particular template).	AE(LEGAL) and (LOCAL) BAA(LEGAL) BJA(LEGAL) and (LOCAL) BQ(LEGAL) and (LOCAL) BQA(LEGAL)	X
Requires the development of a system-wide, long-range plan that is updated annually; incorporates system-wide student learning targets; and is evaluated using a variety of both formative and summative measures.		X
Expects school and other district plans to be congruent with the vision, goals, and expectations of the district long-range plan.		X
Expects plans that coordinate expectations for curriculum design and development, professional development, student assessment and program evaluation, and other critical functions across the district, in order to assure alignment with district vision, mission, and goals.		P*
Focus Area One Rating (number of points for the five criteria with a possibility of 21)		**7/21**
Percentage of Points Met (points met divided by the number of possible points)		**33%**
Key: X = Met, P = Partially Met, Blank = Not Met		
*Partial ratings are counted as not met when determining overall percentage of adequacy.		
©2023 CMSi		

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Two: Curriculum		
2.1 Written curriculum that defines the content that must be learned and provides suggestions for how to support that learning in congruence with district vision		
Requires curriculum to define, sequence, and bundle (pace) the content (concepts, skills, knowledge, vocabulary, etc.).	BJA(LOCAL) EHDE(LEGAL)	
Requires curriculum to provide adequate suggestions for how teachers should approach the content and how students should practice and demonstrate the content, in alignment with district vision.		
Requires curriculum to specify a variety of measures to monitor progress that also reflects the district vision.		
Directs that curriculum provide scaffolds and supports so teachers have the tools they need to differentiate.		P*
Requires the curriculum to allow for flexibility in pacing and instructional decision making so teachers have the ability to respond to students' needs and interests/ backgrounds, while maintaining on-grade-level learning.		
Requires the written curriculum to support the needs of specific student groups with suggestions for strategies and activities in an integrated fashion (within the curriculum itself, not as a separate or isolated component).		
Includes clear expectations for assuring user-friendliness, feasibility, and access when electronically housing/providing access to curriculum.		
Specifies how the curriculum supports learning in both in-person and virtual formats.		
2.2 Periodic review/update of the curriculum and aligned resources and assessments		
Requires the development of procedures to both formatively and summatively review the quality and effectiveness of all curriculum in all grade levels and content areas.	EF(LEGAL) and (LOCAL) EFA(LEGAL)	
Requires the annual review of test banks, benchmark assessments, and other assessment instruments for deep alignment (meets and exceeds CCC dimensions) with the district or state accountability system.		
Requires the evaluation of all assessment instruments for alignment to the district curriculum in all three dimensions: content, context, and cognitive type.		
Requires the periodic review of all resources for alignment to the content of the district curriculum in all three dimensions (CCC), and prior to adoption for use.		
Requires the review of all externally-adopted assessment instruments for alignment to the district's vision and philosophy for instructional approach.		
2.3 Textbook/resource alignment to curriculum and assessment		
Requires textbooks/resources to be regularly reviewed and the resource revision/ adoption cycle to align with the curriculum revision cycle.	EF(LEGAL) and (LOCAL) EFA(LOCAL)	
Directs review of all new instructional resource materials for content, context, and cognitive type alignment to the district curriculum and assessment.		
Directs district staff to identify discrete areas where alignment is missing and provide teachers with supplementary materials to address gaps in alignment (missing content, inadequate contexts, etc.).		
Requires that all resources used in the district reflect the diversity and backgrounds of its students.		X

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Two: Curriculum		
2.4 Content area emphasis		
Directs the yearly identification of subject areas that require additional focus and/or support based on a review of assessment results.	EHB(LEGAL) and (LOCAL) DMA(LEGAL)	
Within subject areas, requires identification by administration of specific objectives, contexts, cognitive types, and instructional practices to receive budgetary support.		
Requires focused professional development and coaching to support the instructional delivery of identified priorities within content areas.		
2.5 Program integration and alignment to the district's written curriculum		
Directs that all subject-related (e.g., reading, Title I) and school-wide (e.g., tutoring, DARE, AVID) programs be reviewed for alignment to the written and assessed curriculum, as well as the district vision and expectations for student engagement.	BQ(LEGAL) and (LOCAL) EHB(LEGAL) and (LOCAL) EHBA(LEGAL) EHBD(LEGAL)	
Requires written procedures for both formative and summative evaluation of all new subject-related and school-wide programs before submission to the board for approval.		
Directs administrative staff to prepare annual recommendations for subject-related and school-wide program revision, expansion, or termination based on student achievement.		
Focus Area Two Rating (number of points for the five criteria with a possibility of 23)		**1/23**
Percentage of Points Met (points met divided by the number of possible points)		**4%**
Key: X = Met, P = Partially Met, Blank = Not Met		
*Partial ratings are counted as not met when determining overall percentage of adequacy.		
©2023 CMSi		

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Three: Consistency and Equity		
3.1 Delivery of the adopted district curriculum		
Identifies curriculum as the definition of what students should learn and student learning as the primary goal for delivering the district curriculum.	AIB(LEGAL) BAA(LEGAL) BJCD(LEGAL) BQA(LEGAL) EA(LEGAL) EFA(LOCAL)	
Requires all personnel to deliver the curriculum as approved by the board.		
Identifies an instructional model for delivering the curriculum in response to student need, as evidenced in data from multiple assessment tools.		
Requires an annual report to the board regarding the status and effectiveness of curriculum delivery.		
Specifies the strategies, approaches, and student engagement that reflect the district's vision and expectations.		
Requires the delivery of curriculum to reflect consistent content expectations (on-grade-level) across the district within a grade level or course (horizontal coordination).		
Requires the delivery of curriculum to be sequenced and spiraled from one grade level to the next, consistently across the district (vertical articulation).		
Specifies the role of the curriculum in supporting lesson planning (but not providing them).		

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Three: Consistency and Equity		
3.2 Professional development for staff in the delivery of the district curriculum		
Identifies the primary purpose of professional development: to support the effective delivery of the district curriculum to improve and increase student learning district-wide.	BJA(LEGAL) and (LOCAL) BQ(LOCAL) DMA(LOCAL)	X
Requires all professional development initiatives to align to the district vision, goals, and expectations related to student engagement and learning.		P*
Directs the development and implementation of a district professional development plan focused on effective curriculum delivery that is congruent with the district long-range plan and vision for the system.		
Requires a process whereby staff are coached over time in the implementation of professional development initiatives.		
Directs the regular evaluation of the impact of professional development on student learning, using both formative and summative measures.		
3.3 Monitoring, coaching, and supporting the delivery of the district curriculum		
Specifies the purposes of curriculum monitoring and coaching and expectations concerning the process.		
Specifies other measures to determine strengths, weaknesses, and inconsistencies in the curriculum delivered to students (collection of student work, walk-throughs by central office curricular personnel, student surveys, data from common assessments).		
Delineates the district philosophy concerning classroom visits/monitoring and coaching procedures and distinguishes between coaching and the appraisal process.		
Requires periodic school and classroom data-gathering reports from administrators detailing the status of the delivery of the curriculum across the district and links the reports to professional development and curriculum revision planning for the upcoming year.		

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Three: Consistency and Equity		
3.4 Student access to the curriculum, resources, programs, and services		
Requires equal student access to the curriculum and instructional resources.	BBD(EXHIBIT) BJA(LOCAL) BQ(LEGAL) CBA (LEGAL) CS(LEGAL) DMA(LEGAL) EA(LEGAL) and (LOCAL) EF(LEGAL) EFA(LEGAL) EIE(LEGAL) and (LOCAL) EHBC(LEGAL) and (LOCAL) EHDB(LEGAL) and (LOCAL) EHDC(LEGAL) and (LOCAL) EHAA(LOCAL) EKB(LEGAL) FB(LEGAL) and (LOCAL) FD(LEGAL) and (LOCAL)	X
Requires that identification of students by gender or ethnicity for special programs (AVID, GT, SPED) be proportional with their representation in the general population.		
Directs the development of procedures for fast-tracking students who lack sufficient prerequisite skills for courses such as AP, honors, etc., but need more challenging content.		X
Requires all students to have appropriate instructional materials for a variety of learning levels and modes, and appropriate facilities to support the learning environment necessary to deliver the district curriculum.		X
Specifies expectations for all students to have equal access to on-level, rigorous, and meaningful content, with scaffolding and supports when gaps exist to assure academic success.		X
3.5 Equitable and bias-free educational environment		
Has clear expectations for ensuring all students have an equitable school experience free from discrimination and bias.	AE(LEGAL) and (LOCAL) AIA(LEGAL) AIB(LEGAL) BBD(EXHIBIT) BJA(LOCAL) EFA(LOCAL) FB(LEGAL) FFH(LEGAL) and (LOCAL) FDC(LOCAL) FDB(LEGAL) and (LOCAL) FD(LEGAL) and (LOCAL) FDAA(LEGAL)	X
Defines equity and specifies district goals related to equity, diversity, and inclusion.		P*
Communicates expectations for addressing equity and eradicating discrimination and bias across the district.		X
Establishes guidelines for equity within the context of the district's instructional vision and philosophy that inform and direct curriculum design, development, and revision and professional development initiatives.		
Requires an annual review of all data related to assuring and maintaining equity (access to programs, rigor, high quality teaching/learning, discipline and retention data, resource allocation).		X
Focus Area Three Rating (number of points for the five criteria with a possibility of 27)		**8/27**
Percentage of Points Met (points met divided by the number of possible points)		**30%**
Key: X = Met, P = Partially Met, Blank = Not Met		
*Partial ratings are counted as not met when determining overall percentage of adequacy.		
©2023 CMSi		

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Four: Feedback		
4.1 A comprehensive system to assess student learning, monitor progress, and diagnose student learning needs		
Requires the development and implementation of a district student assessment process that goes beyond the state accountability assessment system and includes both formative and summative measures that align to the district's vision, philosophy, and goals.	BJA(LOCAL) BQ(LEGAL) EIA(LOCAL) EIE(LEGAL) EK(LEGAL) EKB(LEGAL) EKC(LEGAL) EKD(LEGAL)	P*
Requires the development and implementation of a district formative student assessment process that is differentiated to address variations in student achievement (both above and below grade level).		
Requires assessment instruments to be more rigorous in content, context, and cognitive type than external, high-stakes assessments.		
Requires all assessment instruments be evaluated for validity and all evaluation tools (rubrics, checklists) be supported with ongoing training and reliability checks.		
Specifies expectations for students to develop self-assessment skills through the use of authentic, performance-based measures with clear and valid rubrics.		
Includes expectations for teachers to take responsibility for monitoring student progress and for periodically evaluating their needs in-person rather than via electronic measures.		
4.2 A program assessment process		
Directs the development and implementation of a district program evaluation process.	AE(LEGAL) BJA (LEGAL) and (LOCAL) and (REG) BQ(LEGAL) and (LOCAL)	P*
Requires each proposed program to have an evaluation process (includes both formative and summative evaluations) before that program is adopted and implemented.		
Directs the program assessment process to link with district planning initiatives, including the strategic/long-range plan, school improvement plans, and plans that support the management of curriculum and alignment of its written, taught, and tested forms.		P*
4.3 Use of data from assessments to determine effectiveness of instruction and programs		
Requires the disaggregation of assessment data at the school, classroom, student subgroup, and student level to determine instructional, curriculum, and program effectiveness.	AE(LEGAL) AIA(LEGAL) AIB(LEGAL) EA(LEGAL) EIA(LOCAL) EIE(LEGAL) and (LOCAL)	X
Requires classroom teachers to track and document individual student progress and mastery in core content areas.		X
Specifies expectations that data be used in planning instruction.		
Requires the development of modifications to the curriculum and/or programs as needed in response to disaggregated assessment data to bring about effectiveness and efficiency.		

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Four: Feedback		
4.4 Reports to the board about program effectiveness		
Requires yearly reports to the board regarding program effectiveness for all new programs for the first three years of operation.		
Requires reports to the board every three years for long-term programs.		
Requires summative reports to the board every five years for all content areas before any curriculum revisions or major materials acquisition, with the reports delivered prior to the curricular adoption cycle.		
Focus Area Four Rating (number of points for the four criteria with a possibility of 16)		**2/16**
Percentage of Points Met (points met divided by the number of possible points)		**13%**
Key: X = Met, P = Partially Met, Blank = Not Met		
*Partial ratings are counted as not met when determining overall percentage of adequacy.		
©2023 CMSi		

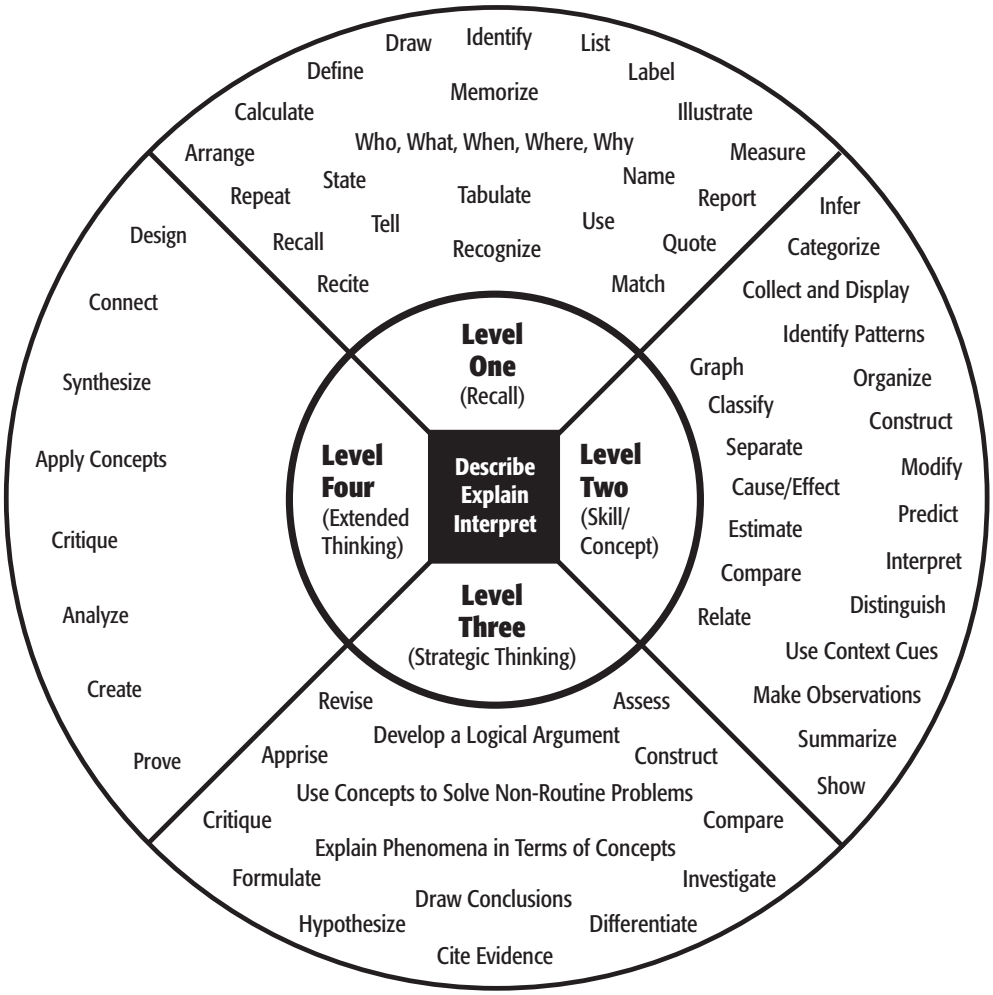
Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Five: Productivity		
5.1 Program-centered budgeting that is responsive to planning and system priorities		
Directs development of a budget process that requires program evaluation, identification of specific measurable program goals before the budget process begins, and documented costs to ensure that expenditures are aligned within revenues and cost-benefit analysis is facilitated.	BAA(LEGAL) BJA(LOCAL) BQ(LEGAL) CBA(LEGAL) CE(LOCAL)	
Requires adherence to a program-centered budgeting process that includes incremental budgeting based on different program types, delivery, and quality for all curriculum areas (process provides evidence of tangible connections between allocations and anticipated program outcomes or accomplishments).		
Directs full implementation of a program-centered budgeting process that includes incremental funding possibilities, a process for evaluating options, and the use of program evaluation data linked to budget allocations (process enables program budget decisions to be based upon documented results and performance).		
5.2 Resource allocation tied to curriculum priorities		
Requires a budget that allocates resources according to documented needs, assessment data, and established district curriculum and program goals and priorities.	AE(LEGAL) BAA(LEGAL) BJA(LOCAL) BQ(LEGAL) and (LOCAL) CE(LOCAL)	X
Requires a budget that may be multi-year in nature, provides ongoing support for curriculum and program priorities, and connects costs with program expectations and data-based needs.		P*
Directs a budget that provides resources needed to achieve system priorities over time and demonstrates the need for resources based on measurable results and/or performance of programs and activities.		P*

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Five: Productivity		
5.3 Environment to support curriculum delivery		
Directs facilities that enable teachers to work in an environment that supports adequate delivery of the curriculum.	BJA(LEGAL) and (LOCAL) BQ(LOCAL) CBA(LEGAL) CS(LEGAL)	X
Directs consideration of multi-year facilities planning efforts to adequately support the district curriculum and program priorities.		X
Directs facilities planning linked to future curriculum and instructional trends and to the teaching-learning environment incorporated in the documented system mission and vision statements.		
5.4 Support systems focused on curriculum design and delivery		
Provides a clear connection between district support services and the achievement of the district curriculum design and delivery, and evidence of optimization within the system.	BJA(LEGAL) and (LOCAL)	
Requires formative and summative evaluation practices for each support service to provide data for improving these services and documented evidence of improvement over time.		
Requires periodic reports to the board with recommendations for continuing, revising, and/or developing new support services to enhance fulfillment of the mission, including needs-based data.		
5.5 Data-driven decisions for the purpose of increasing student learning		
Requires all departments or divisions of the district to identify how their responsibilities connect to supporting/ensuring student learning.	AE(LEGAL) AIB(LEGAL) BJA(LOCAL) BQ(LEGAL)	
Directs the development of specific requirements for using data from student assessment to inform decision making for all functions of district operations.		
Directs the development of specific requirements for data analysis that lead to improved student learning for all operations of the district.		
5.6 Change processes for long-term institutionalization of district priority goals		
Requires the identification of strategies, grounded in documented assessment of program success or efficacy, to be used by the district to ensure long-term institutionalization of change.	AIB(LEGAL) BAA(LEGAL) BJA(LEGAL) and (LOCAL) BQ(LEGAL) and (LOCAL)	P*
Directs the development of school improvement plans that address the use of specific change strategies at the building level to ensure the institutionalization of change and improved results or performance.		P*
Directs that all district, department, and program plans incorporate procedures for change strategies to ensure the institutionalization of change for improvement; and include procedures with formative and summative practices that provide data about change implementation and effectiveness.		
Focus Area Five Rating (number of points for the six criteria with a possibility of 18)		**3/18**
Percentage of Points Met (points met divided by the number of possible points)		**17%**
Key: X = Met, P = Partially Met, Blank = Not Met		
*Partial ratings are counted as not met when determining overall percentage of adequacy.		
©2023 CMSi		

Appendix E: Webb's Depth of Knowledge

Exhibit E.1: Webb's Depth of Knowledge (DOK) Levels Diagram

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

Exhibit E.2: Webb's Depth of Knowledge (DOK) Overview Chart

Level of Complexity (measures a student's Depth of Knowledge)	Key Verbs That May Clue Level		Evidence of Depth of Knowledge
Level 1 Recall/Reproduction Recall a fact, information, or procedure. Process information on a low level. <u>Bloom</u> *Know/Remember* "The recall of specifics and universals, involving little more than bringing to mind the appropriate material." *Comprehend/Understand* "Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition."	• Arrange • Calculate • Cite • Define • Describe • Draw • Explain • Give examples • Identify • Illustrate • Label • Locate • List • Match	• Measure • Name • Perform • Quote • Recall • Recite • Record • Repeat • Report • Select • State • Summarize • Tabulate	• Explain simple concepts or routine procedures • Recall elements and details • Recall a fact, term or property • Conduct basic calculations • Order rational numbers • Identify a standard scientific representation for simple phenomenon • Label locations • Describe the features of a place or people • Identify figurative language in a reading passage
Level 2 Skill/Concept Use information or conceptual knowledge, two or more steps <u>Bloom</u> *Apply* "Uses information in another familiar situation." (Executes—Carries out a procedure in a familiar task) (Implements—Uses a procedure in an unfamiliar task)	• Apply • Calculate • Categorize • Classify • Compare • Compute • Construct • Convert • Describe • Determine • Distinguish • Estimate • Explain • Extend • Extrapolate • Find • Formulate	• Generalize • Graph • Identify patterns • Infer • Interpolate • Interpret • Modify • Observe • Organize • Predict • Relate • Represent • Show • Simplify • Solve • Sort • Use	• Solve routine multiple-step problems • Describe non-trivial patterns • Interpret information from a simple graph • Formulate a routine problem, given data and conditions • Sort objects • Show relationships • Apply a concept • Organize, represent and interpret data • Use context clues to identify the meaning of unfamiliar words • Describe the cause/effect of a particular event. • Predict a logical outcome • Identify patterns in events or behavior

Level of Complexity (measures a student's Depth of Knowledge)	Key Verbs That May Clue Level		Evidence of Depth of Knowledge
Level 3 Strategic Thinking Requires reasoning, developing a plan or a sequence of steps, some complexity Bloom *Analyze* "Breaking information into parts to explore understanding and relationship." *Evaluate* "Checks/Critiques–makes judgments based on criteria and standards."	• Appraise • Assess • Cite evidence • Check • Compare • Compile • Conclude • Contrast • Critique • Decide • Defend • Describe • Develop • Differentiate • Distinguish	• Examine • Explain how • Formulate • Hypothesize • Identify • Infer • Interpret • Investigate • Judge • Justify • Reorganize • Solve • Support	• Solve non-routine problems • Interpret information from a complex graph • Explain phenomena in terms of concepts • Support ideas with details and examples • Develop a scientific model for a complex situation • Formulate conclusions from experimental data • Compile information from multiple sources to address a specific topic • Develop a logical argument • Identify and then justify a solution • Identify the author's purpose and explain how it affects the interpretation of a reading selection
Level 4 Extended Thinking Requires an investigation, time to think and process multiple conditions of the problem. Most on-demand assessments will not include Level 4 activities. Bloom *Synthesize* "Putting together elements and parts to form a whole *Evaluate* Making value judgments about the method."	• Appraise • Connect • Create • Critique • Design • Judge • Justify • Prove • Report • Synthesize		• Design and conduct an experiment that requires specifying a problem; report results/solutions • Synthesize ideas into new concepts • Critique experimental designs • Design a mathematical model to inform and solve a practical or abstract situation. • Connect common themes across texts from different cultures • Synthesize information from multiple sources

Levels of Complexity	
Recall/Reproduction	Recall a fact, information, or procedure; process information on a low level
Skill/Concept	Use information or conceptual knowledge, two or more steps
Strategic Thinking	Requires reasoning, developing a plan or a sequence of steps, more than one reasonable approach
Extended Thinking	Requires connections and extensions, high cognitive demands and complex reasoning

Appendix F: K-12 Curriculum and Assessment Scope

Exhibit F.1: Curriculum and Assessment Scope for Grades K-4

Content Areas	Grade Levels Offered					School Sites											Guides		
Course Titles	K	1	2	3	4	H.C. Carleston Elementary	Challenger Elementary	Barbara Cockrell Elementary	C. J. Harris Elementary	E. A. Lawhon Elementary	Magnolia Elementary	Massey Ranch Elementary	Rustic Oak Elementary	Shadycrest Elementary	Silvercrest Elementary	Silverlake Elementary	Curriculum Guides Expected	Curriculum Guides Available	Formal Assessment
Core Courses																			
English Language Arts and Reading																			
ELAR Kindergarten	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X
ELAR 1st Grade		X				X	X	X	X	X	X	X	X	X	X	X	X	X	X
ELAR 2nd Grade			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X
ELAR 3rd Grade				X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
ELAR 4th Grade					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ELAR (Dual Language) Kindergarten	X					X	O	X	O	X	X	O	O	O	O	O	X	X	X
ELAR (Dual Language) 1st Grade		X				X	O	X	O	X	X	O	O	O	O	O	X	X	X
ELAR (Dual Language) 2nd Grade			X			X	O	X	O	X	X	O	O	O	O	O	X	X	X
ELAR (Dual Language) 3rd Grade				X		X	O	X	O	X	X	O	O	O	O	O	X	X	X
ELAR (Dual Language) 4th Grade					X	X	O	X	O	X	X	O	O	O	O	O	X	X	X
Reading Resource, Kindergarten	X					X	O	X	X	O	X	O	O	X	X	X	X		
Reading Resource, 1st Grade		X				X	O	X	X	O	X	O	O	X	X	X	X		
Reading Resource, 2nd Grade			X			X	O	O	O	X	O	X	X	X	O	X	X		X
Reading Resource, 3rd Grade				X		X	X	X	X	X	X	X	X	X	X	X	X		X
Reading Resource, 4th Grade					X	X	X	X	X	X	X	X	X	X	X	X	X		

Content Areas	Grade Levels Offered					School Sites											Guides		Formal Assessment
Course Titles	K	1	2	3	4	H.C. Carleston Elementary	Challenger Elementary	Barbara Cockrell Elementary	C. J. Harris Elementary	E. A. Lawhon Elementary	Magnolia Elementary	Massey Ranch Elementary	Rustic Oak Elementary	Shadycrest Elementary	Silvercrest Elementary	Silverlake Elementary	Curriculum Guides Expected	Curriculum Guides Available	
Mathematics																			
Mathematics Kindergarten	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mathematics 1st Grade		X				X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mathematics 2nd Grade			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mathematics 3rd Grade				X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mathematics 4th Grade					X	X	X	X	X	X	X	X	X	X	X	O	X	X	X
Math Resource, Kindergarten	X					O	O	O	O	O	O	O	O	O	O	X	X		X
Math Resource, 1st Grade		X				X	O	O	O	O	O	X	O	O	O	X	X		X
Math Resource, 2nd Grade			X			X	O	O	O	X	O	X	X	X	O	X	X		X
Math Resource, 3rd Grade				X		X	X	X	X	X	O	X	X	X	X	X	X		X
Math Resource, 4th Grade					X	X	X	X	X	X	X	X	X	X	X	X	X		X
Science																			
Science Kindergarten	X					X	X	X	X	X	X	X	X	X	X	X	X	X	
Science 1st Grade		X				X	X	X	X	X	X	X	X	X	X	X	X	X	
Science 2nd Grade			X			X	X	X	X	X	X	X	X	X	X	X	X	X	
Science 3rd Grade				X		X	X	X	X	X	X	X	X	X	X	X	X	X	
Science 4th Grade					X	X	X	X	X	X	X	X	X	X	X	X	X	X	

Content Areas	Grade Levels Offered					School Sites											Guides		Formal Assessment
Course Titles	K	1	2	3	4	H.C. Carleston Elementary	Challenger Elementary	Barbara Cockrell Elementary	C. J. Harris Elementary	E. A. Lawhon Elementary	Magnolia Elementary	Massey Ranch Elementary	Rustic Oak Elementary	Shadycrest Elementary	Silvercrest Elementary	Silverlake Elementary	Curriculum Guides Expected	Curriculum Guides Available	
Social Studies																			
Social Studies Kindergarten	X					X	X	X	X	X	X	X	X	X	X	X	X	X	
Social Studies 1st Grade		X				X	X	X	X	X	X	X	X	X	X	X	X	X	
Social Studies 2nd Grade			X			X	X	X	X	X	X	X	X	X	X	X	X	X	
Social Studies 3rd Grade				X		X	X	X	X	X	X	X	X	X	X	X	X	X	
Social Studies 4th Grade					X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Social Studies (Dual Language): Kindergarten	X					X	O	X	O	X	X	O	O	O	O	O	X	X	
Social Studies (Dual Language): 1st Grade		X				X	O	X	O	X	X	O	O	O	O	O	X	X	
Social Studies (Dual Language): 2nd Grade			X			X	O	X	O	X	X	O	O	O	O	O	X	X	
Social Studies (Dual Language): 3rd Grade				X		X	O	X	O	X	X	O	O	O	O	O	X	X	
Social Studies (Dual Language): 4th Grade					X	X	O	X	O	X	X	O	O	O	O	O	X	X	
Non-core Courses																			
PE, Kindergarten	X					X	X	X	X	X	X	X	X	X	X	X	X	X	
PE, 1st Grade		X				X	X	X	X	X	X	X	X	X	X	X	X	X	
PE, 2nd Grade			X			X	X	X	X	X	X	X	X	X	X	X	X	X	
PE, 3rd Grade				X		X	X	X	X	X	X	X	X	X	X	X	X	X	
PE, 4th Grade					X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Music, Kindergarten	X					X	X	X	X	X	X	X	X	X	X	X	X		
Music, 1st Grade		X				X	X	X	X	X	X	X	X	X	X	X	X		
Music, 2nd Grade			X			X	X	X	X	X	X	X	X	X	X	X	X		
Music, 3rd Grade				X		X	X	X	X	X	X	X	X	X	X	X	X		
Music, 4th Grade					X	X	X	X	X	X	X	X	X	X	X	X	X		

Content Areas	Grade Levels Offered					School Sites											Guides		Formal Assessment
Course Titles	K	1	2	3	4	H.C. Carleston Elementary	Challenger Elementary	Barbara Cockrell Elementary	C. J. Harris Elementary	E. A. Lawhon Elementary	Magnolia Elementary	Massey Ranch Elementary	Rustic Oak Elementary	Shadycrest Elementary	Silvercrest Elementary	Silverlake Elementary	Curriculum Guides Expected	Curriculum Guides Available	
Art, Kindergarten	X					X	X	X	X	X	X	X	X	X	X	X	X		
Art, 1st Grade		X				X	X	X	X	X	X	X	X	X	X	X	X	X	
Art, 2nd Grade			X			X	X	X	X	X	X	X	X	X	X	X	X	X	
Art, 3rd Grade				X		X	X	X	X	X	X	X	X	X	X	X	X	X	
Art, 4th Grade					X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Dyslexia		X	X	X	X	X	O	X	O	X	O	O	X	O	X	X	X	X	
Library, Kindergarten	X					X	X	X	X	X	X	X	X	X	X	X	X		
Library, 1st Grade		X				X	X	X	X	X	X	X	X	X	X	X	X		
Library, 2nd Grade			X			X	X	X	X	X	X	X	X	X	X	X	X		
Library, 3rd Grade				X		X	X	X	X	X	X	X	X	X	X	X	X		
Library, 4th Grade					X	X	X	X	X	X	X	X	X	X	X	X	X		
Math Intervention	X	X	X	X	X	X	O	X	X	X	X	X	X	X	O	X	X	X	
PEARS (Life Skills)	X	X	X	X	X	O	O	X	X	X	X	X	X	X	O	O	X		
PPCD						O	O	X	X	O	O	O	X	O	X	O	X		
Rdg Intervention	X	X	X	X	X	X	O	X	O	X	O	O	O	O	O	O	X	X	
Speech	X	X	X	X	X	O	O	O	X	O	O	O	O	O	X	O	X		
Total Core Courses																	**40**	**30**	**22**
Percent Scope of Core Courses																	**75%**		**55%**
Total Non-core Courses																	**26**	**12**	**0**
Percent Scope of Non-core Courses																	**46%**		**0%**
Total Core and Non-core Courses																	**66**	**42**	**22**
Percent Scope of Core and Non-core Courses																	**64%**		**33%**

Key: X = course offered, O = course is not offered

Data Source: Curriculum documents were provided by Pearland ISD curriculum staff.

Exhibit F.2: Curriculum and Assessment Scope for Grades 5-8

Content Areas	Grade Levels Offered				School Sites								Guides		Formal Assessment
Course Titles	5	6	7	8	Alexander Middle School	Sam Jamison Middle School	Rogers Middle School	Leon Sablatura Middle School	Berry Miller Junior High	Pearland Junior High East	Pearland Junior High South	Pearland Junior High West	Curriculum Guides Expected	Curriculum Guides Available	
Core Courses															
English Language Arts and Reading															
ELAR 5th Grade	X				X	X	X	X	O	O	O	O	X	X	X
ELAR 6th Grade		X			X	X	X	X	O	O	O	O	X	X	X
ELAR 7th Grade			X		O	O	O	O	X	X	X	X	X	X	X
ELAR 8th Grade				X	O	O	O	O	X	X	X	X	X	X	X
ELAR Resource, 5th Grade	X				X	X	X	X	O	O	O	O	X		X
ELAR Resource, 6th Grade		X			X	X	X	X	O	O	O	O	X		X
ELAR Resource, 7th Grade			X		O	O	O	O	X	X	X	X	X		X
ELAR Resource, 8th Grade				X	O	O	O	O	X	X	X	X	X		X
ELAR PAP, 5th Grade	X				X	X	X	X	O	O	O	O	X	X	X
ELAR PAP, 6th Grade		X			X	X	X	X	O	O	O	O	X	X	X
ELAR PAP, 7th Grade			X		O	O	O	O	X	X	X	X	X		X
ELAR PAP, 8th Grade				X	O	O	O	O	X	X	X	X	X		X
EL Language Arts, 7th Grade			X		O	O	O	O	O	X	X	X	X	X	X
EL Language Arts, 8th Grade				X	O	O	O	O	X	X	X	X	X	X	X
SLA, 5th Grade	X				O	X	O	X	O	O	O	X	X		X
SLA, 6th Grade		X			O	X	O	X	O	O	O	O	X	X	X
SLA Advanced, 6th Grade		X			O	O	O	X	O	O	O	O	X		X
Power Reading, 7th Grade			X		O	O	O	O	X	O	O	O	X	X	
Power Reading, 8th Grade				X	O	O	O	O	X	O	O	O	X	X	
Read 18O, 5th Grade	X				X	X	X	X	O	O	O	O	X		
Read 18O, 6th Grade		X			O	X	X	X	O	O	O	O	X		
ESL 5	X				O	X	O	X	O	O	O	O	X		
ESL 6		X			O	X	O	X	O	O	O	O	X		
ESL 7			X		O	O	O	O	X	O	O	X	X		
ESL 8				X	O	O	O	O	X	O	O	X	X		
Yearbook			X	X	O	O	O	O	O	X	X	X	X	X	

Content Areas	Grade Levels Offered				School Sites								Guides		Formal Assessment
Course Titles	5	6	7	8	Alexander Middle School	Sam Jamison Middle School	Rogers Middle School	Leon Sablatura Middle School	Berry Miller Junior High	Pearland Junior High East	Pearland Junior High South	Pearland Junior High West	Curriculum Guides Expected	Curriculum Guides Available	
Mathematics															
Math 5th Grade	X				X	X	X	X	O	O	O	O	X	X	X
Math 6th Grade		X			X	X	X	X	O	O	O	O	X	X	X
Math 7th Grade			X		O	O	O	O	X	X	X	X	X	X	X
Math 8th Grade				X	O	O	O	O	X	X	X	X	X	X	X
Math Resource, 5th Grade	X				X	X	X	X	O	O	O	O	X	X	X
Math Resource, 6th Grade		X			X	X	X	X	O	O	O	O	X	X	X
Math Resource, 7th Grade			X		O	O	O	O	X	X	X	X	X	X	X
Math Resource, 8th Grade				X	O	O	O	O	X	X	X	X	X	X	X
Math PAP, 5th Grade	X				X	X	X	X	O	O	O	O	X	X	X
Math PAP, 6th Grade		X			X	X	X	X	O	O	O	O	X	X	X
Math PAP, 7th Grade			X		O	O	O	O	X	X	X	X	X	X	X
HGM Math, 5th Grade	X				O	O	O	X	O	O	O	O	X	X	X
HGM Math, 6th Grade		X			O	O	O	X	O	O	O	O	X	X	X
PAP Algebra I*			X	X	O	O	O	O	X	X	X	X	X	X	X
PAP Geometry**				X	O	O	O	O	O	O	O	X	X	X	X
Power Math, Grade 7			X		O	O	O	O	X	O	O	X	X	X	
Power Math, Grade 8				X	O	O	O	O	X	O	O	X	X	X	
Math 18O, 5th Grade	X				O	X	O	O	O	O	O	O	X		
Math 18O, 6th Grade		X			O	X	O	O	O	O	O	O	X		
Science															
Science 5th Grade	X				X	X	X	X	O	O	O	O	X	X	X
Science 6th Grade		X			X	X	X	X	O	O	O	O	X	X	X
Science 7th Grade			X		O	O	O	O	X	X	X	X	X	X	X
Science 8th Grade				X	O	O	O	O	X	X	X	X	X	X	X
Science PAP, 5th Grade	X				X	X	X	X	O	O	O	O	X		X
Science PAP, 6th Grade		X			X	X	X	X	O	O	O	O	X	X	X
Science PAP, 7th Grade			X		O	O	O	O	X	X	X	X	X	X	X
Science PAP, 8th Grade				X	O	O	O	O	X	X	X	X	X	X	X

Content Areas	Grade Levels Offered				School Sites								Guides		Formal Assessment
Course Titles	5	6	7	8	Alexander Middle School	Sam Jamison Middle School	Rogers Middle School	Leon Sablatura Middle School	Berry Miller Junior High	Pearland Junior High East	Pearland Junior High South	Pearland Junior High West	Curriculum Guides Expected	Curriculum Guides Available	
Social Studies															
Social Studies 5th Grade	X				X	X	X	X	O	O	O	O	X	X	X
Social Studies 6th Grade		X			X	X	X	X	O	O	O	O	X	X	X
Social Studies 7th Grade			X		O	O	O	O	X	X	X	X	X	X	X
Social Studies 8th Grade				X	O	O	O	O	X	X	X	X	X	X	X
Social Studies PAP, 5th Grade	X				X	X	X	X	O	O	O	O	X		X
Social Studies PAP, 6th Grade		X			X	X	X	X	O	O	O	O	X		X
Social Studies PAP, 7th Grade			X		O	O	O	O	X	X	X	X	X		X
Social Studies PAP, 8th Grade				X	O	O	O	O	X	X	X	X	X		X
Bilingual Social Studies, 5th Grade	X				O	X	O	X	O	O	O	O	X	X	X
Bilingual Social Studies, 6th Grade		X			O	X	O	X	O	O	O	O	X	X	X
Non-core Courses															
Physical Education, 5th Grade	X				X	X	X	X	O	O	O	O	X	X	
Physical Education, 6th Grade		X			X	X	X	X	O	O	O	O	X	X	
Physical Education, 7th Grade			X		X	X	X	X	X	X	X	X	X	X	
Art, 5th Grade	X				X	X	O	X	O	O	O	O	X	X	
Art, 6th Grade		X			X	X	O	X	O	O	O	O	X	X	
Choir		X			X	O	O	O	O	O	O	X	X		
Music, 5th Grade	X				X	O	O	O	O	O	O	O	X	X	
Music, 6th Grade		X			X	O	O	O	O	O	O	O	X	X	
Spanish	X	X			O	X	O	O	O	O	O	O	X		
Music/Choir	X	X			O	X	O	X	O	O	O	O	X		
Band		X			O	X	O	X	X	O	O	O	X		
Investigating Careers, 8th Grade				X	O	O	O	O	O	O	O	X	X	X	
Library	X				O	O	O	X	O	O	O	O	X		
Robotics				X	O	O	O	O	X	O	X	X	X		
Art I			X	X	O	O	O	O	X	X	X	X	X	X	
Art 2			X	X	O	O	O	O	X	X	X	X	X	X	

Content Areas	Grade Levels Offered				School Sites								Guides		Formal Assessment
Course Titles	5	6	7	8	Alexander Middle School	Sam Jamison Middle School	Rogers Middle School	Leon Sablatura Middle School	Berry Miller Junior High	Pearland Junior High East	Pearland Junior High South	Pearland Junior High West	Curriculum Guides Expected	Curriculum Guides Available	
Art 3			X	X	O	O	O	O	X	X	O	X	X	X	
Symphonic Band			X	X	O	O	O	O	X	X	X	O	X	X	
Concert			X	X	O	O	O	O	O	X	X	O	X		
Spanish I				X	O	O	O	O	X	X	X	X	X	X	
Spanish II (Dual Language)			X		O	O	O	O	O	O	X	X	X	X	
Spanish III (Dual Language)				X	O	O	O	O	O	O	X	X	X	X	
Exploratory Spanish			X	X	O	O	O	O	O	X	X	X	X	X	
Theatre I			X	X	O	O	O	O	O	X	X	X	X	X	
Theatre II			X	X	O	O	O	O	O	O	X	X	X	X	
Honors Band			X	X	O	O	O	O	X	X	X	O	X	X	
Athletics			X	X	O	O	O	O	X	X	O	O	X		
Dyslexia	X	X			X	O	X	O	X	O	O	O	X	X	
Speech, 5th Grade	X				O	O	O	O	O	X	O	O	X		
Speech, 6th Grade		X			O	O	O	O	O	X	O	O	X		
Speech, 7th Grade			X		O	O	O	O	O	X	O	O	X		
Speech, 8th Grade				X	O	O	O	O	O	X	O	O	X		
PEARS			X	X	O	O	O	O	O	X	O	O	X		
Total Core Courses													**63**	**42**	**50**
Percent Scope of Core Courses													**67%**		**79%**
Total Non-core Courses													**33**	**20**	**0**
Percent Scope of Non-core Courses													**61%**		**0%**
Total Core and Non-core Courses													**96**	**62**	**50**
Percent Scope of Core and Non-core Courses													**65%**		**52%**

Key: X = course offered, O = course is not offered

Note: *Algebra I is offered in 7th, 8th, and high school and follow the same written curriculum, **Geometry is offered in 8th and high school

Data Source: Curriculum documents were provided by Pearland ISD curriculum staff.

Exhibit F.3: Curriculum and Assessment Scope for Grades 9-12

Content Areas	Grade Levels Offered				School Sites				Guides		Formal Assessment
Course Titles	9	10	11	12	Glenda Dawson High School	Pearland High School	Robert Turner College and Career High School	Pace Center	Curriculum Guides Expected	Curriculum Guides Available	
Core Courses											
English Language Arts and Reading											
AP English 3			X		X	X	X	O	X	X	X
AP English 4				X	X	X	X	O	X	X	X
College Prep English				X	X	X	O	O	X	X	
Creative Writing			X	X	X	O	O	O	X	X	
English 1	X				X	X	X	X	X	X	X
English 1 SOL	X				X	O	O	O	X	X	X
English 2		X			X	X	X	X	X	X	X
English 2 SOL		X			X	O	O	O	X	X	X
English 3			X		X	X	X	X	X	X	X
English 4				X	X	X	X	X	X	X	X
Humanities			X	X	X	O	O	O	X	X	
Independent Study English 1	X				X	O	O	O	X	X	
Independent Study English 2		X			X	O	O	O	X	X	
Independent Study English 3			X		X	O	O	O	X	X	
PAP English 1	X				X	X	X	O	X	X	X
PAP English 2		X			X	X	X	O	X	X	X
Practical Writing		X	X	X	X	X	O	X	X	X	
Reading 1	X	X	X	X	X	O	O	O	X	X	
Reading 2		X	X		X	O	O	O	X	X	
Sheltered ELA 1	X				O	X	O	O	X	X	
Sheltered ELA 2		X			O	X	O	O	X	X	
Sheltered ELA 3			X		O	X	O	O	X	X	
Sheltered ELA 4				X	O	X	O	O	X	X	
ESL	X	X	X	X	O	O	X	O	X		
Resource English 1	X				X	X	X	O	X	X	
Resource English 2		X			X	X	X	O	X	X	

Content Areas	Grade Levels Offered				School Sites				Guides		Formal Assessment
Course Titles	9	10	11	12	Glenda Dawson High School	Pearland High School	Robert Turner College and Career High School	Pace Center	Curriculum Guides Expected	Curriculum Guides Available	
Resource English 3			X		X	X	X	O	X	X	
Resource English 4				X	X	X	X	O	X	X	
Yearbook Production 1	X	X	X	X	X	X	X	O	X	X	
Yearbook Production 2		X	X	X	X	X	X	O	X	X	
Yearbook Production 3			X	X	X	X	X	O	X	X	
Yearbook Production 4				X	O	O	X	O	X	X	
Mathematics											
Algebraic Reasoning		X	X		X	X	X	X	X	X	
Algebra 1*	X	X	X	X	X	X	X	X	X	X	X
Algebra 2		X	X	X	X	X	X	X	X	X	
AP Calculus AB			X	X	X	X	O	O	X	X	X
AP Calculus BC			X	X	X	O	O	O	X	X	X
AP Pre Calculus			X	X	X	X	X	O	X	X	X
AP Statistics			X	X	X	X	O	O	X	X	X
Calculus			X	X	X	X	O	O	X	X	
College Prep Math				X	X	O	O	O	X	X	
Financial Math		X	X	X	X	X	X	X	X	X	
Geometry	X	X	X	X	X	X	X	X	X	X	
PAP Algebra 1	X				O	X	X	O	X		X
PAP Algebra 2		X	X	X	O	X	X	O	X	X	
PAP Geometry	X	X	X	X	X	X	X	O	X		
PAP Linear Algebra				X	X	O	O	O	X		
PAP Multivariable Calculus				X	X	O	O	O	X		
Precalculus			X	X	X	X	X	O	X	X	
Resource Geometry	X	X	X	X	X	X	O	O	X		
Statistics			X	X	X	X	X	O	X	X	
PAP Precalculus			X	X	O	O	X	O	X		
Statistics & Business Decision Making				X	O	O	X	O	X	X	
Resource Algebraic Reasoning		X	X		X	X	X	O	X		
Resource Algebra I	X	X	X	X	X	X	X	O	X	X	

Content Areas	Grade Levels Offered				School Sites				Guides		Formal Assessment
Course Titles	9	10	11	12	Glenda Dawson High School	Pearland High School	Robert Turner College and Career High School	Pace Center	Curriculum Guides Expected	Curriculum Guides Available	
Science											
AP Biology 2			X	X	X	X	O	O	X	X	X
AP Chemistry 2			X	X	X	X	O	O	X	X	X
AP Environmental Science			X	X	X	X	X	O	X	X	X
Anatomy and Physiology Honors			X	X	X	X	X	O	X	X	
AP Physics 1			X	X	X	X	X	O	X	X	X
AP Physics 2			X	X	X	X	O	O	X	X	X
AP Physics C: Electricity and Magnetism			X	X	X	O	O	O	X	X	X
AP Physics C: Mechanics			X	X	X	O	O	O	X	X	X
Aquatic Science			X	X	X	X	O	X	X	X	
Astronomy			X	X	X	X	O	X	X	X	
Biology 1	X	X	X	X	X	X	X	X	X	X	X
Chemistry		X	X	X	X	X	X	X	X	X	
Integrated Physics and Chemistry (IPC)		X			X	X	X	X	X	X	
PAP Biology 1	X				X	X	X	O	X	X	X
PAP Chemistry 1		X	X	X	X	X	X	O	X	X	
Physics 1			X	X	X	X	X	O	X	X	
Earth and Space Science				X	O	O	X	O	X	X	
Engineering Design and Problem Solving				X	O	O	X	O	X	X	
Engineering Science		X	X	X	O	O	X	O	X	X	
Environmental Systems		X	X	X	X	X	X	X	X	X	
Forensic Science			X	X	O	X	X	O	X	X	
Senior Science				X	O	O	O	X	X		
Social Studies											
Ethnic Studies: African American Studies			X	X	X	X	O	O	X		
AP Comparative Government & Politics		X	X	X	X	O	O	O	X	X	X
AP European History		X	X	X	X	X	O	O	X	X	X
AP Human Geography	X	X	X	X	X	X	X	O	X	X	X

Content Areas	Grade Levels Offered				School Sites				Guides		Formal Assessment
Course Titles	9	10	11	12	Glenda Dawson High School	Pearland High School	Robert Turner College and Career High School	Pace Center	Curriculum Guides Expected	Curriculum Guides Available	
AP Macroeconomics			X	X	X	X	O	O	X	X	X
AP Microeconomics			X	X	O	X	O	O	X	X	X
AP US Government and Politics			X	X	X	X	O	O	X	X	X
AP US History			X	X	X	O	O	O	X	X	X
AP World History: Modern		X	X	X	X	X	X	O	X	X	X
Economics				X	X	X	X	X	X	X	
US Government				X	X	X	X	X	X	X	
PAP Comparative Government & Politics		X	X	X	X	O	O	O	X		
US History			X	X	X	X	X	X	X	X	
World Geography Studies	X				X	X	X	X	X	X	
World History Studies		X	X	X	X	X	X	X	X	X	
AP Psychology		X	X	X	X	X	O	O	X	X	X
PAP Psychology		X	X	X	X	X	O	O	X		
Psychology		X	X	X	X	X	O	O	X		
Sociology		X	X	X	X	X	O	X	X		
US History and Film			X	X	O	X	O	O	X		
Non-core Courses											
Athletics/Health/JROTC/Physical Education											
Band Color Guard	X	X	X	X	O	X	O	O	X		
Baseball	X	X	X	X	O	X	O	O	X	X	
Basketball - F	X	X	X	X	O	X	O	O	X	X	
Basketball - F	X	X	X	X	O	X	O	O	X		
Basketball 9 - M	X				O	X	O	O	X	X	
Basketball 10 - M		X			O	X	O	O	X	X	
Basketball 11 - M			X		O	X	O	O	X	X	
Basketball 12 - M				X	O	X	O	O	X	X	
Football	X	X	X	X	O	X	O	O	X	X	
Football 11			X		X	O	O	O	X	X	
Football 12				X	X	O	O	O	X	X	

Content Areas	Grade Levels Offered				School Sites				Guides		Formal Assessment
Course Titles	9	10	11	12	Glenda Dawson High School	Pearland High School	Robert Turner College and Career High School	Pace Center	Curriculum Guides Expected	Curriculum Guides Available	
JROTC 1	X	X	X	X	O	O	X	O	X		
Lifetime Fitness & Wellness Pursuits (Foundations of Personal Fitness)	X	X	X	X	X	X	X	O	X	X	
Lifetime Recreation & Outdoor Pursuits	X	X	X	X	X	X	O	O	X	X	
ROTC 2		X	X	X	O	X	X	O	X		
ROTC 3			X	X	O	X	X	O	X		
ROTC 4				X	O	X	O	O	X		
Skills Based Lifetime Activities - F	X	X	X	X	X	X	X	O	X	X	
Skills Based Lifetime Activities - M	X	X	X	X	X	X	X	O	X	X	
Track	X	X	X	X	O	X	O	O	X	X	
Fine Arts											
AP 2D Art and Design		X	X	X	X	X	O	O	X	X	X
AP 3D Art and Design		X	X	X	X	X	O	O	X	X	X
AP Drawing		X	X	X	X	O	O	O	X	X	X
AP Music Theory		X	X	X	X	X	O	O	X	X	X
Art 1	X	X	X	X	X	X	X	O	X	X	
Art 2		X	X	X	O	O	X	O	X	X	
Art 2 Drawing		X	X	X	X	X	X	O	X	X	
Art 2 Painting		X	X	X	X	X	O	O	X	X	
Art 2 Sculpture		X	X	X	X	X	O	O	X	X	
Art 3			X	X	O	O	X	O	X	X	
Art 3 Drawing			X	X	X	X	X	O	X	X	
Art 3 Painting			X	X	X	X	O	O	X	X	
Art 3 Sculpture			X	X	X	X	O	O	X	X	
Art 4				X	O	O	X	O	X	X	
Art 4 Drawing				X	X	X	O	O	X	X	
Art 4 Painting				X	X	X	O	O	X	X	
Art 4 Sculpture				X	X	X	O	O	X	X	
Cadet Band 1-4	X	X	X	X	X	X	O	O	X		
Choir 1	X				X	O	X	O	X		

Content Areas	Grade Levels Offered				School Sites				Guides		Formal Assessment
Course Titles	9	10	11	12	Glenda Dawson High School	Pearland High School	Robert Turner College and Career High School	Pace Center	Curriculum Guides Expected	Curriculum Guides Available	
Choir 2		X			X	O	X	O	X		
Choir 3			X		X	O	X	O	X		
Choir 4				X	X	O	X	O	X		
Concert Mixed 1-4	X	X	X	X	X	X	O	O	X		
Dance 1	X	X	X	X	X	X	O	O	X		
Dance 2		X	X	X	X	X	O	O	X		
Dance 3			X	X	X	X	O	O	X		
Dance 4				X	X	X	O	O	X		
Drill Team Training	X	X	X	X	X	X	O	O	X		
Mixed Chamber					O	X	O	O	X		
Mixed Kantorei					O	X	O	O	X		
Music Appreciation					O	O	O	X	X		
PAP Studio Art					X	X	O	O	X		
Symphonic Band	X	X	X	X	O	X	O	O	X		
Theater Production 4		X	X	X	X	O	O	O	X		
Wind Ensemble	X	X	X	X	O	X	O	O	X		
Career and Technical Education											
Accounting 1		X	X	X	O	O	X	O	X	X	
Advanced Animal Science				X	O	O	X	O	X	X	
Advanced Culinary Arts			X	X	X	O	X	O	X	X	
Advertising		X	X	X	O	X	O	O	X	X	
Animal Science				X	O	X	X	O	X	X	
Animation I	X	X	X	X	X	X	X	O	X	X	
Animation II-LAB		X	X	X	X	X	X	O	X	X	
Audio/Video Production 1	X	X	X		X	X	X	O	X	X	
Audio/Video Production 2 with lab		X	X	X	X	O	X	O	X	X	
Automotive Basics	X	X	X	X	O	X	O	O	X	X	
Automotive Technology 1 - Maintenance and Light Repair		X	X	X	O	X	O	O	X	X	
Automotive Technology 2 - Automotive Service			X	X	O	X	O	O	X	X	X

Content Areas	Grade Levels Offered				School Sites				Guides		Formal Assessment
Course Titles	9	10	11	12	Glenda Dawson High School	Pearland High School	Robert Turner College and Career High School	Pace Center	Curriculum Guides Expected	Curriculum Guides Available	
Banking and Financial Services		X	X	X	O	O	X	O	X	X	X
Business Information Management 1	X	X	X	X	X	X	X	O	X	X	X
Business Law		X	X	X	O	X	X	O	X	X	X
Career Preparation 1			X	X	X	O	X	X	X	X	
Career Preparation 2				X	O	O	X	O	X	X	
Child Development		X	X	X	O	X	O	X	X	X	
Child Guidance			X	X	O	X	O	O	X	X	
Civil Engineering and Architecture			X	X	O	O	X	O	X		
Computer Maintenance- LAB		X	X	X	O	O	X	O	X	X	
Construction Technology 1		X	X	X	X	X	O	O	X	X	
Construction Technology 2			X	X	X	O	O	O	X	X	
Culinary Arts		X	X	X	X	X	X	O	X	X	
Electrical Technology 1	X	X	X	X	O	O	X	O	X	X	
Electrical Technology 2		X	X	X	O	O	X	O	X	X	
Entrepreneurship		X	X	X	X	X	X	X	X	X	
Equine Science		X	X	X	O	X	X	O	X	X	
Fashion Design 1	X	X	X	X	X	O	O	O	X	X	
Fashion Design 2 with Lab		X	X	X	X	O	O	O	X	X	
Floral Design		X	X	X	O	X	X	O	X	X	
Foundations Of Cybersecurity	X	X	X	X	O	O	X	O	X		
Global Business		X	X	X	O	X	O	O	X	X	
Greenhouse Operations and Production		X	X	X	O	O	X	O	X	X	
Health Science Theory		X	X		X	X	X	O	X	X	
Health Science Theory with Clinicals			X	X	O	X	X	O	X	X	
Heating, Ventilation, and AC (HVAC) & Refrigeration Technology 1	X	X	X	X	O	O	X	O	X	X	
Heating, Ventilation, and AC (HVAC) & Refrigeration Technology 2		X	X	X	O	O	X	O	X	X	
Horticulture Science		X	X	X	O	O	X	O	X	X	
Human Resources Management		X	X	X	O	X	X	O	X	X	

Content Areas	Grade Levels Offered				School Sites				Guides		Formal Assessment
Course Titles	9	10	11	12	Glenda Dawson High School	Pearland High School	Robert Turner College and Career High School	Pace Center	Curriculum Guides Expected	Curriculum Guides Available	
Introduction to Culinary Arts	X	X	X		X	X	X	O	X	X	
Introduction to Engineering Design	X	X	X	X	O	O	X	O	X		
Introduction to Welding	X	X	X		O	O	X	O	X	X	
Livestock Production		X	X	X	O	O	X	O	X	X	
Medical Billing and Coding			X	X	O	O	X	O	X		
Medical Terminology		X	X	X	X	X	X	O	X	X	
Money Matters	X	X	X	X	X	X	O	X	X	X	
Networking (with Lab)			X	X	O	O	X	O	X	X	
Practicum in Agriculture, Food & Natural Resources				X	O	O	X	O	X	X	
Practicum in Agriculture, Food & Natural Resources - Veterinary Assistant				X	O	O	X	O	X	X	
Practicum in Animation			X	X	X	O	O	O	X	X	
Practicum in Audio/Video Production			X	X	X	O	X	O	X	X	
Practicum in Culinary Arts				X	X	O	X	O	X	X	
Practicum in Health Science: Certified Medical Assistant			X	X	O	O	X	O	X		
Practicum in Health Science: Dental Assistant 1			X	X	O	O	X	O	X		
Practicum in Health Science: Dental Assistant 2				X	O	O	X	O	X		
Practicum in Health Science: Emergency Medical Technician				X	O	O	X	O	X		
Practicum in Health Science: Pharmacy Technician				X	O	O	X	O	X		
Practicum in Transportation Systems				X	O	X	O	O	X	X	
Practicum of Entrepreneurship			X	X	X	X	X	O	X		
Principles of Agriculture, Food & Natural Resources	X	X	X		X	O	X	O	X	X	
Principles of Arts, Audio/Visual Technology and Communications	X	X	X		O	O	X	O	X	X	

Content Areas	Grade Levels Offered				School Sites				Guides		Formal Assessment
Course Titles	9	10	11	12	Glenda Dawson High School	Pearland High School	Robert Turner College and Career High School	Pace Center	Curriculum Guides Expected	Curriculum Guides Available	
Principles of Business, Marketing and Finance	X	X	X		X	O	X	X	X	X	
Principles of Health Science	X	X	X		X	O	X	O	X	X	
Principles of Human Services	X	X	X		O	O	O	X	X	X	
Principles of Information Technology	X	X	X	X	O	O	X	O	X	X	
Small Animal Management		X	X	X	O	O	X	O	X	X	
Sports and Entertainment Marketing		X	X	X	O	X	O	O	X	X	
Veterinary Medical Applications			X	X	O	O	X	O	X	X	
Video Game Design		X	X	X	O	O	X	O	X	X	
Welding 1		X	X	X	O	O	X	O	X	X	
Welding 2			X	X	O	O	X	O	X	X	
Wildlife, Fishery, and Ecology Management		X	X	X	O	O	X	O	X		
Languages Other Than English											
AP Computer Science A		X	X	X	X	O	O	O	X	X	X
AP Computer Science Principles		X	X	X	X	O	X	O	X	X	X
AP French 4 Language and Culture			X	X	X	O	O	O	X	X	X
AP Spanish 4 Language and Culture	X	X	X	X	X	X	O	O	X	X	X
AP Spanish 5 Literature and Culture		X	X	X	X	X	O	O	X	X	X
French 1	X	X	X	X	X	X	O	O	X	X	
French 2		X	X	X	X	X	O	O	X	X	
PAP Computer Science 1		X	X	X	X	X	X	O	X	X	
PAP French 1	X	X	X	O	X	O	O	O	X		
PAP French 2		X	X	X	X	O	O	O	X		
PAP French 3			X	X	X	O	O	O	X		
PAP Spanish 1	X	X	X	O	X	X	O	O	X	X	
PAP Spanish 2	X	X	X	X	X	X	O	O	X	X	
PAP Spanish 3	X	X	X	X	X	X	O	O	X	X	
Spanish 1	X	X	X	O	X	X	X	X	X	X	
Spanish 2	X	X	X	X	O	X	X	X	X	X	
Spanish 3	X	X	X	X	O	X	X	O	X	X	
Spanish 4	X	X	X		O	O	X	O	X	X	

Content Areas	Grade Levels Offered				School Sites				Guides		Formal Assessment
Course Titles	9	10	11	12	Glenda Dawson High School	Pearland High School	Robert Turner College and Career High School	Pace Center	Curriculum Guides Expected	Curriculum Guides Available	
Spanish 5		X	X	X	O	O	X	O	X	X	
Spanish for Native Speakers 1	X	X	X	X	O	X	O	O	X	X	
Spanish for Native Speakers 1	X	X	X	X	O	X	O	O	X		
Spanish for Native Speakers 4		X	X	X	O	O	X	O	X		
Other Electives											
Academic Decathlon	X				O	X	X	O	X		
Academic Decathlon 2		X			O	O	X	O	X		
Academic Decathlon 3			X		O	O	X	O	X		
Academic Decathlon 4				X	O	O	X	O	X		
Advanced SAT Preparation & College Readiness		X	X	X	X	X	X	O	X		
AP Research					X	O	O	O	X	X	
AP Seminar			X	X	X	O	O	O	X	X	
Debate 1	X	X	X	X	X	O	X	O	X		
Debate 2		X	X	X	X	O	X	O	X		
Dyslexia	X	X	X	X	X	X	X	O	X	X	
Edgenuity	X	X	X	X	O	X	O	X	X		
English Intervention	X	X	X	X	X	O	O	O	X		
General Employability Skills	X	X	X	X	X	O	O	O	X		
Project Based Research			X	X	O	O	X	O	X		
PEARS	X	X	X	X	X	O	O	O	X		
UIL	X	X	X	X	X	O	O	O	X		
Total Core Courses									**97**	**82**	**34**
Percent Scope of Core Courses									**85%**		**35%**
Total Non-core Courses									**166**	**113**	**13**
Percent Scope of Non-core Courses									**68%**		**8%**
Total Core and Non-core Courses									**263**	**195**	**47**
Percent Scope of Core and Non-core Courses									**74%**		**18%**
Key: X = course offered, O = course is not offered											
Data Source: Curriculum documents were provided by Pearland ISD curriculum staff.											

Appendix G: Lists of Core and Non-Core Courses with Curriculum and Component Ratings

Exhibit G.1: List of English Language Arts/Reading Courses with Curriculum and Component Ratings

Curriculum Document Title	Date	Obj.	Asmt.	Prereq.	Res.	Strats.	Act.	Total Rating
English Language Arts and Reading 5th Grade	2023-24	2	2	2	2	2	2	**12**
English Language Arts and Reading 6th Grade	2023-24	2	2	2	2	2	2	**12**
English Language Arts and Reading 7th Grade	2023-24	2	2	2	2	2	2	**12**
English Language Arts and Reading 8th Grade	2023-24	2	2	2	2	2	2	**12**
English Language Arts and Reading PAP 5th Grade	2023-24	2	2	2	2	2	2	**12**
English Language Arts and Reading PAP 6th Grade	2023-24	2	2	2	2	2	2	**12**
English Language Arts and Reading 3rd Grade	June 2020	2	2	1	2	2	2	**11**
English Language Arts and Reading 4th Grade	2023-24	2	2	1	2	2	2	**11**
English I	2023-24	2	2	2	1	2	2	**11**
English II	2023-24	2	2	2	1	2	2	**11**
English III	2023-24	2	2	2	1	2	2	**11**
English IV	2019-20	2	2	2	1	2	2	**11**
PAP English I	2023-24	2	2	2	1	2	2	**11**
PAP English II	2023-24	2	2	2	1	2	2	**11**
English Language Arts and Reading Kindergarten	2023	2	2	0	2	2	2	**10**
English Language Arts and Reading 1st Grade	2020	2	2	0	2	2	2	**10**
AP English III	2023-24	2	2	0	2	2	2	**10**
AP English IV	2023-24	2	2	0	2	2	2	**10**
Dyslexia	No Date	2	2	0	2	2	2	**10**
Spanish Language Arts and Reading Bilingual 6th Grade	No Date	2	2	0	1	2	2	**9**
English Language Arts and Reading 2nd Grade	No Date	2	0	1	2	2	2	**9**
Spanish Language Arts and Reading Bilingual Kindergarten	2023-24	2	2	0	1	2	1	**8**
Spanish Language Arts and Reading Bilingual 1st Grade	2023-24	2	2	0	1	2	1	**8**
Spanish Language Arts and Reading Bilingual 2nd Grade	2023-24	2	2	0	1	2	1	**8**
Spanish Language Arts and Reading Bilingual 3rd Grade	2023-24	2	2	0	1	2	1	**8**
Spanish Language Arts and Reading Bilingual 4th Grade	2023-24	2	2	0	1	2	1	**8**
Spanish Language Arts and Reading Bilingual 5th Grade	2023-24	2	2	0	1	2	1	**8**
Sheltered English Language Arts 1	2023-24	1	0	0	2	2	2	**7**
Sheltered English Language Arts 2	2023-24	1	0	0	2	2	2	**7**

Curriculum Document Title	Date	Obj.	Asmt.	Prereq.	Res.	Strats.	Act.	Total Rating
Sheltered English Language Arts 3	2023-24	1	0	0	2	2	2	**7**
Sheltered English Language Arts 4	2023-24	1	0	0	2	2	2	**7**
Independent Study English 9th Grade	2023-24	1	1	0	1	1	1	**5**
Independent Study English 10th Grade	2023-24	1	1	0	1	1	1	**5**
Independent Study English 11th Grade	2023-24	1	1	0	1	1	1	**5**
Power Reading 7th Grade	2020	2	0	0	0	2	0	**4**
Power Reading 8th Grade	2020	2	0	0	0	2	0	**4**
Reading Intervention	No Date	2	1	0	0	0	0	**3**
English I ESOL	No Date	2	0	0	0	0	0	**2**
English II ESOL	No Date	2	0	0	0	0	0	**2**
English Learners Language Arts (ELLA) 7th Grade	No Date	2	0	0	0	0	0	**2**
English Learners Language Arts (ELLA) 8th Grade	No Date	2	0	0	0	0	0	**2**
Reading 1	No Date	2	0	0	0	0	0	**2**
Reading 2	No Date	2	0	0	0	0	0	**2**
College Prep English	No Date	2	0	0	0	0	0	**2**
Creative Writing	No Date	2	0	0	0	0	0	**2**
Practical Writing	No Date	2	0	0	0	0	0	**2**
Humanities	No Date	2	0	0	0	0	0	**2**
Mean Rating for Each Criterion		**1.8**	**1.2**	**0.6**	**1.1**	**1.5**	**1.2**	**7.1**

Data Source: Information for this report was provided by Pearland ISD staff.

©2023 CMSi

Exhibit G.2: List of Mathematics Courses with Curriculum and Component Ratings

Curriculum Document Title	Date	Obj.	Asmt.	Prereq.	Res.	Strats.	Act.	Total Rating
Mathematics 2nd Grade	July 2023	3	2	2	2	2	2	**13**
Mathematics Kindergarten	May 2023	3	1	2	2	2	2	**12**
Mathematics 1st Grade	June 2023	3	1	2	2	2	2	**12**
Mathematics 3rd Grade	May 2023	3	2	3	1	1	2	**12**
Mathematics 4th Grade	July 2023	3	2	2	2	1	2	**12**
AP Calculus AB	2017-18	2	2	2	2	2	2	**12**
AP Calculus BC	2009-10	2	2	2	2	2	2	**12**
AP Pre-Calculus	Fall 2023	2	2	2	2	2	2	**12**
AP Statistics	2014	2	2	2	2	2	2	**12**
Geometry	Revised June 13, 2018	2	2	2	1	2	1	**10**
Algebra II	Revised June 12, 2019	2	2	2	0	2	2	**10**
PAP Algebra 2	Revised June 12, 2019	2	2	2	0	2	2	**10**
Financial Mathematics	2017	2	0	1	2	2	2	**9**
Algebra I (High School)	June 2018	2	2	0	2	1	1	**8**
College Prep Mathematics	No Date	1	2	0	2	0	2	**7**
Mathematics 5th Grade	June 2023	2	2	1	1	0	1	**7**

Curriculum Document Title	Date	Obj.	Asmt.	Prereq.	Res.	Strats.	Act.	Total Rating
Mathematics 6th Grade	June 2023	2	2	1	1	0	1	**7**
Mathematics PAP 5th Grade	June 2023	2	2	1	1	0	1	**7**
Mathematics PAP 6th Grade	June 2023	2	2	1	1	0	1	**7**
Pre-Calculus	No Date	2	0	0	2	2	1	**7**
Mathematics 7th Grade	June 2023	2	2	1	1	0	0	**6**
Mathematics 8th Grade	June 2023	2	2	1	1	0	0	**6**
Mathematics PAP 7th Grade	June 2023	2	2	1	1	0	0	**6**
Statistics and Business Decision Making	2017	2	0	1	1	0	2	**6**
Algebraic Reasoning	Revised June 5, 2019	2	2	0	1	0	0	**5**
Statistics	Revised June 12, 2018	2	0	2	1	0	0	**5**
Power Math Grade 7	No Date	1	1	0	1	0	2	**5**
Power Math Grade 8	No Date	1	1	0	1	0	2	**5**
Mathematics Resource 5th Grade	2012-13	2	0	0	1	0	1	**4**
Mathematics Resource 6th Grade	2012-13	2	0	0	1	0	1	**4**
Mathematics Resource 7th Grade	2012-13	2	0	0	1	0	1	**4**
Mathematics Resource 8th Grade	2012-13	2	0	0	1	0	1	**4**
Highly Gifted Mathematics Grade 5	August 2023	2	1	0	0	0	0	**3**
Highly Gifted Mathematics Grade 6	August 2023	2	1	0	0	0	0	**3**
Calculus	Revised May 13, 2015	2	0	1	0	0	0	**3**
Highly Gifted Mathematics Grade 7 (Algebra 1)	No Date	2	0	0	0	0	0	**2**
Highly Gifted Mathematics Grade 8 (Geometry)	No Date	2	0	0	0	0	0	**2**
Mathematics Resource Kindergarten	June 2011	2	0	0	0	0	0	**2**
Mathematics Resource 1st Grade	June 2011	2	0	0	0	0	0	**2**
Mathematics Resource 2nd Grade	June 2011	2	0	0	0	0	0	**2**
Mathematics Resource 3rd Grade	June 2011	2	0	0	0	0	0	**2**
Mathematics Resource 4th Grade	August 2011	2	0	0	0	0	0	**2**
Mean Rating for Each Criterion		**2.0**	**1.1**	**0.9**	**1.0**	**0.6**	**1.0**	**6.7**

Data Source: Information for this report was provided by Pearland ISD staff.

©2023 CMSi

Exhibit G.3: List of Science Courses with Curriculum and Component Ratings

Curriculum Document Title	Date	Obj.	Asmt.	Prereq.	Res.	Strats.	Act.	Total Rating
AP Physics C: Mechanics	2020	2	2	1	2	2	2	**11**
Forensic Science	2017-18	2	2	1	2	2	2	**11**
AP Biology 2	2020	2	2	0	2	2	2	**10**
AP Chemistry 2	No Date	2	2	0	2	2	2	**10**
AP Environmental Science	2020	2	2	0	2	2	2	**10**
AP Physics I	No Date	2	2	0	2	2	2	**10**
AP Physics 2	2020	2	2	0	2	2	2	**10**
AP Physics C: Electricity and Magnetism	2020	2	2	0	2	2	2	**10**
Aquatic Science	2018-19	2	2	0	2	2	2	**10**
Science 5th Grade	2023-24	2	2	0	1	2	2	**9**
Science 6th Grade	2023-24	2	2	0	1	2	2	**9**
Science 7th Grade	2023-24	2	2	0	1	2	2	**9**
Science 8th Grade	2023-24	2	2	0	1	2	2	**9**
PAP Science 5th Grade	2023-24	2	2	0	1	2	2	**9**
PAP Science 6th Grade	2023-24	2	2	0	1	2	2	**9**
PAP Science 7th Grade	2023-24	2	2	0	1	2	2	**9**
PAP Science 8th Grade	2023-24	2	2	0	1	2	2	**9**
PAP Science GT 7th Grade	2023-24	2	2	0	1	2	2	**9**
PAP IPC 8th Grade	2023-24	2	2	0	1	2	2	**9**
PAP IPC GT 8th Grade	2023-24	2	2	0	1	2	2	**9**
Biology I	2023-24	2	2	0	1	2	2	**9**
PAP Biology I	2023-24	2	2	0	1	2	2	**9**
Chemistry I	2023-24	2	2	0	1	2	2	**9**
PAP Chemistry I	2023-24	2	2	0	1	2	2	**9**
Anatomy and Physiology Honors	2023-24	2	1	0	2	2	2	**9**
Physics I	2023-24	2	2	0	1	2	2	**9**
Integrated Physics and Chemistry	2023-24	2	2	0	1	2	2	**9**
Science 1st Grade	2023-24	2	1	0	2	1	2	**8**
Science 3rd Grade	2023-24	2	2	0	1	1	2	**8**
Science 4th Grade	2023-24	2	2	0	1	1	2	**8**
Environmental Systems	2017-18	2	1	0	2	1	1	**7**
Astronomy	2016-17	2	1	0	2	1	1	**7**
Earth and Space Science	2013-14	2	1	0	1	1	1	**6**
Science Kindergarten	2023-24	2	1	0	1	1	1	**6**
Science 2nd Grade	2023-24	2	1	0	1	1	1	**6**
Engineering Design and Problem Solving	2017-18	2	1	0	0	0	2	**5**
Engineering Science	2017-18	2	0	1	0	0	2	**5**
Mean Rating for Each Criterion		**2.0**	**1.7**	**0.08**	**1.3**	**1.7**	**1.9**	**8.6**

Data Source: Information for this report was provided by Pearland ISD staff.

©2023 CMSi

Exhibit G.4: List of Social Studies Courses with Curriculum and Component Ratings

Curriculum Document Title	Date	Obj.	Asmt.	Prereq.	Res.	Strats.	Act.	Total Rating
AP European History	2020	2	2	1	2	2	2	**11**
AP Macroeconomics	2020	2	2	1	2	2	2	**11**
AP Microeconomics	No Date	2	2	1	2	2	2	**11**
AP US Government and Politics	2023	2	2	1	2	2	2	**11**
AP US History	No Date	2	2	1	2	2	2	**11**
AP World History	2020	2	2	1	2	2	2	**11**
AP Psychology	2018-19	2	2	1	2	2	2	**11**
PAP Social Studies G/T 7th Grade	No Date	2	2	0	2	2	2	**10**
PAP Social Studies G/T 8th Grade	No Date	2	2	0	2	2	2	**10**
World Geography Studies	2023-24	2	2	0	2	2	2	**10**
World History Studies	2023-24	2	2	0	2	2	2	**10**
Social Studies 5th Grade	2023-24	2	1	0	2	2	2	**9**
Social Studies 6th Grade	2023-24	2	1	0	2	2	2	**9**
Social Studies Bilingual Kindergarten	No Date	2	1	0	2	2	2	**9**
Social Studies Bilingual 1st Grade	No Date	2	1	0	2	2	2	**9**
Social Studies Bilingual 2nd Grade	No Date	2	1	0	2	2	2	**9**
Social Studies Bilingual 3rd Grade	No Date	2	1	0	2	2	2	**9**
Social Studies Bilingual 4th Grade	2022	2	1	0	2	2	2	**9**
Social Studies Bilingual 5th Grade	2023-24	2	1	0	2	2	2	**9**
Social Studies Bilingual 6th Grade	2023-24	2	1	0	2	2	2	**9**
Economics	No Date	2	2	0	2	1	2	**9**
US History	2023-24	2	2	0	2	1	2	**9**
US Government	2023-24	2	1	0	2	1	2	**8**
Social Studies Kindergarten	2023-24	2	0	0	2	1	2	**7**
Social Studies 1st Grade	2023-24	2	0	0	2	1	2	**7**
Social Studies 2nd Grade	2023-24	2	0	0	2	1	2	**7**
Social Studies 3rd Grade	2023-24	2	0	0	2	1	2	**7**
Social Studies 4th Grade	2023-24	2	0	0	2	1	2	**7**
Social Studies 7th Grade	2023-24	1	1	0	2	1	2	**7**
Social Studies 8th Grade	2023-24	1	1	0	2	1	2	**7**
AP Human Geography	2020	2	0	0	0	0	0	**2**
Mean Rating for Each Criterion		**1.9**	**1.2**	**0.2**	**1.9**	**1.6**	**1.9**	**8.9**

Data Source: Information for this report was provided by Pearland ISD staff.

©2023 CMSi

Exhibit G.5: List of Non-Core Courses with Curriculum and Component Ratings

Curriculum Document Title	Date	Obj.	Asmt.	Prereq.	Res.	Strats.	Act.	Total Rating
Non-core Courses Elementary Grades K-4								
Art Kindergarten	No Date	2	1	2	0	1	2	**8**
Art 1st Grade	No Date	2	1	2	0	1	2	**8**
Art 2nd Grade	No Date	2	1	2	0	1	2	**8**
Art 3rd Grade	No Date	2	1	2	0	1	2	**8**
Art 4th Grade	No Date	2	1	2	0	1	2	**8**
Physical Education Kindergarten	No Date	2	0	0	2	0	2	**6**
Physical Education 1st Grade	No Date	2	0	0	2	0	2	**6**
Physical Education 2nd Grade	No Date	2	0	0	2	0	2	**6**
Physical Education 3rd Grade	No Date	2	0	0	2	0	2	**6**
Physical Education 4th Grade	No Date	2	0	0	2	0	2	**6**
Music Kindergarten	No Date	2	0	0	0	0	0	**2**
Music 1st Grade	No Date	2	0	0	0	0	0	**2**
Music 2nd Grade	No Date	2	0	0	0	0	0	**2**
Music 3rd Grade	No Date	2	0	0	0	0	0	**2**
Music 4th Grade	No Date	2	0	0	0	0	0	**2**
Non-core Courses Middle School and Junior High School Grades 5-8								
Investigating Careers 8th Grade	2019	2	2	0	2	1	2	**9**
Principles of Arts, Audio/ Video Technology and Communications	2017	2	0	1	1	2	2	**8**
Physical Education 5th Grade	No Date	2	0	0	2	0	2	**6**
Physical Education 6th Grade	No Date	2	0	0	2	0	2	**6**
Physical Education 7th Grade	No Date	2	0	0	2	0	2	**6**
Art 5th Grade	No Date	2	0	0	0	0	0	**2**
Art 6th Grade	No Date	2	0	0	0	0	0	**2**
Music 5th Grade	No Date	2	0	0	0	0	0	**2**
Music 6th Grade	No Date	2	0	0	0	0	0	**2**
Spanish 5th Grade	No Date	2	0	0	0	0	0	**2**
Spanish 6th Grade	No Date	2	0	0	0	0	0	**2**
Band 6th Grade	No Date	2	0	0	0	0	0	**2**
Art 1 (7th and 8th Grade)	No Date	2	0	0	0	0	0	**2**
Art 2 (7th and 8th Grade)	No Date	2	0	0	0	0	0	**2**
Art 3 (7th and 8th Grade)	No Date	2	0	0	0	0	0	**2**
Symphonic Band	No Date	2	0	0	0	0	0	**2**
Concert Band	No Date	2	0	0	0	0	0	**2**
Spanish I	No Date	2	0	0	0	0	0	**2**
Spanish II	No Date	2	0	0	0	0	0	**2**
Spanish III	No Date	2	0	0	0	0	0	**2**

Curriculum Document Title	Date	Obj.	Asmt.	Prereq.	Res.	Strats.	Act.	Total Rating
Exploratory Spanish	No Date	2	0	0	0	0	0	**2**
Theatre I	No Date	2	0	0	0	0	0	**2**
Theatre II	No Date	2	0	0	0	0	0	**2**
Yearbook	No Date	2	0	0	0	0	0	**2**
Honors Band	No Date	2	0	0	0	0	0	**2**
Non-core Courses High School Grades 9-12								
AP 2D Art and Design	2023	2	2	2	2	2	2	**12**
AP 3D Art and Design	2023	2	2	2	2	2	2	**12**
AP Drawing	2023	2	2	2	2	2	2	**12**
AP Music Theory	2020	2	2	2	2	2	2	**12**
AP Computer Science A	2020	2	2	2	2	2	2	**12**
AP Computer Science Principles	2023	2	2	2	2	2	2	**12**
AP French 4 Language and Culture	2020	2	2	2	2	2	2	**12**
AP Spanish 4 Language and Culture	2020	2	2	2	2	2	2	**12**
AP Spanish 5 Literature and Culture	2023	2	2	2	2	2	2	**12**
AP Research (Part of the Capstone Project)	2023	2	2	2	2	2	2	**12**
AP Seminar (Part of the Capstone Project)	2023	2	2	2	2	2	2	**12**
Introduction to Culinary Arts	2017	2	2	1	2	2	2	**11**
Introduction to Welding	2017	2	1	1	2	2	2	**10**
Medical Terminology	2017	2	1	1	2	2	2	**10**
Principles of Human Services	2017	2	1	0	2	2	2	**9**
Human Resource Management	2017	2	0	1	2	2	2	**9**
Lifetime Fitness and Wellness	No Date	2	0	0	2	2	2	**8**
Lifetime Recreation and Outdoor Pursuits	No Date	2	0	0	2	2	2	**8**
Accounting I	December 13, 2017	2	0	1	1	2	2	**8**
Advanced Animal Science	2017	2	0	1	1	2	2	**8**
Advanced Culinary Arts	2017	2	0	1	1	2	2	**8**
Advertising	2017	2	0	1	1	2	2	**8**
Animal Science	2017	2	0	1	1	2	2	**8**
Animation I	2017	2	0	1	1	2	2	**8**
Animation II-Lab	2017	2	0	1	1	2	2	**8**
Audio/Video Production 1	2017-18	2	0	1	1	2	2	**8**
Principles of Business, Marketing, and Finance	2017	2	1	0	2	1	2	**8**
Principles of Health Science	2017	2	1	0	2	1	2	**8**

Curriculum Document Title	Date	Obj.	Asmt.	Prereq.	Res.	Strats.	Act.	Total Rating
Welding 1	2017-18	2	1	1	1	1	2	**8**
Welding 2	2017-18	2	1	1	1	1	2	**8**
PAP Spanish 1	No Date	2	2	0	0	2	2	**8**
PAP Spanish 2	No Date	2	2	0	0	2	2	**8**
PAP Spanish 3	No Date	2	2	0	0	2	2	**8**
Spanish 1	2019-20	2	2	0	0	2	2	**8**
Spanish 2	2019-20	2	2	0	0	2	2	**8**
Spanish 3	2019-20	2	2	0	0	2	2	**8**
Spanish 4	2019-20	2	2	0	0	2	2	**8**
Spanish 5	2019-20	2	2	0	0	2	2	**8**
French 1	2019-20	2	1	0	2	0	2	**7**
French 2	2018-19	2	1	0	1	1	2	**7**
Money Matters	2017	2	1	1	1	1	1	**7**
Principles of Information Technology	2017	2	1	0	1	1	2	**7**
Principles of Agriculture, Food, and Natural Resources	2017	2	0	1	1	1	1	**6**
Equine Science	2017-18	2	0	1	0	1	2	**6**
Culinary Arts	2017	2	0	1	0	0	2	**5**
Business Law	2017	2	0	1	0	0	2	**5**
Child Guidance	June 2017	2	0	1	1	0	1	**5**
Audio/Video Production 2 with lab	2017-18	2	0	1	1	0	0	**4**
Automotive Basics	2017-18	2	0	1	1	0	0	**4**
Automotive Technology 1: Maintenance and Light Repair	2017-18	2	0	1	1	0	0	**4**
Skills Based Lifetime Activities 1	No Date	2	0	0	0	0	1	**3**
Skills Based Lifetime Activities 2	No Date	2	0	0	0	0	1	**3**
Automotive Technology 2: Automotive Service	2017-18	2	0	1	0	0	0	**3**
Banking and Financial Services	December 13, 2017	2	0	1	0	0	0	**3**
Business Information Management	2017	2	0	1	0	0	0	**3**
Computer Maintenance	2017	2	0	1	0	0	0	**3**
Construction Technology 1	June 2017	2	0	1	0	0	0	**3**
Construction Technology 2	2017	2	0	1	0	0	0	**3**
Electrical Technology 1	June 2017	2	0	1	0	0	0	**3**
Electrical Technology 2	June 2017	2	0	1	0	0	0	**3**
Entrepreneurship	2017	2	0	1	0	0	0	**3**
Fashion Design 1	2017	2	0	1	0	0	0	**3**

Curriculum Document Title	Date	Obj.	Asmt.	Prereq.	Res.	Strats.	Act.	Total Rating
Floral Design	2017	2	0	1	0	0	0	**3**
Global Business	2017	2	0	1	0	0	0	**3**
Greenhouse Operations and Production	2017	2	0	1	0	0	0	**3**
Health Science Theory	2018	2	0	1	0	0	0	**3**
Health Science Theory and Clinicals	2018	2	0	1	0	0	0	**3**
Heating, Ventilation, and AC (HVAC) and Refrigeration Technology I	2017	2	0	1	0	0	0	**3**
Heating, Ventilation, and AC (HVAC) and Refrigeration Technology II	2017	2	0	1	0	0	0	**3**
Horticulture Science	2017	2	0	1	0	0	0	**3**
Livestock Production	2017	2	0	1	0	0	0	**3**
Networking—with lab	2017	2	0	1	0	0	0	**3**
Practicum in Agriculture, Food, and Natural Resources I	2017	2	0	1	0	0	0	**3**
Practicum in Agriculture, Food, and Natural Resources 2	2017	2	0	1	0	0	0	**3**
Practicum in Animation	2017	2	0	1	0	0	0	**3**
Practicum in Audio/Video Production	2017-18	2	0	1	0	0	0	**3**
Practicum in Culinary Arts	2017	2	0	1	0	0	0	**3**
Practicum in Health Science: Certified Nurse Aid	2018	2	0	1	0	0	0	**3**
Veterinary Medical Applications	2017	2	0	1	0	0	0	**3**
Video Game Design	2017	2	0	1	0	0	0	**3**
PAP Computer Science 1	2018	2	0	1	0	0	0	**3**
Fashion Design 2 with lab	2017	2	0	1	0	0	0	**3**
Band Color Guard	No Date	2	0	0	0	0	0	**2**
Baseball	No Date	2	0	0	0	0	0	**2**
Basketball (F)	No Date	2	0	0	0	0	0	**2**
Basketball (M) 10th	No Date	2	0	0	0	0	0	**2**
Basketball (M) 11th	No Date	2	0	0	0	0	0	**2**
Basketball (M) 12th	No Date	2	0	0	0	0	0	**2**
Football 9th and 10th	No Date	2	0	0	0	0	0	**2**
Football 11th	No Date	2	0	0	0	0	0	**2**
Football 12th	No Date	2	0	0	0	0	0	**2**
Track	No Date	2	0	0	0	0	0	**2**
Art 1	No Date	2	0	0	0	0	0	**2**

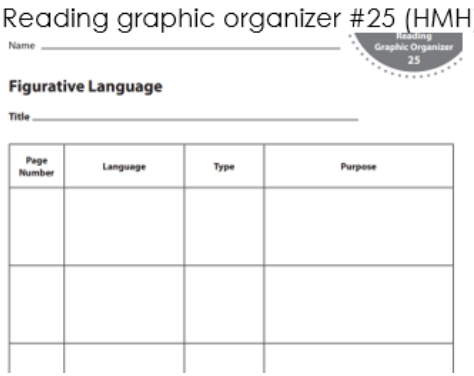
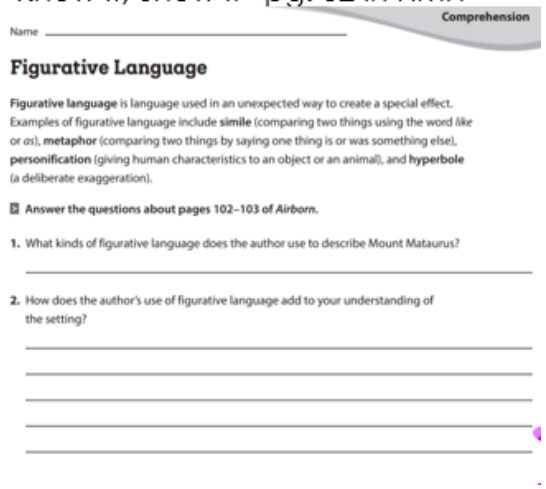
Curriculum Document Title	Date	Obj.	Asmt.	Prereq.	Res.	Strats.	Act.	Total Rating
Art 2	No Date	2	0	0	0	0	0	**2**
Art 2 Drawing	No Date	2	0	0	0	0	0	**2**
Art 2 Painting	No Date	2	0	0	0	0	0	**2**
Art 2 Sculpture	No Date	2	0	0	0	0	0	**2**
Art 3	No Date	2	0	0	0	0	0	**2**
Art 3 Drawing	No Date	2	0	0	0	0	0	**2**
Art 3 Painting	No Date	2	0	0	0	0	0	**2**
Art 3 Sculpture	No Date	2	0	0	0	0	0	**2**
Cadet Band 1-4	No Date	2	0	0	0	0	0	**2**
Choir 1	No Date	2	0	0	0	0	0	**2**
Choir 2	No Date	2	0	0	0	0	0	**2**
Choir 3	No Date	2	0	0	0	0	0	**2**
Choir 4	No Date	2	0	0	0	0	0	**2**
Dance 1	No Date	2	0	0	0	0	0	**2**
Dance 2	No Date	2	0	0	0	0	0	**2**
Dance 3	No Date	2	0	0	0	0	0	**2**
Dance 4	No Date	2	0	0	0	0	0	**2**
Drill Team Training	No Date	2	0	0	0	0	0	**2**
Practicum in Transportation Systems	2017	2	0	0	0	0	0	**2**
Principles of Arts, Audio/Video and Communications	2017	2	0	0	0	0	0	**2**
Small Animal Management	2017	2	0	0	0	0	0	**2**
Sports and Entertainment Marketing	2017	2	0	0	0	0	0	**2**
Wildfires, Fishery, and Ecology Management	2017-18	2	0	0	0	0	0	**2**
Spanish for Native Speakers 2	No Date	2	0	0	0	0	0	**2**
Yearbook Production 1	No Date	2	0	0	0	0	0	**2**
Yearbook Production 2	No Date	2	0	0	0	0	0	**2**
Yearbook Production 3	No Date	2	0	0	0	0	0	**2**
Yearbook Production 4	No Date	2	0	0	0	0	0	**2**
Data Source: Information for this report was provided by Pearland ISD staff.								
©2023 CMSi								

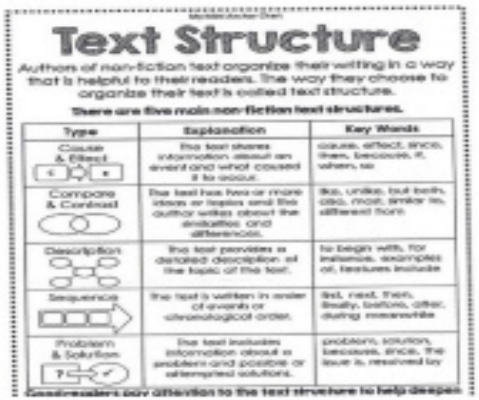
Appendix H: Analysis of District-Selected Resources for Congruency of Learning Experiences with Identified TEKS for English Language Arts, Grades 3, 5, 8, and English I

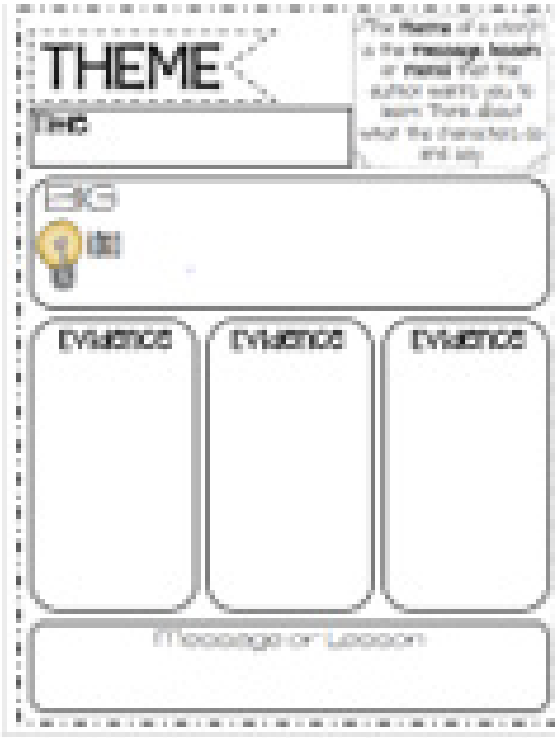
District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
English Language Arts and Reading				
Grade 3				
TEKS 3.9Di and 3.6G **Grade 3 Informational Study Instructional Talk Pages** Recommended Texts: • *Hurricane on the Way* • *Mountains that Blow Their Tops* • *A Bumpy Ride* Select the text that is right for you to read and to identify the structures of informational text including central idea with supporting evidence. Students will need to: 1. Understand how to use the author's organizational pattern to help determine the relationship between pieces of information. 2. Understand the organizational structure and its impact on meaning. 3. Understand that if you change the structure, the author's intent changes.	**3.9Di** Recognize characteristics and structures of informational text, including central idea with supporting evidence.	**Yes** TEKS/Resources address recognizing/ identifying information texts and evidence.	**No—DOK 2 Skills and Concepts (Resource)** Activities ask the students to recognize and identify informational text including central idea and supporting evidence but they do not ask students to provide all the details necessary to meet a DOK 3.	**Classroom Activity:** • Select a text • Looking at author's organizational pattern to determine the relationship between pieces of information. • If you change the structure the author's intent changes.
	3.6G Evaluate details read to determine key ideas.	**Yes** The TEKS/SEs and resource have students understanding the author's organizational pattern and organizational structure to determine how the pieces go together and how they impact meaning.	**No—DOK 2 Skills and Concepts (Resource)** When both TEKS are put together, **TEKS 3.9Di** and **3.6G** are the skills necessary to complete the activity and are at a level DOK 3.	

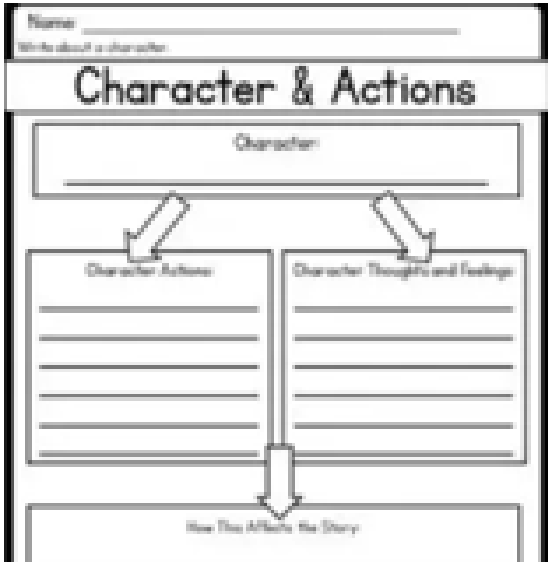
District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 3 (continued)				
TEKS 3.10A, 3.10B, and 3.10C **Grade 3 Informational Study Instructional Talk Pages.** Author's purpose and craft in informational text includes a variety of texts. All students select the *Mountains that Blow Their Tops* (Fiction Kit). Students will need to: 1. Determine least and most important information in the text and why it matters. 2. Understand the central idea of the whole text and of a section of the text. 3. Understand the use of print and graphic features to achieve specific purpose.	**3.10A.** Explain an author's purpose and message within a text.	**Yes** Both the resource and TEKS/SEs address author's purpose and message within a text.	**Yes–DOK 2 Skills and Concepts (Resource)** Using the fiction kit both author's purpose and message within a text is part of the learning.	**Classroom Activity:** • Reading • Responding to the questions
	3.10B. Explain how the use of text structure contributes to the author's purpose.	**Yes** Both TEKS/SEs and the resource focus on text structure and author's purpose.	**Yes–DOK 3 Strategic Thinking (Resource)** Students are asked to use text structure and understand how it contributes to the author's purpose.	
	3.10C. Explain the author's use of print and graphic features to achieve specific purposes.	**Yes** Both TEKS/SEs and resource focus on explaining the use of print and graphic features to achieve the specific purpose.	**Yes–DOK 2 Skills and Concepts (Resource)** Students use print and graphic features to determine specific purpose.	
TEKS 3.9B and 3.10D **Grade 3 Poetry Study Instructional Talk Page.** Recommended Poetry: *Adventures with Words* - HMH Module 2, Lesson 7. *Dear Dragon* HMH Module 2, Lesson 13. • **Rhyme scheme** is the pattern of rhyming lines in a poem. • Authors can make words come alive through the purposeful use of **sound devices**. **Structural elements** in poetry, similar to the organizational structures used in prose writing, help the poet construct meaning through form.	**3.9B.** Explain rhyme scheme, sound devices, and structural elements such as stanza in a variety of poems.	**Yes** Explaining simple concepts and vocabulary is found in both the TEKS/SEs and the resource.	**Yes–DOK 1 Recall and Reproduction (Resource)** Students explain key vocabulary and concepts.	**Classroom Activity:** • *Read Dr. Dragon* • Describe and explain the vocabulary in the poetry study and how the author uses words to create poetry.
	3.10D. Describe how the author's use of imagery, literal, and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	**Yes** Both TEK/SEs and resource address structural elements, sound devices, imagery, literal, and figurative language.	**Yes–DOK 1 Recall and Reproduction (Resource)** Students demonstrate understanding of key vocabulary and concepts and how author's	

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 5				
TEKS 5.8A **Grade 5 Instructional Talks**, *The Boy Who Cried Wolf*, I will **infer multiple themes** within a text using **evidence** by discussing them with a peer and listing them on paper. **Guiding Questions:** 1. Define theme. 2. What does it mean to infer? 3. What is the difference between a topic and a theme? 4. What is a theme that you can identify in this text?	**5.8A.** Infer multiple themes within a text using text evidence.	**Yes** Students are being asked to infer multiple themes using text evidence in both TEKS/SEs, I will statement, and resource.	**Yes–DOK 2 Skills and Concepts (Resource)** Students are asked to infer using text evidence.	**Classroom Activity:** • Read *The Boy Who Cried Wolf* • Discussion -discuss with a peer a listing of themes and text evidence after completing the reading. • Answer the questions.
TEKS 5.4 and 5.5 **Grade 5—Week of March 18 Instructional Talks Page**. Research activities to meet TEKS requirements. See multi-genre research project information at the end of the planning guide.	**5.4.** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	**No** The TEKS/SEs does not match the resource activity.	—	—
	5.5. The student reads grade appropriate text independently. The student is expected to self-select text and read independently for a sustained period of time.	**No** The TEKS/SEs does not match the resource activity.	—	

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 5 (continued)				
TEKS 5.10D **Grade 5 Instructional Talks Page (TEKS Talk Page)** Write an original example of figurative language based on the topic of the text or poem. Use the two worksheets below to complete the figurative language activities. • Reading graphic organizer #25 (HMH)  Name _____ Reading Graphic Organizer 25 **Figurative Language** Title _____ Page Number | Language | Type | Purpose • "Know it, Show it" pg. 32 in HMH  Comprehension Name _____ **Figurative Language** **Figurative language** is language used in an unexpected way to create a special effect. Examples of figurative language include **simile** (comparing two things using the word *like* or *as*), **metaphor** (comparing two things by saying one thing is or was something else), **personification** (giving human characteristics to an object or an animal), and **hyperbole** (a deliberate exaggeration). **Answer the questions about pages 102–103 of *Airborn*.** 1. What kinds of figurative language does the author use to describe Mount Mataurus? _____ 2. How does the author's use of figurative language add to your understanding of the setting? _____	**5.10D.** Explain how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieve specific purposes.	**Yes** Both TEKS/SEs and resource activity expect either writing and/or explaining how figurative language based on the topic of the text or the poem.	**Yes—DOK 3 Strategic Thinking (Resource)** Both TEKS/SEs and the resource expect students to explain how figurative language is used by authors in a text or poem.	**Meaningful Writing:** • Read the text or poem. • Write an example of figurative language based on the topic of the text. • Complete the two worksheets

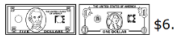
District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 8				
TEKS 8.Diii **Grade 8 Instructional Talks Page (TEKS Talks)** Recommended Text: • Address to the Nation on the Explosion of the Space Shuttle Challenger • Parallel Journeys Discuss the various organizational patterns that are evident in two different texts. **Anchor Chart—Text Structure** **Instructional Aid**  **Guiding Questions:** 1. What are some of the types of organizational patterns? 2. When would you use the different types of organization patterns? 3. How is the thesis effected by the organizational pattern of the text?	**8.Diii**. Analyze characteristic and structural elements of informational text including multiple organizational patterns within text to develop the thesis.	**Partial** Students are asked to analyze structural elements of informational text including organizational patterns to determine how they impact the thesis. The TEKS/SEs expects that student create a thesis and the questions do not take them through creating a thesis.	—	Classroom Activity: • Read the texts suggested in the activity • Discuss organizational patterns and text structures that are evident in the two texts. • Answer the guiding questions.

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 8 (continued)				
TEKS 8.7A **Grade 8 Instructional Talks (TEKS Talks)** Recommended Text: • *The Lottery* • *Manuel and the Magic Fox* • *The Road Not Taken* Read the text selected for this learning activity and answer the guiding questions.  **Guiding Questions:** 1. Define theme. 2. Describe the interaction between characters. 3. How is the plot developed? 4. How is the theme developed through the interaction of the characters and events?	**8.7A.** Analyze how themes are developed through the interactions of characters and events.	**Yes** Both TEKS/SEs and Resource address how themes are developed through the interactions of characters and events.	**Yes – DOK 3 Strategic Thinking** **(Resource)** Students describe the interaction of the characters, how the plot is developed, and how the theme is developed.	**Classroom Activity:** • Read the selected text. • Fill in the theme graphic organizer. • Determine how the theme is developed through character interaction and plot.

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 8 (continued)				
TEKS 8.7B **Grade 8 Instructional Talks (TEKS Talks)** Recommended Text: • *The Monkey's Paw* • *Harrison Bergeron* Complete the graphic organizer and questions as you read the selected text.  **Guiding Questions:** 1. Why did the character do what he/she did? 2. What are the consequences of the character's actions? 3. Could these consequences have been avoided? 4. How do the characters actions drive the story? 5. Did the character get what he/she wanted?	**8.7B.** Analyze how characters' motivations and behaviors influence events and the resolution of the conflict.	**Yes** Both TEKS/SEs and resource analyze character motivations and behaviors influence on events and the resolution of the conflict.	**Yes—DOK 3 Strategic Thinking (Resource)** Students responded to the guiding questions after examining the text.	Classroom Activity: • Read the recommended text and complete the graphic organizer. • Answer the five guiding questions.

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
English I				
TEKS 9.7B **Strand 3—Multiple Genres—Poetry** **Grade 9 TEKS Talk Page.** I will be able to identify and analyze poetic elements across various structures and genres. (Various forms of poems need to be ready to share with students.) **Guiding Questions:** 1. How did the use of structure affect the flow of the poem? 2. Why do you think the poet chose this certain structure? 3. How does the structure affect the meaning of the poem? 4. What is meter? 5. Is there rhyme scheme of the poem? 6. Are certain elements of the poem such as rhyme and meter scheme fixed? 7. Are there important shifts indicated by the changing of poetic structure?	**9.7B.** Analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms.	**Yes** Students identify and analyze poetic elements across various structures and genres.	**Yes—DOK 2 Skills and Concepts (Resource)** Students analyze the various forms of poems and determine how did the use of structure affect the flow of a poem; how did the structure affect the meaning of the poem; are certain elements of the poem such as rhyme and meter scheme fixed; and are there any important shifts indicated due to the changing of the poetic structure?	

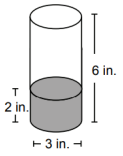
District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
English I (continued)				
TEKS 9.8A **Strand 5—Author's Purpose and Craft** **Grade 9 TEKS Talk Page.** I will identify the authors background and intended audience in order to understand their purpose and message. **Text Recommendation:** Various literary and non-fiction texts. • Students will consider the context that the piece was written in, including the author's audience, and message, along with the social and historical background of the piece. • Students will understand the effect of the author's literary and rhetorical choices. • Students will make connections between tone and message. **Guiding Questions:** 1. What is the author's main goal in writing this poem? 2. What information about the author's background influenced how the text was written? 3. Who is the intended audience? How does the author appeal directly to them? 4. What literary/rhetorical elements are included to achieve a particular effect? 5. What is the message or theme? 6. What is the relationship between tone and message?	**9.8A.** Analyze the author's purpose, audience, and message within a text.	**Yes** TEKS/SEs and the resource both have student analyzing the author's purpose, audience, and, the relationship between tone, and message.	**Yes—DOK 3 Strategic Thinking (Resource)** Students analyze the author's purpose, audience, tone, and message within a text. Both TEKS/SEs and resource activity focus on these areas.	**Classroom Activity:** • Read the various identified texts. • Answer the guiding questions. • Discuss what students have discovered.

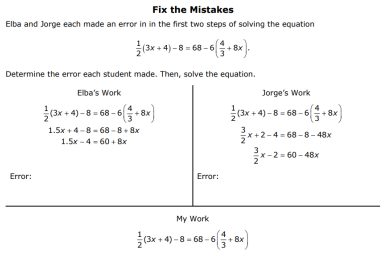
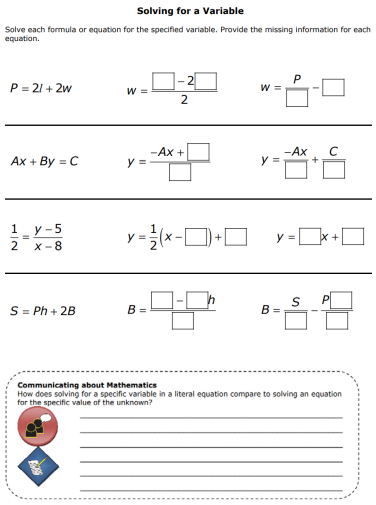
District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
English I (continued)				
TEKS 9.8G **Strand 5—Author's Purpose and Craft** **Grade 9 TEKS Talk Page** I will recognize and describe how author's use rhetorical devices to make their arguments clear. **Guiding Questions:** 1. Why did the author use a particular device? 2. What is the intended effect? 3. How does this device(s) contribute to the author's intended purpose?	**9.8G.** Explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.	**Yes** TEKS/SEs and the resource activity both ask that students explain the purpose of rhetorical devices and how the device used contributed to the author's purpose.	**Yes—DOK 2 Skills and Concepts Resource)** Students were asked to read the text and determine what devices were used to contribute to the author's purpose.	Classroom Activity: • Read the text. • Determine what devise is used. • Determine what the intended effect. • Determine how it contributed to the author's purpose.
Mathematics				
Grade 3				
TEKS 3.4C **Money (District Created)** Scan the QR code and watch the suggested ways to teach the value of the coins and bills. Present the lesson to the students. Check for student understanding throughout the process. (Skip counting) **Suggested Activities:** **TEKS Breakdown:** • Value of a collection of bills and coins ○ Use variety of coins and bills and pictures of coins and bills • 2nd grade only counted to $1.00 • Model counting greatest valued coins first •  $6.00  60 70 25 85 86 80 50 Count value of quarters first, then dimes, nickels, and finally pennies, regardless of order. Total: $6.86 **Suggested Activities:** Would you Rather?  Making Change Make 47¢ in three different ways with either quarters, dimes, nickels, & pennies. Money, Money, Money 3-Act Task	**3.4C.** Determine the value of a collection of coins and bills.	**Yes** Both the TEKS/SEs and resource asked students to determine the value of coins and bills.	**Yes, DOK 2 Skills and Concepts (Resource)** Students were asked to determine the value of the coins and bills in the activities and the TEKS/SEs.	**Classroom Activity:** • Review the TEKS breakdown with the students and check for understanding • Do the suggested activity using coins and bills.

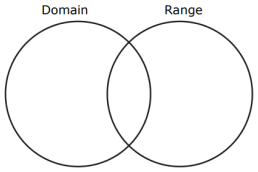
District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 3 (continued)				
TEKS 3.4B Multi-Step Word Problems (©K-5 Math Teacher Resources.com). Watch the instructional talk videos to identify those areas that might be most difficult for students to understand. Use the multi-step word problems to walk through the first two problems, identifying the multi-steps necessary to be successful. Split the students up into small groups, and have them work the 3rd problem together as a team and share out how they found their answer.	**3.4B**. Represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity.	**Partial** Both TEKS/SEs and the resource expect students working with multi-step problems, but there is no mention working with the four operations or using equations with a letter standing for the unknown quantity.	**Yes—DOK 3 Strategic Thinking (Resource)** Both TEKS/SEs and resource use the multi-step problems. Students worked together on the 3rd problem and explained their outcome.	**Classroom Activity:** • Teachers watched videos which identified areas that are often difficult for students. • Work through the sample questions with the students. • Place students in small groups to complete the 3rd problem and explain their answer.
TEKS 3.7E **Grade 3 Instructional Talk Page, Measurement—Weight and Capacity (District Created),** **Conquering Capacity (District Created)** Watch the instructional talks video for clarity and understanding of the concepts to be taught. (See **Weight and Capacity.**) Follow the directions for **Conquering Capacity.** **TEKS Breakdown:** • Determine when it is appropriate to use measurements of liquid volume (capacity) or weight ○ Students learn the differences between measuring something according to how much it can hold versus how much it weighs • Determine liquid volume using units and tools ○ Customary ▪ Ounce, cup, pint, quart, gallon ○ Metric ▪ Milliliter, liter, kiloliters ○ Tools ▪ Known measurement tools such as gallon jug ▪ Measuring tools with measurement marking • Determine weight using units and tools ○ Customary only ▪ Ounce, pound, ton ▪ No metric; TEKS only address weight and not mass ○ Tools ▪ Spring scale ▪ Scale • Second grade only dealt with length measurement; all information will be new to third graders **Lessons** Found Pounds Lesson 3.7E *Wonderful Weighing Lesson 3.7E* *Conquering Capacity Lesson 3.7E* *The Weight is Right Lesson 3.7E* *I Need Milk! Lesson 3.7E* **Activities/Workstations** Capacity Sort / Lineup 3.7E Spin to Fill Not to Spill 3.7E Determining Liquid Volume 3.7E Measurement Attribute Sort 3.7D Weight & Capacity Bingo 3.7D **Integrating Technology** Capacity YouTube 3.7E	**3.7E**. Determine liquid volume (capacity) or weight using appropriate units and tools.	**Yes** The TEKS/SEs and resource activities are focused o determining liquid volume using the appropriate measuring tools	**Yes—DOK 2 Skills and Concepts (Resource)** Students are learning to measure liquid volume and weight.	**Classroom Activity:** • Students are learning how to determine liquid volume, capacity, and using the appropriate measuring tools. • Complete the district created activity.

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 5				
TEKS 5.2C **Module 1, 1.5 Round Decimals. (Page 29)** **Essential Question**—How can you use place value to round decimals to a given place? **Questions:** 1. In part A, which digit is in the place to which you are rounding? 2. How will you decide whether to increase the digit in the rounding place or keep it the same? 3. In part B, which digit is in the place to which you are rounding? 4. How will you decide whether to increase the digit in the rounding place or keep it the same?	**5.2C.** Round decimals to tenths or hundredth.	**Yes** Both the TEKS/SEs and the resource are focused on rounding decimals to tenths or hundredth.	**Yes—DOK 1 Recall and Reproduction (Resource)** Students are asked to round decimals to tenth and hundredth.	**Classroom Activity:** • Review place value and rounding decimals. • How do you determine which digit to round and do you round up or down?
TEKS 5.3K **Module 2, Lesson 1.8 Add and Subtract Money (Page 47)** **Essential Question—**How can the strategy make a table help you organize and keep track of your bank account balance? Have students read the problem. Give them an opportunity to discuss the relationship in the information. Make sure they understand that: • Beginning balance is $442.37. • A deposit and a withdrawal were made after balance of $442.37 was established. • Writing a check decreases a balance. • Making a deposit increases a balance. • Discuss how the table presents the information in an organized, easy to understand way.	**5.3K**. Add and subtract positive rational numbers fluently.	**Yes** TEKS/SEs and the resource are focused on adding and subtracting money, creating tables, balancing the funds in the table, depositing funds, and withdrawing funds to find the balance.	**Yes—DOK 2 Skills and Concepts (Resource)** Students are demonstrating an understanding of adding and subtracting	**Real World / Simulated Real World:** • Students need to design a table to tract the bank account balance. • Allow students to read the problem. Students will discuss in groups the relationship I the information. • Deposit money and write a check for funds, and discuss how the table presents the information in an organized, easy to interpret way.

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 5 (continued)				
TEKS 5.3B **Module 2, 2.2 Multiply by 2-Digit Numbers (Page 61)** Read and discuss the problem. Explain to students that a year is actually 52 weeks and 1 day (2 days in the case of a leap year), but that it is common to complete problems using 52, the number of full weeks in a year. **Guiding Questions:** 1. Why is it important to estimate the answer before multiplying? 2. How is multiplying a 3-digit number by a 2-digit number similar to multiplying a 2-digit number by a 2-digit number? 3. How is multiplying a 3-digit number by a 2-digit number different than multiplying a 2-digit number by a 2-digit number.	**5.3B.** Multiply with fluency a three-digit number by a two-digit number using the standard algorithm.	**Yes** TEKS/SEs and the resource activity are both about multiplying three-digit by two-digit numbers using the standard algorithm.	**Yes—DOK 2 Skills and Concepts (Resource)** Both TEKS/SEs and resource activity address multiplying three-digit by two-digit numbers.	Classroom Activity: • Worksheet—read and discuss the problem. • Answer the guiding questions.
Grade 8				
Pin the irrational tail on the number line (District Created) Use your knowledge of perfect squares to determine rational number approximations for the irrational numbers listed in the first column. Then show the location of each number on the number line. The first one has been done for you.	**8.2B.** Approximate the value of an irrational number, including n and square roots of numbers less than 225, and locate that rational number approximation on a number line.	**Yes** The resource activity and the TEKS/SEs are aligned and focused on irrational and rational number approximations and placing each number on a number line.	**Yes—DOK 2 Skills and Concepts (Resource)** Student determine rational and irrational number approximations.	**Classroom Activity:** • Worksheet • Revisit irrational and rational numbers and place on a number line.

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 8 (continued)				
TEKS 8.12C **Saving for the Future (Created by Texas Council on Economic Development and Plains Capital Bank)** **Grade level 8, Lesson I** Saving for the Future is a 19-page document with multiple activities to be completed prior to the next activity (see Eduphoria for the complete document).	**8.12C.** Explain how small amounts of money invested regularly, including money saved for college and retirement, grow over time.	**Yes** The activity resource book and the TEKS/SEs are aligned and focused on investing money saved.	**Yes—DOK 2 Skills and Concepts (Resource)** Students are learning about investing small amounts of money and how it grows over time.	**Real World/ Simulated Real World** • Workbook • Investing money saved for college or retirement. • Monitoring investment for growth.
TEKS 8.7A **Who's Correct, Region 4 Education Servicing Center** See the sample work problems to solve the equations (see below). **Who's Correct?** Khadijah and Emanie were asked to solve the problem below. A cylindrical glass is 3 inches in diameter and 6 inches high. There are 2 inches of water in the glass as shown below. What is the volume of the water in the glass?  Khadijah and Emanie each solved the problem but came up with different answers. Their work is shown below. Who is correct? Justify your answer. Khadijah's Work $V = 3.14 \times 1.5^2 \times 6$ $V = 3.14 \times 2.25 \times 6$ $V = 42.39$ The volume of the water in the glass is 42.39 cubic centimeters. Emanie's Work $V = 3.14 \times 1.5^2 \times 2$ $V = 3.14 \times 2.25 \times 2$ $V = 14.13$ The volume of the water in the glass is 14.13 cubic centimeters.	**8.7A.** Solve problems involving the volume of cylinders, cones, and spheres.	**Yes** Both TEKS/SEs and worksheet activities are focused on solving problems involving volume of cylinders, cones and spheres.	**Yes—DOK 2 Skills and Concepts (Resource)** Students are solving problems involving volume.	**Classroom Activity:** • Revisit solving problems involving the volume of cylinders, cones, and spheres. • Complete the worksheet on "Who is Correct."

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Algebra I				
TEKS A.5A **Fix the Mistakes, © Region 4 Education Service Center, (Page 107)** Determine the errors that were made; then solve the equations (see below).  **Fix the Mistakes** Elba and Jorge each made an error in in the first two steps of solving the equation $\frac{1}{2}(3x+4)-8=68-6\left(\frac{4}{3}+8x\right)$. Determine the error each student made. Then, solve the equation. Elba's Work $\frac{1}{2}(3x+4)-8=68-6\left(\frac{4}{3}+8x\right)$ $1.5x+4-8=68-8+8x$ $1.5x-4=60+8x$ Error: Jorge's Work $\frac{1}{2}(3x+4)-8=68-6\left(\frac{4}{3}+8x\right)$ $\frac{3}{2}x+2-4=68-8-48x$ $\frac{3}{2}x-2=60-48x$ Error: My Work $\frac{1}{2}(3x+4)-8=68-6\left(\frac{4}{3}+8x\right)$	**A.5A.** Solve linear equations in one variable including those for which the application of the distributive property is necessary and for which variables are included on both sides	**Yes** The TEKS/SEs and the resource activity worksheet are aligned and focused on solving equations in one variable including those for which the application of the distributive property for which variables are included on sides.	**Yes—DOK 2 Skills and Concepts (Resource)** Students are solving equations in one variable including those for which the application of the distributive property.	**Classroom Activity:** • Solving equations • Worksheets with equations that have been calculated incorrectly. They are challenged to rework the equations and find the mistakes.
TEKS A.12E **Solving for a Variable, © Region 4 Education Service Center, (Page 259).** Solve each formula or equation for the specified variable.  **Solving for a Variable** Solve each formula or equation for the specified variable. Provide the missing information for each equation. $P=2l+2w$ $\quad w=\frac{\square-2\square}{2}$ $\quad w=\frac{P}{\square}-\square$ $Ax+By=C$ $\quad y=\frac{-Ax+\square}{\square}$ $\quad y=\frac{-Ax}{\square}+\frac{C}{\square}$ $\frac{1}{2}=\frac{y-5}{x-8}$ $\quad y=\frac{1}{2}(x-\square)+\square$ $\quad y=\square x+\square$ $S=Ph+2B$ $\quad B=\frac{\square-\square h}{\square}$ $\quad B=\frac{S}{\square}-\frac{P\square}{\square}$ **Communicating about Mathematics** How does solving for a specific variable in a literal equation compare to solving an equation for the specific value of the unknown?	**A.12E.** Solve mathematics and scientific formulas, and other literal equations, for a specific variable.	**Yes** Both the TEKS/SEs and the resource worksheets and textbook are aligned.	**Yes—DOK 2 Skills and Concepts (Resources)** Students are able to solve each formula or equation for the specified variable.	**Classroom Activity:** • Solving for a specific variable. • Worksheets/ • Problems to resolve for a specific variable.

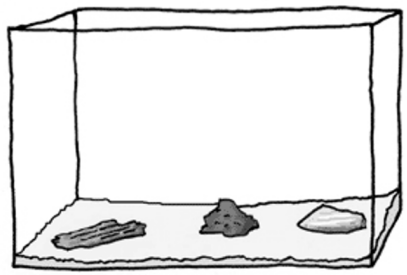
District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Algebra I (continued)				
TEKS A.2A **Domain and Range Graphic Organizer, © Region 4 Education Service Center, (Page 3)** Determine where to place each phrase in the graphic organizer **Domain and Range Graphic Organizer** Determine where to place each phrase in the graphic organizer. Place the corresponding letter in the appropriate place. A. The set of all possible *y*-values B. Can be written using inequalities C. The set of all possible output values D. The set of all possible *x*-values E. In a graph, it is the quantity on the horizontal axis. F. In a graph, it is the quantity on the vertical axis G. Can be written as a set of discrete values H. The dependent quantity I. The independent quantity J. The set of all possible input values  **Communicating about Mathematics** Write a definition for the domain and the range of a linear function based on your graphic organizer.	**A.2A.** Determine the domain and range of a linear function in mathematical problems; Determine reasonable domain and range values for real world situations, both continuous and discrete; and represent domain and range using inequalities.	**Yes** Both the TEKS/SEs and the resource worksheet are focused on determining the domain and range of linear function in mathematical problems; Range values for real world situations both continuous and discrete; and Represent domain and range using inequalities.	**Yes—DOK 2 Skills and Concepts** **(Resource)** Students are using a graphic organizer to document on domain and range values and inequalities.	**Classroom Activity:** • Venn Diagram • Student activity to place each phrase in the graphic organizer based on the TEKS/SEs.

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Science				
Grade 3				
TEKS 3.6A, 3.6B, and 3.6C **Unit 1 and 2 Force, Motion, and Energy** **Topic 1: Forms of Energy, Topic 2: Pushing, Pulling, Magnetism, and Gravity.** Review the academic vocabulary: (new to the grade level) mechanical energy, repel, and gravity. I will statement… • I will use pushing and pulling forces and observe how objective change motion and position. • I will observe how forces change the position of an object. • I will observe how forces are an important part of everyday life, for example, pulling open the door. • I will observe and model the effects of gravity pulling objects. • I will observe and model push and pull forces when using a magnet. Resource to use: *Brainpop Jr.* embedded Pushes and Pulls and Gravity and Magnetism.	**3.6A**. Explore different forms of energy, including mechanical, light, sound, and thermal in everyday life.	**Yes** Vocabulary is only mentioned in the locally developed prerequisite.	**Yes—DOK 1 Recall and Reproduction (Resource)** Students are exposed to the Vocabulary in the locally developed perquisite need.	**Classroom Activity:** • Vocabulary worksheet • Swings, balls, and wagons to demonstrate the pushing and pulling objectives. • Magnets to use for observations of magnetism and gravity.
	3.6B. Demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons.	**Yes** Both the TEKS/SEs and the resource focus on demonstrating and observing position and motion—push and pull.	**Yes—DOK 2 Skills and Concepts (Resource)**	
	3.6C. Observe forces such as magnetism and gravity acting on objects.	**Yes** Both the TEKS/SEs and the resource focus on observing forces.	**Yes—DOK 2 Skills and Concepts (Resource)** Students have the skills and concepts needed to model magnetism and gravity acting on other objects.	

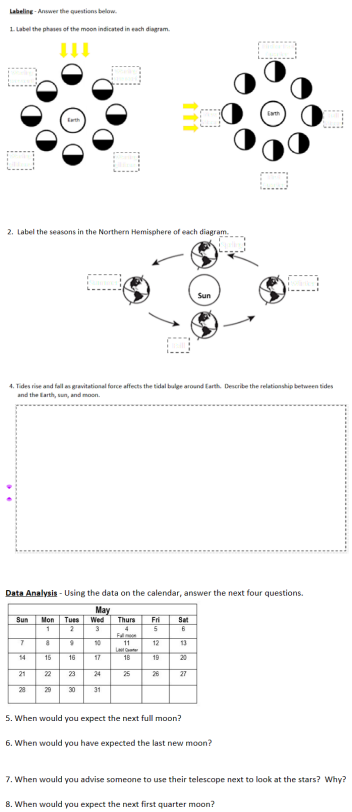
District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 3 (continued)				
TEKS 3.8A, 3.8B, 3.8C and 3.8D **Grade 3: Unit 3 Earth's Cycles and Systems, Term 2 and Term 3, Topic 1—Weather and Topic 2—Objects in the Sky** **Recommended Resources:** • Brainpop Jr. Solar System • Brainpop Jr. Weather • Brainpop Jr. Graphic Organizer "I will statement…" • I will use tools to measure weather conditions. • I will record changes in the weather day-by-day over a period of time, measuring changes in weather conditions. • I will describe and illustrate the Sun. • I will describe the Sun as a star made up of gases. • I will compare models of the Sun, Earth, and Moon, with real objects and identify similarities and differences. • I will create a model of the solar system with real objects and identify similarities and differences. • I will create a model of the planets in the Earth's solar system and show the position of each planet in relation to the sun. • I will model that the planets will orbit the sun, and moons and orbit specific planets. **Review academic vocabulary (new to the grade level):** • Inner planet • Model • Orbit • Outer planet • Planet (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune) Complete the I will statement activities using Brainpop.	**3.8A.** Observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation.	**Yes** Both TEKS/SEs and the resource activities focus on observing and comparing day-to-day weather changes in different locations at the same time.	**Yes, DOK 2 Skills and Concepts (Resource)** Students focus on observing and comparing weather changes in different locations.	**Classroom Activity:** • Journals for recording daily weather in various locations. • Craft supplies to illustrate the Sun as a star. • Craft supplies for constructing models demonstrating the relationship of the Sun, Earth, and Moon.
	3.8B. Describe and illustrate the Sun as a star composed of gases that provide light and thermal energy.	**Yes** Both TEKS/SEs and the resource activities focus on describing and illustrating the Sun as a star composed of gases that provide light and thermal energy.	**Yes—DOK 2 Skills and Concepts (Resource)** Students are able to describe and illustrate the Sun.	
	3.8C. Construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions.	**Yes** Both TEKS/SEs and resource activities construct models that demonstrate the relationship of the Sun, Earth, and Moon.	**Yes—DOK 3 Strategic Thinking (Resource)** Students are able to construct models and describe the relationships between Sun, Earth, and Moon.	
	3.8D. Identify the planets in Earth's solar system and their positions in relation to the Sun	**Yes** Both TEKS/SEs and the resource activities require identifying planets and Sun and creating a model.	**Yes—DOK 1 Recall and Reproduction (Resource)** Students are creating models and identifying the planets and Sun.	

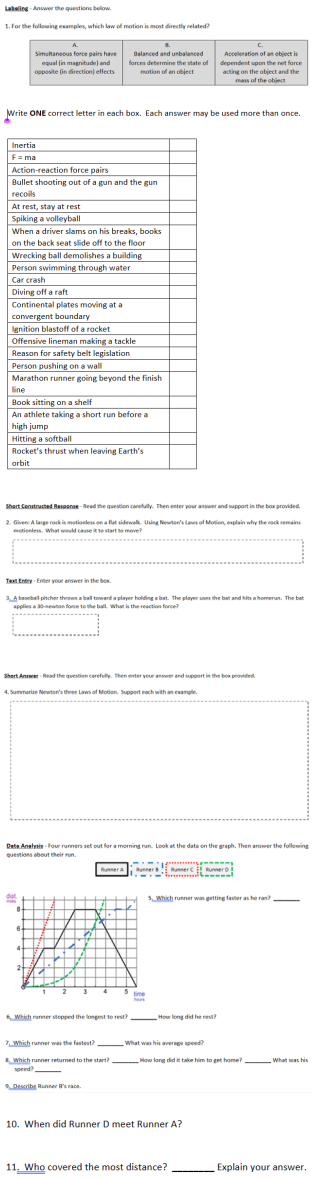
District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 5				
TEKS 5.6D **5.6D. Force Key Lesson**, I will statement: I will design a simple experimental investigation to test the effects of force on an object. **5.6D Force, motion, and experimental Design**. The 2021 approved TEKS/SEs approved was under the title **Force, Motion, and Energy.** The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to: (D) design a simple experimental investigation that tests the effect of force on an object. Activity: 1. Divide into groups of three. Each person will have a key responsibility for the lab. Agree upon which team member will perform which tasks: ○ Rocket Balloon Filler/Launch Specialist ○ Timer/Data Specialist ○ Rocket Balloon Spotter/Recovery Specialist 2. Gather materials and get ready to go to the launch site. When at the launch site, listen for instructions, stay with your group, and follow all school safety rules. 3. The launch specialist inserts the straw or nozzle of the pump into the opening at the neck of the balloon. 4. Pump or blow air into the balloon to the ¼ mark on the Rocket Balloon. Pinch the opening tight with your fingers to prevent air from leaking out. (continued on next page)	**5.6D**. Force and Motion/Experimental Design.	**No** There appears to be some confusion in which TEKS/SE was to be listed in the curriculum/lesson planning document. The TEKS/SEs listed here does not match the TEKS/SE that was listed in the lesson resource activity.	**No**	—

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
(continued from previous page) 5. Hold the Rocket Balloon directly in front with the opening faced downward. Count down "5, 4, 3, 2, 1... ignition!" Release the Rocket Balloon. The timer/data specialist starts the timer at the "ignition" command. 6. The spotter/recovery specialist brings the Rocket Balloon back to the team. The spotter/recovery specialist carefully follows the Rocket Balloon and yells "Touch Down" when it lands on the ground. 7. The timer/data specialist halts the timer when Touch Down occurs. 8. Data is recorded on the data sheet (on the next page). The team can discuss the movement of each launch and record qualitative data with pictures or brief descriptions in the trajectory box on the Motion, Fuel and Flight Duration data sheet. 9. Repeat step 3-9 two more times, so you have a total of three flights for the different fuel amounts. 10. Calculate the average time for each fuel amount. 11. Graph the data on a bar graph. Your data analysis and conclusion should include evidence from your investigation and show knowledge of Newton's Laws of Motion				

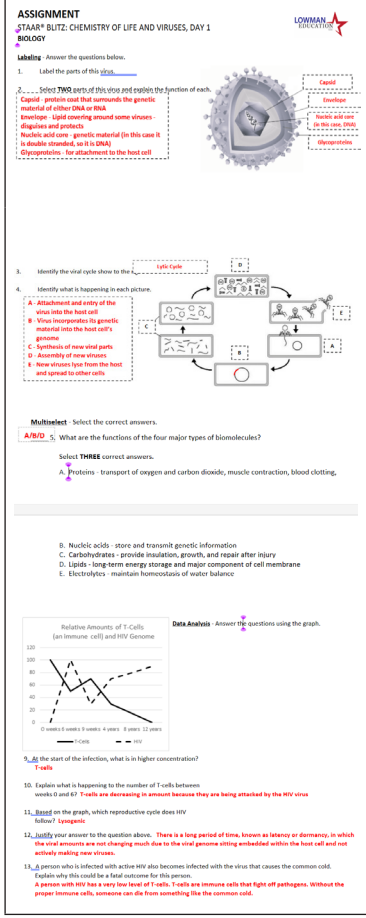
District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 5 (continued)				
TEKS 5.9D **5th Grade Organisms and Environments** **What Happened Before? Vocabulary Connections.** While walking on the beach, you discover a trilobite fossil. Write a short story that tells how the trilobite went from a living thing to washing up at your feet on the beach. Be sure to include at least 5 of the vocabulary words.	**5.9D.** Identify fossils as evidence of past living organisms and the nature of the environments at the time using models.	**Yes** TEKS/SEs and the resource activity focuses on identifying fossils and evidence of past living organisms and the nature of the environments at the time using models.	**Yes—DOK 2 Skills and Concepts (Resource)** Students are asked to focus on writing a short story that tells how the trilobite went from a living thing to washing up at your feet on the beach.	**Meaningful Writing:** • Journal for writing the story. • Vocabulary to be used when writing the story.
TEKS 5.9A **Organisms and Environments—Ecosystem** Follow the directions below and write the short story. The Relationships in an Ecosystem  Look at the empty habitat, using your creative brain, add at least 3 living things (remember to include plants and animals) to this habitat to create an ecosystem. You may decide that it is a land habitat (terrarium) or water habitat (aquarium.) In the space below, describe at least two ways living and nonliving elements are interacting in your ecosystem.	**5.9A.** Observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components.	**Yes** Both TEKS/SEs and the resource activity both expect observing the way organisms live and survive in their ecosystem.	**Yes—DOK 2 Skills and Concepts (Resource)** Students are asked to observe they way organisms live and survive in their ecosystem. They are asked to write a short story as well based on what they observe.	**Meaningful Writing:** • Journal for writing the short story • All the materials needed to create the ecosystem for the organisms that are being observed.

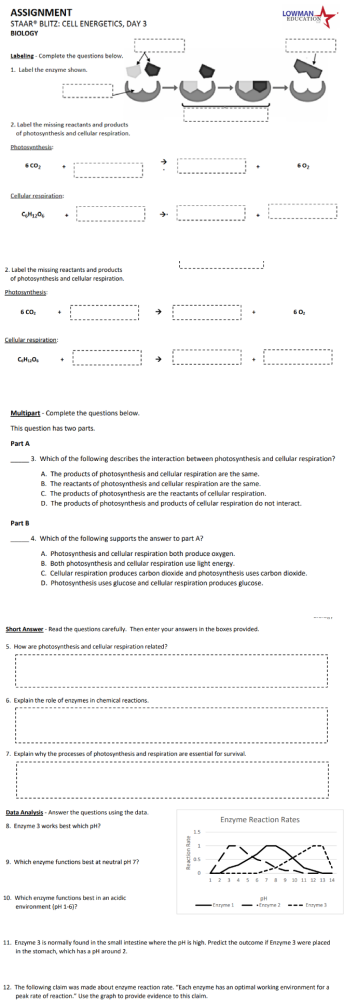
District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 8				
TEKS 8.11A, 8.11B, and 8.11C **Grade 8 Science *STAAR* Blitz. Organisms and Their Environments.** 1. Explain the interdependence of biotic factors in an ecosystem. Support with an example. 2. Choose an ecoregion of Texas. Discuss how three abiotic factors can affect the biotic factors in this region. 3. Choose one other abiotic factor. How could it affect a different ecoregion in Texas? 4. When an environment changes, what happens to individual organisms that live in that environment. 5. If changes to the environment have happened rapidly, like a wildfire or flood, populations do not have time to adapt. Therefore, what happens to organisms? 6. If changes to the environment have occurred slowly, populations have time to adapt, with the "best fit" surviving to reproduce. What adapts: organisms or populations? 7. How are human's dependent on ocean systems? 8. Give three ways human activities affect ocean systems? 9. List 4 to 5 ways humans can negatively impact their watershed. 10. Discuss several reasons biodiversity is good for an ecosystem. 11. How is natural selection different from selective breeding? 12. Ecological succession is the development of an ecosystem over time as it matures into a stable and complex environment. What is the difference between primary and secondary ecological succession? See the PowerPoint presentation.	**8.11A Organisms and Environment.** Investigate how organisms and populations in an ecosystem depend on and may compete for biotic factors such as food and abiotic factors such as quantity of light, water, range of temperatures and soil composition.	**Yes** The resource activities align with the three TEKS/SEs across the activities and questions.	**Yes—DOK 3 Strategic Thinking (Resource)** Students are investigating the various ecosystems, how humans impact the oceans, and other areas of ecosystem impacts.	**Real World/ Simulated Real World and Test-like** • Journal for documenting the areas investigated and answering of questions. • Data gathering • Short answer response to questions.
	8.11B Explore how short and long-term environmental changes affect organisms and traits in subsequent populations.	**Yes** Both the TEKS/ SEs and resource activities focus on environmental changes, long and short-term effects, and how humans impact the ocean ecosystem.	**Yes—DOK 3 Strategic Thinking (Resource)** Students exploring the environmental changes.	
	8.11C Recognize human dependence on ocean systems and explain how human activities such as runoff, artificial reefs, or use of resources have modified these systems.	**Yes** Both TEKS/SEs and resource activities focus on ocean systems and how human behaviors impact the ecosystem.	**Yes—DOK 2 Skills and Concepts (Resources)** Students explore the ocean ecosystem and can explain the impact humans have on the ecosystem.	

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 8 (continued)				
TEKS 8.7A and 8.7B **Grade 8 Science *STAAR* Blitz. Earth and Space. Sun, Moon, and Earth**  **Labeling** - Answer the questions below. 1. Label the phases of the moon indicated in each diagram. Earth Earth 2. Label the seasons in the Northern Hemisphere of each diagram. Sun 4. Tides rise and fall as gravitational force affects the tidal bulge around Earth. Describe the relationship between tides and the Earth, sun, and moon. **Data Analysis** - Using the data on the calendar, answer the next four questions. May Sun Mon Tues Wed Thurs Fri Sat 1 2 3 4 Full moon 5 6 7 8 9 10 11 Last Quarter 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 5. When would you expect the next full moon? 6. When would you have expected the last new moon? 7. When would you advise someone to use their telescope next to look at the stars? Why? 8. When would you expect the next first quarter moon?	**8.7A** Model and illustrate how the tilted Earth rotates on its axis, causing day and night, and revolves around the Sun, causes changes in seasons.	**Yes** Both TEKS/SEs and the resource activities model and illustrate how the titled Earth rotates on its axis.	**Yes—DOK 2 Skills and Concepts (Resource)** Students will model their knowledge of the lunar cycle and the rotation of the earth using the graphics on the worksheets and answering the various questions.	**Test-like:** • *STAAR* worksheets • Calculator • Journal for documenting all that is learned to model or illustrate.
	8.7B Demonstrate and predict the sequence of events in the lunar cycle.	**Yes** The resource activities include graphics to be used to display what students found on the rotation of the Earth, Sun, and Moon. Data charts provide the opportunity to calculate and determine the future of expected new moon, full moon, and first quarter moon.	**Yes—DOK 2 Skills and Concepts (Resource)** Students will be demonstrating their ability to predict the sequence of events in lunar cycle. Data charts help with the calculations for determining the new moon, full moon, and first quarter moon.	

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 8 (continued)				
TEKS 8.6C **Grade 8 Physics II—Newton's Three Laws of Motion.** 	**8.6C.** Investigate and describe applications of Newton's three laws of motion such as in vehicle restraints, sports activities, amusement park rides, Earth's tectonic activities, and rocket launches.	**Yes** Both the TEKS/SEs and the resource activity focus on Newton's three laws of motion.	**Yes—DOK 2 Skills and Concepts (Resources)** Students will focus on defining and understanding Newton's three laws of motion.	**Classroom Activity:** • Newton's Three Laws of Motion worksheets. • Journals for notes • Short constructed responses questions. • Data analysis charts/graphs

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Biology				
TEKS B.8B and B.8C **Classification** **Learning Targets:** • I can categorize organisms using a hierarchical classification system based on similarities and differences shared among groups. • I can compare characteristics of taxonomic groups, including archaea, bacteria, protist, fungi, plants and animals. **Directions for activity:** • Sort cards into groups based on the number on the back → put all of the 1's together, 2's together, etc. • Flip all of your cards in group 1 face up and sort where they belong on the board. • Continue with all 6 sets. Archaebacteria | Eubacteria | Protista | Fungi | Plantae | Animalia Prokaryotes | Prokaryotes | Eukaryote | Eukaryote | Eukaryote | Eukaryote All have cell walls | All have cell walls | Some have cell walls some don't; some have chloroplast some don't | All have cell walls made of chitin; none have chloroplast | All have cell walls made of cellulose; all have chloroplast | No cell walls or chloroplast Unicellular | Unicellular | Most unicellular; some colonial; some multicellular | Most multicellular; some unicellular | Multicellular | Multicellular Autotroph or heterotroph | Autotroph or heterotroph | Autotroph or heterotroph | Heterotroph | Autotroph | Heterotroph Methanogens, halophiles | *Streptococcus, Escherichia coli* | Amoeba, Paramecium, slime molds, giant kelp | Mushrooms, yeasts | Mosses, ferns, flowering plants | Sponges, worms, insects, fishes, mammals 1 1 1 1 1 1 2 2 2 2 2 2 3 3 3 3 3 3 4 4 4 4 4 4 5 5 5 5 5 5 6 6 6 6 6 6 Classification of Living Things DOMAIN | Archaea | Bacteria | Eukarya KINGDOM CELL TYPE CELL STRUCTURE NUMBER OF CELLS MODE OF NUTRITION KEY Classification of Living Things DOMAIN | Archaea | Bacteria | Eukarya KINGDOM | Archaebacteria | Eubacteria | Protista | Fungi | Plantae | Animalia CELL TYPE | Prokaryotes | Prokaryotes | Eukaryote | Eukaryote | Eukaryote | Eukaryote CELL STRUCTURE | All have cell walls | All have cell walls | Some have cell walls some don't; some have chloroplast some don't | All have cell walls made of chitin; none have chloroplast | All have cell walls made of cellulose; all have chloroplast | No cell walls or chloroplast NUMBER OF CELLS | Unicellular | Unicellular | Most unicellular; some colonial; some multicellular | Most multicellular; some unicellular | Multicellular | Multicellular MODE OF NUTRITION | Autotroph or heterotroph | Autotroph or heterotroph | Autotroph or heterotroph | Heterotroph | Autotroph | Heterotroph EXAMPLES | Methanogens, halophiles | *Streptococcus, Escherichia coli* | Amoeba, Paramecium, slime molds, giant kelp | Mushrooms, yeasts | Mosses, ferns, flowing plants | Sponges, worms, insects, fishes, mammals	**B.8B.** Categorize organisms using a hierarchical classification system based on similarities and differences share among groups.	**Yes** The identified learning targets and TEKS/SEs focus on categorizing organisms.	**Yes—DOK 2 Skills and Concepts (Resource)** Students are able to categorize organisms.	**Classroom Activities:** • Categorize organism's worksheets • Characteristics of taxonomic groups worksheets
	B.8C. Compare characteristics of taxonomic groups, including archaea, protists, fungi, plants and animals.	**Yes** The identified learning targets and TEKS/SEs focus on comparing characteristics of taxonomic groups.	**Yes—DOK 2 Skills and Concepts (Resource)** Students are able to categorize organisms and compare characteristics of taxonomic groups.	

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Biology (continued)				
TEKS B.4C and B.10C **Chemistry of Life and Viruses** Complete the following assignment.  ASSIGNMENT STAAR® BLITZ: CHEMISTRY OF LIFE AND VIRUSES, DAY 1 BIOLOGY Labeling - Answer the questions below. 1. Label the parts of this virus. 2. Select TWO parts of this virus and explain the function of each. Capsid - protein coat that surrounds the genetic material of either DNA or RNA Envelope - Lipid covering around some viruses - disguises and protects Nucleic acid core - genetic material (in this case it is double stranded, so it is DNA) Glycoproteins - for attachment to the host cell Capsid Envelope Nucleic acid core (in this case, DNA) Glycoproteins 3. Identify the viral cycle show to the right. Lytic Cycle 4. Identify what is happening in each picture. A - Attachment and entry of the virus into the host cell B - Virus incorporates its genetic material into the host cell's genome C - Synthesis of new viral parts D - Assembly of new viruses E - New viruses lyse from the host and spread to other cells Multiselect - Select the correct answers. A/B/D 5. What are the functions of the four major types of biomolecules? Select THREE correct answers. A. Proteins - transport of oxygen and carbon dioxide, muscle contraction, blood clotting, B. Nucleic acids - store and transmit genetic information C. Carbohydrates - provide insulation, growth, and repair after injury D. Lipids - long-term energy storage and major component of cell membrane E. Electrolytes - maintain homeostasis of water balance Relative Amounts of T-Cells (an immune cell) and HIV Genome 120 100 80 60 40 20 0 0 weeks 6 weeks 9 weeks 4 years 8 years 12 years T-Cells HIV Data Analysis - Answer the questions using the graph. 9. At the start of the infection, what is in higher concentration? T-cells 10. Explain what is happening to the number of T-cells between weeks 0 and 6? T-cells are decreasing in amount because they are being attacked by the HIV virus 11. Based on the graph, which reproductive cycle does HIV follow? Lysogenic 12. Justify your answer to the question above. There is a long period of time, known as latency or dormancy, in which the viral amounts are not changing much due to the viral genome sitting embedded within the host cell and not actively making new viruses. 13. A person who is infected with active HIV also becomes infected with the virus that causes the common cold. Explain why this could be a fatal outcome for this person. A person with HIV has a very low level of T-cells. T-cells are immune cells that fight off pathogens. Without the proper immune cells, someone can die from something like the common cold.	**B.4C.** Compare the structures of viruses to cells, describe viral reproduction, and describe the role of viruses in causing diseases such Human immunodeficiency virus (HIV) and influenza.	**Yes** Both the TEKS/SEs and resource activities are focused on structures of viruses to cells and viral reproduction.	**Yes—DOK 2 Skills and Concepts (Resource)** Students will identify focused structures of viruses to cells and viral reproduction.	**Classroom Activity:** • Worksheets for structures of viruses to cells and for viral. reproduction • Worksheets for levels of organization in the biological systems. • Data and data charts for comparison of viruses and biological systems.
	B.10C. Analyze the levels of organization in biological systems and relate the levels to each other and to the whole system.	**Yes** Both the TEKS/SEs and resource activities are focused on analyzing the levels of organization in biological systems.	**Yes—DOK 2 Skills ad Concepts (Resource)** Students will analyze the levels of organization in the biological systems.	

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Biology (continued)				
TEKS B.9B and B.9C **Biology *STAAR* Blitz: Cell Energetics** Answer the questions on the document below.  ASSIGNMENT STAAR® BLITZ: CELL ENERGETICS, DAY 3 BIOLOGY LOWMAN EDUCATION **Labeling** - Complete the questions below. 1. Label the enzyme shown. 2. Label the missing reactants and products of photosynthesis and cellular respiration. Photosynthesis: $6\ CO_2$ + ____ → ____ + $6\ O_2$ Cellular respiration: $C_6H_{12}O_6$ + ____ → ____ + ____ 2. Label the missing reactants and products of photosynthesis and cellular respiration. Photosynthesis: $6\ CO_2$ + ____ → ____ + $6\ O_2$ Cellular respiration: $C_6H_{12}O_6$ + ____ → ____ + ____ **Multipart** - Complete the questions below. This question has two parts. **Part A** ____ 3. Which of the following describes the interaction between photosynthesis and cellular respiration? A. The products of photosynthesis and cellular respiration are the same. B. The reactants of photosynthesis and cellular respiration are the same. C. The products of photosynthesis are the reactants of cellular respiration. D. The products of photosynthesis and products of cellular respiration do not interact. **Part B** ____ 4. Which of the following supports the answer to part A? A. Photosynthesis and cellular respiration both produce oxygen. B. Both photosynthesis and cellular respiration use light energy. C. Cellular respiration produces carbon dioxide and photosynthesis uses carbon dioxide. D. Photosynthesis uses glucose and cellular respiration produces glucose. **Short Answer** - Read the questions carefully. Then enter your answers in the boxes provided. 5. How are photosynthesis and cellular respiration related? 6. Explain the role of enzymes in chemical reactions. 7. Explain why the processes of photosynthesis and respiration are essential for survival. **Data Analysis** - Answer the questions using the data. 8. Enzyme 3 works best which pH? 9. Which enzyme functions best at neutral pH ?? 10. Which enzyme functions best in an acidic environment (pH 1-6)? Enzyme Reaction Rates Reaction Rate pH Enzyme 1 Enzyme 2 Enzyme 3 11. Enzyme 3 is normally found in the small intestine where the pH is high. Predict the outcome if Enzyme 3 were placed in the stomach, which has a pH around 2. 12. The following claim was made about enzyme reaction rate. "Each enzyme has an optimal working environment for a peak rate of reaction." Use the graph to provide evidence to this claim.	**B.9B.** Compare the reactants and products of photosynthesis and cellular respiration in terms of energy, energy conversions, and matter.	**Yes** Both the TEKS/SEs and the STAAR practice resources are focused on photosynthesis and cellular respiration in terms of energy, energy conversions, and matter.	**Yes—DOK 2 Skills and Concepts (Resource)** Students will be comparing reactants and products of photosynthesis and cellular respiration in terms of energy, energy conversions, and matter.	**Test-Like:** • Worksheets that compare photosynthesis and cellular respiration in terms of energy, energy conversions, and matter. • Worksheet to identify and investigate the role of enzymes. • Fill in the blanks, short answer responses, and data analysis. • Journal for gathering information needed to respond to the worksheet questions.
	B.9C. Identify and investigate the role of enzymes.	**Yes** Both TEKS/SEs and the resource activities focus on identifying and investigating the role of enzymes.	**Yes—DOK 3 Strategic Thinking (Resource)** Students will be able to share the role of enzymes in cell energetics.	

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Social Studies				
Grade 3				
TEKS 3.2A **Grade 3 Lesson 1, What Makes a Community** (Page 22) Read "Why Communities Are Formed." **Questions:** 1. What are some reasons people have formed communities? 2. Why do you think the Pilgrims came to this land to practice their religion freely? 3. What is material well-being? 4. How might people use the water in their community to help them? 5. What happened as people kept building homes, schools, and stores?	**3.2A.** Identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being.	**Yes** The TEKS/SEs and resource activities focus on reasons people have formed communities.	**Yes—DOK 1 Recall and Reproduction (Resource)** Students are able to identify the reasons why people have formed communities.	**Classroom Activity:** • Reading activity – "Why Communities are Formed." • Students need to answer questions in their journals or in small group discussion.
TEKS 3.4C **Grade 3 Lesson 2, Weather Climate, and Forces of Nature** (Page 65) Read "Natural Hazards" and "Background Information." **Questions:** 1. Which physical process takes longer, a hurricane or erosion? 2. Why are volcanoes, hurricanes, and earthquakes referred to as "natural" hazards? 3. What positive effect do volcanic eruptions have? 4. How can a hurricane's strong winds be dangerous? 5. What is the outer layer of Earth called? 6. What effect do earthquakes have on the environment?	**3.4C.** Describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape.	**Yes** The TEKS/SEs and the resource activities are focused on describing the effects of physical processes such as volcanoes, and earthquakes in sharing the landscape.	**Yes—DOK 1 Recall and Reproduction (Resource)** Students are able to describe the effects of volcanoes, hurricanes, and earthquakes in shaping the landscape.	**Classroom Activity:** • Reading activity – "Natural Hazards" and "Background Information." • Answer the questions focused on natural hazard.

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 3 (continued)				
TEKS 3.1C **Lesson 6, Creating a New Nation (Page 134)** Read "Washington D.C." and underline the names of the people who helped create Washington D.C. **Questions:** 1. What are some of the buildings you recognize in the picture of Washington D.C.? 2. Do you predict that Washington D.C. will continue to be a symbol of American Freedom in the future? 3. Why do you think Washington D.C. is not a part of any state in the country? 4. Who was described by the saying: "….first in war, first in peace, and first in the hearts of his countrymen." 5. What was the capital called before it was Washington D.C.?	**3.1C.** Describe how individuals, including Daniel Boone, Christopher Columbus, the Found Fathers, and Juan de Onate, have contributed to the expansion of existing communities or to the creation of new communities.	**N/A** The TEKS/SEs focuses on who the individuals are that have contributed to the expansion of existing communities or to the creation of new communities. The reading activity and questions are focused on buildings and Washington D.C. The focus was not on the individuals.	—	—
Grade 5				
TEKS 5.4G **Chapter 2 Native Peoples of the Americas: Lesson 1 Ancient Cultures (Page 54)** **Comparing and Contrasting**: Have students use details in the text to complete a chart showing similarities and differences between the Olmec and the Maya.	**5.4G.** Identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.	**Yes** The TEKS/SEs are asking for students to identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups. The resource activities focus on comparing and contrasting details from the text to complete a chart showing similarities and differences between the Olmec and the Maya.	**Yes—DOK 3 Strategic Thinking (Resource)** Students will be able to create a chart comparing and contrasting the differences between the Olmec and the Maya.	**Classroom Activities:** • Reading activity • Journal to collect details from the reading for the compare and contrast chart. • Create a compare and contrast chart.

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 5 (continued)				
TEKS 5.4C **Chapter 11, The Nation Grows, Lesson 1 Settling in the West (Page 277)** **Creating a Map**—After students read the chart about two railroads. **Questions:** 1. Why were the Union Pacific workers able to make faster progress? 2. Which line was more dangerous to build? Tell students to use a map of the United States to draw the paths of the Central Pacific and Union Pacific railroads. Have them mark the spot where the two met at Promontory Point in 1869.	**5.4C.** Identify reasons people moved west.	**N/A** The TEKS/SE asked that students identify reasons people moved west. The resource activities are focused on creating maps and building the railroad lines Central Pacific and Union Pacific. The TEKS/SE and the resource activities do not match.	—	—
TEKS 5.20B **Chapter 14, The Modern Era, Lesson 1 The Civil Rights Movement** **Identifying**—Tell students that many southerners did not want African Americans to be allowed to vote. **Questions:** 1. What amendment granted African Americans the right to vote in 1870? 2. How did people try to prevent African Americans in the South from voting?	**5.20B.** Describe various amendments to the US Constitution such as those that extend voting rights of US citizens.	**Yes** Both the TEKS/SEs and the resource activities are focused on amendments to the US Constitution that extend voting rights to US citizens.	**Yes—DOK 1 Recall and Reproduction (Resource)** Students are able to identify and describe amendments to the US Constitution concerning extended voting rights for US citizens.	**Classroom Activities:** • Reading activity • Create a list of US Constitution amendments for extending voting rights of US citizens.

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 8				
TEKS 8.5A **Chapter 10, The Federalists Era, Lesson 2 Early Challenges (Page 303)** **Describing Conflict in the West**—Have students read the section titled "Challenges of the West." Then discuss with students the refusal of some settlers to stay off land that had been given to Native Americans. **Questions:** 1. Which general was sent to restore order in the Northwest Territory? 2. What happened to his army? 3. Who did Washington next send into the Northwest Territory? 4. What did he achieve?	**8.5A.** Describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government.	**Yes** Both the TEKS/SEs and the resource activities focus on major domestic problems faced by the leaders of the new republic. Discuss the reading on "Challenges of the West" and the refusal of some settlers to stay off land that have been given to Native Americans.	**Yes—DOK 2 Skills and Concepts (Resource)** Students are able to identify the various problems faced by leaders of the new republic.	**Classroom Activity:** • Reading activity "Challenges of the West." • Identify the various problems faced by leaders.
TEKS 8.4B **Chapter 6, What Do You Think? (Page 176)** **Paraphrasing Thomas Paine's Position**—Have students read the backgrounds of the two individuals. Then have them read the two excerpts. Ask a volunteer to summarize in their own words and explain the position of Thomas Paine surrounding the issue of declaring independence. What is Paine challenging the reader to do?	**8.4B**. Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.	**Yes** The TEKS/SEs focuses on explaining the roles played by significant individuals during the American Revolution. The resource activities had materials to read backgrounds of two individuals one of which was Thomas Paine.	**Yes—DOK 2 Skills and Concepts (Resources)** Students will be able to identify each individual listed in the TEKS/SEs overtime. The first to summarize in their own words and explain the position of Thomas Paine surrounding the issue of declaring independence.	**Classroom Activity:** • Reading assignment focused on Thomas Paine. • Summarize in their own words and explain the position of Thomas Paine.

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
Grade 8 (continued)				
TEKS 8.5B **Chapter 10, The Federalist Era, Lesson 2 Early Challenges (Page 302)** **Determining Cause and Effect**—Have students describe some of the effects of the growing unrest among the American population during the early republic period. What was the direct cause of the Whiskey Rebellion? Why would people be upset about this new tax?	**8.5B.** Summarize arguments regarding protective tariffs, taxation, and the banking system.	**Yes** The TEKS/SEs focus on summarizing arguments regarding protective tariffs, taxation, and the banking system. The resource activities focused on the Whiskey Rebellion and why people were upset about the new tax.	**Yes—DOK 2 Skills and Concepts (Resource)** Students put together notes on cause and effect and describing some of the growing unrest among the American population during the early republic period. Summarizing arguments regarding protective tariffs, taxation, and the banking system.	**Classroom Activity:** • Reading activity • Journal to collect the various cause and effective issues. • Summarize the arguments regarding protective tariffs, taxation, and the banking system.
U.S. History				
TEKS US.3C **Unit 2, Gilded Age, Lesson 2 Urbanization (Page 154-155)** **Argument**—Take on the role of an urban planner in a major city in the late 1800s. Write a letter to members of the city government listing specific reasons for the importance of setting aside city land for parks and recreational areas.	**US.3C.** Analyze social issues affecting women, minorities, children, immigrants, and urbanization.	**Partial** The TEKS/SE is focused on analyzing social issues affecting women, minorities, children, immigrants, and urbanization. The resource lesson focused on urbanization. They did not focus on social issues affecting women, minorities, children, and immigrants.	**Yes—DOK 3 Strategic Thinking (Resource)** Students will be able to gather research and articulate a letter to city leaders on the need for land to be set aside for parks ad recreational areas.	**Real World/ Simulated Real World** • Reading assignment • Journals to collect the information concerning parks and recreational areas. • Letters are to be written providing specific reasons for setting aside land.

District Resource: Identified TEKS & Resource Description	TEKS and Student Expectations	Content	Cognitive Level	Context Type
U.S. History (continued)				
TEKS US.3A **Unit 2, Gilded Age, Lesson 2 Urbanization (Page 155)** **Debating**—Organize students into two teams and have them debate whether or not Tammany Hall was good for New York City. Assign one team as supporter of Tammany Hall and the growth of political machines and the second team against the work of Tammany Hall and the political machines. Have students conduct research and develop strong evidence to support their views. After the debate, point out the strong and weak points presented by each side of the issue.	**US.3A.** Analyze political issues such as Indian policies, the growth of political machines, and civil service reform.	**Yes** The research collected and journaled is analyzed and used to support the debate between the two teams.	**Yes—DOK 3 Strategic Thinking (Resource)** Students will conduct research and develop strong evidence to support their views. The two teams will debate the details they found in their research to support their side of the argument.	**Real World/ Simulated Real World** • Reading assignment • Journals to document the analysis of political issues such as Indian policies, the growth of political machines, and civil service reform. • Create two debate teams with one assigned to support Tammany Hall and the second team against the work of Tammany Hall.
TEKS US.22A **Chapter 1, Creating a Nation, Lesson 3 Antebellum America (Page 67)** **Visual Skills**—As a class, discuss the ideas that Alexis de Tocqueville wrote about Democracy in America. Ask students to make a chart to explain the five values that de Tocqueville felt were crucial to America's success as a republic: liberty, egalitarianism, individualism, populism, and laissez-faire. The chart should give an example of how each value is displayed in everyday American life. Then have students write a summary about how these American values are unique to the United States.	**US.22A**. Identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution.	**Yes** Both the TEKS/SEs and resource activities focus on identifying and analyzing methods of expanding the right to participate in the democratic process.	**Yes—DOK 3 Strategic Thinking (Resource)** Students gain knowledge through identifying and analyzing Democracy in America and writing a summary of American values that are unique.	**Meaningful Writing:** • Reading activity • Creating a chart to explain the five values that are crucial to America's success as a republic. The chart will provide a display of how each value is in everyday life. • Write a summary about how American values are unique to the U.S.

Key: TA = Topologically Aligned, PA = Partially Aligned, NA = Not Aligned, DOK = Webb's Depth of Knowledge

Data Source: Information provided by Pearland ISD staff

Appendix I: Student Artifacts

Exhibit I.1: List of Courses and Corresponding Grade Level

Grade Level	Core Subject	Course Name
5	**Math**	Grade 5, Grade 5 PAP, Grade 5 ESL/Dual Language, Grade 5 Resource, PEARS
	Science	Grade 5, Grade 5 PAP, Grade 5 ESL/Dual Language, Grade 5 Resource, PEARS
	Social Studies	Grade 5, Grade 5 PAP, Grade 5 ESL/Dual Language, Grade 5 Resource, PEARS
	ELAR	Grade 5, Grade 5 PAP, Grade 5 ESL/Dual Language, Grade 5 Resource, PEARS
6	**Math**	Grade 6, Grade 6 PAP, Grade 6 ESL/Dual Language, Grade 6 Resource, PEARS
	Science	Grade 6, Grade 6 PAP, Grade 6 ESL/Dual Language, Grade 6 Resource, PEARS
	Social Studies	Grade 6, Grade 6 PAP, Grade 6 ESL/Dual Language, Grade 6 Resource, PEARS
	ELAR	Grade 6, Grade 6 PAP, Grade 6 ESL/Dual Language, Grade 6 Resource, PEARS
7	**Math**	Grade 7, Grade 7 PAP, Grade 7 ESL, Grade 7 Resource, PEARS
	Science	Grade 7, Grade 7 PAP, Grade 7 ESL, Grade 7 Resource, PEARS
	Social Studies	Grade 7, Grade 7 PAP, Grade 7 ESL, Grade 7 Resource, PEARS
	ELAR	Grade 7, Grade 7 PAP, Grade 7 ESL, Grade 7 Resource, PEARS
8	**Math**	Grade 8, Grade 8 PAP, Grade 8 ESL, Grade 8 Resource, PEARS
	Science	Grade 8, Grade 8 PAP, Grade 8 ESL, Grade 8 Resource, PEARS
	Social Studies	Grade 8, Grade 8 PAP, Grade 8 ESL, Grade 8 Resource, PEARS
	ELAR	Grade 8, Grade 8 PAP, Grade 8 ESL, Grade 6 Resource, PEARS
9	**Math**	Grade 8 Algebra 1, Algebra 1, PAP Algebra 1, Resource, PEARS
	Science	Biology, PAP Biology, Resource, PEARS
	Social Studies	World Geography, AP Human Geography, Resource, PEARS
	ELAR	English 1, PAP English 1, Resource, PEARS
	LOTE	Spanish 1, PAP Spanish 1, French 1 (Grades 5-12)
10	**Math**	Geometry, PAP Geometry, Algebraic Reasoning, Grade 8 Geometry, Resource
	Science	Chemistry, PAP Chemistry, IPC, Grade 8 IPC, Resource
	Social Studies	World History, AP World History, African American Studies, AP European History, Resource
	ELAR	English 2, PAP English 2, Resource
	LOTE	Spanish 2, PAP Spanish 2 (Grades 5-12)
11	**Math**	Algebra 2, PAP Algebra 2, Pre-Calculus, Resource
	Science	Physics, AP Physics, Anatomy and Physiology, Environmental Systems, Resource
	Social Studies	Psychology, US History, AP US History, AP Psychology, AP Comparative Government and Politics
	ELAR	English 3, AP English Language and Composition
	LOTE	Spanish 3, PAP Spanish 3 (Grades 5-12)

Grade Level	Core Subject	Course Name
12	**Math**	College Prep, Statistics, AP Statistics, AP Pre-Calculus, AP Calculus AB/BC, Multivariable Calculus
	Science	Advanced Animal Science, Forensic Science, Aquatic Science, Astronomy, AP Biology, AP Environmental Science, AP Physics C
	Social Studies	Economics, Government, AP Economics, AP Government
	ELAR	English 4, AP English Literature and Composition
	LOTE	AP Spanish Language and Composition, AP Spanish Literature and Composition, Spanish for Native Speakers

Exhibit I.2: Description of Context Types

Context	Explanation	Examples
Real World/ Simulated Real World	This type of context replicates activities found in the real world. It is often a hands-on activity.	Writing a business letter; building a ramp to measure acceleration and velocity; researching a historical period and designing costumes for a play set in that period; planning a travel itinerary; creating a budget using salary and expense information; learning songs in a target language.
Test-like	This context replicates activities and tasks from released test items or from other exit exams in use by the district, such as AP exams. It allows students to practice skills prior to the test. It is important to note that quizzes and tests from a classroom setting do not necessarily fall into this category.	Marking a bubble sheet; selecting from multiple-choice items; constructing a short answer; writing an extended response; fill-in-the-blank and true/false questions.
Classroom Activity	This context is comprised of activities that are unlikely to be found outside a classroom.	Vocabulary worksheets; answering questions at the end of a chapter; solving math problems; marking geographical features on a map; labeling parts of a cell; locating examples of figurative language in a poem; fill-in-the-blank worksheets.
Meaningful Writing	This context requires students to use higher-order thinking skills to complete the writing. The writing is usually of an extended nature.	Researching, formulating, and defending a position; analyzing and critiquing a piece of literature; hypothesizing, testing, and evaluating a theory or premise; writing a personal narrative utilizing techniques learned in class.
©2023 CMSi		

Exhibit I.3: Prevalence of Diverse and Inclusive Texts in K-12 ELA Artifacts

Grade	Diverse/Inclusive	Neutral	Not Diverse/Inclusive	Undetermined
PK-4	George Washington Carver Matrimonio de Gatos The School Play Dragons de Nubes Clarisa Perdio Sonrisa Song to Mothers Is TikTok Good for Kids? Let Them Play	Maple Shoot in the Pumpkin Patch Green Door Three Little Pigs* Biggest, Strongest, Fastest Good Night Noche en Sonora Mount Everest Speaks Autumn The Day the Crayon Quit The Problem with Plastic Straws*	The Mitten Ready Freddy Tooth Troubles Armpit of Doom One Man Band The Big-Word Girl	Lots of Snow Something New* Concrete Cola* Bundling Up* Two Dinners* In the Shadow of a Volcano Stingers*
Total	**27% (8/30)**	**33% (10/30)**	**17% (5/30)**	**23% (7/30)**
5-8	Maniac Magee*** Back in Time for Dessert Swarm The Magic Marker Mystery Ode to el Molcajete Teenagers Slam, Dunk and Hook Mother and Son Dear Basketball by Michael Jordan Dear Basketball by Kobe Bryant	A Snake Named Rover The Plastic Problem Jeans Nation The Rise of Backpacks The Dainty Dragon	Dark Water Rising Monsters are due on Maple Street The Hitchhiker The Hitchhiker O Captain! My Captain One Saturday I'm Nobody! Who are You?	Marshal Makes Sense The Witch* Nine Gold Medals What My Name Means Diary of Hannah Potts* Into the Underworld* At Terezin
Total	**35% (10/29)**	**17% (5/29)**	**24% (7/29)**	**24% (7/29)**

Grade	Diverse/Inclusive	Neutral	Not Diverse/Inclusive	Undetermined
9-12	Slam, Dunk and Hook They Called us Enemy Kindred We Real Cool Long Way Down A Raisin in the Sun Prisoner B-3087 Letter from Birmingham Jail	Can you Spot a Scam? Wind and Rain The Soul Selects Her Own Society Success is Counted Sweetest Tell All the Truth but Tell It Slant Because I Could Not Stop for Death Schooled: The Price of College Sports I Hear America Singing All Animals Are Equal	The Importance of Being Earnest The Christmas Truce The Christmas Truce of 1914 Oedipus Rex The Moon Landing (undelivered Richard Nixon speech) The Most Dangerous Game The Challenges of Life Tending Roses Sister The Scarlet Ibis Lord of the Flies Never let Me Go No Man Is an Island The Great Gatsby Twelfth Night The Story of an Hour A Piece of Steak Medea Frankenstein Brave New World The Canterbury Tales Macbeth	Tea Party* The Importance…* Othello Murder on Middle Beach*
Total	**19% (8/43)**	**21% (9/43)**	**51% (22/43)**	**9% (4/43)**
Overall	**25% (26/102)**	**24% (24/102)**	**33% (34/102)**	**18% (18/102)**

*Title mentioned only; no evidence of excerpt for reading.
**Neutral narrator (animal). White author.
*** Supporting character of color, main character is White

Note: Some percentages may not equal 100% due to rounding.

Exhibit I.4: Additional Notes on Diversity/Inclusion of Texts

Texts Mentioned in Artifacts	Genre	Notes
Elementary (PK-4)		
The Mitten	Fiction	Ukrainian folklore. Author is White.
George Washington Carver	Informational text/ nonfiction	Author is unknown. Subject is Black.
Lots of Snow	Fiction	Authors are white. Subject matter is unknown.
Ready Freddy Tooth Troubles	Fiction	Author is white. Main character is White.
Matrimonio de Gatos	Poetry	Author is Hispanic. Main characters are animals.
The School Play	Short Story	Author is Hispanic. Main characters are Hispanic.
Dragons de Nubes	Poetry	Author is Hispanic. Main character is a child.
Maple Shoot in the Pumpkin Patch	Poetry	Author is White. Main character is a tree.
Clarisa Perdio Sonrisa	Poetry	Author is Hispanic. Main character is Hispanic. (Teachers Pay Teachers resource)
Something New*	Unknown	Author is unknown. Part of HMH resource. Undetermined diversity.
Green Door	Poetry	Author is White. Undetermined diversity.
Three Little Pigs*	Fiction	Author of this version is unknown. Main characters are animals.
Concrete Cola*	Unknown	Author is unknown. Cannot locate. Undetermined diversity.
Armpit of Doom	Fiction	Author is White. Main character is White.
Biggest, Strongest, Fastest	Informational text/ nonfiction	Author is White. Subject matter is animals.
Bundling Up*	Unknown	Information is not available. (Teachers Pay Teachers resource)
Two Dinners*	Unknown	Information is not available.
One Man Band	Short film	Main characters are White.
Good Night	Poetry	Author is White. Undetermined diversity.
The Big-Word Girl	Poetry	Author is White. Main character is white.
In the Shadow of a Volcano	Informational Text/ nonfiction	Author is unknown. Undetermined diversity.
Stingers*	Unknown	Author is unknown. Cannot locate. Undetermined diversity.
Noche en Sonora	Poetry	Author is White. Subject matter are animals. Translated.
Song to Mothers	Poetry	Author is Hispanic. Undetermined diversity.
Mount Everest Speaks	Poetry	Author is White. Main character is the mountain.
Autumn	Poetry	Author is White. Undermined.
Is TikTok Good for Kids?	Argumentative text	Author is unknown. Pictures depict a Black family. (Scholastic resource)
The Day the Crayon Quit	Fiction	Author is White. Main characters are crayons.
Let Them Play	Argumentative text	Author is White. Main character is Black.

Texts Mentioned in Artifacts	Genre	Notes
The Problem with Plastic Straws*	Argumentative text	Author is unknown. Subject matter is about plastic straws. Neutral.
Total Number of Texts for Elementary		**30**
Middle School (5-8)		
Maniac Magee***	Fiction	Author is White. Main character is White. Supporting characters are Black.
Marshal Makes Sense	Fiction	Author is White. Undetermined if main character is of a marginalized group due to illustrations.
Back in Time for Dessert	Fiction	Author ethnicity is unknown. Illustrations show that the main characters are Black.
A Snake Named Rover	Poetry	Author is White. Main character ethnicity is unknown.
The Plastic Problem	Informational text	Author is White. Subject matter is neutral.
The Witch*	Unknown	Author is unknown. No information available.
Jeans Nation	Nonfiction	Author is White. Information about jeans. (Scholastic resource.)
The Rise of Backpacks	Nonfiction	Author is White. Information about backpacks. (Scholastic resource.)
Nine Gold Medals	Poetry	Author ethnicity is unknown. Character ethnicity is unknown.
Swarm	Poetry	Author is Caribbean American. Character ethnicity is unknown.
The Magic Marker Mystery	Fiction	Author is Hispanic. Main character is Hispanic.
The Dainty Dragon	Fiction	Author is unknown. Main character is a dragon.
What My Name Means	Poetry	Author ethnicity is unknown.
Diary of Hannah Potts*	Unknown	Author is unknown.
Dark Water Rising	Fiction	Author is White. Main character is White. Some supporting characters are Black.
Monsters Are Due on Maple Street	Teleplay	Writer is White. Cast members are White.
The Hitchhiker	Teleplay	Writer is White. Cast members are White.
The Hitchhiker	Radio Play	Author is White. Ethnicity of characters is unknown.
Into the Underworld*	Unknown	Author is unknown. Information about characters is unknown.
Ode to el Molcajete	Poetry	Author is Hispanic. Character information is unknown.
Teenagers	Poetry	Author is Hispanic. Character information is vague.
Slam, Dunk and Hook	Poetry	Author is Black. Poem may depict a Black character.
Mother and Son	Poetry	Author is Black. Poem may depict a Black family.
Dear Basketball by Michael Jordan	Letter	Author is Black.
Dear Basketball by Kobe Bryant	Letter	Author is Black.
O Captain! My Captain	Poetry	Author is White. Character ethnicity is unknown.

Texts Mentioned in Artifacts	Genre	Notes
One Saturday	Poetry	Author is Filipino. Character ethnicity is unknown
At Terezin	Poetry	Author is unknown. Character ethnicity is unknown.
I'm Nobody! Who are You?	Poetry	Author is White. Character ethnicity is unknown.
Total Number of Texts for Middle School		**29**
High School (9-12)		
The Importance of Being Earnest	Play	Author is White. Main characters are White.
Tea Party*	Unknown	Author is unknown. Information is unknown
The Christmas Truce	Poetry	Author is White.
The Christmas Truce of 1914	Poetry	Author is White.
Oedipus Rex	Greek Tragedy	Author is ancient Greek.
The Importance…*	Unknown	Author is unknown. Information is unknown
Can you Spot a Scam?	Informational text	Author is White.
Slam, Dunk and Hook	Poetry	Author is Black. Poem may depict a Black character.
The Moon Landing (undelivered Richard Nixon speech)	Speech	Author is White.
The Most Dangerous Game	Short Story	Author is White. Main characters are White.
The Challenges of Life	Video Series	Author is unknown. Subject matter are animals. Narrator is Black. (Teachers pay Teachers resource.)
Tending Roses	Fiction	Author is White. Main characters are White.
Sister	Poetry	Author is White. Narrator is White.
The Scarlet Ibis	Short Story	Author is White. Main characters are White.
They Called us Enemy	Nonfiction	Author is Japanese American.
Lord of the Flies	Fiction	Author is White. Main characters are White.
Kindred	Fiction	Author is Black. Main character is Black.
Never let Me Go	Fiction	Author is Japanese British. Main characters are White.
Othello	Tragedy	Author is White. Ethnicity of main character is ambiguous.
No Man Is an Island	Poetry	Author is White.
The Great Gatsby	Fiction	Author is White. Main characters are White.
We Real Cool	Poetry	Author is Black. Alludes to Black community.
Twelfth Night	Romantic Comedy	Author is White. Main characters are assumed White.
Wind and Rain	Short Story	Author is Japanese. Main character is Japanese.
The Soul Selects Her Own Society	Poetry	Author is White. Subject is ambiguous.
Success is Counted Sweetest	Poetry	Author is White. Subject is ambiguous.
Tell All the Truth but Tell it Slant	Poetry	Author is White. Subject is ambiguous.
Because I Could Not Stop for Death	Poetry	Author is White. Subject is ambiguous.
Long Way Down	Fiction	Author is Black. Main character is Black.
Schooled: The Price of College Sports	Film	Directors are White. Narrator is White. Contains some Black actors.

Texts Mentioned in Artifacts	Genre	Notes
A Raisin in the Sun	Drama	Author is Black. Main characters are Black.
Prisoner B-3087	Fiction	Author is Jewish. Main character is Jewish.
The Story of an Hour	Short Story	Author is White. Main character is White.
A Piece of Steak	Short Story	Author is White. Main character is White.
Letter from Birmingham Jail	Letter	Author is Black.
I Hear America Singing	Poetry	Author is White. Subject matter is ambiguous.
All Animals Are Equal	Article	Author is White. Uses analogies from civil rights movement to make point.
Medea	Tragedy	Author is White. Ancient Greek play.
Frankenstein	Fiction	Author is White. Main character is White.
Murder on Middle Beach*	Unknown	Author is unknown. Unknown information.
Brave New World	Fiction	Author is White. Characters are assumed White.
The Canterbury Tales	Fiction/Poetry	Author is White. Characters are assumed White.
Macbeth	Tragedy	Author is White. Main characters are assumed White.
Total Number of Texts for High School		**43**

Appendix J: Explanation of Classroom Teacher and Student Activity, Student Grouping, Effective Instructional Strategies, Types of Knowledge

Exhibit J.1: Explanation of Recorded Classroom Teacher Activity, Student Activity, and Student Groupings

Predominant Teacher Instructional Behavior	
Assisting students	Refers to a teacher working with students in pairs, small lab groups, or individually about specific steps or actions the student(s) should take, not simply providing praise or feedback.
Direct instruction: Student-centered	Refers to the teacher facilitating or conducting whole group activities where students are actively engaged in discussion or generating and answering high-level questions.
Direct instruction: Teacher-centered	Refers to the teacher verbally giving instruction to or leading the entire class through a learning activity; e.g., lecture, demonstration, overhead projector, or low-level questioning.
Giving directions	Refers to the teacher orally giving directions to the whole group or a small group of students for an upcoming classroom activity.
Individual instruction	Refers to a teacher sitting with one student, teaching, reteaching, or otherwise meeting a student's individual needs.
Monitoring students	Refers to the teacher circulating about the classroom, visually monitoring the students as they work, but not interacting with them.
Not engaged with students	Refers to the teacher seated at his/her desk without students; e.g., correcting papers, taking attendance, reading, or doing other paperwork or computer work.
Small group/pairs	Refers to the teacher working with a group of not more than 1/3 of all students in the classroom. Examples include working with reading groups; centers; students in groups doing problem-solving; doing a mini-lesson/tutoring; or targeted direct instruction.
Predominant Student Learning Activity	
Seatwork/ Worksheet (low level)	Refers to students completing a prepared worksheet or answering textbook questions.
Practice activity (applying the learning)	Refers to students practicing or applying what they learned during instruction. Includes using algorithms to solve new (but contextually same) problems. May be individual, in pairs, or in small groups.
Listening (passive)	Refers to students listening to a lecture or directions given by the teacher without opportunity to actively participate in a discussion. Includes situations where the teacher is asking low-level questions that require only short, factual answers or choral responses.
Listening (active and participating)	Refers to students listening to the teacher or other students while actively involved in discussion and meaningful questioning. Includes opportunities where students are allowed to discuss with their peers, such as "turn and talk," before answering whole group.
Writing (high level)	Refers to the majority (<2/3) of students in the class writing independently or in small groups. Writing means complete sentences to paragraphs/multi-page essays, not worksheet/fill in the blank or formulaic. High-level writing could be on a worksheet, if open-ended and engaging (as with certain graphic organizers).
Writing (low level)	Refers to students either copying from the board or from a book.
Reading (whole class or small groups)	Refers to at least two-thirds of the students in the class reading the same book silently or in small groups.

Predominant Student Learning Activity (continued)	
Reading (individual choice)	Refers to at least two-thirds of the students in the class reading a book of their choice to themselves.
Speaking (presenting, answering, high level questions)	Refers to an oral presentation that can be given as an individual or as part of a group. It also might add components of technology such as a slide show, video clip, or audio recording. Visual aids and teaching tools are used to further enhance the spoken words.
Small group collaborative work	Refers to students working with a group that is less than approximately one-third of the total number of students in the classroom or with a partner. Examples include reading groups, centers, students in groups trying to solve mathematical or science problems by deciphering information or analyzing data, or completing assigned projects together.
Project (high level)	Refers to learning as a building process designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world.
Lab/hands-on	Refers to students completing a science lab procedure or other hands-on type of learning experience. Not limited to only science lab procedures.
Working with manipulatives or models	Refers to students, typically in pairs or small groups, using manipulatives or models such as foldables or math manipulatives to explore concepts.
Computer work	Refers to more than half the class actively using computers as part of their assigned work.
Watching video	Refers to students passively sitting and watching a video, with no accompanying written work (note-taking, analysis, etc.).
Taking test	Refers to students taking a test.
Transition	Refers to students transitioning from one activity to another, such as putting away materials or moving to another location in the room to begin another activity.
Warm-up/review	Refers to students working on a warm-up activity at the beginning of a class period or reviewing previously learned objectives.
Predominant Student Grouping	
Individual work low level	Refers to students completing seatwork/worksheets on their own, without collaboration with others.
Individual work high level	Refers to students working at their desks individually on work that is meaningful and higher-level cognitively. Includes analyzing information, planning and goal setting, or creating written or visual products.
Large group: Student-centered	Refers to students involved as a whole class in a common activity that includes students actively participating with the teacher and with each other.
Large group: Teacher-centered	Refers to students involved as a whole class in a common activity that could include receiving direct instruction, watching a movie, listening to a lecture, watching a demonstration, etc.
Pair/small group work	Refers to students working with one or more other students.
At learning stations/centers	Refers to students rotating to different small groups, while the teacher works with a small group of students or assists individuals.

©2023 CMSi

Exhibit J.2: Explanation of Effective Instructional Strategies

Effective Instructional Strategies
1. +Specific learning goals/objectives ❑ Clearly identifies the learning targets for the lesson; explicitly identifies (with students or for students) the desired learning ❑ Has students set personal learning goals for a given lesson or unit of instruction—e.g. "I want to know…." ❑ Uses rubrics, checklists, and other tools to define what on-level performance of the learning/ standard(s) looks like/requires
2. **+Students have VOICE and CHOICE—content is made personally (and culturally) relevant** ❑ Connects new learning to students' prior knowledge and experiences ❑ Encourages students to make personal connections to the content and learning from their everyday lives/experiences ❑ Gives students many and varied opportunities to choose how to explore, practice, and/or demonstrate their learning, collaboratively and individually ❑ Makes all learning relevant, by connecting to authentic experiences from real life (students' real life)
3. +Corrective feedback ❑ Provides feedback in an ongoing basis during the lesson and for all student responses ❑ Includes in feedback a specific explanation of why an item/response is correct or incorrect. Gives feedback on how to improve or correct an incorrect response. ❑ Uses, when appropriate, academic feedback—"your response is correct because…."
4. +Advance organizers, anchor charts, concept maps ❑ Sets the stage for new content to prepare students for the learning. ❑ Furnishes students with a clear vision of the learnings to come with a meaningful reason for mastering the learning, such as how it fits into the big-picture of their world around them and personal interests. (e.g. a problem that needs solving, a current scenario, a recurring human theme, a unit of study, a link to something students want to know, etc.) ❑ Provides "structuring comments" to help students organize the learning—what, why, and how—what they are going to experience, the value of learning (how the student benefits), and the approaches to be used (Berliner) ❑ Provides an organizational structure for the learning, identifies connections across concepts or skills (develops schema)
5. **+Nonlinguistic representations, physical models (real world)** ❑ Provides visuals representing facts, skills, and concepts: physical models, drawings, kinesthetic activities, pictures and pictographs, and concrete representations (realia and manipulatives) ❑ Uses strategies that build on students' innate visualizing of knowledge, mental pictures ❑ Connects abstract ideas and concepts (such as language, oral or written) with concrete representations (such as visuals or realia)
6. +Kinesthetic activities to promote student understanding ❑ Engages students in physical activities to model, represent, and/or practice knowledge, concepts, and skills ❑ Has students actively practice the learning, individually or collaboratively
7. Modeling of processes, thinking practices, reflecting and metacognitive skills ❑ Models for students the processes and cognitive practices to be learned by students: uses think-alouds, reflective questioning, and metacognitive strategies ❑ Provides opportunities for students to share their metacognitive processing, and provides opportunities for students to share those processes—knowledge of one's own thinking or learning ❑ Uses reflection and metacognition to review learning and provide closure

Effective Instructional Strategies
8. +Well-constructed cooperative learning ❑ Has clearly communicated positive interdependence in two key responsibilities: learn the assigned material and ensure that all members of the group learn the assigned material. 1. Each group member's efforts are required and indispensable for group success (i.e., there can be no "free-riders"; accountability is ensured). 2. Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities. ❑ Has considerable promotive (face-to-face) interaction-- individuals encouraging and facilitating each other's efforts to achieve, complete tasks, and produce, in order to reach the group's goals/complete the assigned product ❑ Requires from all students individual accountability and personal responsibility to achieve the group's goals ❑ Frequently uses relevant interpersonal and small-group skills ❑ Frequently has students engage in group processing and interaction, to improve the group's future effectiveness
9. +Ample wait time ❑ Never rushes to answer questions, allowing students ample time to think about a question or problem ❑ May use cues, but still waits for students to attempt an answer ❑ Avoids putting a single student "on the spot" or uncomfortable; wait time is not used punitively when a student does not know an answer
10. +Students summarizing/synthesizing ❑ Provides opportunities for students to summarize in their own words the essence of text or an experience in as few words as possible in a new, yet concise form ❑ Requires students to analyze information, organize it in a way that captures the main ideas and supporting detail, and to synthesize the information ❑ Has students summarize information in different ways, including deleting information that isn't important to the overall meaning of the text/reading/selection, substituting some information, and keeping only the most salient information
11. Reinforcement of effort & recognition ❑ Reinforces effort and provides recognition of progress made ❑ Delivers praise contingently ❑ Notes the specific concepts, skills, knowledge that were evident in the context of feedback on performance ❑ Shows spontaneity, variety and other signs of credibility that suggest clear attention to the student's effort and accomplishment ❑ Recognizes and affirms attainment of specified performance criteria (which can include effort) ❑ Encourages a growth mindset in students by acknowledging their accomplishment in relation to the effort they expended and affirms growth in their thinking and learning ❑ Uses students' own prior accomplishments as the context for affirming present accomplishments and ongoing growth ❑ Gives recognition of noteworthy effort or success at personally challenging tasks ❑ Attributes success to effort and learned skills, reinforcing students' self-efficacy and belief in their ability to be successful in future learning scenarios ❑ Fosters students' intrinsic motivation to learn ❑ Avoids competition or comparisons with others

Effective Instructional Strategies
12. Cues and prompts ❑ Provides cues and hints to aid in student performance ❑ Provides prompts to remind students of relevant information or experience and familiar concepts or skills ❑ Provides probes or inquiries for more depth of learning ❑ Connects learning to familiar, broader concepts
13. Effective questioning strategies/deep discussion ❑ Asks questions that focus on the critical attributes of the student expectations; avoids questioning students about extraneous matters ❑ Poses questions throughout the lesson, asking questions frequently during class discussion ❑ Uses questioning to personalize the learning: teachers connect new learning to students' personal backgrounds and experiences, as well as their prior learning ❑ Uses questions that call for deep thinking and that have no single correct answer. Such questions lead to a natural "tension," and encourage critical thought and problem solving connected to the desired learning ❑ Addresses questions to the entire class rather than a single student ❑ Engages students in asking questions of one another ❑ Uses adequate wait time, allowing students time to process their thinking ❑ Distributes response opportunities widely ❑ Affirms student responses—acknowledges correct response, elaborates on an answer, for partially correct responses or invites elaboration from other students. Responds to the part that is correct and solicits the fully correct response through rephrasing or giving clues; affirms thinking of all contributors, even when "wrong" ❑ Uses redirection and probing as part of classroom questioning and keep these focused on salient elements of students' responses ❑ Avoids vague or negative responses to student answers during recitations ❑ During recitations, uses praise sparingly and makes certain it is sincere, credible, and directly connected to the students' responses
14. Writing to learn ❑ Students practice writing about their learning, to explore their understanding, probe into what more they wish to learn, and to practice their writing skills ❑ Writing is seen as a process through which students can learn about the targeted concepts or skills, not as the end-skill itself (similar to discussion). ❑ Writing is used as a platform for collaborative discussion, such as chat rooms, Google Classroom, etc.
15. Close reading/annotating ❑ Students practice reading difficult text, noting key ideas and vocabulary to more effectively access and comprehend a text's main point ❑ Students highlight or mark text to better understand key ideas, note evidence, and remember main points ❑ Students practice noting evidence in the text for conclusions or inferences

Effective Instructional Strategies
16. Building academic vocabulary ❑ Pre-teaches vocabulary for a unit of study/piece of literature ❑ Presents a brief explanation or description of the term/phrase ❑ Characterizes the word and how it is typically used; explains the meaning in everyday language when presenting new words ❑ Assists students in making personal connections (from background, experiences) to each new vocabulary word ❑ Identifies examples and applications and non-examples and non-applications related to the meaning of the vocabulary term (Ellis, 2002) ❑ Facilitates paraphrasing of new term's definitions so students identify the core idea associated with the meaning of the term and its distinguishing features (Ellis, 2002) ❑ Presents a nonlinguistic representation of the new term/phrase ❑ Has students generate their own explanations/descriptions of the term/phrase ❑ Has students create their own nonlinguistic representation of the term/phrase—associating an image, diagram, or icon with the new term/phrase ❑ Asks students to periodically review the accuracy of their explanations and representations for a term/phrase ❑ Teaches new terms in context of meaningful subject-matter and facilitates discussion on that term (Ellis, 2002) ❑ Creates multiple formats in which students can use and elaborate on the meaning of new vocabulary terms (Ellis, 2002)
17. Students taking notes/interactive notebook ❑ Expects synthesized notes that identify most important ideas, rather than having students copy what is said or on screen ❑ Has a consistent approach to having students take notes ❑ Employs a student notebook, for students to record new information and continue with previous ideas (can be electronic)
18. Students identifying similarities and differences (comparing/classifying, metaphors/analogies) ❑ Presents students with explicit guidance in identifying similarities and differences ❑ Asks students to independently (individually or collaboratively) identify similarities and differences ❑ Represents similarities and differences in graphic or symbolic form ❑ Has students compare and contrast ideas and concepts in relation to new learning and/or prior learning ❑ Has students group things that are alike into categories on the basis of their characteristics, citing criteria used to decide on categories ❑ Has students construct metaphors (basic pattern in a topic and find another topic that appears to be different, but has the same basic pattern) ❑ Has students construct analogies (identify relationships between pairs of concepts)
19. Students generating and testing hypothesis, explaining conclusions (by students) ❑ Has students generate and test hypotheses, including processes of systems analysis, invention, experimental inquiry, decision making, and problem solving ❑ Asks students "what if?" as they plan and conduct simple investigations (e.g., formulate a testable question, make systematic observations, and develop logical conclusions)
20. Other (please specify)
Key: + = strategies that are also effective with Emergent bilingual students
©2023 CMSi

Exhibit J.3: Types of Knowledge

Type of Knowledge	Definition/Example
Factual Knowledge	The basic elements students must know to be acquainted with a discipline or solve problems in it (e.g., technical vocabulary, musical symbols).
Conceptual Knowledge	The interrelationships among the basic elements within a larger structure that enable them to function together (e.g., periods of geologic time, Pythagorean theorem, law of supply and demand, etc.).
Procedural Knowledge	How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods (e.g., painting with watercolors, whole-number division, interviewing techniques, scientific method, etc.).
Metacognitive Knowledge	Knowledge of cognition in general as well as awareness and knowledge of one's own cognition (e.g., outlining as a means of capturing the structure of a unit of subject matter in a textbook, knowledge of the different types of tests, cognitive demands of different tasks, etc.).
©2023 CMSi	

Appendix K: Pearland ISD Feeder Patterns

Challenger » Silverlake » Silvercrest »	Rogers MS »	Berry Miller JH »	DHS
Massey Ranch » Magnolia » Carleston »	Jamison MS »	PJH South »	DHS PHS
Lawhon » Harris » Cockrell »	Sablatura MS »	PJH West »	DHS PHS
Harris » Shadycrest » Rustic Oak »	Alexander MS »	PJH East »	PHS

Appendix L: Walkthrough Forms

Exhibit L.1: Math 5-8 Walkthrough Forms

Math 5 - 8 Walkthrough Checklist

Name: **Appraiser:**
Date:
School:
Grade: **Subject:**

Math:

Small Group Instruction	Problem Solving Process	Student Centered Activity
TEKS-Based Vocabulary	Mathematical Communication Amongst Students	Word Wall

Evidence of district initiatives:

Math Arcs	Higher Level Questioning	TEKS-Based Lesson Aligned with Scope & Sequence
Differentiation	Technology Integration	

Teacher was:

Modeling a task	Interacting with students	Working with a small group
Assisting individual students	Facilitating Student Activity	

Students using:

Manipulatives	Calculators	Reference Charts
Graphic Organizers	Textbooks	

Comments

Comments

Exhibit L.2: Science K-5 Specialist Walkthrough Form

Science Specialist Walkthrough K-5

Name: **Appraiser:**
Date:
School:
Grade: **Subject:**

Science Curriculum

- District Warm-Ups
- Key Science Investigation
- Student-Centered Instruction
- Word Wall
- Lab Investigation/Inquiry
- Small Group Instruction
- Interactive Notebook
- Purposeful Process Skills Focus
- Hands-On Activity
- Implementation of Safety Standards
- District Initiative Vocabulary

Evidence of District Initiatives

- Differentiation
- TEKS-Based Lesson Aligned with Scope & Sequence
- Technology Integration
- Clear I Will Statement/2.0
- Higher Level Questioning

Teacher Was

- Assisting Individual Students
- Varying Questioning Strategies
- Facilitating Student Activity
- Modeling a Task
- Making Connections for Learning
- Giving Direct Instruction
- Working with Small Group

Students Were

- Applying Knowledge
- Engaged in Scientific Discourse/Argumentation
- Conducting Investigation
- Self-Directed in Learning

Feedback

Exhibit L.3: T-TESS Walkthrough Form

T-TESS Walkthrough Domains 1-3

Name: **Appraiser**
Date:
School:

Instructions: Check Proficient descriptors observed and provide evidence/comments.

Domain I: Planning

Dimension 1.1: Standards and Alignment

	Observed
Goals aligned to standards	
Integration of technology	
Activities & materials relevant, sequenced	
Objectives aligned to lesson goal	

Dimension 1.2: Data and Assessment

	Observed
Formal/Informal assessments	
Specific, timely feedback	
Use of data in planning instruction	

Dimension 1.3: Knowledge of Students

	Observed
Connections to prior learning & experience	
Adjusts instruction to address strengths & gaps	

Appendix M: Research Snapshot—Investing in the Primary Grades

Investing in the Primary Grades

The earliest grades of any school system represent an unparalleled opportunity for districts to have lasting impact not just on academics, but also the post-educational lives and successes of their students. This opportunity is so great, that it's not an overstatement to recommend that districts wishing to maximize their resources should focus a substantial portion of them toward grades PK-3. This is where we need the most experienced teachers and the smallest class sizes, and the most focused interventions. The payoff for such an investment is substantial.

The first opportunity offered by the primary grades is that of aggressive intervention. Achievement gaps are smaller in the primary grades, offering educators a chance get children up to the level of their peers more quickly.[1] Failure to do so results in the gaps becoming increasingly larger and harder to fix. This opportunity to aggressively address gaps is one reason why class sizes should be smaller and primary teachers highly competent. It's also where classroom aides should be deployed wherever possible, to increase the capacity for individual attention. Beginning in Kindergarten, the early grades also offer the chance to screen for dyslexia. Estimates of dyslexia rates range between 1-2 for every 10 children. Dyslexia often manifests as "reading problems" in the early grades, a vague descriptor but one which should be regarded as the proverbial canary in the coal mine. The sooner it's identified the faster the student can begin receiving targeted help and the less likely s/he is to fall behind.[2]

Another opportunity investing in the lowest grade levels offers is the long-term effect those investments have on students—effects that impact their employment, their earning potential, their higher education, even their health as adults. Two separate studies looked at early childhood education programs, which were designed to either increase IQ scores or increase test scores. In the IQ program, a 3- and 4-year-old preschool focused on hands-on engaging activities and real-world experiences as well as helping parents understand how to support their learners. In the test score program, the study was on how class size and teacher experience impacted test scores for Kindergarteners. Interestingly, both studies reached similar conclusions: the effect of both was to raise test scores and IQ scores, but the results faded by about age 8, at which point the students in the programs looked about like their peers. From an academic standpoint, both programs were a failure. But: later researchers—who were economists, not educators—followed the participants in the study into their adult lives and found some startling effects: students had better jobs and higher wages, lived in better neighborhoods, were more likely to have attended college, had more stable families and marriages, and even had better overall health.[3,4]

In the case of the IQ program, the students attended for 2 hours a day, 5 days a week for 42 weeks a year when they were 3- and 4-years-old. One economist estimated that the return on investment for this type of public policy initiative was 13% for every dollar spent. The full report notes that another positive effect was in the area dubbed "personality skills:" the reduction of antisocial, aggressive behaviors.[5] In the test score program, the only variables that had measurable effects were class size and the experience level of the teacher, which is important because those are two variables that are easy to control.

©2023 CMSi

Investing in the Primary Grades (continued)

The primary grades offer the biggest bang for the buck available in education. Nowhere else will the deployment of resources offer this degree of opportunity, this level of return, or this type of lasting benefit for students.

---

[1] Hammond, Z. Culturally Relevant Teaching and the Brain: Promoting Authentic Engagement and Rigor in Culturally and Linguistically Diverse Students. 2014. Corwin.

[2] The Hidden Cost of Dyslexia. https://curriculumsolutions.net/blog/2019/09/15/the-hidden-cost-of-dyslexia/

[3] Diplomas vs. GEDs: The role of Grit in Education. https://curriculumsolutions.net/blog/2019/08/20/diplomas-vs-geds-the-role-of-grit-ineducation/

[4] The $300,000 Kindergarten Teacher. https://curriculumsolutions.net/blog/2020/03/01/the-300000-kindergarten-teacher/

[5] Heckman, J., et al. “Understanding the mechanisms through which an influential early childhood program boosts adult outcomes.” American Economic Review 2013. http://www.umass.edu/preferen/You%20Must%20Read%20This/HeckmanAER2013.pdf

©2023 CMSi

Appendix N: Research Snapshot—Targeted Approaches for Success

Targeted Approaches for Success

The efficacy of intervening early and aggressively to close learning gaps for children of color and students in poverty is clear. What may not be so clear is how to intervene. What is going to offer the best chance of actually realizing the goal of improved achievement for these marginalized students? Research that's been around for decades offers four solid recommendations:

Universal High Quality PreK: Multiple studies have concluded that very early intervention can prevent negative outcomes for low-income students. Attendance at a centers-based preschool was linked to higher emerging literacy scores for advantaged and disadvantaged students alike.[1] But studies also showed that students of color attend preschool at lower rates than white students and when they do attend, have less ability to attend high quality preschool programs.[2] Many are serviced through Head Start, which is a funding source rather than a specific intervention strategy and so produces uneven results. Attending a high-quality PreK program affords these students more opportunity to catch up to their peers. There is even some research showing that it is better to delay kindergarten enrollment in favor of attending at least one year of PreK, even if the student qualifies for kindergarten enrollment by age.[1]

Focus on Early Literacy: Reading is a lynchpin skill. As students move up the grades, more and more of their learning is reading-dependent. A gap in reading skills, if not addressed early, can have a negative academic impact on the rest of a student's education. Research shows that grade 1 reading ability is highly predictive of grade 11 reading ability[3], so the very earliest years of school—PreK and Kindergarten—are a critical span for developing early literacy skills. Explicitly teaching decoding and comprehension skills, including writing activities, and utilizing literary and informational texts to increase knowledge and vocabulary prepares children for later learning. Ensuring that all students achieve competency in reading should be the primary focus of districts wishing to close gaps and improve performance.

Treat Everyone Like They're gifted: A piece of research from the 1980s took students who had been passed over for the GT program using traditional identifiers and sought to identify those who were potentially gifted. They used a battery of identifying techniques, including peer interviews: "Who tells the best stories?" "Who always knows the answers?" "Who is really good at building things?" Once they identified this group of potentially gifted kids, they spent the rest of the year treating them like they were gifted: lots of choice, going deep on topics that interested them, a variety of ways to demonstrate learning, emphasis on critical thinking. And they offered lots of support in areas where the students' skills were still emerging, mainly verbal and writing help. At the end of the year, 40% of the group went on to be identified as gifted using the traditional identifiers—a phenomenal proportion. As a side benefit, the racial and ethnic makeup of the group reflected the racial and ethnic makeup of the school without the need to manipulate selection.[4] This is the power of student-centered learning.

©2023 CMSi

Targeted Approaches for Success (continued)

Sustain Interventions Over Time: Additional research concluded that intensive intervention sustained over a lengthy time frame resulted in sustained intellectual growth.[1] In other words, the interventions can't be a one-and-done model. They must be carefully applied throughout PreK and the primary grades to ensure that the progress made "sticks." There is evidence that short term interventions—just in PreK or Kindergarten, for example—have positive long-term effects on things like income, family stability, good jobs, stable housing, likelihood of attending college, and so on.[5] These are not inconsiderable things, to be sure. But those short-term interventions did not produce lasting academic benefit in terms of test scores; performance gaps resumed after a brief interval. Only long-term application of interventions produces long-term academic improvement.

---

[1] Gandara, P. Lost Opportunities: The Difficult Journey to Higher Education for Underrepresented Minority Students. UC-Davis, 2000 https://www.nap.edu/read/10186/chapter/10#236

[2] Rothwell, J. Black and Hispanic kids get lower quality PreK. The Brookings Institution. June 2016 https://www.brookings.edu/blog/social-mobility-memos/2016/06/29/black-and-hispanic-kids-get-lower-quality-pre-k/

[3] Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability 10 years later. Developmental Psychology, 33(6), 934–945.

[4] https://curriculumsolutions.net/blog/2020/10/01/the-power-of-potential/

[5] https://curriculumsolutions.net/blog/2020/03/01/the-300000-kindergarten-teacher/

©2023 CMSi

Appendix O: Recommended Organizational Charts

Exhibit O.1: Recommended Table of Organization: Pearland ISD, Executive Leadership (Superintendent)

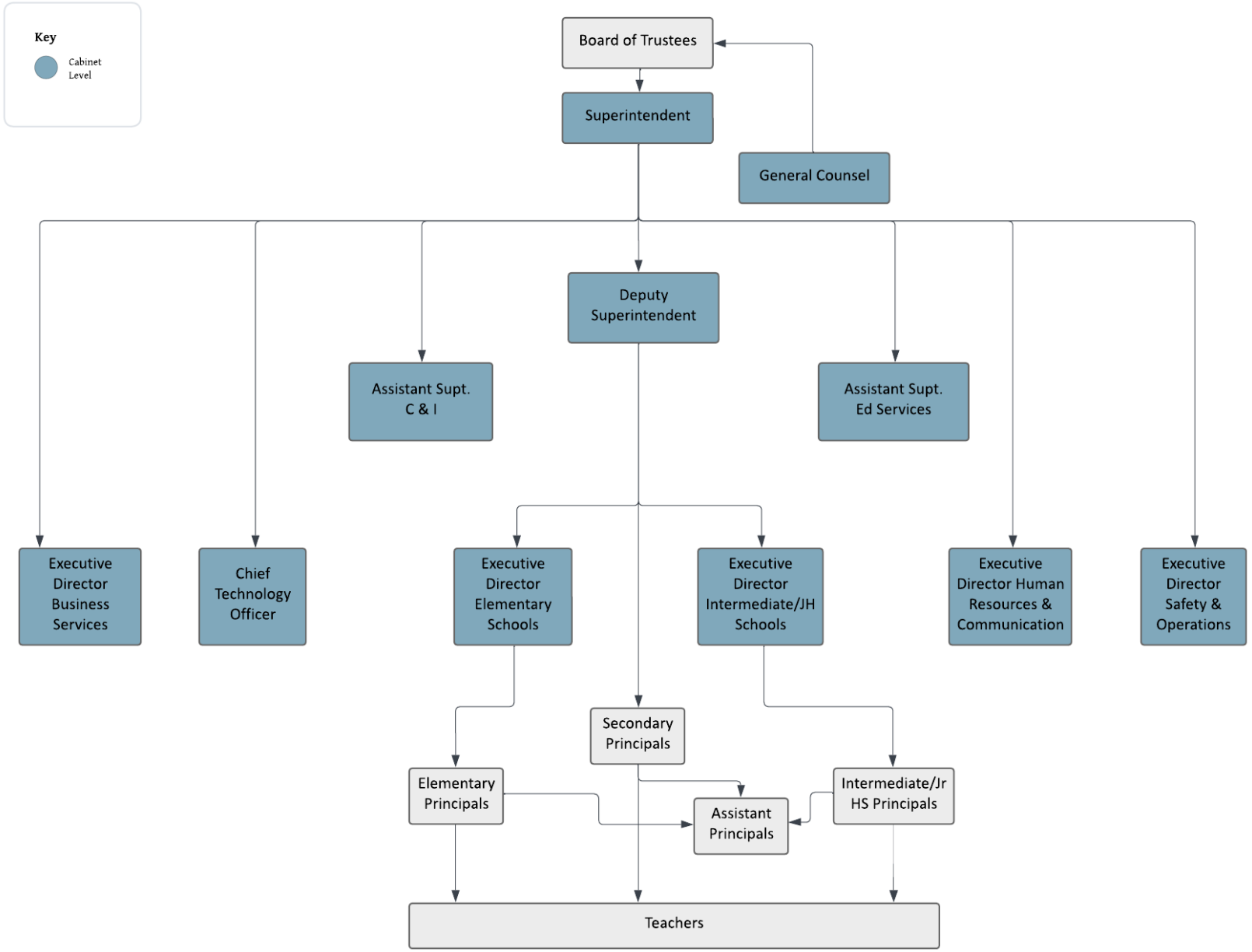
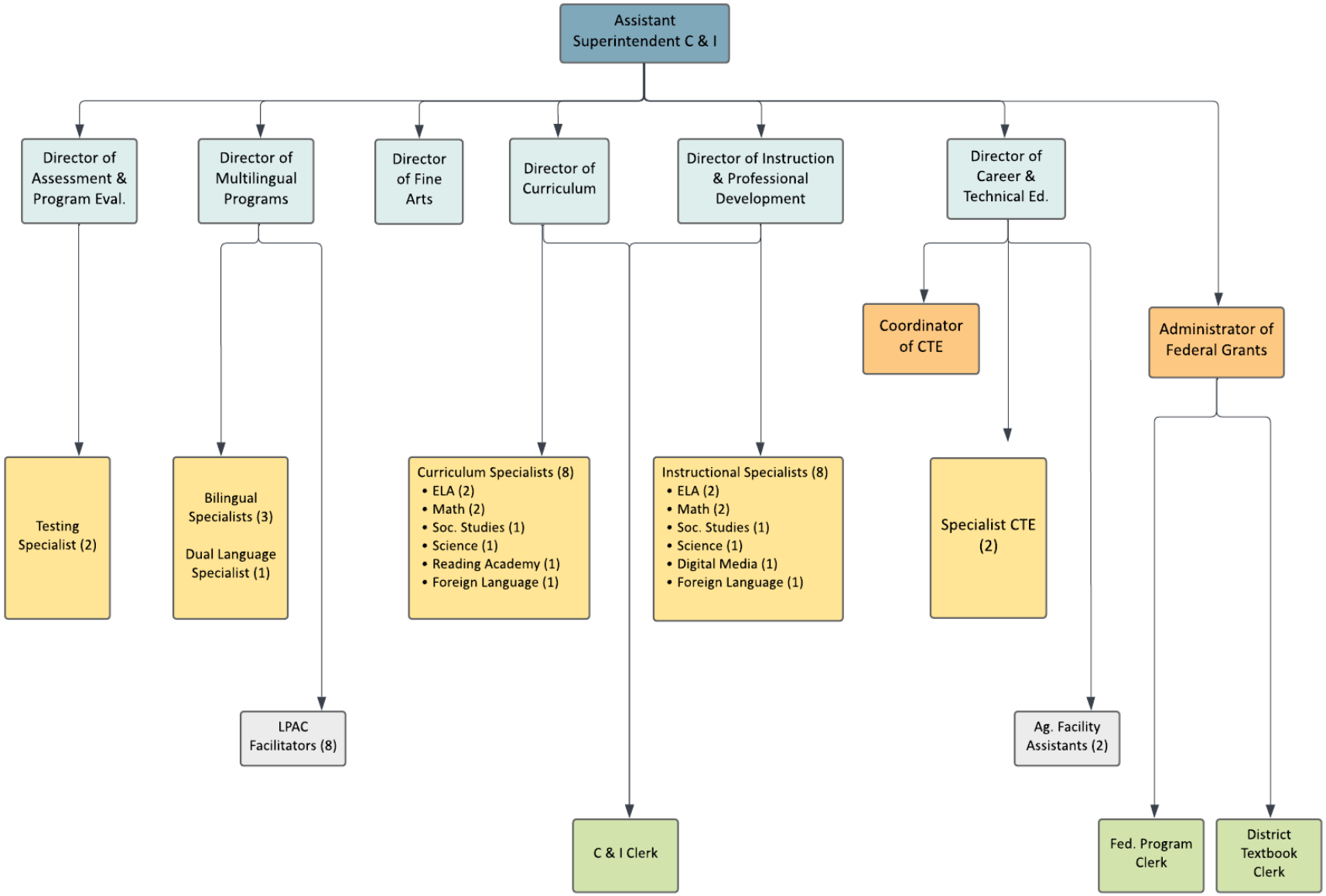


Exhibit O.2: Recommended Table of Organization: Curriculum and Instruction



Appendix P: Research Snapshot—Cognitively Engaging Curriculum

Cognitively Engaging Curriculum

Cognitively engaging curriculum provides activities that are appropriately challenging intellectually while also being relevant and interesting to students. Unfortunately, there is a long-standing and incorrect belief that before children can engage in higher-order thinking, they must spend time learning "the basics." These are often activities of low-intellectual demand and of little relevance or interest to students. They often manifest as worksheets, sometimes large packets of worksheets, for students to complete. Some "basics" are necessary for certain outcomes: automaticity in mathematical operations such as addition and subtraction, for example. But the basics are not necessary to engage in higher-order thinking.

All students—all people, really—learn better when they are interested in the material. They will retain more of the content and be able to apply it to other areas of learning if it connects with what they already know or can do. Work that is appropriately challenging provides satisfaction to the learner when s/he achieves success. How, then, can districts ensure that teachers provide these types of activities that engage the higher-order functions and are relevant to the students?

1. **Hands-on, Real World activities:** consider two 4th grade activities dealing with soil properties. In one classroom, the students read a 4-page handout on soil properties and take notes in the margin. At the end, they take a 10 question true/false quiz. In the other classroom, students find bags of different soil types at their work-stations and a container of water. They are instructed to put the soil samples in cylinders and pour water through them, recording what they observe. Then they draw conclusions about the properties of the different types of soil and select the one they think would be best for growing plants in and explain in writing why they chose that sample. The second activity is going to be more memorable because of the novelty of handling dirt in class. The students did the experiment (Applying) rather than reading about it (Remembering and Understanding). Additionally, they had to draw conclusions from their observations (Analyzing) and select the best one for plants (Evaluating) and defend their selection in writing (Creating). One thing to note: an activity can be hands-on but not cognitively challenging. The challenge lies in interpreting the activity in some way.

2. **Student Choice:** This is one of the easiest ways to ensure interest in the content. By providing a selection of topics for projects or essays or presentations, the student can self-direct into areas of greater relevance. Student choice can also provide for differentiation when the teacher offers a variety of ways to demonstrate mastery. All ways, however, should involve making meaning and using higher-order thinking skills.

©2023 CMSi

Appendix Q: Curriculum STEPS and Components

Steps in Curriculum Guide Development

Preliminary work (preparing for writing)

1. Review research
2. Backload from tests: for alignment, information for units
3. District data analysis
4. Program/content-area specific guidelines

<table>
<tr><td colspan="3">1. Establish philosophy, vision for classrooms (curriculum delivery)
1.5 Establish content area-specific (or program) parameter expectations</td><td rowspan="5">Prioritizing, Defining, Pacing, and Sequencing the WHAT</td></tr>
<tr><td colspan="3">2. Select format, non-negotiable components for the guide in its entirety (not unit); consider the structure of the curriculum</td></tr>
<tr><td rowspan="4">3. Sequence and bundle/ cluster standards and objectives (scope and sequence)</td><td rowspan="4">4. Categorize, prioritize, and refine the standards into objectives (scope and sequence)</td><td>5. Define focus for the units; begin defining unit plan format</td></tr>
<tr><td>6. Develop year-long overview for the grade level or course (year-at-a-glance)</td></tr>
<tr><td>7. Develop sequence of instruction within units (identify “micro” bundles, such as subunits, instructional modules, learning experiences, etc.)</td></tr>
<tr><td>8. Develop and select assessments and related tools: performance-based, formative, progress monitoring, etc.</td></tr>
<tr><td colspan="3">9. Include suggested student activities (differentiation and rigor)—supports, interventions, and extensions</td><td rowspan="5">Suggestions for the HOW</td></tr>
<tr><td colspan="3">10. Include suggested strategies, approaches, and model lessons (differentiation, rigor, and integration of subgroup approaches)—supports, interventions, and extensions</td></tr>
<tr><td colspan="3">11. Identify key resources/materials needed (differentiation, rigor, authenticity) for all suggested approaches/activities</td></tr>
<tr><td colspan="3">12. Train, Pilot, Train!—ALL building personnel; focus on how to plan instruction using the curriculum</td></tr>
<tr><td colspan="3">13. Monitor, coach, support—ALL building personnel</td></tr>
</table>

A Curriculum Guide:

Pieces of the Whole

What goes in a curriculum guide? What is the structure?

Key Components: Objectives, Assessments, Prerequisites, Suggested Resources/Materials, Suggested Strategies and Approaches, Sample Student Activities/Tasks

Structural Components	
Introductory Material	a. Table of Contents b. Philosophy, Beliefs, Vision c. Subject/Content area vision, philosophy, guidelines (emphasize vision/ philosophical considerations that impact teaching and learning) d. Model for Planning Instruction (e.g., ML model)—how to use data to differentiate for needs e. Instructional Strategy Framework: What are the strategies/approaches the district endorses? For example, is SIOP a major focus of professional development? What are the 5-7 most critical strategies/approaches? f. The Instruction BLOCK: For example, in primary reading, what is the expectation for the literacy block? What are its components? What does each component represent and why is it included, such as to reflect the gradual release of responsibility model? Or the 5E model in science? This gives new teachers a model for how to use instructional time. g. Notes on USING the guides; how to lesson plan; additional professional resources that are available, etc.
Course or grade level overview	Year-at-a-glance, single page overview of the pace/sequence of the units, performance assessments, and/or subunits, etc.
Scope and Sequence	Pre-K sequence of all objectives in a subject area, prioritized by essential/priority and supporting objectives
Units	The is the main component of which teachers PLAN INSTRUCTION. All components are present and organized into a pace, sequence, and prioritized plan from which teachers can plan their daily lessons.
Appendices	a. Model Lessons b. Menu of Strategies c. Professional resources/aids d. Samples of Student Work/Exemplars e. Assessment Instruments, Rubrics f. Sample Lessons (video)

Appendix R: Research Snapshot—The Fallacy of Test Prep

The Fallacy of Test-Prep

Districts and teachers want to give their students the best shot at doing well on the test—especially since test scores are used as measures of accountability that affect many aspects of districts, including funding and self-governance. Intensive test preparation that replicates the upcoming exams seems like a logical move. Unfortunately, the actual practice of intensive test preparation is ineffective and detrimental to student learning. Here's why:

- **It "reallocates" instruction to tested areas**, usually reading and math. This means students miss out on whole domains that are crucial vectors for background knowledge and vocabulary.[1] We see this often as social studies and science are often minimized because they are only infrequently tested at the state level. Since vocabulary and background knowledge are predictors of academic success, children are deprived of the very things that would help them most.
- **It reduces cognitive challenge**. Because test formats are typically multiple choice, teachers assume that most of what is assessed is at the lowest levels cognitively—remembering and understanding (DOK 1). However, data indicate that the most widely missed questions are those requiring analysis or other higher-order thought (DOK 2 or 3). Many purchased test prep materials are not aligned to the cognitive demands or specific contexts of the test, so students are not prepared for the higher-order thinking these questions demand. If children are taught to "go high," they can handle the demands of a cognitively low test, but if they are only taught to "go low," cognitively demanding questions will be a stumbling block.
- **It reduces the complexity of instruction**—the depth to which concepts are taught. In one study on Algebra I teachers, test prep was "associated with a quarter of a standard deviation decline in complex math teaching."[2]—that's one study and it's not a huge effect, but it's an area that is already fairly aligned to state standards; less aligned content areas could see larger effects.
- **It curtails new learning**. If a district or school stops all new instruction to focus on test prep in the 4-6 weeks prior to the test (which many district do), students don't get several weeks of learning they might otherwise have gotten. All that lost learning reduces opportunities to build critical background knowledge and vocabulary.
- **It leads to student disengagement**; what one researcher characterized as "acting out, zoning out, or dropping out.[3] This is directly related to the lack of cognitive challenge and the intense pressure to memorize content.
- **It reduces retention**. Disengagement brought on by the stress and boredom of test prep works against retention, especially long-term retention, of concepts, and since most test contexts are not representative of the real world, they aren't engaging in **authentic** demonstrations of learning and are even less likely to carry knowledge into life after school.

©2023 CMSi

The Fallacy of Test-Prep (continued)

- **It fundamentally warps the intent of instruction**. Test prep focuses on indicators rather than causes[4]—whether the students got the answers correct instead of what incorrect answers indicate: a lack of understanding of concepts necessary to demonstrate mastery of the standards. Test prep can result in score inflation 3 to 6 times greater than a child's actual mastery of concepts and skills. The implications of that are sobering: districts end up with kids who can "game" a test but don't have sufficient mastery to apply learning in other classes or the real world. The other effect is even more sobering: because of the test prep employed, the validity of the measuring instrument (the test) is now wrong. What was a measure of what kids know now becomes a measure of other things—ability to pay attention to the test prep lessons, to understand how specific items work, and how to best guess if you don't know the answer, and so on. The scores you get don't reflect what kids actually know or can do.[5]
- **It doesn't work**. NCLB research has shown that gains were **absent** in ELA and only modest in 4th and 8th grade math, and they didn't last.[6]

Intensive test prep is misplaced effort. Instead, teachers need clear definitions of mastery for all content areas that specify what a child should know or be able to do to demonstrate mastery. Once those are in place, they need formative assessments and benchmark exams—short, diagnostic assessments that let them gauge progress toward mastery and adapt instructional practices accordingly to provide more support, reteaching, or enrichment as the results dictate. Additionally, one of the measures shown to increase scores without test prep is more teaching. If the time devoted to test prep were instead devoted to more instruction in all the content areas, scores would also improve. Students would get 4-6 more weeks of learning each year that would expand their knowledge base and vocabulary and help them do better across all metrics—not just the test.

---

[1] https://www.chalkbeat.org/2018/1/19/21104211/why-one-harvard-professor-calls-american-schools-focus-on-testing-a-charade.

[2] Blazar, D., & Pollard, C. (2017). Does Test Preparation Mean Low-Quality Instruction? Educational Researcher, 46(8), 420–433.

[3] Willis, Judy. Bad for the brain: Goodbye to unsustainable education models. In Edutopia. San Rafael, CA: The George Lucas Educational Foundation. June 2012.

[4] McTighe, J. Beware of the Test Prep Trap. https://jaymctighe.com/wp-content/uploads/2011/04/Beware-of-Test-Prep-.pdf . March 1, 2017.

[5] https://www.chalkbeat.org/2018/1/19/21104211/why-one-harvard-professor-calls-american-schools-focus-on-testing-a-charade.

[6] ibid.

©2023 CMSi

Appendix S: Research Snapshot—Ending Economic Isolation in Schools

Ending Economic Isolation in Schools

Economic isolation in schools occurs when one or more school buildings in a district ends up with high proportions of students in poverty, defined as students eligible for Free and Reduced Lunch (FRL).

This can occur for several reasons, but a prevalent one is the policy of the neighborhood school. This policy holds that children are better served by schools in their neighborhood, often citing shorter bus rides and the ability to attend school with one's neighbors as benefits or defaulting to parent choice. All things being equal, this might be true, but many communities are home to areas, sometimes large areas, of economic disadvantage. These neighborhoods become the catchment areas for the local schools, and as such have a larger than average number of socioeconomically disadvantaged students. What happens then is that districts may have schools that are 70% or more in poverty and schools that are only 40% or less in poverty. Sometimes whole districts are comprised of only poor neighborhoods, often located close to districts comprised of only affluent neighborhoods. Since these areas of economic disadvantage have lower property values, schools in these neighborhoods can have hundreds of thousands of dollars less funding per school than schools in more affluent areas. The integration of the school is directly dependent on the economic integration of the neighborhood in which the school operates.

This isolation matters; research supporting the benefits of socioeconomic integration of schools goes back more than 50 years. Social and economic disadvantage depresses student performance; concentrating students with these disadvantages in economically homogenous schools depresses it further.[1] This concentration impacts a host of issues: teacher recruitment and retention, access to resources such as computers or tablets, access to programs and college preparatory coursework, access to counselors, nurses, social workers, psychologists and other support personnel. Students in schools with 25% or less FRL have a 91% chance of graduating, while those in schools with 75% FRL have only a 68% chance of graduating.[2] Concentrating economically disadvantaged students in homogenous schools also amounts to a *de facto* racial segregation because, statistically, students of color are more likely to be poor than White students. As of 2018, 16% of all children in the U.S. were in poverty, but of those children, 9% were White, 11% were Asian, 30% were Black, 24% were Hispanic, and 29% were Native American or Alaskan Islanders.[3] This situation allows policy makers to accept or ignore this segregation in schools because the factors causing it are accidents of economics rather than explicitly racial. The harms, however, persist because economic disadvantage is bound up in a confluence of systemic and institutional factors and is, therefore, extremely difficult to fix.

What can be fixed, however, is the economic isolation of schools. By spreading economically disadvantaged students across schools rather than concentrating them in a few buildings, districts can confer benefits on all of their students. Research shows that students' exposure to other students who are different from themselves and the novel ideas and challenges that such exposure brings lead to improved cognitive skills, including creativity, critical thinking and problem solving, and increased

©2023 CMSi

Ending Economic Isolation in Schools (continued)

motivation to learn. Students from economically integrated schools have higher test scores and show more growth in test scores over time than students in economically segregated schools. Integrated students are less likely to drop out of high school and 68% more likely to attend a four-year college. Economically integrated schools also help reduce achievement gaps between racial and ethnic groups, which are an area of concern for many districts. This integration also provides a host of "soft skills" benefits as well: greater comfort with diversity, more flexible thinking, enhanced leadership skills, and improved intellectual self-confidence, among others.[4]

This kind of dramatic change is likely to produce more reaction among district constituents. With extensive preparation and education surrounding the benefits to all students of ending economic isolation and an unwavering commitment to equity that prioritizes the needs of the most vulnerable students, districts may find it possible to enact such policies and improve learning for all students in the process.

---

[1] Rothstein, R. The Racial Achievement Gap, Segregated Schools and Segregated Neighborhoods: A Constitutional Insult. (2015) *Race and Social Problems*, Vol 7. https://link.springer.com/article/10.1007/s12552-014-9134-1

[2] *Isolated and Segregated: A New Look at the Income Divide in Our Nation's Schooling System*. Center for American Progress. May 2017. https://www.americanprogress.org/issues/education-k-12/reports/2017/05/31/433014/isolated-and-segregated/

[3] Child Poverty in America: National Fact Sheet. 2018. Childrensdefense.org. https://www.childrensdefense.org/wp-content/uploads/2019/09/Child-Poverty- in-America-2018_National-Fact-Sheet.pdf

[4] The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms. April 2019. The Century Foundation. https://tcf.org/content/facts/the- benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/

©2023 CMSi

Appendix T: Research Snapshot—Awareness and Accountability for Teachers

Awareness + Accountability = Teacher Change

Nothing in public education has as much impact on student success as the classroom teacher. One study found that in one year, the most effective teachers could boost the scores of their low-achieving students an average of 39 percentile points compared to similar low-achieving students who had ineffective teachers.[1] So districts wanting to make an impact on equity issues are smart to focus their efforts on the professional development of their teachers. Unfortunately, a frustrating fact of professional development is that programs don't often result in meaningful changes in teacher practices. Part of the problem is professional development's reliance on an ineffective model of teacher change in which the training makes teachers aware of a problem or practice, assuming that awareness will lead to changes in their classroom practices. Research going back decades shows that—at least in the classroom—this is not the case. If districts want to see change, they must require teachers and administrators to implement changes and then hold them accountable for doing so. While awareness of a problem or a strategy to ameliorate a problem is an important step in achieving equity, if awareness is the only goal, change will not occur. It is only by making the meaningful changes (and seeing the outcomes) that beliefs and attitudes change to match the new paradigm, and the new practice becomes institutionalized.[2]

The pioneer of this research, Thomas Guskey, noted that his model of teacher change debunked the psychological beliefs at the time (the 1980s), which held that getting people aware and enthused about something would lead to changes in practice and, therefore, changes in learning outcomes. Although Guskey's research was nearly 40 years ago, many districts still operate on this flawed model. Guskey also noted that "student learning outcomes" was broadly construed to mean not just improved cognitive results and achievement but also affective variables such as student motivation for learning, student involvement in class, and student attitudes toward school, themselves, their teachers, and other students.

Guskey noted a few other important things in his research:

- Most teachers want to be better at what they do;
- Most teachers are looking for concrete, applicable strategies;[3]
- Teacher change is slow and incremental and resists the radical;
- Teachers need regular feedback on student learning outcomes; and
- There must be continued support and follow-up after professional development.[4]

Other change theorists from the field of family therapy point out that disequilibrium—a disruption of some sort such as a review or an audit of a system that produces chaos—can create a sense of urgency and offer leverage for change.[5]

The implications for equity are this: the design of professional development for teachers and other staff must include concrete practices that can be applied in classrooms and monitored by building leaders. And there must be a requirement that teachers implement those practices, with accountability

©2023 CMSi

Awareness + Accountability = Teacher Change (continued)

measures if they do not. Administration should assume positive intent and seek to build a culture of growth that both holds high expectations for staff and comes alongside them to coach them to greater capacity, but also refuses to tolerate inequitable behaviors and practices. Teachers should have ample feedback on student outcomes of various types so they can measure the success of what they are doing, and ample opportunity to talk through what they are experiencing as they implement new practices.

We have to require change to enact change, or as Fr. Richard Rohr put it, "We don't think ourselves into new ways of living, we live ourselves into new ways of thinking."

[1] Sanders, W. L. & Rivers, J. C. (1996). Cumulative and residual effects of teachers on future student academic achievement. Knoxville: University of Tennessee.

[2] Guskey, T. "Staff Development and Teacher Change." Association for Supervision and Curriculum Development, 1985. http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198504_guskey.pdf

[3] Guskey, T. "Professional Development and Teacher Change." Teachers and Teaching: theory and practice, Vol 8 No. 3/4, 2002.

[4] Guskey, T. "Staff Development and Teacher Change." Association for Supervision and Curriculum Development, 1985. http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198504_guskey.pdf

[5] Satir Model of Stages of Significant Change. http://dhemery.com/articles/managing_yourself_through_change

©2023 CMSi



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

(Copyright use authorization obtained from
Curriculum Management Solutions, Inc.
6202 Silver Birch Ct, Johnston, IA 50131)