

**SCHOOL DISTRICT NO. 17
NOTICE OF MEETING**

Notice is hereby given of a Board of Education Committee of the Whole meeting of School District No. 17, in the County of Douglas, which will be held at 7:00 p.m. on **Monday, August 27, 2007** at 5606 South 147th Street, Omaha, Nebraska.

Agenda for such meeting, kept continuously current, is available for public inspection at the Office of the Superintendent at 5606 South 147th Street, Omaha, Nebraska.

MIKE KENNEDY,
Secretary

8-24-07

**THE DAILY RECORD
OF OMAHA**

**RONALD A. HENNINGSSEN, Publisher
PROOF OF PUBLICATION**

UNITED STATES OF AMERICA, }
The State of Nebraska, } ss.
District of Nebraska,
County of Douglas,
City of Omaha,

J. BOYD

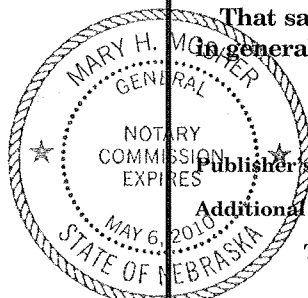
being duly sworn, deposes and says that she is

LEGAL EDITOR

of **THE DAILY RECORD**, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in **THE DAILY RECORD**, of Omaha, on

August 24, 2007

That said Newspaper during that time was regularly published and in general circulation in the County of Douglas and State of Nebraska.



Publisher's Fee \$ 12.50

Additional Copies \$ _____

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Subscribed in my presence and sworn to before me this _____ 24th _____ day of

August 20 07

Notary Public in and for Douglas County,

AUGUST 27, 2007

COMMITTEE MTG.

Alyssa Dellinger
Kristen Friesen

8/27 Millard West

8/27 Mr. Meeker Student

Stee Jensen

8/27 Mr. Denz's class

Hohley Erne

8/27 " "

Matt Blawn

8/27 " "

Austin Glorak

8/27 Millard West Dance

MILLARD PUBLIC SCHOOLS
BOARD COMMITTEE OF THE WHOLE

The Board of Education Committee of the Whole will meet on Monday, August 27, 2007 at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

The Public Meeting Act is posted on the Wall and Available for Public Inspection

Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board Vice-President before the meeting begins.

A G E N D A

1. Curriculum Audit
2. Update on Non-Traditional High School

Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board Vice President before the meeting begins.

The members of the Board of Education met on Monday, August 27, 2007 at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The evening agenda included the Curriculum Audit, and the Non-Traditional High School.

Present: Brad Burwell, Mike Kennedy, Mike Pate, Jean Stothert, Linda Poole, and Dave Anderson

Others Present: Keith Lutz, Ken Fossen, Mark Feldhausen, and other administrators

Comments from the Public:

A representative for a land developer and property owner expressed her concern about the possible alternatives the board may decide in developing the land for the alternative high school, and the impact those decisions may have on the property owner's land, which could cause the land developer to walk away from their project because the land would be hard to sell.

Judy Birmingham, lead auditor, presented the Curriculum Management post-audit. The purpose of the post-audit is to review the level of district progress in addressing the recommendations of the previously conducted Curriculum Management Audit, and to make recommendations for the next step in addressing and implementing the results of the audit. The curriculum alignment combines the written curriculum (the work plan), teaching (the work), and testing (work measurement). The major data sources used by the committee included documents, interviews and site visits. The five standards that are used by audit teams for measurement include control, direction, connectivity and equity, feedback, and productivity in a school district.

The Curriculum Management Audit reviewed the nine original recommendations, cited progress and deficiencies, and made continuing recommendations. The major themes of the audit were: 1. substantial progress has been made toward the original audit recommendations, 2. a focus is needed on a limited number of initiatives and their implementation to maximum effectiveness, and 3. many of the district's initiatives support each other. Connect the dots so the staff can see this.

Dr. Lutz and Ken Fossen led the discussion on the non-traditional high school by first reviewing what has taken place chronologically the last year. During the previous months of discussion the project was expanded to include several career academies, and by this expansion it inflated the cost beyond what was budgeted for in the bond issue. At this time the administration is recommending going back to the original plan and budget for the project.

It was agreed that more discussion was needed with the board on the alternative high school during future meetings.

Jean Stothert adjourned the meeting


CHAIRMAN

**Millard Public Schools
Curriculum
Management
POST-AUDIT**

Purpose of the Post-Audit

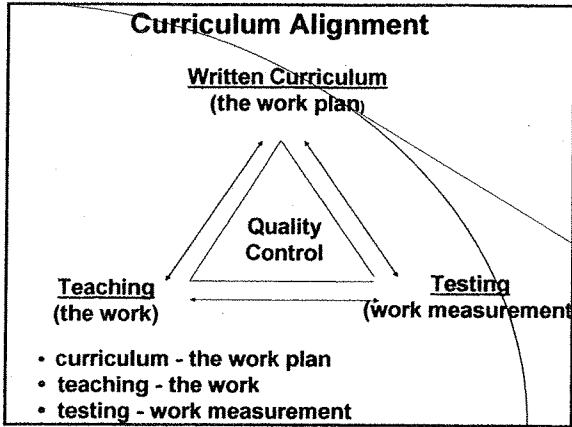
- To review the level of district progress in addressing the recommendations of the previously conducted Curriculum Management Audit.
- To make recommendations for “next steps” in addressing and implementing the recommendations of the audit.

**Two Aspects
of Curriculum**

- Design
- Delivery

DESIGN: refers to the written plan

DELIVERY: refers to its implementation



- Major Data Sources**
- **DOCUMENTS:** policies, plans, guides, linkage documents, manuals, etc.
 - **INTERVIEWS:** key participants in district leadership and the design and delivery of the curriculum.
 - **SITE VISITS:** observation of the context for curriculum delivery in a one-third sample of district schools.

- Standard 1 - CONTROL**
1. Policy design and implementation
 2. District and site-based planning
 3. Table of organization and job descriptions
 4. Decision making processes
 5. System vs. site-based decisions

Standard 2 - DIRECTION

1. Comprehensive curriculum design management system
2. Curriculum scope and guide analysis
3. Program integration and connectivity

Standard 3 - CONNECTIVITY AND EQUITY

1. Curriculum and program articulation and connectivity
2. Equity issue identification
3. Comprehensive staff development structure and plan
4. Instruction model and effective teaching practices expectations

Standard 4 - FEEDBACK

1. Comprehensive student and program assessment structure
2. Use of student assessment data
3. Program assessment design expectations
4. Scope and data trends of student assessments

Standard 5 - PRODUCTIVITY

1. Program driven budgeting design
2. Facilities
3. Intervention and change process expectations

Major Themes of Post-Audit

1. Substantial progress has been made toward the original audit recommendations.
2. A focus is needed on a limited number of initiatives and their implementation to maximum effectiveness.
3. Many of the district's initiatives support each other. Connect the dots so the staff can see this.

Rec. 1: Design and implement comprehensive board policies to ensure quality control.

- **Current:** Board policies went from 36% meeting audit standards to 82%.
- Most policies have been revised since 2000 and 50% have been reviewed/revised since 2004.

Continuing Rec. 1:

- Establish a calendar of systematic board policy review.
- Adopt policies that:
 - provide direction for long and short range district planning.
 - require a seven- year cycle of curriculum review.
 - ensure planning priorities are reflected in budgeting and spending.

Rec. 2: Establish and implement a functional organizational structure to facilitate curriculum design and delivery.

- **Current:** The district continues to lack seamless Pre-K-12 curriculum management.
- The table of organization still doesn't meet audit standards.
- Span of control is too large for some positions.
- Job descriptions exist for most positions, but need improvement.

Continuing Rec. 2: Revise the table of organization and job descriptions to reflect current expectations, roles and responsibilities.

- Establish PreK-12 Curriculum Director and MEP facilitator positions.
- Address span of control issues for identified positions.
- Develop job descriptions that are accurate, complete and comply with audit standards.
- Update job descriptions for principals and asst. principals to include expectations for monitoring the delivery of the curriculum.
- Strengthen teachers' job descriptions to reflect current expectations.

Rec. 3: Implement a comprehensive curriculum development plan.

- The district did not have a single, comprehensive document to direct curriculum management efforts.
- **Current:** A curriculum management plan was developed that meets 82% of the audit criteria.

Continuing Rec. 3: Revise curriculum management planning to address audit recommendations.

- Adopt policies that provide direction about the use of assessment data in strengthening the curriculum.
- Develop ELOs and course objectives from aPre-K-12 perspective.
- Evaluate all objectives for quality, rigor, measurability and vertical alignment.
- Develop objectives and assessments prior to selection of instructional materials.

Rec. 4: Establish and implement a comprehensive student and program assessment system.

- Board policy was inadequate to direct expectations for student and program assessment.
- A student assessment and program evaluation plan was lacking.
- The scope of assessment was inadequate for decision-making.
- Data were not used consistently in decision-making.

Rec. 4, cont'd.

- **Current:** An assessment plan was developed that meets 30% of audit criteria.
- More district assessments have been developed, but the scope remains inadequate.
- Board policies were developed to direct student and program assessment.
- Students have shown a pattern of improvement on the Nebraska Writing Test, SATs and ACTs. The majority are proficient on district ELO tests.
- Use of student assessment data has improved.

Continuing Rec. 4: Revise the student assessment and program evaluation plan to meet audit standards. Continue to develop district assessments.

- Develop and initiate a quality student and program assessment plan.
- Develop end-of-course assessments that are centrally managed and used to determine student competency in each course.
- Improve program assessment procedures.
- Provide ongoing training in the use of assessment data to make decisions to increase student achievement.

Rec. 5: Implement a comprehensive staff development plan to maximize effective curriculum delivery.

- Staff development was unfocused and not coordinated across the district.
- **Current:** Board policies were developed to provide direction for comprehensive staff development, but don't require a written plan.
- Staff development efforts went from 28% adequacy to 89%.

Continuing Rec. 5: Develop a comprehensive staff development plan to focus staff development efforts on district goals, teacher performance and student achievement.

- Provide ongoing, differentiated staff development to foster the institutionalization of district initiatives.
- Provide follow up and on-the-job application.
- Evaluate staff development based on actual performance.

Rec. 6: Articulate and coordinate delivery of the curriculum to increase quality control.

- The curriculum a student experienced was dependent upon the school attended.
- Articulation and coordination of the curriculum was inadequate to provide a consistent educational program.
- **Current:** Gaps remain between the elementary and secondary curricula, although efforts have been initiated.
- Transition activities have been implemented to assist students as they move from level to level.

Rec. 6 Cont'd.

- Administrators are expected to monitor the delivery of the curriculum in the classroom; walk-through training has been initiated.
- District expectations for instructional practice are incongruent among various documents.

Continuing Rec. 6: Continue efforts to develop an articulated and coordinated curriculum and to provide consistent implementation.

- Continue with PreK-12 curriculum development.
- Structure Educational Services PreK-12.
- Provide vertical articulation and instructional strategies in curriculum guides.
- Continue to use Professional Learning Communities to increase articulation and coordination.

Continuing Rec. 6 Cont'd.

Clearly describe expectations for administrator monitoring in board policy, job descriptions and appraisal tools.

Specify and align expectations for instructional practice in board policy, teacher's job description and appraisal tools.

Original Rec. 7: Implement a performance-based budgeting and allocation system.

- Align the budget process with strategic planning to fund implementation of district goals
- Install a program-based budget process.

Current: The budget process went from inadequacy on all 6 audit criteria to adequacy on 3/6 criteria.

Continuing Rec. 7: Continue to refine the program budgeting process with decisions based on performance or results.

- Use cost/benefit analysis to determine whether programs should be added, modified, or discontinued.
- Incorporate audit criteria in the budget development process.
- Review staffing allocations to determine if resources are allocated to schools with identified needs.

Original Rec. 8: Develop and implement quality curriculum documents in all areas and at all grade levels.

- Guides were of insufficient quality to direct instruction.
- **Current:** The percentage of elementary subjects with guides went from 91% to 100%; secondary courses went from 85% to 90% with guides.
- Guides still lack key information to provide specific direction for delivering the curriculum.

Rec. 8 Cont'd.

- Guides lack scope and sequences, information on instructional strategies, and how ELOs assess the content or skills.
- On-line guides are difficult to navigate and cumbersome to use.

Continuing Rec. 8: Develop quality curriculum documents that meet audit criteria.

- Clearly describe what quality instruction looks like. Include examples of differentiation for various learning styles and skill levels.
- Streamline the electronic management system for the written curriculum so it is user-friendly.

Original Rec. 9: Align program interventions to provide quality control, consistency and continuity.

- Numerous programs had been implemented, but they were not aligned to the curriculum.
- Technology planning did not meet audit criteria.

Current: Board policy provides clear direction for the design and implementation of new initiatives.

- Innovations are approved only if aligned with the Strategic Plan.

Rec. 9 Cont'd.

- The large number of initiatives brought on concurrently may hinder the likelihood of long-term positive impact on teaching and learning.
- District technology planning meets audit standards and provides a coordinated approach to the use of technology in teaching and learning, in management functions and in communication.

Continuing Rec. 9: Continue to align programs with board policies, the Strategic Plan, and the curriculum.

- **Prioritize and limit the number of district and school initiatives introduced each year.**
- **Provide staff development, support and follow through over several years to increase the likelihood of success.**
- **Require systematic evaluation of all district and school programs.**
- **Continue to refine the use of technology to facilitate instructional decision-making.**

In Summary

The staff of the Millard Public Schools has accomplished much - they do not need to work harder.

Less is More

- Focus**
- Connect**
- Create Consistency**
- Align**
- Monitor and Evaluate**

**A Time of Challenge . . . A
Time of Opportunity**

- Stakeholders' are optimistic about the future.
- Teachers and administrators have the skills and desire to move to the next level.
- There are numerous instances of excellence throughout the district – need to continue to build this into the system.

**A Curriculum Management Post-Audit
of the
Millard Public Schools
Omaha, Nebraska**

**Conducted Under the Auspices of
International Curriculum Management Audit Center
Phi Delta Kappa International
P. O. Box 789
Bloomington, IN 47404-0789**

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Curriculum Management Systems, Inc.
P. O. Box 857, Johnston, IA 50131)

Date Audit Presented: May 2007

Members of the Millard Public Schools Audit Team:

Dr. Judy Birmingham, Lead Auditor; Educational Consultant; Naples, Florida
Dr. Gene Johnson, Associate Superintendent for Secondary Administration; Shawnee Mission, Kansas
Ms. Holly Kaptain, Educational Consultant; Johnston, Iowa
Mr. Steve Kolb, Assistant Superintendent for Curriculum and Instruction; Andrews, Texas

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A CURRICULUM MANAGEMENT POST-AUDIT
of the
Millard Public Schools
Omaha, Nebraska

I. INTRODUCTION

This document constitutes the final report of a follow-up review of the Curriculum Management Audit™ of the Millard Public Schools that was conducted in December 1997. The Millard Public Schools Board of Education within the scope of its policy-making authority commissioned the audit. The Post-Audit was conducted during the period of March 4-8, 2007. Document analysis was performed off site, as was the detailed analysis of findings and site visit data.

Purposes of the Post-Audit:

The Post-Audit is an external examination and written report of the client school district's progress and status compared against recommendations of a previously conducted Curriculum Management Audit™.

Objectives of the Post-Audit:

- To review and analyze the level of district progress in addressing the recommendations of the previously conducted Curriculum Management Audit™.
- To determine and objectively identify actions taken to date compared to actions recommended in the Curriculum Management Audit™.
- To visit a sample of schools within the client school district to determine progress and to obtain documentation of actions taken to date.
- To obtain data and information relevant to determinations of progress in the Curriculum Audit.
- To make recommendations for "next steps" in addressing and implementing the recommendations of the Curriculum Management Audit™.

Scope of Work of the Post-Audit:

The Post-Audit is a review of a previous audit's findings and recommendations to determine the level of progress in implementing the previous audit's suggestions. The scope is limited to the following procedures:

- Limited data relevant to the Curriculum Management Audit™ recommendations only were obtained from document analysis, interviews, and site visits. Data sources included policies, plans, organizational configurations, curriculum design and delivery, staff development plans and activities, equity plans and reports, assessment scope and results, budget processes, intervention strategies, and facilities.

- Only data generated by the client school system since the date and time of the original Curriculum Management Audit™ were analyzed. Data and information previous to that time were not reconsidered.
- No new findings are provided by the Post-Audit review. Auditors report only findings relevant to progress or status of the client school system toward the recommendations of the original Curriculum Management Audit™.
- Survey instruments could have been used to obtain information from administrators, board members, teachers, parents, and others in the Post-Audit process.
- Interviews were limited to selected key people with highly significant information and understanding of the progress or status of the client school system.
- Auditors were drawn from the membership of the original audit in order to capitalize on institutional and contextual recollections and to limit focus of the Post-Audit only to the original recommendations.
- The Post-Audit team provided written recommendations to the Superintendent with a focus on current status and proposed courses of action.

Scope of Work

The Post-Audit follows the same generally accepted concepts pertaining to effective instruction and curricular design and delivery. Any Curriculum Management Audit™ is an independent examination of three data sources: documents, interviews, and site visits. These are gathered and triangulated, or corroborated, to reveal the extent to which a school district is meeting its goals and objectives, whether they are internally or externally developed or imposed. A public report is issued as the final phase of the auditing process.

The audit's scope is centered on curriculum and instruction, and any aspect of operations of a school system that enhances or hinders its design and/or delivery. The audit is an intensive, focused, "postholed" look at how well a school system such as Millard Public Schools 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 Management Audit™ centers its focus on the main business of schools: teaching, curriculum, and learning. Its contingency focus is based upon data gathered during the audit, which impinges negatively or positively on its primary focus. These data are reported along with the main findings of the audit. Curriculum Management Systems, Inc. (CMSi), a public corporation incorporated in the State of Delaware, owns the copyrights to the audit process, conducts Post-Audits for educational institutions, provides training for auditors and others interested in the audit process, and officially certifies curriculum auditors.

This audit was conducted in accordance with a contract with Millard Public Schools and Curriculum Management Systems, Inc. CMSi certified all members of the team.

The Post-Audit review team included the following individuals:

Dr. Judy Birmingham, Lead Auditor; Educational Consultant; Naples, Florida

Dr. Gene Johnson, Associate Superintendent for Secondary Administration; Shawnee Mission, Kansas

Ms. Holly Kaptain, Educational Consultant; Johnston, Iowa

Mr. Steve Kolb, Assistant Superintendent for Curriculum and Instruction; Andrews, Texas

Biographical information about the auditors is found in the appendix.

The Curriculum Management Audit™ has established itself as a process of integrity and candor in assessing public school districts. It has been presented as evidence in state and federal litigation concerning matters of school reform. The Curriculum Management Audit™ represents a “systems” approach to educational improvement, that is, it considers the system as a whole rather than a collection of separate, discrete parts. The interrelationships of system components and their impact on overall quality of the organization in accomplishing its purposes are examined in order to “close the loop” in curriculum and instructional improvement.

Background of the Millard Public Schools

The Millard Public Schools is a growing suburban district of 21,120 K-12 students. Located southwest of Omaha, Nebraska, the Millard School District covers 35 square miles in Douglas and Sarpy counties. It is the third largest school system in the state, comprised of 23 elementary schools (K-5), six middle schools (grades 6-8), three comprehensive high schools (grades 9-12), and a high school Learning Center.

The district has been recognized for its educational programs and student achievement. Students, staff, and the schools have received numerous awards, including the United States Department of Education Blue Ribbon Schools designation, which was awarded to 13 Millard Schools.

A Curriculum Management Audit™ was conducted in December 1997.

History of District

Millard was founded in 1870 by Ezra Millard, a Canadian who, with his brother, established the Land Office of Barrows, Millard and Company. The first school opened in 1870 with six pupils. The first school building was built and furnished in 1876 for \$2,700. By 1910 the school served students in grades one through ten. Until 1938, students who wanted a high school diploma attended Omaha South High School. Millard graduated its first senior class in 1938.

In 1957-1959, the original school district expanded through a merger with seven rural districts to reach its present geographical size. Rapid population growth followed the opening of an interstate highway connecting Millard with Omaha. The district has continued to grow. In 2005 voters approved a \$78 million bond issue to build two new elementary schools, a new non-traditional high school, and to renovate or add to some existing schools. The bonds also provided \$20 million for technology.

Sources: District website and booklet, *Millard Public Schools*.

Student Enrollment

Exhibit 0.1 shows the enrollment history from 1996 through 2006.

Exhibit 0.1
K-12 Student Enrollment History
Millard Public Schools
1996-2007

Year	Total Enrollment
1996	18,380
1997	18,678
1998	18,736
1999	18,698
2000	18,828
2001	18,917
2002	19,084
2003	19,497
2004	19,971
2005	20,469
2006	21,120
2007 projected	21,600

Source: MPS Annual Report (2006) - End of September count

Exhibit 0.1 indicates:

- The Millard Public Schools have grown by an average of 274 students per year over the last 11 years.
- District enrollment increased by 2,740 students over the 11-year period.
- The district is projected to grow by 480 students in 2007-08.

Exhibit 0.2 lists the district schools and their current student populations.

Exhibit 0.2
Student Enrollment by School
Millard Public Schools
March 2007

Elementary Schools			
School	No. of Students	School	No. of Students
Abbott	427	Holling Heights	430
Ackerman	599	Montclair	547
Aldrich	422	Morton	387
Black Elk	577	Neihardt	567
Bryan	367	Norris	336
Cather	414	Reeder	699
Cody	214	Rockwell	359
Cottonwood	330	Rohwer	465
Disney	266	Sandoz	306

Exhibit 0.2 (continued)			
Student Enrollment by School			
Millard Public Schools			
March 2007			
Elementary Schools			
School	No. of Students	School	No. of Students
Ezra Millard	410	Wheeler	587
Harvey Oaks	275	Willowdale	421
Hitchcock	212	Total Elementary	9,617
Middle Schools			
Anderson M.S.	771	North M.S.	642
Beadle M.S.	697	Russell M.S.	838
Central M.S.	765	Alternative M.S.	15
Kiewit M.S.	923	Total Middle School	4,651
High Schools			
North H.S.	2,486	West H.S.	2,074
South H.S.	2,104	Millard Learning Center	101
		Total High School	6,765
Contracted Special Education	37	Young Adult Program	50
		K-12 Total	21,120
Source: District Document 9-6-06			

Exhibit 0.2 shows:

- Elementary school enrollments range from 212 students at Hitchcock to 699 at Reeder.
- Middle school enrollments range from 642 students at North Middle School to 923 students at Kiewit.
- High School enrollments range from 2,074 students at West High School to 2,486 students at North High School.

Exhibit 0.3 shows student enrollment by ethnicity for the last three years.

Exhibit 0.3

Ethnic Distribution of Student Population by Percentage Millard Public Schools 2004-2007

	2004-05	2005-06	2006-07
Caucasian	91.7	90.5	90.8
African American	2.3	2.6	2.5
Hispanic	2.6	3.1	3.1
Asian/Pacific Islanders	3.1	3.5	3.3
American Indian/Alaska Native	0.3	0.3	0.3
Source: NDE State of Schools Report (2005-06); MPS Annual Report (12/06)			

Exhibit 0.3 shows that the ethnic distribution of the student population has remained fairly stable during the past three years. The minority student population has slightly increased and the percentage of Caucasian students has slightly decreased.

Exhibit 0.4 presents additional student demographic data.

Exhibit 0.4

**Student Enrollment Demographics
Millard Public Schools
March 2007**

Characteristic	Percentage
Students Receiving Free or Reduced Price Lunch	9.8
Special Education	12.8
Gifted and Talented	23.2
English Language Learners	0.8
Student Mobility Rate	6.6
Graduation Rate	92.4
Graduates Going to College	88.5
Source: MPS Annual Report (2006)	

Exhibit 0.5 shows the sources of district revenue.

Exhibit 0.5

**Revenue Sources and Percentage of Total Revenues
Millard Public Schools
2006-07**

Revenue Sources	Percentage of Total Revenue Budget
Property Taxes	48.0
State Aid	30.0
State & Federal Special Education	8.0
Motor Vehicles	6.0
Other Local & County Sources	4.0
Other State Sources	2.0
Local, State & Federal Grants	2.0
Source: MPS Annual Report (2006)	

Exhibit 0.6 presents the expenditure budget of the Millard Public Schools and the percentage of appropriations by category.

Exhibit 0.6
Appropriation Categories and Percentage
of Total Appropriations by Category
Millard Public Schools
2006-07

Appropriations Category	Percent of Total Appropriations Budget
Instructional Support	64.0
Special Education	13.0
Operations & Maintenance	9.0
Educational Services Support	4.0
General Business Support	3.0
Grants/Community Service	3.0
District Administration	2.0
Transportation	2.0
Source: MPS Annual Report (2006)	

Governance Structure

The Millard Public Schools are governed by an elected six-member Board of Education and an appointed Superintendent of Schools. [Exhibit 0.7](#) lists the current board members and the year they began service on the board.

Exhibit 0.7
Members of the Board of Education
Millard Public Schools
March 2007

Board Member	Year Began Service
Brad Burwell	1997
David Anderson	1999
Mike Kennedy	2003
Mike Pate	1997
Linda Poole	1997
Jean Stohert	1998
Source: District Document	

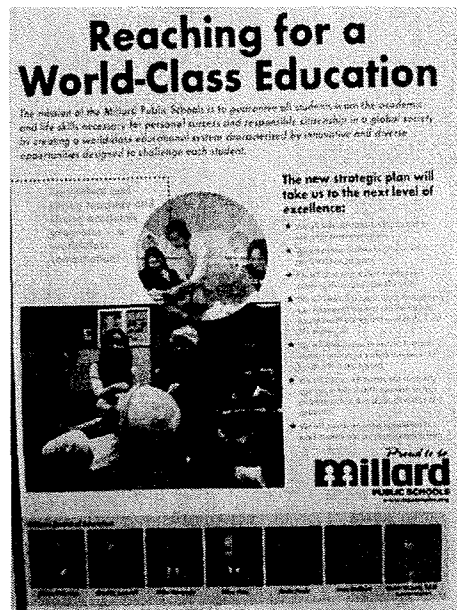
The district has had three superintendents since 1955. Dr. Keith Lutz became Superintendent in 1995. [Exhibit 0.8](#) lists the Millard Public Schools' superintendents since 1955.

Exhibit 0.8
Superintendents and Years of Service
Millard Public Schools
1955-2007

Superintendent	Years of Service
Dr. Don Stroh	1955-1989
Dr. Ron Witt	1989-1995
Dr. Keith Lutz	1995-Present
Source: District Document	

The Millard Public Schools' Mission Statement is:

The mission of the Millard Public Schools is to guarantee all students learn the academic and life skills necessary for personal success and responsible citizenship in a global society by creating a world-class educational system characterized by innovative and diverse opportunities designed to challenge each student.



The district mission statement is displayed at Sandoz Elementary.

The Millard Public Schools Beliefs include:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.

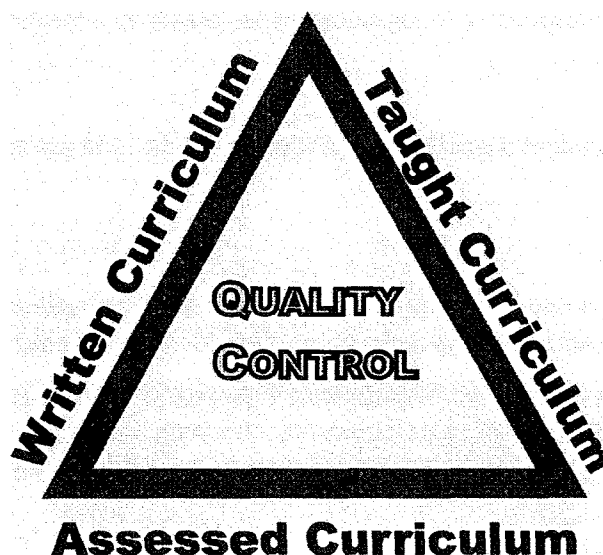
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- The future of our democratic society depends upon educated and involved citizens.
- Public education benefits the entire community.
- Schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school, and community.
- Public education is the shared responsibility of all.

II. METHODOLOGY

The Model for the Curriculum Management Audit™

The model for the Curriculum Management Audit™ is shown in the schematic below. The model has been published widely in the national professional literature, most recently *The Curriculum Management Audit™: Improving School Quality* (Frase, Poston, English, Lancaster, PA: Scarecrow Press, 2000).

A Schematic View of Curricular Quality Control



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

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

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

The Curriculum Management Audit™ assumes that an educational system, as one kind of human work organization, must be responsive to the context in which it functions and in which it receives support

for its continuing existence. In the case of public educational systems, the support comes in the form of tax monies from three levels: local, state, and federal.

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

In the case of emerging national public school reforms, more and more this responsiveness is assuming a distinctive school-based management focus, which includes parents, teachers, and, in some cases, students. The ability of schools to be responsive to public expectations, as legally expressed in law and policy, is crucial to their future survival as publicly-supported educational organizations. The Curriculum Management 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 Management Audit™ is not a financial audit, it is governed by some of the same principles. These are:

Technical Expertise

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 Millard Public Schools Curriculum Management Post-Audit™ Team included auditors who have been school superintendents, assistant superintendents, directors, coordinators, principals and assistant principals, as well as elementary and secondary classroom teachers in public educational systems in several locations.

The Principle of Independence

None of the Curriculum Management Post-Audit™ team members had any vested interest in the findings or recommendations of the Millard Public Schools Curriculum Management Audit™. None of the auditors has or had any working relationship with the individuals who occupied top or middle management positions in the Millard Public Schools, nor with any of the past or current members of the Millard Public Schools Board of Education.

The Principle of Objectivity

Events and situations that comprise the database for the Curriculum Management Audit™ are derived from documents, interviews, and site visits. This public database and subsequent judgments made upon it must be verifiable and grounded in it. Findings must be factually triangulated.

The Principle of Consistency

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

The Principle of Materiality

CMSI-certified auditors have broad implied and discretionary power to focus on and select those findings which 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 in order to attain an optimum level of performance.

The Principle of Full Disclosure

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

It should be noted for purposes of full disclosure 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 whole. In Post-Audits, an attempt is made to interview a representative member of the board of education and all top administrative officers, selected principals, and teachers and parents. 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 occasionally interviewed especially if the system has made a specific request in this regard.

Approximately 195 individuals were interviewed during the site visit phase of the Post-Audit.

Data Sources of the Curriculum Management Post-Audit™

A curriculum Post-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 Post-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 Millard Public Schools Curriculum Management Post-Audit™ were:

Documents

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

Interviews

Interviews were conducted by the auditors to shed light on the same elements often included in written documents or reports and to reveal interrelationships and contextual understanding. Interviews were held with all board members, top-level administrative staff, building principals, some classroom teachers, and parents.

Site Visits

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

Standards for the Curriculum Post-Audit

The Curriculum Management Audit™ and Post-Audit used five standards against which to compare, verify, and comment upon the Millard Public Schools existing curricular management practices. These standards have been extrapolated from an extensive review of management principles and practices and have been applied in all previous Curriculum Management Audits.

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

A school district 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 a greater share of the objectives.

The five standards employed in the original Curriculum Management Audit™ in Millard Public Schools were:

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

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

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

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

In the Millard Public Schools Curriculum Management Post-Audit™, the original recommendations were used as the analytical framework against which progress and steps made toward implementing them were evaluated. The original recommendations are cited and current progress is noted. Continuing recommendations are then offered for consideration by district leaders. These recommendations are the Post-Auditors best suggestions for fully meeting the audit standards.

III. ORIGINAL RECOMMENDATIONS AND POST-AUDIT CONTINUING RECOMMENDATIONS FOR THE IMPROVEMENT OF THE MILLARD PUBLIC SCHOOLS

Recommendations from the original Curriculum Management Audit™ are presented below, followed by continuing recommendations for future action.

Original Recommendation 1: Design and implement comprehensive board policies to ensure quality control in curriculum design and delivery.

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

- Establish clear direction for the system;
- Provide for consistency of actions over time as members of the board change office, establishing a historical base for the district;
- Guide professional staff in their efforts to improve direction in the school district;
- Establish a framework for monitoring progress in the attainment of district learning goals; and
- Provide a framework for the evaluation of district employees.

In 1998 the Curriculum Management Auditors found that the Millard Public Schools' board policies were inadequate to guide the design and delivery of the curriculum. Many policies were outdated and provided minimal direction for decision making.

The auditors assessed the quality of district policies by comparing them to audit criteria for effective curriculum management policies. In order for the policies to be rated as adequate, 70 percent or more of the criteria needed to be met. Only 36 percent of district policies were found to provide adequate specificity for curriculum management.

The auditors made several recommendations for improving the existing policy framework. They included:

- Complete the scheduled review of each board policy within 12 to 18 months.
- Revise designated policies and develop new ones to meet audit criteria for effective curriculum management policies.
- Train administrators and other appropriate staff on policy expectations and implementation.
- Hold administrators accountable for policy implementation.

Current Status

The auditors reviewed board policies, minutes of board meetings, and other documents reflecting policy management to determine progress on the 1998 recommendations. The auditors also interviewed board members and administrators regarding policy implementation.

The auditors found that 86 percent of the current board policies met audit criteria to provide direction for sound curriculum management. Most policies had been reviewed since 2000, and 50 percent had been reviewed or revised since 2004.

Exhibit 1.1 lists the current curriculum management-related board policies reviewed by the auditors. The date listed is the most recent date the policy was adopted, revised, or reaffirmed.

Exhibit 1.1
Curriculum-Related Board Policies Reviewed by the Auditors
Millard Public Schools
March 2007

Policy	Title	Date
Communications		
1100	Communication with the Public	2001
1100.1	Communication with the Public: District Program	2001
1100.2	Communication with the Public: Building-Level Programs	2001
1100.3	Communication with Internal Publics	2001
1100.4	Notice of Non-Discrimination	2006
1102	Web Publishing	2000
1102.1	Web Publishing	2001
1120	Board of Education Meetings	2002
1125	Communications with the Board of Education	2003
1215	Citizen Advisory Committees: For the Staff	2003
1215.1	Citizen Advisory Committees: For the Staff	2003
1310	Complaints: School Personnel/Instructional Materials	2003
1310.1	Complaints: School Personnel	2006
1310.2	Complaints: Instructional Materials	2003
1420	Cooperation with Other Educational Organizations	2002
Administration		
2000	A Concept of Administration	2004
2100.1	Superintendent of Schools	2004
2100.03	Associate Superintendent for Educational Services	2004
2100.04	Associate Superintendent for General Administration	2006
2100.08	Associate Superintendent for Human Resources	2006
2100.9	Director of Administrative Affairs	2004
2100.10	Director of Special Education	2004
2100.11	Director of Elementary and Early Childhood Education	2004
2100.12	Executive Director for Planning, Evaluation and Information Services	2004
2100.13	Director of Activities and Athletics	2005
2100.14	Director of Pupil Services	2005
2100.16	Director of Secondary Education	2005
2100.17	Assistant Superintendent of Technology	2002
2100.18	Director of Employee Relations	2006
2100.19	Director of Personnel	2004
2100.20	Support Services Manager	1999
2100.21	Director of Communications	2004
2100.22	Administrator for Special Education Programs and Compliance	2005

Exhibit 1.1 (continued)		
Curriculum-Related Board Policies Reviewed by the Auditors		
Millard Public Schools		
March 2007		
Policy	Title	Date
Administration (continued)		
2100.23	Coordinator of Elementary Special Education	2005
2100.24	Coordinator of Secondary Special Education	2001
2100.25	Coordinator of Early Childhood Special Education	2001
2100.26	Coordinator of Related Services and Young Adult Program	2001
2100.28	Director of Staff Development and Instructional Improvement	2004
2100.35	Coordinator of Special Projects	2005
2100.36	Coordinator of Montessori	2005
2100.50	Principal	2004
2100.51	Assistant Principal – Discipline	2004
2100.52	Assistant Principal – Curriculum and Instruction	2004
2100.53	Assistant Principal – Student Services	2004
2100.54	Assistant Principal – Activities	2004
2100.55	Middle School Assistant Principal	2001
2100.56	Principal of Alternative Programs	2004
2100.57	Elementary Assistant Principal	2001
2320	Consultants	1998
2400	Organization and Administration	2004
2400.1	Organization and Administration	2004
2400.2	Line of Responsibility – School Board and Superintendent	2004
2400.3	Line and Staff Relationships	2004
Support Services		
3000	Business and Non-Instructional Operations	1997
3110	Preparation of Budget	1998
3110.1	Preparation of Budget	1998
3210	Federal and State Funds	1975
3235	Gifts, Grants and Bequests	1975
3235.1	Gifts, Grants and Bequests	1975
3300	Purchasing	1992
3505	Operation and Maintenance of Plant	1975
3525	Transportation	1975
3611	Construction Planning – Determining Needs	2003
3612	Forecasting Enrollments	2003
3613	Planning – Master Facility Plan	2003
3712	Food Service Program Management	2005
Human Resources		
4000	General Personnel Policy Statement	2001
4005	Staffing	2002
4005.1	Staffing – Class Size	2002

Exhibit 1.1 (continued) Curriculum-Related Board Policies Reviewed by the Auditors Millard Public Schools March 2007		
Policy	Title	Date
Human Resources (continued)		
4100	Recruitment, Selection and Non-Discrimination	2006
4140	Personnel – Responsibilities and Duties	2005
4140.1	Responsibilities and Duties – Certificated	2005
4155	Personnel – Code of Ethics	2003
4155.1	Code of Ethics	2004
4157	Use of District Computers, Software and Data Files	1999
4160	Personnel – Evaluation	2003
4160.1	Evaluation – Certificated Staff	2003
4300	Professional Growth	2003
4300.1	Professional Growth	2000
Pupil Services		
5000	Pupil Services – General Policy Statement	2000
5010	Non-Discrimination	2006
5015	Section 504 Compliance	2000
5020	Equal Educational Opportunity	2000
5020.1	Equal Educational Opportunity	2000
5200	Attendance	2005
5200.1	Attendance and Tardiness	2005
5300	Student Conduct	2001
5300.2	Conduct at School	2001
5400	Student Discipline	2000
5400.1	Student Discipline	2004
5400.2	Discipline of Students With Disabilities	2006
5400.5	Student Discipline: Academic Credit for Expelled Students Through Alternative Courses or Programs	2000
5400.6	Standards for Student conduct	2006
5420	Sexual Harassment	2000
5420.1	Sexual Harassment	2000
5520	Equal Access: Non-Curriculum Related Secondary School Student Group Meetings	2001
5520.1	Equal Access: Non-Curriculum Related Secondary School Student Group Meetings	2001
5800	District Computers, Software, and Data Files	2001
5800.1	District Computers, Software, and Data Files: Compliance with Applicable Law and Use of District Computers	2001
5900	Safety and Security	2001
5900.1	District Safety and Security and Emergency Management Plans	2001

Exhibit 1.1 (continued)		
Curriculum-Related Board Policies Reviewed by the Auditors		
Millard Public Schools		
March 2007		
Policy	Title	Date
Curriculum, Instruction, and Assessment		
6000	Curriculum, Instruction, and Assessment – General Policy Statement	2005
6001	Millard Education Program	2004
6001.1	Millard Education Program	2004
6002	Non-Discrimination	2006
6005	System-Wide Planning for Curriculum, Instruction, Assessment, and Staff Development	2005
6010	Comparability	2005
6010.1	Comparability of Curriculum, Instruction and Assessment	2005
6025	Instructional Hours	2000
6031	School Day for Students	2006
6031.1	School Day for Students	2006
6100	Written Curriculum – Millard Education Program (MEP)	2005
6101	Written Curriculum – Accountability	2005
6110	Written Curriculum – Content Standards	1999
6110.1	Written Curriculum – Content Standards	2003
6120	Written Curriculum – MEP Curriculum Planning	2004
6120.1	Written Curriculum – MEP Curriculum Plannings	2004
6121	Written Curriculum – Planning Timelines	2005
6130	Frameworks and Level/Course Guides	2005
6130.1	Curriculum Frameworks	2006
6130.2	Curriculum Guides	1999
6200	Taught Curriculum – Instructional Delivery	2006
6200.1	Taught Curriculum – Instructional Delivery	2006
6201	Taught Curriculum – Accountability	2005
6203	Taught Curriculum – Lesson (Instructional) Plans	2005
6220	Taught Curriculum – Organization of Instruction	2005
6230	Homework	2002
6230.1	Homework	2002
6240	Controversial Issues	1999
6240.1	Controversial Issues	1999
6262	Field Trips	2006
6262.1	Field Trips	2006
6265	Copyright Compliance	2002
6300	Assessed Curriculum – Comprehensive Student Assessment	1999
6300.1	Assessed Curriculum – Comprehensive Student Assessment	1999
6301	Assessed Curriculum – Accountability for Assessments	2006
6301.1	Assessed Curriculum – Accountability for Assessments	2003
6301.2	Assessed Curriculum – Accountability for Assessments	2006

Exhibit 1.1 (continued) Curriculum-Related Board Policies Reviewed by the Auditors Millard Public Schools March 2007		
Policy	Title	Date
Curriculum, Instruction, and Assessment (continued)		
6305	Annual Performance Report	2000
6315	Millard Educational Program – Use of Assessment Data	2003
6315.1	Millard Educational Program – Use of Assessment Data	2006
6320	Student Graduation/Separation	2000
6320.1	Students, Requirement for Senior High School Graduation	2006
6320.2	Students, Requirement for Senior High School Graduation: International Baccalaureate Diploma Program	2006
6330	Grades	2000
6330.1	Grading Guidelines for Third-Twelfth Grade	2003
6330.2	Grading Guidelines for Kindergarten-Second Grade	2006
6340	Communication with Parents	2000
6340.1	Communication with Parents	2000
6400	Staff Development	2004
6400.1	Staff Development – Framework	2004
6401	Staff Development – Accountability	2005
6440	Mentor and New Staff Induction Program: First-Year and Newly Employed Certificated or Licensed Staff	2002
6440.1	Mentor and New Staff Induction Program: First-Year and Newly Employed Certificated or Licensed Staff	2002
6440.2	Mentor and New Staff Induction Program: Accountability	2002
6500	Assessed Curriculum – Program Evaluation	2006
6500.1	Assessed Curriculum – Program Evaluation	2006
6510	Assessed Curriculum: Innovation/Program Change	1999
6510.1	Assessed Curriculum: Innovation/Program Change	1999
6510.2	Assessed Curriculum – Program Change/Field Studies	1999
6610	Multi-Cultural Education	2006
6610.1	Multi-Cultural Education	2006
6615	Health Education	2006
6615.1	Health Education	2006
6625	Media Centers	2006
6628	School Counseling	2006
6635	Students with Disabilities	2006
6650	Psychological Services	1999
6655	Summer School	2006
6660	Millard Intervention Teams	2001
6700	Extracurricular School Sponsored Clubs and Activities, and Interscholastic Athletics and Activities (NSAA)	2002
6750	Student Fees	2006

Exhibit 1.1 (continued)		
Curriculum-Related Board Policies Reviewed by the Auditors		
Millard Public Schools		
March 2007		
Policy	Title	Date
Curriculum, Instruction, and Assessment (continued)		
6750.1	Student Fees	2006
6800	Parental Access	2006
6800.1	Parental Access	2005
6810	Public Access to School Materials and Documents	2006
6910	Community Volunteers	2000
6920	Community Resources	2006
Technology		
7000	Technology General Policy Statement	2003
7305	Web Publishing	2005
7305.1	Web Publishing	2005
7310	Internet Safety: Filtering	2006
Internal Board Policies		
8000	General Policy Statement	2006
8100	Organization	2002
8110	Purpose and Role of the Board	2002
8225	Use of Public Funds	2003
8330	Formulation of Administrative Regulations	2003
Bylaws of Board		
9112	Committees and Appointments	2003
9330	Approval of Administrative Regulations	1991
Site-Based Planning and Management		
10000	Shared Decision-Making	2006
10000.1	Site-Based Planning and Shared Decision-Making	2006
10001	Mini-Magnets	1998
10001.1	Mini-Magnet Development	1998
10001.2	Center Development: A Plan for Low Enrollment Buildings	2000

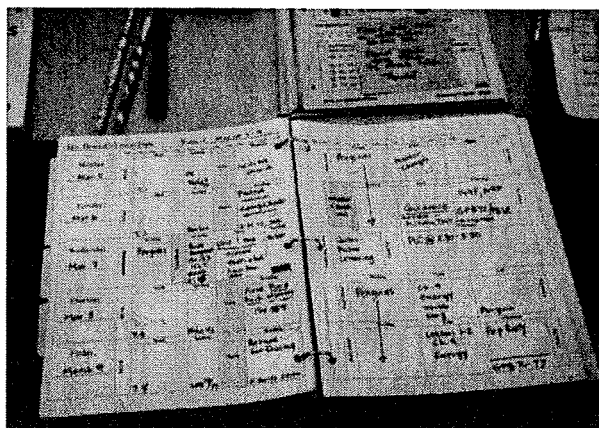
Exhibit 1.1 indicates the following:

- Over 85 percent of the curriculum-related policies have been adopted, revised, or affirmed since 2000.
- Approximately 50 percent of the selected policies have been adopted, revised, or affirmed on or after 2004.
- Thirteen percent of the policies were dated prior to 2000.
- Five of the Support Services policy series were dated 1975.

Several board policies reference policy development and administrative regulations.

- *Board Policy 8000: General Policy Statement* states that establishing district policies is a legislative function of the board. The policies shall be used in the management and operation of the district.
- *Board Policy 2100.1: Superintendent of Schools* states that the superintendent recommends policies on organization, finance, instruction, school plant, and all other functions of the school program.
- *Board Policy 8110: Purpose and Role of the Board* states that school boards shall adopt clearly defined written policies and delegate the execution of policy to “employed professional administrators and their staffs.”
- *Board Policy 8330: Formulation of Administrative Regulations* states that administrative regulations require board approval.
- *Board Policy 10000.1: Site-Based Planning and Shared Decision-Making* states that district governance makes the decisions regarding the development and implementation of policies, procedures, and rules.

The auditors did not find a policy directing that board policies be reviewed and/or amended on a systematic basis. A Board Goal for 2000-01 states: “The Board will continue to review, add, and implement policies identified in the 1998 curriculum audit and other policies the Board deems necessary to review.” Board agenda summary sheets indicated that policies have been regularly reviewed.



Board policy requires teachers to develop lesson plans.

Exhibit 1.2 presents a comparison of the 1998 and 2007 policy analyses.

Exhibit 1.2
Quality Criteria for Curriculum Management Policies
and Auditors' Assessment
Millard Public Schools
1998 and 2007

Criteria	Adequate in 1998	Adequate in 2007	2007 Policies
1. Provides for CONTROL – requires:			
• An aligned, written, taught, and tested curriculum	No	Yes	6001, 6120
• Philosophical statement of curriculum approach	No	Yes	6001, 6100
• Board adoption of curriculum	Yes	Yes	6100, 6120.1, 6130.1
• Accountability through roles and responsibilities	Yes	Yes	6005, 6101, 6200.1, 6201, 6220, 6301, 6301.1, 6301.2
• Long-range, system-wide planning	Yes	No	6005, 6120, 10000.1
2. Provides for DIRECTION – requires:			
• Written curriculum for all subject/learning areas	No	Yes	6121, 6130.2
• Periodic review of the curriculum	Yes	No	6120.1, 6130.1
• Textbook/resource adoption by board	Yes	Yes	6130.1
• Content area emphasis (i.e., time allocations)	No	No	6320.1, 6320.2
3. Provides for CONNECTIVITY and EQUITY – requires:			
• Predictability of the written curriculum from one level to another	No	Yes	6130
• Vertical articulation and horizontal coordination	No	Yes	2100.11, 2100.16, 6100, 6130
• Training for staff in the delivery of the curriculum	No	Yes	6001, 6120.1, 6400, 6401
• Delivery of the curriculum	No	Yes	6200, 6200.1, 6301.2
• Monitoring the delivery of the curriculum	Yes	Yes	2100.50, 6200, 6201, 6203, 10000.1
• Equitable access to the curriculum	Yes	Yes	6002, 6010, 6010.1, 6120
4. Provides for FEEDBACK – requires:			
• A student and program assessment plan	No	Yes	6300, 6300.1, 6315, 10000.1
• Use of data from assessment to determine program/curriculum effectiveness and efficiency	No	Yes	2100.11, 6120.1, 6300, 6300.1, 6301.1, 6315, 6500, 6500.1
• Reports to the board about program effectiveness	Yes	Yes	6305
5. Provides for PRODUCTIVITY – requires:			
• Program-centered budget	No	Yes	3110.1
• Resource allocation tied to curriculum priorities	No	No	6010.1
• Environment to support program delivery	No	Yes	3611
• Data-driven decisions for the purpose of increasing student learning	No	Yes	6200.1, 6300.1, 6301.1

In order for board policies to be considered adequate, 70 percent or more of the audit criteria need to be met. As can be noted from [Exhibit 1.1.2](#), in 1998 the Millard Public Schools' policies met eight out of the 22 policy criteria, or 36 percent, and were inadequate to provide a framework for local curriculum management and quality control. In 2007 the district's policies met 18 of the 22 criteria, or 82 percent, and are adequate to provide direction for quality curriculum management.

[Exhibit 1.1.2](#) indicates the following:

- The strongest areas were Connectivity and Equity with all six criteria met and Feedback with all three criteria met.
- The weakest area was Direction with two of four criteria met.

Policy analysis revealed the following:

- The auditors did not find a policy that provided specific guidance for district long-range planning. *Board Policy 10000.1: Site-Based Planning and Shared Decision-Making* states that district governance is to develop and implement a strategic plan and a district strategic Planning Team is to be appointed to review and rewrite the existing plan. *Board Policy 6005: System Wide Planning for Curriculum, Instruction, Assessment and Staff Development* and *Board Policy 6120: MEP Curriculum Planning* state that the superintendent is responsible for system-wide planning in these areas. Board policy does not provide specifics as to what is to be included in a strategic plan and how it will be monitored and evaluated. No policy requires the development of a curriculum management plan, although such a plan was written in 2001 (see [Recommendation 3](#)).
- Board policy does not require periodic review of the curriculum or a curriculum development cycle, although a seven-year cycle has been developed. *Board Policy 6120.1: Written Curriculum – MEP Curriculum Planning* lists the phases of the curriculum development process and states “Review and revise curriculum guides as needed.” *Board Policy 6130.1: Curriculum Frameworks* lists “tentative timeline for curriculum cycle” as an expected component of a curriculum framework, but further policy guidance is not provided for curriculum review.
- Board policy requires board approval of curriculum frameworks, which are to include primary source materials.
- Content area time allocations are not addressed in policy.
- Board policy does not specify that resources need to be directed toward district goals or curriculum priorities.

General policy statements are often followed by policies that provide more specific detail to guide implementation, similar to administrative regulations. For example, *Board Policy 6300: Assessed Curriculum – Comprehensive Student Assessment* is a general statement about a districtwide assessment system aligned with the written and taught curriculum. *Board Policy 6300.1: Assessed Curriculum – Comprehensive Student Assessment System* provides more detail to guide implementation (see [Recommendation 4](#)).

In 2002 district leadership stopped publishing an administrative handbook and began publishing similar information on the district's Intranet site.

During interviews a number of staff members indicated positive perceptions about the quality and the implementation of board policies. Sample comments follow:

- “After the (original) audit, there was a tidal wave of policy revisions. That’s ongoing.”
- “There have been huge policy changes. We seem to have a much better vision of where curriculum is.”
- “The Board uses the policies and that makes us more consistent.”
- “Policy 10000 gives everyone guidance.”
- “We’ve just reviewed the policy on curriculum guides and frameworks.”

In summary, current board policies have been substantially improved since the 1998 audit. Most policies have been revised since 2000, and approximately 50 percent have been reviewed or revised since 2004. Most of the audit characteristics for sound curriculum management policies have been incorporated into the district policies. The auditors noted a small number of policies that are still absent or are too general to provide direction and consistency in the district’s curriculum management efforts.

Continuing Recommendation 1: Establish a cycle of board policy review. Continue to revise current policies or adopt new policies to provide for local curriculum management and quality control.

Effective board policies articulate the board’s direction for the district. They establish the foundation for decision making in all operations of the school district. District governance has made notable progress in policy development. The auditors recommend that policies continue to be refined as follows:

- Develop and adopt a policy that provides direction for a full scope of long- and short-range district planning. The policy should address development, implementation, monitoring, evaluation, relationship to the budget planning process, and public reporting procedures.
- Develop and adopt a policy that requires a seven-year cycle of board policy review. The cycle should be developed so that the core curricular areas of English/language arts, math, science, and social studies are not reviewed in the same year.
- Strengthen *Board Policy 6120.1* to require that primary instructional resources and textbooks, aligned to the curriculum guides, are adopted by the board as part of the review cycle.
- Develop and adopt a policy that establishes time allocations for instruction in the core content areas.
- Develop and adopt a policy that establishes program budgeting procedures to ensure that planning priorities are reflected in budgeting and spending.

Establish a calendar of systematic policy review so that board policies keep pace with current board expectations. During the reviews, update terminology, job titles referenced in policies, and legal requirements as needed.

Original Recommendation 2: Establish and implement a functional organizational structure to facilitate curriculum design and delivery.

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

Job descriptions define the roles and responsibilities of individuals within the organization. Quality job descriptions provide employees with clear direction as to how they contribute and function within the

organization. Job descriptions need to be accurate, current, and reflected in the daily actions and duties of employees.

In 1998 the auditors found that the Millard Public Schools' table of organization did not meet all audit criteria for sound organizational design. Issues were noted regarding logical grouping of functions, line and staff positions, scalar relationships, and full inclusion. Other concerns were related to Pre-K-12 articulation of the curriculum and continuing personnel changes.

A number of positions on the 1998 table of organization did not have job descriptions. Some job descriptions had inadequate linkage to the curriculum, a weak description of job qualifications, or issues related to chain of command. Further, clarification was needed regarding roles and responsibilities relative to district and school-based decision making. The auditors made recommendations to revise the organizational chart to establish a Pre-K-12 curriculum director position, to have MEP Facilitators assume Pre-K-12 responsibilities, to update job descriptions, and to clarify decision-making parameters.

Current Status

The auditors reviewed board policies, the current table of organization, job descriptions, and related documents to determine district progress in implementing the 1998 recommendation. The auditors also interviewed board members and administrative staff.

The auditors found that the current table of organization does not meet audit principles for sound organizational design. In some cases, it does not match current job responsibilities. The majority of job descriptions have been reviewed or revised since 2000. Almost all positions have job descriptions. More job descriptions met audit standards than in 1998, but issues remain for some job descriptions with chain of command, responsibilities, and linkage to the curriculum.

Seamless Pre-K-12 articulation of the curriculum has not yet been realized. The district continues to have an elementary/secondary curriculum structure, although a math K-12 curriculum adoption was completed and a K-12 language arts curriculum process will begin next year.

The following board policies reference the table of organization, job descriptions, and roles and responsibilities:

- *Board Policy 2000: A Concept of Administration* states that the administration is responsible for “the direction, coordination and control of students and staff in their efforts to reach educational and system goals adopted by the Board.” The Millard Public Schools’ organizational chart is also included in this policy.
- *Board Policy 2100: Administrative and Supervisory Personnel* states that all administrative and supervisory positions are initially established by the board, or by state law, or both. The superintendent is responsible for recommending to the board a sufficient number of positions “to provide for the effective and efficient management of the school district.” A written job description is to be developed for each position and approved by the board. The superintendent is to maintain a comprehensive, coordinated set of job descriptions for all administrative and supervisory positions.
- *Board Policy 2100.1: Superintendent of Schools* states that the superintendent recommends the number and types of positions required to provide proper personnel for the operation of the educational program.
- *Board Policy 2400: Organization and Administration* states that the superintendent is responsible for establishing clear lines of authority and responsibility and open lines of communication, both vertically and horizontally.

- *Board Policy 2400.1: Organization and Administration* states that the district is administered in accordance with a staff organizational plan that is developed by the superintendent and approved by the board.
- *Board Policy 2400.3: Line and Staff Relationships* describes communication with the principal; directors, coordinators, consultants and department heads; the superintendent; and other school employees.
- *Board Policy 4140.1: Responsibilities and Duties – Certificated* states that an employee’s responsibilities and duties are contained in their job description.
- *Board Policy 10000: Shared Decision-Making* states that the philosophy of shared decision making shall be evident in the Millard School District “through the opportunity for personnel, parents, community members and students, when appropriate, to collaborate on the design and implementation of (1) mission statements, (2) objectives, (3) strategies and action plans, (4) evaluation methods, (5) responses to results of evaluation, and (6) reporting activities.”
- *Board Policy 10000.1: Site-Based Planning and Shared Decision-Making* includes a chart that illustrates decisions that are to be made at the district level and those to be made at the building level. The decision examples are listed by the following areas: educational services, pupil services, human resources, general administration, governance, and technology.

Exhibit 2.1 displays the table of organization in place at the time of the Post-Audit site visit.

Exhibit 2.1
Table of Organization
Millard Public Schools
March 2007

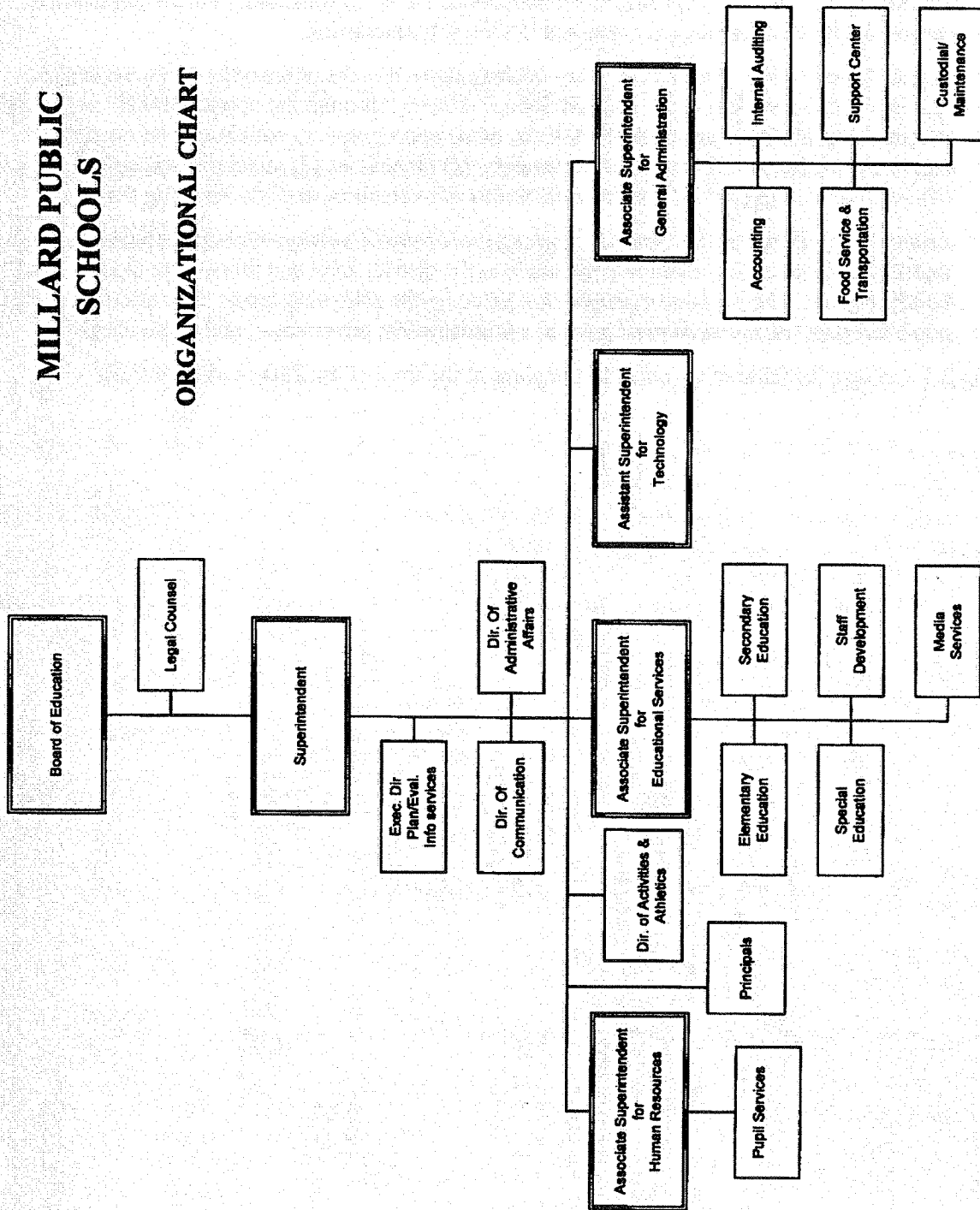
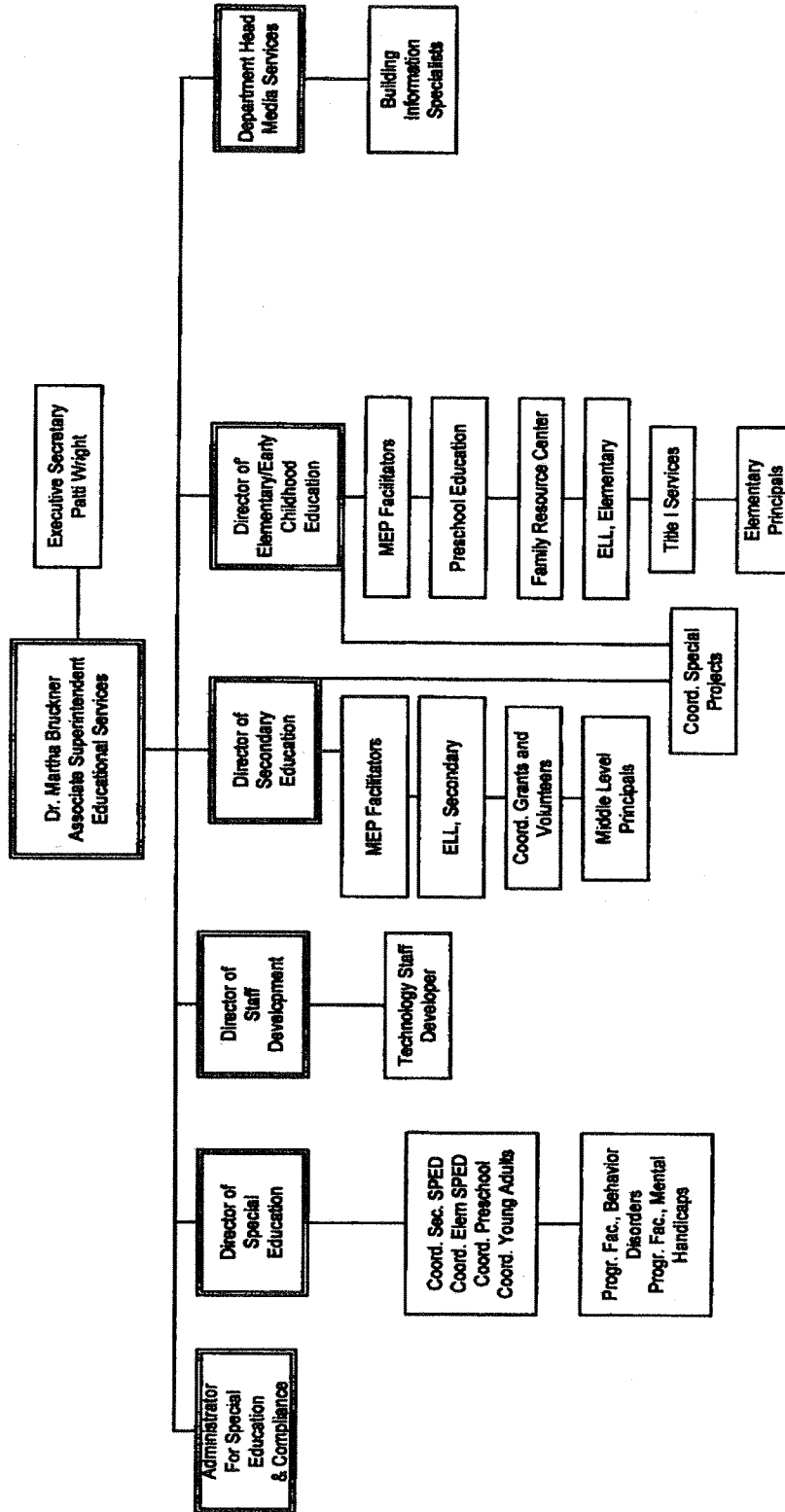


Exhibit 2.1 (continued)
Table of Organization
Millard Public Schools
March 2007

MILLARD PUBLIC SCHOOLS
EDUCATIONAL SERVICES
DIVISION



Millard Public Schools
Associate Superintendent for
General Administration

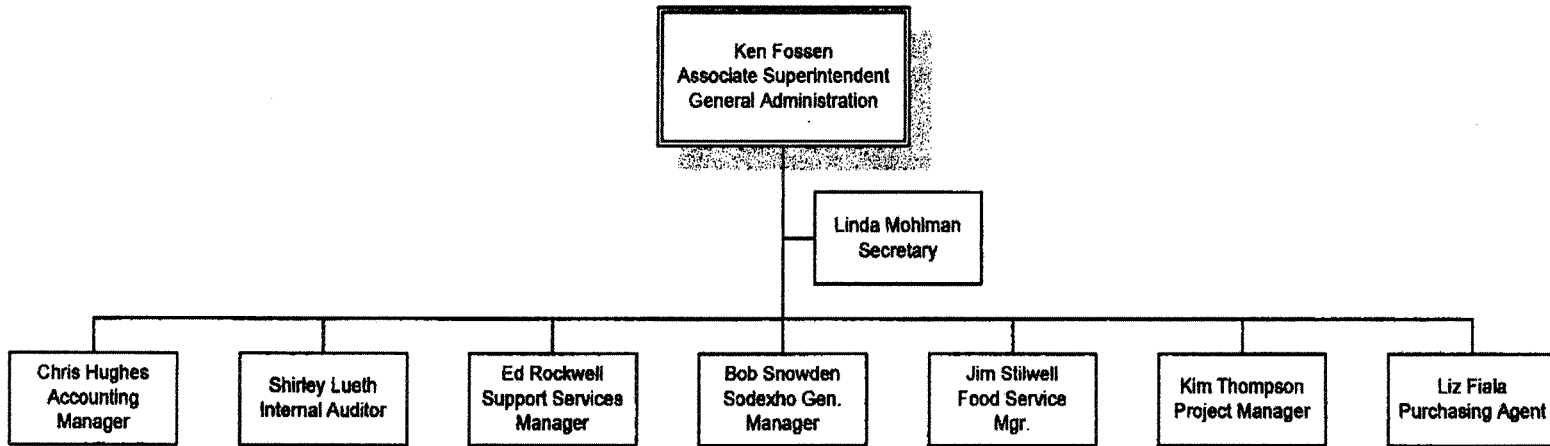


Exhibit 2.1 (continued)
Table of Organization
Millard Public Schools
March 2007

MILLARD PUBLIC SCHOOLS Human Resources Division

Exhibit 2.1 (continued)
Table of Organization
Millard Public Schools
March 2007

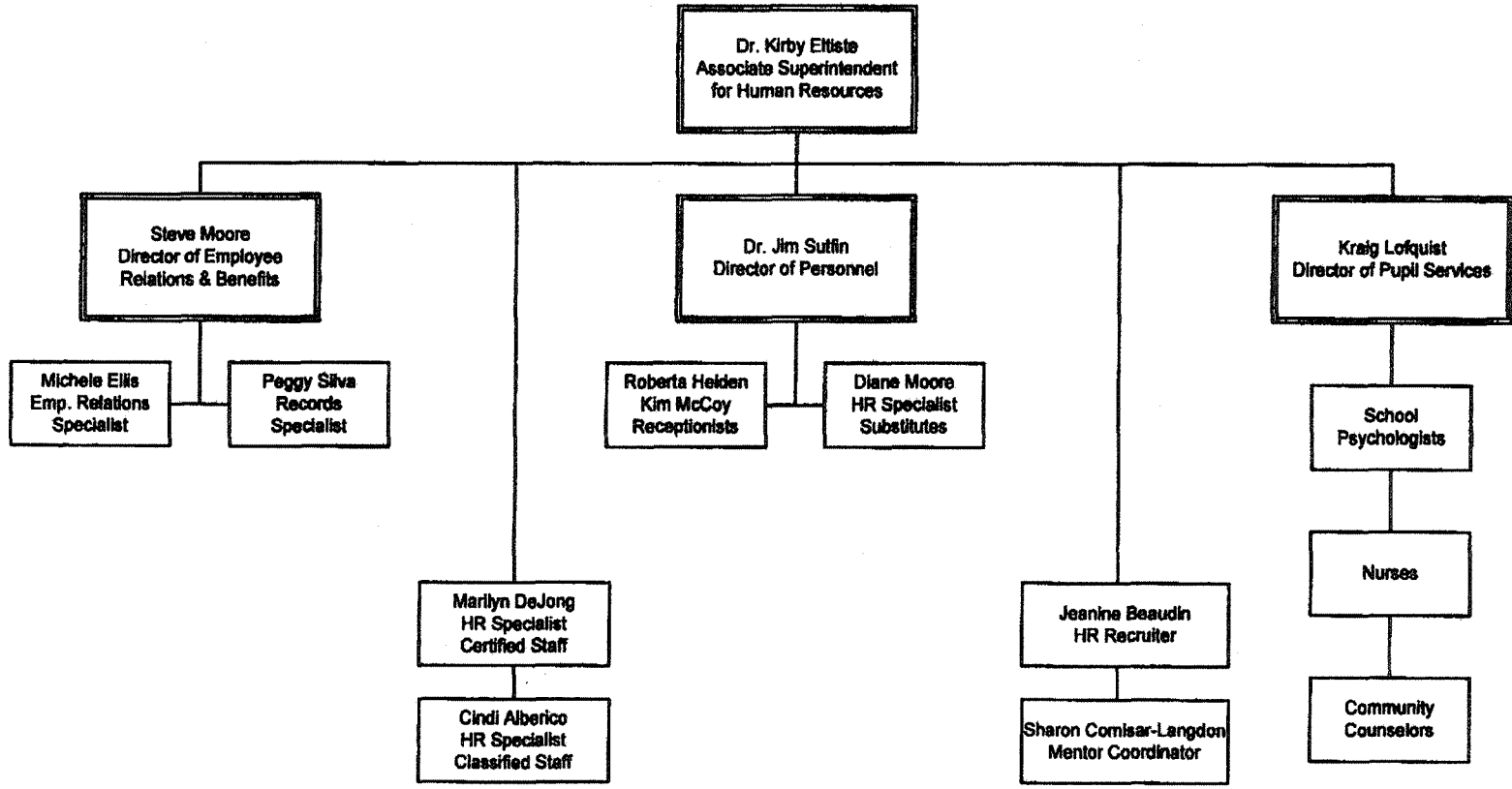
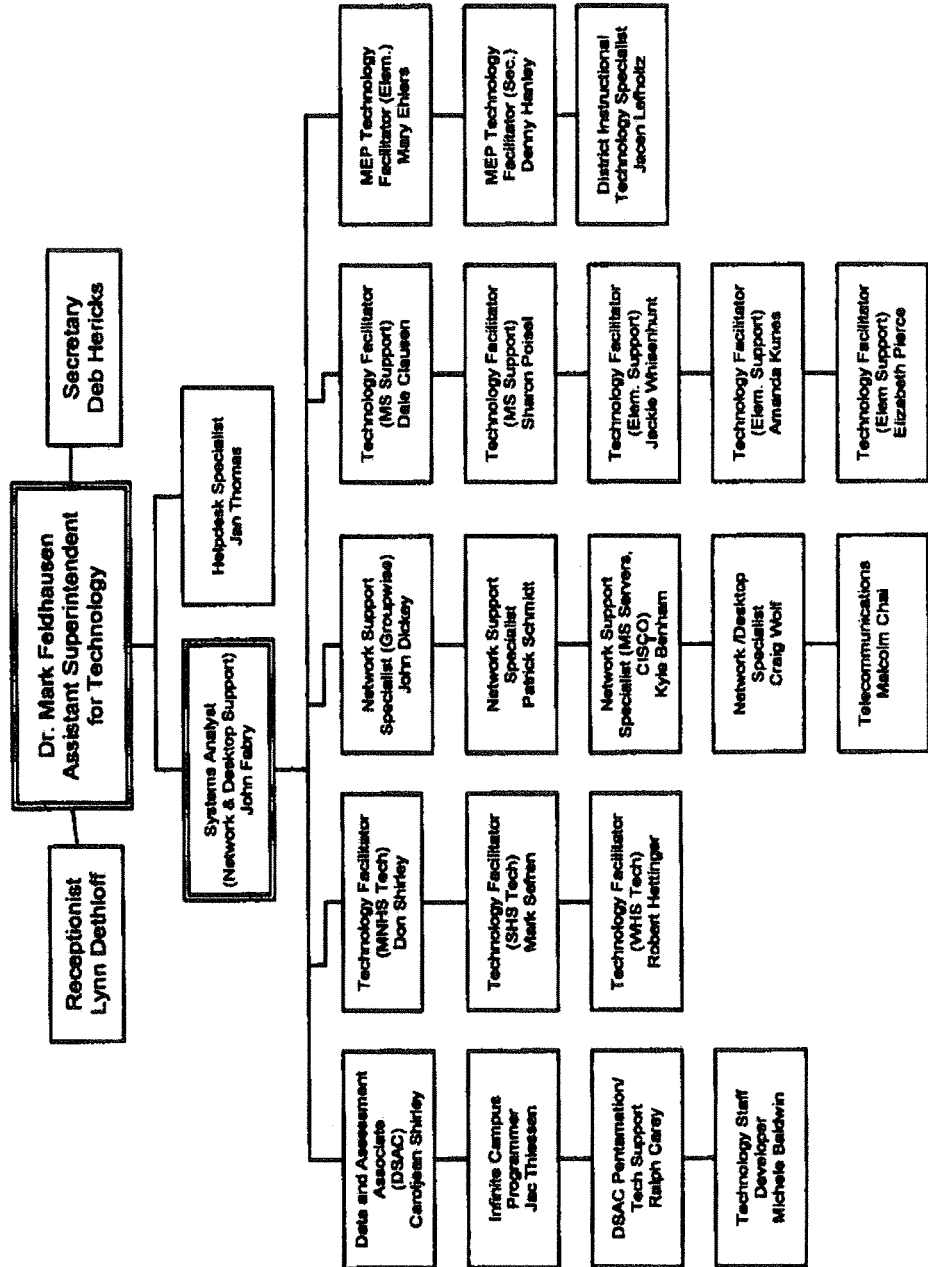


Exhibit 2.1 (continued)

Table of Organization
Millard Public Schools
March 2007

MILLARD PUBLIC SCHOOLS

Technology Division



The auditors used six principles of sound organizational management to analyze the district's table of organization. These principles are presented in Exhibit 2.2.

Exhibit 2.2

Principles of Sound Organizational Management

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

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

1. **Span of Control:** The updated table of organization presented to the auditors, the partial table of organization included in *Board Policy 2000: A Concept of Administration*, and the superintendent's job description state that the superintendent supervises all principals. More detailed division organizational charts indicated that elementary principals are supervised by the Director of Elementary/Early Childhood Education and the middle school principals are supervised by the Director of Secondary Education. In reality, supervision of principals is divided among the Associate Superintendent of Educational Services, the Associate Superintendent for Human Resources, the Director of Elementary Education, the Director of Secondary Education, the Director of Administrative Affairs, and the Executive Director of Planning/Evaluation.

The Superintendent's span of control is 14, which exceeds the audit recommended maximum of 12 subordinates. The span includes three Associate Superintendents, an Assistant Superintendent for Technology, the Executive Director of Planning/Evaluation and Information Services, three Directors, and six Board of Education members. Board members, who do not report to the Superintendent, are included in this count because of the amount of time the Superintendent needs to spend communicating with them. A large span of control makes a supervisor less accessible to the individuals he/she is responsible for mentoring and monitoring.

The span of control for the Associate Superintendent of Educational Services is 14; for the Elementary/Early Childhood Director, 16; and for the Secondary Director, 20. The spans of control for other administrators listed on the table of organization are within acceptable limits.

2. **Chain of Command:** As noted above, the table of organization doesn't accurately reflect current supervision of principals. In addition, a number of positions depicted on the table of organization are shown as reporting to more than one supervisor. The Coordinator of Special Projects/HAL and the ELL Department Head are shown as reporting to both the Director

of Elementary/Early Childhood Education and the Director of Secondary Education. MEP Technology Facilitators and the District Instructional Technology Specialist are depicted as reporting to both the Assistant Superintendent for Technology and the Secondary Director. The K-12 Physical Education MEP Facilitator and the K-12 Music/K-5 World Language Facilitators report to both the Elementary and Secondary Directors.

3. **Logical Grouping of Functions:** Functions are grouped logically for ease of coordinating educational operations.
4. **Separation of Line and Staff Functions:** A number of administrators perform both line functions (supervision of principals) and staff functions (student services and curriculum development).
5. **Scalar Relationships:** The Assistant Superintendent is placed on the same vertical plane as the Associate Superintendents. The Executive Director for Planning/Evaluation and the Directors of Communication and Administrative Affairs are placed on the chart above the Associate Superintendents. On one page of the organizational chart, the principals are placed at the same level as the Directors of Elementary/Early Childhood and Secondary Education although principals are supervised by these positions. The Executive Director of Planning/Evaluation supervises five people while the Directors of Elementary/Early Childhood and Secondary Education supervise from 16 to 20 individuals.
6. **Full Inclusion:** Assistant principals and teachers are not included on the table of organization.

In summary, the auditors found that the table of organization for the Millard Public Schools continues to not meet audit criteria for sound organizational management.

Job Descriptions

The auditors reviewed board policies, the table of organization, and current job descriptions to determine the degree to which audit recommendations regarding job descriptions had been implemented.

The auditors reviewed 66 job descriptions that were submitted by school district staff. The auditors found that, currently, more job descriptions contain components of effective job descriptions than in 1998, but a number are still insufficient in the areas of responsibilities, curricular linkage, and/or link to chain of command. Sixty-seven percent were dated 2000 or later; 21 percent were dated prior to 2000; and 12 percent were undated. The auditors found that many of the administrative job descriptions for the positions on the organizational chart are part of the *Board Policy Series 2100*.

The auditors rated the job descriptions using the same criteria and audit indicators for quality job descriptions that were used in the 1998 audit. Each job description was rated on the following criteria:

- Qualifications
- Links to chain of command (No employee should have more than one supervisor.)
- Functions, duties, and responsibilities
- Relationship to the curriculum (where relevant)

There are five possible ratings for the four criteria. Those indicators are listed in [Exhibit 2.3](#).

Exhibit 2.3**Curriculum Audit Indicators for Job Descriptions**

Criteria	Description
Missing	No statement made.
Inadequate	Statement made, but missing basic ingredients.
Adequate	Clear statement, but weak in curriculum quality control statements.
Strong	Clear statement, including several aspects of curriculum quality.
Exemplary	Clear statement, including curriculum and delivery of curriculum.
N/A	Not applicable.

The auditors' assessment of the job descriptions is presented in Exhibit 2.4. To be considered strong, each of the four criteria must be rated as adequate or higher.

Exhibit 2.4

**Auditors' Assessment of Job Descriptions
Millard Public Schools
March 2007**

Position	Qualifications	Link to Chain of Command	Responsibilities	Curriculum Link
Superintendent	Adequate	Adequate	Inadequate	Inadequate
Associate Superintendent for Educational Services	Adequate	Adequate	Inadequate	Adequate
Associate Superintendent for General Administration	Adequate	Adequate	Adequate	Adequate
Associate Superintendent of Human Resources	Adequate	Adequate	Adequate	Adequate
Assistant Superintendent for Technology	Adequate	Adequate	Adequate	Adequate
Exec. Director for Planning, Evaluation and Information Services	Adequate	Adequate	Adequate	Adequate
Director of Administrative Affairs	Adequate	Adequate	Adequate	Adequate
Director of Special Education	Adequate	Adequate	Inadequate	Inadequate
Director of Elementary and Early Childhood Education	Adequate	Adequate	Inadequate	Adequate
Director of Secondary Education	Adequate	Adequate	Adequate	Adequate
Director of Personnel	Adequate	Adequate	Adequate	Inadequate
Director of Activities and Athletics	Adequate	Adequate	Adequate	Inadequate
Director of Pupil Services	Adequate	Adequate	Adequate	Inadequate
Director of Communications	Adequate	Adequate	Adequate	Adequate

Exhibit 2.4 (continued)				
Auditors' Assessment of Job Descriptions				
Millard Public Schools				
March 2007				
Position	Qualifications	Link to Chain of Command	Responsibilities	Curriculum Link
Director of Staff Development and Instructional Improvement	Adequate	Adequate	Adequate	Missing
Director of Employee Relations	Adequate	Adequate	Adequate	N/A
Support Services Manager	Adequate	Adequate	Adequate	Adequate
Administrator for Special Education Programs and Compliance	Adequate	Adequate	Adequate	Adequate
Coordinator of Elementary Special Education	Adequate	Adequate	Adequate	Adequate
Coordinator of Secondary Special Education	Adequate	Adequate	Adequate	Adequate
Coordinator of Early Childhood Special Education	Adequate	Adequate	Adequate	Adequate
Coordinator of Related Services and Young Adult Program	Adequate	Adequate	Adequate	Adequate
Coordinator of Special Projects	Adequate	Adequate	Adequate	Strong
Coordinator of Montessori	Adequate	Inadequate	Adequate	Strong
Coordinator of Grants and School/Community Volunteers	Adequate	Adequate	Adequate	Adequate
Principal	Adequate	Inadequate	Adequate	Strong
Principal of Alternative Programs	Adequate	Inadequate	Adequate	Adequate
Assistant Principal – Discipline	Adequate	Adequate	Inadequate	Missing
Assistant Principal – Curriculum and Instruction	Adequate	Adequate	Adequate	Adequate
Assistant Principal – Student Services (9-12)	Adequate	Adequate	Adequate	Adequate
Assistant Principal – Activities (9-12)	Adequate	Adequate	Adequate	Adequate
Middle School Assistant Principal	Adequate	Adequate	Adequate	Adequate

Exhibit 2.4 (continued)				
Auditors' Assessment of Job Descriptions				
Millard Public Schools				
March 2007				
Position	Qualifications	Link to Chain of Command	Responsibilities	Curriculum Link
Elementary Assistant Principal	Adequate	Adequate	Adequate	Adequate
MEP Curriculum Facilitator	Adequate	Inadequate	Adequate	Adequate
Dept. Head – Information/Technology	Adequate	Adequate	Adequate	Strong
Dept. Head – English As a Second Language	Adequate	Inadequate	Adequate	Adequate
MEP Technology Facilitator (draft)	Adequate	Adequate	Adequate	Strong
Dept. Head – Core Academy	Adequate	Adequate	Adequate	Adequate
Dept. Head – Secondary	Adequate	Inadequate	Adequate	Strong
Dept. Head – Spec. Education	Adequate	Inadequate	Adequate	Strong
Dept. Head – H.S. Guidance	Adequate	Inadequate	Adequate	Adequate
Information Specialist	Adequate	Inadequate	Adequate	Adequate
Classroom Teacher	Adequate	Adequate	Inadequate	Inadequate
Instructional Facilitator	Adequate	Inadequate	Adequate	Adequate
K-12 Information Specialist	Adequate	Adequate	Adequate	Strong
Technology Leader	Adequate	Adequate	Adequate	Adequate
Preschool Teacher	Adequate	Adequate	Adequate	Adequate
Special Education Resource Teacher	Adequate	Inadequate	Adequate	Missing
Self-Contained Special Education Teacher	Adequate	Inadequate	Adequate	Inadequate
Speech Language Pathologist	Adequate	Inadequate	Adequate	Missing
Early Childhood Special Education Teacher	Adequate	Adequate	Adequate	Adequate
Behavior Specialist/Teacher – Middle School Alternative Program	Adequate	Inadequate	Adequate	Inadequate
READ Teacher	Adequate	Inadequate	Adequate	Strong
Teacher of the Visually Impaired	Adequate	Inadequate	Adequate	Adequate
Elementary Guidance Counselor	Adequate	Inadequate	Adequate	Adequate
Middle School Counselor	Adequate	Inadequate	Adequate	Adequate

Exhibit 2.4 (continued)				
Auditors' Assessment of Job Descriptions				
Millard Public Schools				
March 2007				
Position	Qualifications	Link to Chain of Command	Responsibilities	Curriculum Link
High School Guidance Counselor	Adequate	Inadequate	Adequate	Adequate
School Psychologist	Adequate	Adequate	Adequate	Adequate
Head School Nurse	Adequate	Adequate	Adequate	Adequate
Project Manager	Adequate	Adequate	Adequate	N/A
Purchasing Agent	Adequate	Adequate	Adequate	Adequate
Sodexo Manager	Adequate	Inadequate	Adequate	Adequate
Transportation Manager	Inadequate	Adequate	Adequate	N/A
Accounting Manager	Adequate	Adequate	Adequate	N/A
Food Service Manager	Adequate	Adequate	Adequate	N/A
Internal Auditor	Adequate	Adequate	Adequate	Adequate

Exhibit 2.4 indicates that 35 of the 66 job descriptions, or 53 percent, were rated as Adequate compared to 37 percent in 1998.

Exhibit 2.5 presents a comparison of the job description ratings by criterion in 1998 with those in 2007.

Exhibit 2.5
Comparison of Job Description Ratings
by Percentage Adequate
Millard Public Schools
1998 and 2007

Criteria	1998	2007
Qualifications	76%	99%
Link to Chain of Command	94%	70%
Responsibilities	94%	91%
Curriculum Link	70%	83%

Exhibit 2.5 shows:

- Almost all 2007 job descriptions listed adequate qualifications for each position, an increase of 23 percent.
- The 2007 job descriptions decreased in linkage to chain of command by 24 percent. More job descriptions listed positions that reported to more than one supervisor.
- The 2007 job descriptions had a three percent decrease in adequacy of responsibilities listed. An increased number of job descriptions no longer reflect current responsibilities.
- The 2007 job descriptions increased in adequacy of curriculum linkage by 13 percent.

The auditors noted that a number of job descriptions that were rated as Inadequate in 1998 had not been revised by 2007. For example, the Superintendent's job description still states that he supervises all principals despite the table of organization and job descriptions for other positions stating otherwise. Two of the five positions that supervise principals do not include this as a job responsibility.

As noted above, board policies have been developed that delineate decisions to be made at the district level and those that are site-based.

Continuing Recommendation 2: Revise the Table of Organization and Job Descriptions to reflect current expectations, roles, and responsibilities.

Successful organizations have a table of organization and accompanying job descriptions that provide the structure and working parameters for a well organized, focused, and efficient administrative team. Quality control and productivity depend upon the clear communication of responsibilities and relationships within the organization.

The auditors found that the current table of organization does not adhere to the principles of sound organizational management identified in Exhibit 2.2. Although many job descriptions have been updated, a number continue to be inadequate in identifying supervisory relationships and linkage to the curriculum. Gaps remain in the articulation of the curriculum across the various levels (see Recommendations 3 and 6). The auditors recommend the following actions to address these issues:

- Revise the organizational chart to meet audit criteria listed in Exhibit 2.2 and to support Pre-K-12 articulation of the curriculum.
 - Create and staff a Pre-K-12 Curriculum Director position.
 - Redesign the MEP Facilitator positions to have Pre-K-12 curriculum responsibilities.
 - Address the span of control for the Superintendent, Associate Superintendent of Educational Services, Elementary and Secondary Directors.
 - Clarify reporting relationships when job descriptions list more than one supervisor.
 - Address scalar relationships and full inclusion.
- Establish a practice for annual review and modification of the table of organization to reflect current district operations.
- Develop job descriptions for all positions that are accurate, complete, and comply with audit principles described in Exhibit 2.3.
 - Establish a timeline for the creation of job descriptions that meet audit criteria for every position in the system; review at least every two years for updating and adjustment. Develop a board policy based on this directive.
 - Ensure that no position reports to more than one supervisor. If the nature of the duties performed requires coordinating with more than one administrator, the job description needs to clarify the roles of multiple supervisors. The final authority should be the person who evaluates the employee.
 - Update job descriptions for principals and assistant principals to include expectations for monitoring the delivery of the curriculum in the classroom.
 - Strengthen the teachers' job descriptions to reflect current expectations: teaching the adopted curriculum; implementing the Millard Instructional Model expectations for the delivery of the curriculum (such as differentiation, active engagement, etc.); maintaining

alignment of the written, taught, and tested curricula; and using achievement and other data to assess performance and adjust instruction.

Original Recommendation 3: Implement a comprehensive curriculum development and management plan.

An effective school system prioritizes quality teaching and learning in every facet of its organization. In effective school districts, teaching and learning are directed and evaluated by the written curriculum and assessment documents that exist in the district; these constitute the written and tested forms of curriculum, while the third form of curriculum is the delivered, or taught, curriculum. It is the essential premise of the audit that the alignment of all three forms of curriculum, the written, taught, and tested, will result in higher student achievement. Ensuring alignment of curriculum in large school districts becomes increasingly difficult as classrooms and courses are added, and as teachers leave or retire and new teachers are hired. Effective districts, then, rely on written documents to guide the overarching process of curriculum management, to ensure that what is written is taught, what is taught is tested, and that teaching and learning increasingly reflect district leaders' definitions of best practices and instructional excellence.

A strong curriculum management plan directs the development, evaluation, revision, delivery, and monitoring of all curriculum in a district, ensuring greater articulation from one level to the next, higher quality in instructional delivery, and a focus on student achievement and feedback. An effective school district must be more than just the sum of its parts; rather all parts working in concert and moving in the same direction yield results that could not be realized in a disjointed, fragmented system. A curriculum management plan assures that all parts of the system that in any way relate to curriculum are working together for greater efficacy, leading to higher student performance.

In 1998 the Curriculum Management Auditors found that there was no overarching, written plan that directed curriculum management in the district. Auditors found that although some of the components of a curriculum management planning were in place, no single, comprehensive document directed curriculum management efforts district-wide. The district was encouraged to design and implement a plan that would direct the widespread and varied processes involved in managing the written, taught, and tested curriculum. Recommendations included:

- Creating and adopting policies that outline and require coordinated, specific processes for curriculum design, development, implementation, monitoring, and revision.
- Developing a single, comprehensive plan that directs all facets of curriculum management.
- Reviewing and revising all existing curriculum documents to ensure strong vertical articulation and the spiraling of content for increasing rigor from one level to the next.
- Following the recommended curriculum cycle, an integrated part of the plan.
- Providing comprehensive staff development in the content of curriculum, approaches for delivery, and expectations for instructional practices.
- Using assessment as a tool to strengthen the written and taught curriculum.
- Monitoring the delivery of curriculum to ensure fidelity in approaches and content.

Current Status

The auditors found that staff members of the Millard Public Schools have exerted considerable effort in meeting the recommendations of the original audit. Most notably, a comprehensive curriculum development and management plan was approved in November 2001 by the Millard Board of Education. The plan has a multi-phase curriculum cycle, and auditors also found many processes in place that

serve to unify efforts in curriculum development, implementation, and monitoring district-wide. Board policies have been strengthened to provide clear direction for the design and delivery of the written, taught, and tested curriculum (see [Recommendation 1](#)). Overall, the auditors found that the Curriculum Development and Management Plan is adequate, except for certain areas of weakness described later in this section.

The auditors analyzed the Curriculum Development and Management Plan and the accompanying Curriculum Matrix against the 12 audit criteria for quality curriculum management planning. The matrix was included in the analysis as it describes in detail the four phases of the curriculum development cycle. The results of this analysis are presented in [Exhibit 3.1](#).

Exhibit 3.1
Characteristics of a Quality Curriculum Management
Plan and Auditors' Ratings
Millard Public Schools
March 2007

Characteristic	Adequate	Inadequate
1. Describes the philosophical framework for the design of the curriculum (standards-based, results-based, competency-based).	X	
2. Specifies the roles and responsibilities of the board, central office staff members, and school-based staff members.	X	
3. Presents the format and components of aligned curriculum guides.	X (partial)	
4. Directs how state and national standards will be included in the curriculum.	X	
5. Identifies the design of a comprehensive staff development program linked to curriculum design and delivery.	X	
6. Identifies a periodic cycle of curriculum review of all subject areas at all grade levels.	X	
7. Describes the timing, scope, and procedures for curriculum review.	X	
8. Presents procedures for monitoring curriculum delivery.	X	
9. Specifies overall assessment procedures to determine curriculum effectiveness.	X	
10. Describes the approaches by which tests and assessment data will be used to strengthen curriculum and instruction.		X
11. Establishes a communication plan for the process of curriculum design and delivery as well as celebration of progress and quality.		X

As can be seen in [Exhibit 3.1](#), the Millard Public Schools' Curriculum Development and Management Plan has met or partially met nine, or 82%, of the 11 characteristics of a quality curriculum management plan. Seventy percent is required to be considered adequate, rendering this plan sufficient to direct curriculum management functions within the district. A more specific description of each rating follows.

1. **Philosophical framework:** The plan specifies that the district subscribes to a standards-driven, accountability-based approach to curriculum, instruction, and assessment; therefore, the criterion is met. However, there is no explicit definition of what being “standards-based” implies for students, parents, or teachers, or how this philosophical approach should impact instruction. The district Beliefs statements are included in the plan and clarify the values held by district stakeholders and leaders.
2. **Roles and responsibilities:** The plan specifies in detail the role of every constituent in supporting the curriculum process and incumbent responsibilities. This criterion is met.
3. **Format and components of aligned curriculum guides.** The plan and the matrix both specify the components to be included in curriculum guides, and when these components are expected to be developed within the cycle. However, although the curriculum cycle mentions a curriculum guide template, auditors did not find anything beyond the requirements for guide components. Therefore, the criterion is not fully met.
4. **State and national standards:** Under the curriculum development section of the plan, it is specified that the guides will set forth the Nebraska state standards correlation. National standards are noted in the curriculum matrix phase I, during which curriculum committee members are expected to review best practices and research, along with national, state, and international standards, to provide direction in establishing curriculum frameworks and developing the enabling learner outcomes. This criterion is met.
5. **Comprehensive staff development program:** Staff development is mentioned in both the plan and the curriculum matrix. It is described as an essential part of every phase of the cycle, being necessary to prepare committee members to accomplish their tasks. It is also part of the third phase of the cycle, and describes providing staff development for teachers in best practices and in using the new guides and curricular materials. This criterion is met. See [Recommendation 5](#) for an analysis of the comprehensive staff development program.
6. **Cycle of curriculum review:** The curriculum cycle is described in the curriculum management plan, and laid out more specifically in the curriculum matrix. This criterion is met.
7. **Timing, scope, and procedures for curriculum review:** The plan outlines the timing, scope, and procedures for reviewing and revising curriculum, and this is expanded in more detail in the curriculum matrix. The criterion is met.
8. **Procedures for monitoring curriculum:** Curriculum monitoring is included in the roles and responsibilities section of the plan, and is described as one of the primary functions of the building principal. In addition, the plan stipulates that there is further support for the monitoring of the curriculum in the curriculum monitoring documents provided to building administrators. This criterion is met.
9. **Overall assessment procedures to determine curriculum effectiveness:** The plan and matrix both stipulate that assessment should be used to determine whether the outcomes have been met. In Nebraska, districts develop their own assessments for accountability; the matrix and the plan both direct the development of assessments during phase II of the cycle. There is mention of administering those assessments and monitoring results during the third phase of implementation. Subcommittees are to “meet to review and analyze assessment data [and] 2. Identify strengths and weaknesses.”
10. **Approaches by which tests and assessment data will be used to strengthen curriculum and instruction:** No specific process was outlined that described exactly how the results of the subcommittee’s analysis would be used to further revise either curriculum or its delivery, beyond

considering information gathered during phase I (apart of the cycle that may not occur again for several years). The audit expectation is that assessment data are examined on a regular basis to inform decision making at every level. The cycle specifies that the assessment results be analyzed to identify strengths and weaknesses, but fails to indicate what should be done with this information before phase I comes around again. This criterion, therefore, is not met.

11. **Communication plan for the process of curriculum design and delivery as well as celebration of progress and quality:** The plan mentions that new committees responsible for developing curriculum for a specified content area should communicate their progress and products to various stakeholders; each committee is expected to develop a plan by which members communicate with all constituents. What this plan might look like could vary depending on the committee, and auditors did not find any other statements in the plan or cycle further specifying how all the new information regarding the newly developed curriculum, its format, and design would be disseminated. The only mention is that it will be communicated, not how. In addition, there is no planned celebration or recognition of progress and quality.

Although the Curriculum Development and Management Plan is adequate, the auditors noted discrepancies or weaknesses that were not addressed by the criteria used in the analysis above. The weaknesses pertain to both design and delivery issues. They include: the sequence of resource/material selection; feedback and assessment; and the role of MEP facilitators.

Resource Selection

The first area of concern is in the sequence of selecting resources and materials, as outlined by the cycle. During Phase II, Curriculum Development, the committee is to take the following steps:

1. Develop scope and sequence of K-12 level and course outcomes.
2. Develop scope and sequence of K-12 enabling objectives for each level/course.
3. Develop assessments for level/course outcomes.
4. Identify instructional materials and resources.
5. Conduct necessary field tests or pilots.
6. Conduct cost-benefit analysis to establish program budgets.
7. Make appropriate resource decisions.
8. Obtain approval of Curriculum Frameworks by Board of Education.
9. Create course assessments and grading protocols/rubrics.
10. Develop curriculum guides.
11. Devise implementation plans, including staff development as needed.
12. Share newly adopted curriculum with appropriate constituents.

As can be seen in the list of tasks above, the fourth step is to identify the instructional materials and resources after the scope and sequences and assessments have been developed. This step precedes the development of implementation plans and the final step of sharing the newly-adopted curriculum with appropriate constituents. Auditors expected to find a process that focuses first on establishing rigorous, quality learner objectives that comprehensively express what district leaders expect students to master during their time in Millard Public Schools. When the curriculum is well defined and is of good quality, future revisions may be only minor, enabling stakeholders to focus more time and effort on improving delivery.

Selecting textbooks and other resources before developing the complete curriculum guide is a weakness for several reasons. First, having the resource before the guide forces the guide to follow the content and context of information and activities included in the textbook or series. This may then result in the ultimate control over what is included in instruction (teaching the assigned curriculum) being held by textbook publishers, rather than district leaders.

In addition, the selection and field testing of resources before a guide is even developed may give teachers the impression that the textbook should drive instruction, rather than the district-developed document. Auditors also learned that the district curriculum itself is completely revised every time there is a new adoption. When textbooks serve as the “curriculum,” the curriculum development process many times becomes more about fitting a program to a resource, rather than fitting the resource to the program.

During interviews, auditors heard comments concerning the sequence of ELO development and resource adoption. There were inconsistencies between elementary and secondary levels regarding the process, but all attested to revising the ELOs every time there is a new adoption. Comments included:

- “The ELO’s are revised when we adopt a new series.”
- “We make sure when we buy supplementary materials it is aligned to the curriculum.”
- “Grade level objectives and ELOs will change with the new math adoption.”
- “At the secondary level, the teachers write the curriculum. We do our research, what are best practices, what’s working, what’s not working. We establish, here’s what we like, here’s what we want to change. When we’ve established our framework, then we invite in vendors. The curriculum is our framework. Elementary is different; they develop their framework around the text—that’s what we think.”
- “Once they’ve adopted their framework, and once the teachers start teaching the course, and they have their materials, the teachers start writing their guides. We do quite a bit of staff development when we adopt a new curriculum.” Curriculum? “Series.”
- “ELOs—they are revised all the time. When we have a new curriculum, they are revised. Even if we don’t, we revisit them.”
- “We rewrite/revisit them (standards/ELOs) every seven years.”

Finally, using a scope and sequence of learner outcomes as the basis for selecting textbooks and resources is inadequate for ensuring deeper levels of alignment. Learner outcomes and objectives are typically only descriptive of the content students are expected to master and do not sufficiently describe the context and cognitive type that should accompany that content. In other words, the concepts, knowledge, and vocabulary students are expected to learn may be less important than how they practice what they learn or how cognitively challenged they are during the learning process. Textbooks or resources may lack the cognitive rigor or the varied, integrative contexts district leaders have determined are an essential part of world class schooling.

During interviews with students, teachers, parents, and administrators, a few comments were made concerning the need for additional rigor in the curriculum. These comments, mostly from students, included:

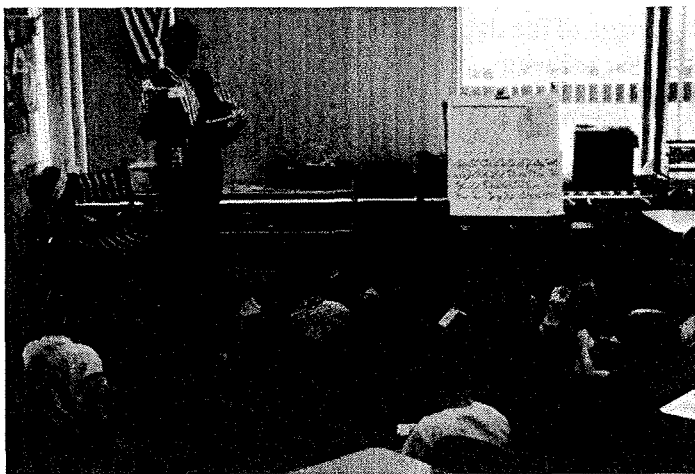
- “Some classes [are] not challenging. You don’t have to do anything to pass the classes.”
- “[We] need more advanced classes.”
- “Some of the classes I’ve experienced could be more challenging. I could sleep in most classes; they’re pretty easy. I’m not in any advanced courses—just basic. I do get good

grades. Some kids just blow everything off and don't try but they still get good grades because it's pretty easy."

- "We would like to see a more rigorous curriculum come through for our elective areas."

The need to assure rigor and varied instructional contexts is especially important since Nebraska schools develop their own assessments to determine mastery of the curriculum. Tests are typically the primary means by which mastery is defined, and they are the vehicle used to convey whether students have successfully achieved mastery. When tests are developed in-house, such arrangement has incumbent advantages and disadvantages. An obvious advantage is the ability to create and administer assessments that exactly align with and reflect the content, context, and cognitive type of instruction in the classroom. The disadvantage is two-fold: having no way to compare Millard student performance with that of students from similar districts in Nebraska and across the U.S.; and as well as having assessments that are perhaps not as rigorous as external assessments might be.

In summary, the focus on textbooks and resources before a fully-defined curriculum is developed may have a deleterious effect on the quality of instruction in Millard Public Schools. Auditors found textbooks to be almost synonymous with curriculum for many teachers.



Vocabulary instruction in this Cather Elementary classroom

Feedback and Assessment

The second weakness in the existing curriculum management structure is the lack of specificity concerning the use of feedback to direct curriculum design and delivery. The cycle mentions looking at test results, but no clear direction is given regarding how those results should be used. This situation is further complicated by the lack of a clear student and program evaluation plan, a document that would describe the purposes and use of assessment data and specifically direct the processes linking assessment results with decision making (see [Recommendation 4](#)). The Curriculum Development and Management Plan does not specify how assessment results should be used systemically to drive real decisions regarding teaching, staff development, monitoring practices, curriculum design issues, and even program revision or termination.

The link between written and taught curriculum and assessment is important, as assessment is critical to determining: Are the students learning what they are intended to? What do we need to change so students can do better? This link must be evident in all documents directing efforts at improving all forms of curriculum and their alignment. *Board Policy 6300.1* mentions this link, stating "district assessments shall be valid, reliable, and aligned to the greatest degree possible with the written curriculum. The purposes of the District assessments include analysis of student growth and information on strengths

and areas needing improvement in schools and programs.” Use of assessment is also a strategy within the Strategic Plan, so there is evidence of an awareness of the need to be intentional in the analysis and use of data. However, current curriculum documents that refer to assessment in Millard, such as the Curriculum Development and Management Plan and the document titled, Assessment Program (downloaded from www.mpsomaha.org/mps/index.cfm?action=202&id=187), do not specifically mention how data should be analyzed and how those results should be used within the curriculum management cycle, or even across the district. The significance of feedback is in the real change that it effectes in design (written curriculum and assessment) and delivery (everyday classroom practices and instruction).

Millard Educational Program Facilitators

A third weakness in the current curriculum management system, as defined and described in the plan and cycle, is the organizational structure within Educational Services (see [Recommendation 2](#)). The Millard Educational Program (MEP) facilitators hold a key position in the district. The steps and responsibilities outlined in the four-phase curriculum cycle constitute major responsibility, and given that assessment development is also within the scope of district responsibilities, the tasks for managing curriculum in a district the size of Millard are likely to increase. The position of facilitator manages a key link between the directives of the district office and the implementation at individual school sites. Currently, facilitators are charged with:

- Facilitating MEP Planning, including all steps in the four-phase curriculum cycle (40 percent)
- Communicating MEP planning and results to Associate Superintendent and Directors of Elementary and Secondary Education; administrators, department heads, and teachers; and parents, business leaders and the community (15 percent)
- Developing budgets (15 percent)
- Managing and supervising implementation, including overseeing staff development and materials acquisition, appropriate building usage, and assisting building administrators with implementation issues (15 percent)
- Analyzing assessment data regarding student learning, consulting with building personnel, recommending modifications for curriculum and materials, and assisting with summer school. (15 percent)

In short, the facilitators are responsible for every aspect of the tasks associated with developing, evaluating, implementing, monitoring, revising, and reviewing curriculum. They are intended to be the “experts” in the field, literally providing assistance at buildings, to teachers and administrators alike.

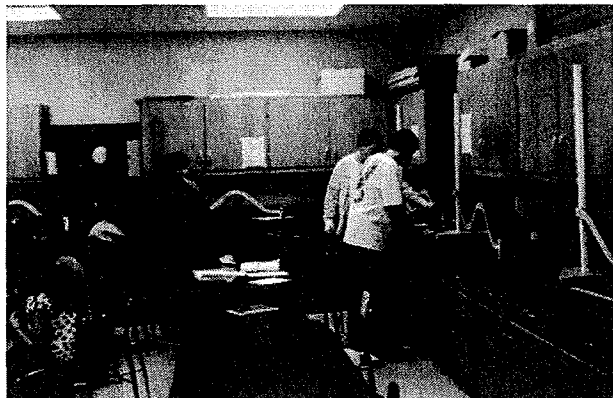
Auditors found the current assignment of MEP facilitators to specific content areas and/or schools to be problematic. A few facilitators are assigned to areas that are not their realm of expertise. All facilitators expected to have had successful teaching experience, as well as a Master’s degree, but there are currently facilitators who are coordinating content areas in which they have no experience. This becomes an issue in the arena of advising teachers and building administrators in the field concerning curriculum implementation; some teachers, particularly at the secondary level, may not consult a facilitator who has never taught in their content area. Best practice methodology requires a thorough and comprehensive knowledge of the content being taught. The MEP facilitator job description further requires them to “teach others concerning differentiation of instruction for a variety of learners.” As one facilitator commented, “What we’ve (facilitators) found, when we’re in our content area, teachers tend to rely on us to have all the answers.” This is difficult if the facilitators do not possess the content knowledge necessary to identify the best ways to teach that content.

The following are comments regarding some facilitators' perceived lack of content area expertise:

- “Some of us (facilitators) don't have backgrounds in the content, so working with teachers in best practices staff development [is tough], but we're not fully trained—plus the perception is, well, why is [he/she] telling me how to teach?”
- “The facilitators—anybody can facilitate a process, but people really need to know what is going on at the time in that [subject] area. (in answer to the question regarding how the process works with facilitators who aren't content experts).”
- “Unfortunately, sometimes the person assigned to a building is not an expert in the field. Sometimes we get really good people, but they don't have the expertise. There are too many things going on.”
- “Facilitators—they're not always subject area specialists.”

Another issue mentioned during interviews is the broad scope of responsibility and the varied nature of tasks for which facilitators are responsible. Sample comments included:

- “(Facilitators), some of us represent areas that don't have department heads: art, music, health, P.E. In many cases, we are assuming that role, also. There are communication issues, [working with] the PLCs (Professional Learning Communities). That involves staff development.”
- “I think the struggle and balance is...we (facilitators) represent multiple disciplines. We're not talking the same number of teachers. The job responsibilities are...different. There are so many pieces there.”
- “We need more of them (facilitators). [The work load] is killing them. We have too many buildings.”
- “They (facilitators) all wear many hats—in my opinion it's watered things down.”
- “[We] cut back MEP facilitators [some] time after the last audit. One person is doing multiple roles. Alignment is now occurring from a different approach—MEP's spread so thin.”



Millard South High School students work together on a lab project.

Articulation

The final area of weakness in the curriculum management system is the disconnect that exists in curriculum between K-5 and 6-12. The lack of vertical articulation was an issue described in the original audit; a separate recommendation was offered regarding the situation (see [Recommendation 6](#)). Although this recommendation will address the issue in greater detail, the auditors mention it here as it

is an integral part of systemic curriculum management. All aspects of curriculum design, development, delivery, evaluation, monitoring, and revision need to occur within a K-12 framework. Keeping the big picture in mind is essential. Many times when analyzing test results, where a problem occurs is not necessarily where it needs to be addressed. As is often the case, learning and skills are cumulative, and tests assess cumulative knowledge. There must be a K-12 focus on learning, or gaps and overlaps occur, thereby weakening the overall efficiency of a student's learning experience.

Teachers too often lack K-12 perspective, as they teach their courses or grade levels, somewhat isolated from the levels preceding and following their own. This renders the articulation of the design of curriculum even more important—if the documents teachers rely on are themselves not vertically aligned, then vertical alignment of instruction is even less likely.

The alignment issue was found by auditors to present a continuing problem in the district, although recent efforts have been made to rectify the situation. Curriculum design initiatives, in particular the development of frameworks, have formerly been isolated to K-5 groups and 6-12 groups. Within the last 18 months, a committee was convened to develop a K-12 framework for a content area as the first step in the four-phase process. The situation was formerly exacerbated by the separated nature of the curriculum cycle. Elementary and secondary committees would work at different times on the same content area, often years apart on their cycle rotations. This appears to be recently resolved, although auditors noted that many MEP facilitators are still assigned as elementary or secondary. Another concern was that the vertical teaming (K-12) that is occurring across the district is limited to those content areas for which an AP course exists at the high school. As one person commented, "I would like to see vertical teams for all courses, not just AP Classes."

Many comments were made regarding the former and current lack of alignment, but all agreed that this is a definite priority and focus for future initiatives. Comments included:

- "There are inconsistencies between secondary and elementary curriculum."
- "We would like to meet more together K-12 but have not implemented it yet."
- "Aligning K-12 is a good thing; we've needed to do this for years."
- "There is more conversation between levels on textbook adoptions although we still have lots of work to do."
- "We are doing more with vertical articulation. We are getting curriculum teams to work together."
- "The seven-year cycle is being more aligned K-12."
- "We are in the process of coordinating the curriculum K-12."
- "There has been a conscious effort to bring the curriculum in line across the district."

In conclusion, the auditors noted impressive amount of work accomplished over the last eight and one-half years to develop and describe on paper the processes and steps that comprise everything necessary to develop and implement a quality written, taught, and tested curriculum in Millard Public Schools. The current plan meets over 70 percent of audit criteria, making it adequate to direct curriculum management efforts. The four-phase cycle is comprehensive and supplements the plan well; all district stakeholders attest to following the cycle and phases with fidelity. However, weaknesses remain within the system. The cycle itself places resource selection before the development of guides, weakening the prioritization of Millard outcomes and instructional expectations in the delivery of curriculum. Steps and procedures to follow when collecting data from assessments are not clear; the connections between assessment and the management of curriculum are not specifically outlined in the plan nor is there adequate direction in policy. The roles and responsibilities of MEP facilitators are broad in scope

and the perception by many in the district is that their task, although critical in maintaining quality and consistency in curriculum design and delivery across the district, is too great to ensure the quality of curriculum Millard staff, parents, and stakeholders have come to expect. Finally, although much work in curriculum has occurred since the original audit, there is still a disconnect between elementary and secondary curriculum efforts that has just recently begun to be addressed.

Continuing Recommendation 3: Revise curriculum management planning to address audit recommendations.

Curriculum Management Planning is an essential function of any successful school district. It touches every other department and building within the district, providing a vehicle by which all their efforts are integrated into a cohesive system that is working toward a unified goal: improved student achievement. The Millard Public Schools have developed an adequate written guide for curriculum management efforts within the district, but there are issues that must be addressed to achieve the quality of curriculum and instruction desired by district leaders. The auditors recommend that district leaders:

- Revise the current plan in the area of assessment, adding or revising the following:
 - Make statements regarding the purposes and use of assessment more specific, adopting a more formative focus and providing specific examples of how assessment data will be used in an ongoing fashion in every phase of the curriculum cycle.
 - Specifically link the curriculum management plan with the newly-developed student and program assessment plans (see Recommendation 4).
- Revise the current plan in the area of curriculum development, adding or revising the following:
 - Add a step in the phase that requires all objectives and outcomes be evaluated for quality, rigor, measurability, and vertical alignment/spiraling. This evaluation is termed a quality “screening” process, and ensures that all objectives and outcomes are valid, up-to-date, applicable to real-life contexts, and are rigorous. It also ensures that all curriculum is vertically aligned and that content is connected and spirals uninterrupted from one level to the next.
 - Require that all ELO and course objective development be conducted from a K-12 perspective, always beginning with the end in mind, to ensure that rigor is maintained.
 - Revise the sequence of steps in the first phase of the curriculum cycle to place resource selection and piloting after the development of Essential Learner Outcomes, student objectives, and guides.
 - Add a step that requires the solicitation of input from external evaluation sources (never publishers) regarding the quality and alignment of possible resource adoptions.
- Review the job descriptions of MEP facilitators. Consider requiring content area expertise and assigning Pre-K-12 responsibility (see Recommendations 2 and 6.)

Original Recommendation 4: Establish and implement a comprehensive student and program assessment system.

Comprehensive assessment and program evaluation plans provide the board of education, district administrators, and teachers with information that allows them to make effective instructional decisions. Without such information, programs that are ineffective or marginal are allowed to continue to use resources that could be better used in other ways to address student needs. Without such information,

interventions become more numerous and often result in little change in student achievement. More time, money, and effort are spent with no real increase in student success.

A comprehensive assessment program based upon the district's written curriculum allows the district to measure the effectiveness of the taught curriculum in attaining desired levels of student achievement. A district-level assessment connected to all curricular programs completes the connection between the written and the taught curriculum. Without assessment, district staff has no factual way of knowing if its curriculum is appropriate for students or if it is being properly implemented in the classroom as designed.

Assessment data provide information for use by district personnel to determine the effectiveness of the board-adopted curriculum and instructional strategies in relationship to actual student performance. Assessment data complete the feedback loop from the taught curriculum to the written curriculum. Data reveal performance gaps in individual student learning, grade level deficiencies, and building level progress in attainment of desired curriculum goals and objectives as well as standards. Comparison of student achievement data to a set of standards or to other students at the local, state, and national levels helps administrators, teachers, and the board to determine the level of effectiveness of their instructional programs.

In 1998 the Curriculum Management Auditors found that student and program evaluation planning in the Millard Public School District was inadequate. The Board of Education had not effectively communicated its expectations about performance assessment and feedback into policy. No program or student evaluation plan was provided to the auditors. Program effectiveness was not anchored by a planned, comprehensive evaluation program. There was no evidence that evaluation and assessment information were used to modify or terminate ineffective programs.

In 1998, the auditors also found that the scope of student assessment was inadequate. The scope of district-level assessments that were connected to specific curricular offerings was 8.5 percent. A rating of 70 percent is required for the scope to be considered adequate. The auditors also found that student achievement trends did not show a steady pattern of improvement. On the Metropolitan Achievement Test administered at grades 2, 4, 6, 7, 9, and 10, gains in scores over time (1993 through 1998) were not consistent. In 1998 the use of data for program improvement and planning was considered an area of need. The auditors found little evidence that the use of data from follow-up studies had impacted decision making in the district.

In 1998 the auditors made the following recommendations relative to the establishment of a comprehensive student and program assessment system:

- Develop and adopt a policy to include a framework for a comprehensive student assessment program aligned with the written, taught, and tested curriculum.
- Develop and adopt policy that will provide a framework for the development of a program assessment plan.
- Develop a strong, systematic program evaluation and student assessment program.
- Use student and program assessment data when making budget and other programmatic decisions.
- Develop procedures for program evaluation with specifications for data to be collected and its use.
- Develop expectations for how administrators and teachers will use the data.

Current Status

To determine if the Board of Education made progress on the 1998 recommendations, the auditors reviewed existing board policies, examined documents provided by district personnel, interviewed administrative and teaching staff, parents, board members, and students.

The auditors found that board policies had been developed to direct a system of student and program assessment. The Strategic Plan (2004) included a strategy and Action Plan “to develop plans to effectively analyze student performance data and use that data to drive instruction and improve student achievement.” Another strategy and Action Plan focused on plans “to increase student performance on measures of national and international educational excellence.”

The number of courses that are formally assessed has increased, but the scope of assessment continues to be inadequate for decision making. Local Essential Learning Outcomes assessments (ELOs) have been developed for the content areas, and the majority of students have demonstrated proficiency. District students exceed state averages on the Nebraska Writing Test and have exhibited improvement each year. Student performance on SAT and ACT measures has also shown a pattern of improvement. However, performance on the TerraNova nationally normed assessment has not consistently increased.

The use of data in instructional decision making has increased considerably since 1998. Teachers and administrators have received training in this area, but will need continued support in order to reach board policy and Strategic Plan expectations.

The following policies and procedures have been developed to guide assessment and program evaluation planning.

- *Policy 6300: Assessed Curriculum - Comprehensive Student Assessment* states: “The Board of Education shall direct the Superintendent to develop and implement a comprehensive student assessment system... It will also reflect identified content standards and state approved standards. The comprehensive student assessment system will be aligned with the written and taught curriculum of the Millard Public Schools.”
- *Rule 6300.1: Assessed Curriculum - Comprehensive Student Assessment* states: “A comprehensive student assessment system shall include district-wide assessments and teacher/classroom assessments. District-wide assessment data will be one source of information to adjust, improve, or terminate ineffective teaching practices.”
- *Policy 6500: Assessed Curriculum - Program Evaluation* stipulates that the Board of Education shall direct the Superintendent to “develop and implement a comprehensive program evaluation system...Program assessment data shall be used to modify, improve or terminate ineffective programs.”
- *Rule 6500.1: Assessed Curriculum - Program Evaluation* outlines the steps to be used in creating a program evaluation design.
- *Policy 6301: Accountability for Assessments* states: “Accountability for the Comprehensive Student Assessment System is a shared responsibility of district and building personnel.”
- *Rule 6301.1: Accountability for Assessments* delineates responsibilities for district educational services and building-level personnel. The rule specifically outlines responsibilities for the Executive Director for Planning, Evaluation and Information Services.
- *Rule 6301.2: Accountability for Assessments* defines the responsibilities of Educational Services staff and building administration. The rule states that Educational Services shall develop curriculum frameworks that include level/course system-wide assessment outcomes and shall develop curriculum guides which include formative and summative assessments.

Building personnel are accountable for assessment security, use of assessment data to differentiate instruction and monitor student learning, and to provide students and parents with feedback.

- *Board Policy 10000.1: Site-based Planning and Shared Decision-Making* lists the following as district decisions related to assessment:
 - Provide and direct system-wide planning for curriculum, instruction, assessment, and staff development.
 - Assist in the development and implementation of a comprehensive district student assessment system.
 - Develop a District Assessment Procedures Manual.

The policy lists the following as building-level decisions relative to assessment:

- Develop and implement classroom assessments.
- Implement ELO assessments according to District Assessment Procedures.
- *Policy 6315: Millard Educational Program - Use of Assessment Data* states: “The information provided by the assessment system shall be used by the Millard Board of Education and District staff to evaluate the progress of students, differentiate instructional strategies, adjust the District curriculum, and plan and provide reteaching experiences for students.”
- *Rule 6315.1: Millard Educational Program - Use of Assessment Data* stipulates that the assessment system shall take its overall direction from the District strategic plan and shall be aligned with the written curriculum. The assessment system is to include essential learner outcome assessments. The rule lists the curriculum content areas, the grade levels where the assessments are to be administered, and the type of assessments to be administered. The rule also includes procedures related to student accountability on the identified assessments.
- *Policy 6320: Students Graduation/Separation* states that in order for a student to graduate, they must have satisfactorily passed any district level assessments, and examination or other requirements set by the faculty.
- *Rule 6320.1: Students, Requirements for Senior High School Graduation* outlines the minimum requirements for graduation, grades 9-12, and requires that Essential Learner Outcome assessment scores have been met.

The auditors first examined documents that were connected to a comprehensive student and program assessment plan. The auditors were provided with a document identified as the *Millard Public Schools Assessment Program (August, 2006)*. This 11-page document was provided to all K-12 Millard Public Schools parents. The document included the purposes of assessing students, an explanation of the Essential Learner Outcomes (ELO) assessment program, information about standardized tests, and some tips for testing. The document also included the 2006-07 district testing schedule.

The *2006 Millard Public Schools Annual Report* (page 3) outlines eight strategies to guide improvements in the Millard educational program. One of the strategies focuses on using data to improve learning. Another strategy focuses on student participation in national and international tests.

Strategy 4 of the *Millard Public Schools Strategic Plan 2004* states: “We will develop and implement plans to effectively analyze student performance and use of that data to drive instruction and improve student performance.” Three specific results, or objectives, are tied to this strategy:

- Design and implement a consistent process to collect, analyze, and disseminate student performance data for certified staff.
- Provide training for all certified staff in interpreting student performance data.
- Utilize data analysis results to drive instruction and improve student performance.

Strategy 5 states: “We will develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.” Twelve specific results, or objectives, are tied to this strategy:

- Increase student performance on ACT and/or SAT exams.
- Increase communication about ACT/SAT exams.
- Develop a systematic plan to train teachers to help prepare students for ACT/SAT exams.
- Create an Advanced Placement culture.
- Develop a systematic plan for training and support of Advanced Placement teachers.
- Ensure AP curriculum alignment across all levels with College Board standards for Advanced Placement exams.
- Increase student participation in and performance on Advanced Placement exams.
- Increase the number of students participating in International Baccalaureate programs.
- Ensure vertical articulation of all International Baccalaureate and pre-International Baccalaureate programs.
- Establish a Middle Years International Baccalaureate organization program appropriate for the configuration of the Millard Public Schools.
- Establish a Primary Years International Baccalaureate organization program in at least one Millard elementary school.
- Increase the number of national and international learning opportunities and test measures for students.

Four documents identified as program evaluation documents were provided to the auditors. The first was an evaluation of the International Baccalaureate program, dated November 7, 2005. Two evaluation documents focused on the reteaching program (November 21, 2005 and July 10, 2006). The final document was an executive summary of survey responses regarding the implementation of Professional Learning Communities (August 31, 2006). None of the documents contained specific recommendations that included whether the program should be continued as is, modified, or terminated.

The auditors were also provided with a 1998 audit recommendations progress document that was undated, although reported by district personnel to have been developed approximately five years ago. The document showed progress on each of the governance and administrative sub-recommendations. The report indicated that the student assessment and program evaluation policies had been completed and adopted. The report also indicated that the development of a student assessment and program evaluation plan was “in process.” The report determined that the ELO assessments for reading, writing, math, science, and social studies had been developed at all levels although a program evaluation process had yet to be approved by the Superintendent. The development of site planning procedures to direct the use of student assessment data for building goals was described as an ongoing action.

After the auditors reviewed policies and the above documents, they compared the contents of the documents, specifically the *Millard Public Schools Assessment Program*, to the characteristics of a comprehensive program and student assessment plan. Exhibit 4.1 shows the auditors' analysis.

Exhibit 4.1

Characteristics of a Comprehensive Program and Student Assessment Plan Millard Public Schools March 2007

	Adequate	Inadequate
1. Describes the philosophical framework for the design of the program and student assessment plan (formative, alignment, all subjects/all grades, link to mission)	X	
2. Gives appropriate direction through policy and administrative regulations	X	
3. Provides ongoing needs assessment to establish goals of student assessment and program assessment		X
4. Provides for assessment at all levels of the system (organization, program, student)		X
5. Identifies the multi-purposes of assessment, types of assessments, appropriate data sources	X	
6. Provides a matrix of assessment tools, purpose, subjects, type of student tested, timelines, etc.		X
7. Controls for bias, culture, etc.		X
8. Specifies the roles and responsibilities of the board, central office staff, and school-based staff	X	
9. Directs the relationship between district and state assessments		X
10. Specifies overall assessment procedures to determine curriculum effectiveness and specifications for analysis		X
11. Directs the feedback process; assures proper use of data	X	
12. Specifies how assessment tools will be placed in curriculum guides		X
13. Specifies equity issues and data sources		X
14. Identifies the parameters of the program assessment	X	
15. Provides ongoing training plan for various audiences on assessment		X
16. Presents procedures for monitoring assessment design and use		X
17. Establishes a communication plan for the process of student and program assessment		X
18. Provides ongoing evaluation of the assessment plan		X
19. Specifies facility and housing requirements		X
20. Describes budget ramifications, connections to resource allocations		X

The following can be noted from Exhibit 4.1:

- Six of the 20 criteria of a comprehensive student and program assessment plan, or 30 percent, were met. Seventy percent of the criteria needed to be met for the district's plan to be considered adequate.
- Criterion 8 (Specifies roles and responsibilities) is not present in the assessment plan, but board policies, job descriptions, and the curriculum management plan assign responsibilities relative to assessment.
- Criterion 11 (Directs the feedback process; assures proper use of data) is not included in the assessment plan, but is addressed in board policies and job descriptions.

Scope of Assessment

School district personnel can make rational decisions about curriculum and instruction when a comprehensive set of student performance data is available. An effective testing program requires that student achievement is evaluated in every course of study taught at every grade level. When the scope of assessment does not meet this standard, the board, staff, students, and parents lack sufficient evidence as to how students are progressing in each content area.

The auditors found the current scope of assessment to still be inadequate, although improvement has been made in the number of assessments connected with curricular offerings. Most of the assessments connected to course offerings are state-mandated, district-developed tests (ELO's), TerraNova assessments, and International Baccalaureate or Montessori assessments. The auditors learned that Professional Learning Community (PLC) members have developed a number of end-of-course assessments which are available for teachers on the Intranet, but their usage is currently not centrally monitored or are data collected and analyzed.

Exhibit 4.2 shows a matrix of formal tests administered in the Millard Public Schools.

Exhibit 4.2

Matrix of Formal Tests Administered Millard Public Schools March 2007

Assessments	K	1	2	3	4	5	6	7	8	9	10	11	12
ELO – Writing		D	D	D	D	D		D			D		
ELO – Language Arts		D											
ELO – Reading Comprehension				D	D	D	D	D	D	D			
ELO - Math			D	D	D		D	D	D		D		
ELO – Science						D			D			D	
ELO – Social Studies						D			D			D	
TerraNova Multiple Assessments				D	D		D	D		D	D		
Test of Cognitive Skills				D	D		D	D		D	D		
State Writing Assessment					X				X			X	
ACT Test										O	O	O	O
SAT Test										O	O	O	O
Key: X = Required by the State of Nebraska D = Required by Millard Public Schools and the State of Nebraska O = Optional													

Exhibit 4.2 indicates:

- No formal assessments are administered to Kindergarten students.
- First graders are formally assessed only in writing and language arts.
- Second graders are formally assessed only in writing and mathematics.
- Twelfth graders are only administered the optional SAT and/or ACT Tests.
- Science and social studies are only assessed at the fifth, eighth, and eleventh grades.

Exhibit 4.3 shows the course of study for grades K-5 and the scope of the formal, district-administered tests.

Exhibit 4.3
Scope of Taught Curriculum Covered by Formal Assessments
Grades K-5
Millard Public Schools
March 2007

Subject	# of Courses	# of Courses with Assessments
Reading	6	3
Writing	6	5
Spelling	6	0
Mathematics	6	3
Science and Health	6	3
Social Studies	6	3
Art	6	0
Music	6	0
Physical Education	6	0
Total	54 Course Offerings	17 Scope of Assessments 31%
Course data provided by the Millard Public School Educational Services Department		

The following observations can be made about Exhibit 4.3:

- The scope of assessments at the K-5 level is considered inadequate (31 percent). In order for the scope to be considered adequate, a minimum of 70 percent of the course offerings must be connected to a formal assessment.
- Spelling, art, music, and physical education lacked formal assessments.

Exhibit 4.4 shows the course of study for grades 6-8 and the scope of the formal, district-administered tests.

Exhibit 4.4
Scope of Taught Curriculum Covered by Formal Assessment
Grades 6-8
Millard Public Schools
March 2007

Subject	# of Course Offerings	# of Courses with Assessments
All Middle Schools		
English	3	3
Reading	3	3
World Language Survey	1	0
Math	2	0
Challenge Math	1	2
Pre-Algebra	3	0
Computer Applications	2	0
Pre-Algebra IB	1	1
Algebra	2	0
Geometry	1	0
Desktop Publishing	1	0
Web Design	1	0
Graphic Design	1	0
Science	3	3
Social Studies	2	0
American History (1176-1914)	1	0
French 1A	1	0
Spanish 1A	1	0
German 1A	1	0
French 1	1	0
Spanish 1	1	0
German 1	1	0
Foods, Nutrition, Family Living	1	0
Textiles, Clothing, Design	1	0
Food for Teens	1	0
Career Planning	1	0
Designing Spaces	1	0
Super Sewing	1	0
Managing Money	1	0
Know Yourself	1	0
Industrial Technology	3	0
Band	3	0
General Music	2	0
Orchestra	3	0
Chorus	3	0

Exhibit 4.4 (continued)		
Scope of Taught Curriculum Covered by Formal Assessment		
Grades 6-8		
Millard Public Schools		
March 2007		
Subject	# of Course Offerings	# of Courses with Assessments
All Middle Schools (continued)		
Art	2	0
Drawing	1	0
Painting	1	0
Pottery/Sculpture	1	0
Printmaking/Fibers	1	0
Physical Education	3	0
Health	2	0
Success Strategies	2	0
North Middle School		
English IB	3	3
Reading IB	2	2
Math IB	2	2
Challenge Math IB	1	1
Pre-Algebra IB	2	2
Computer Applications IB	1	1
Algebra IB	1	1
Computer Applications IB	1	1
Algebra IB	1	1
Geometry IB	1	1
World Language Survey IB	1	1
French 1A IB	1	1
Spanish 1A IB	1	1
German 1A IB	1	1
French 1 IB	1	1
Spanish 1 IB	1	1
German 1 IB	1	1
Science IB	3	3
Social Studies IB	3	3
Foods, Nutrition, Family Living	1	0
Textiles, Clothing, Design	1	0
Know Yourself	1	0
Industrial Technology	2	0
General Music	2	0
Art	2	0
Band	1	0

Exhibit 4.4 (continued)		
Scope of Taught Curriculum Covered by Formal Assessment		
Grades 6-8		
Millard Public Schools		
March 2007		
Subject	# of Course Offerings	# of Courses with Assessments
North Middle School (continued)		
Orchestra	1	0
Chorus	1	0
Drawing	1	0
Painting	1	0
Pottery/Sculpture	1	0
Printmaking/Fibers	1	0
Health	2	0
Physical Education	3	0
Central Middle School		
Language Arts Montessori	1	1
Communications Montessori	2	2
Math Arts Montessori	1	1
Pre-Algebra Montessori	1	1
Algebra Montessori	2	2
Geometry Montessori	1	1
Natural World Montessori	2	2
Cultural Studies Montessori	1	1
Personal World/Community Montessori	3	3
Social World Montessori	2	2
Kiewit Middle School		
Peer Tutor	1	0
Guitar	1	0
Russell Middle School		
Journalism	1	0
Creative Communications	1	0
Central and North Middle Schools		
Yearbook	1	0
Central and Anderson Middle Schools		
You and the Law	1	0
North and Anderson Middle Schools		
Leadership	1	0
Totals	141	56 Scope of Assessment 40%
Course data provided by the Millard Public School Educational Services Department		

The following observations can be made about Exhibit 4.4:

- The scope of assessments at the 6-8 level is considered inadequate (40 percent). In order for the scope to be considered adequate, a minimum of 70 percent of the course offerings must be connected to a formal assessment.
- Elective courses are less likely to be assessed than the core content areas.
- The Montessori and IB programs have course assessments.

Exhibit 4.5 shows the course of study for grades 9-12 and the scope of formal, district-administered tests.

Exhibit 4.5
Scope of Taught Curriculum Covered by Formal Assessments
Grades 9-12
Millard Public Schools
March 2007

Subject	# of Course Offerings	# of Courses with Assessments
English		
English 9, 10, 11	3	3
Basic English 9, 10, 11	3	3
Honors English 9, 10,	2	3
Beginning Journalism	1	0
Newspaper	1	0
Yearbook	1	0
Intro to Photojournalism	1	0
IB English HL I (NHS)	1	1
IB English HL II (NHS)	1	1
Speech	1	0
Forensics	1	0
Debate I	1	0
Debate II	1	0
Theatre Technology	1	0
Analysis of Mass Media	1	0
Career English	1	0
Composition and Literature	1	1
Creative Writing	1	1
Research Methods	1	1
College Prep Grammar Usage	1	0
Theatre Appreciation	1	0
British Literature	1	0
World Literature	1	0
Shakespeare	1	0
AP English and Composition	1	1
AP English Literature	1	1
IB Theatre Arts SL (NHS)	1	1

Exhibit 4.5 (continued) Scope of Taught Curriculum Covered by Formal Assessments Grades 9-12 Millard Public Schools March 2007		
Subject	# of Course Offerings	# of Courses with Assessments
English (continued)		
IB Theatre Arts HL I (NHS)	1	1
IB Theatre Arts HL II (NHS)	1	1
Mathematics		
Algebra Foundations I	1	1
Algebra Foundations II	1	1
Algebra	1	1
Geometry	1	1
Honors Geometry	1	1
Honors Advanced Algebra	1	0
Functions & Discrete Mathematics	1	0
Pre-Calculus	1	0
AP Statistics	1	0
IB Mathematics HL I (NHS)	1	1
IB Mathematics HL II (NHS)	1	1
IB Math Studies SL (NHS)	1	1
IB Mathematics SL	1	1
Consumers Math	1	0
AP Calculus AB	1	1
AP Calculus BC	1	1
Social Studies		
American History (since 1914)	1	1
World Geography	1	1
United States Government and Economics	1	0
IB 20 th Century World History Topics	1	1
World History	1	0
World Affairs	1	0
World Religions	1	0
Ethics Studies	1	0
Introduction to Behavioral Sciences	1	0
Sociology	1	0
Psychology	1	0
IB Psychology SL (NHS)	1	1
Law Studies	1	0
AP U.S. History	1	1
AP European History	1	1
AP Macro Economics	1	1

Exhibit 4.5 (continued) Scope of Taught Curriculum Covered by Formal Assessments Grades 9-12 Millard Public Schools March 2007		
Subject	# of Course Offerings	# of Courses with Assessments
Social Studies (continued)		
AP Psychology	1	1
IB History of the Americas HL (NHS)	1	1
Science		
Physical Science in Action	1	1
Intro to IB Chemistry and IB Physics	1	1
Biology	1	1
Zoology	1	0
Chemistry	1	1
Astronomy	1	0
Environmental Science	1	0
Physics	1	1
Human Physiology	1	0
IB Chemistry SL	1	1
AP Chemistry	1	1
IB/AP Chemistry HL I	1	1
IB Chemistry HL II	1	1
IB/AP Biology	1	1
IB Biology HL I	1	1
AP Biology	1	1
IB Biology HL II	1	1
AP Physics	1	1
IB Physics SL	1	1
Reading		
Study Skills	1	0
Reading 9, 10, 11, 12	3	3
Content Area Reading 9	1	1
Content Area Reading 10	1	1
Art		
Understanding Art	1	0
Color and Design	1	0
Art Foundations	1	0
Introduction to IB Visual Arts (NHS)	1	1
Pottery and Sculpture	1	0
Drawing	1	0
Advanced Drawing	1	0
Painting	1	0

Exhibit 4.5 (continued) Scope of Taught Curriculum Covered by Formal Assessments Grades 9-12 Millard Public Schools March 2007		
Subject	# of Course Offerings	# of Courses with Assessments
Art (continued)		
Commercial Art	1	0
Advanced Studio Art	1	0
IB Visual Arts SL	1	1
IB Visual Arts HL I (NHS)	1	1
IB Visual Arts HL II (NHS)	1	1
Business		
Personal Finance	1	0
International Business	1	0
Accounting I	1	0
Accounting II	1	0
Keyboarding and Input Technology	1	0
Computer Technology Applications	1	0
Business Communications	1	0
Business Procedures and Technology	1	0
Business Procedures and Technology Internship	1	0
Business Law	1	0
Fashion Marketing	1	0
Marketing I	1	0
Marketing II	1	0
Marketing Internship	1	0
Advanced Computer Technology Applications (SHS, NHS)	1	0
Computer Science		
Introduction to Computer Science	1	0
Computer Topics	1	0
Java Programming	1	0
AP Computer Science	1	0
Introduction to IB Computer Science I (NHS)	1	1
Introduction to IB Computer Science II (NHS)	1	1
IB Computer Science SL (NHS)	1	1
IB/AP Computer Science HL I (NHS)	1	1
IB Computer Science HL II (NHS)	1	1
Cisco Networking Academy I (SHS)	1	0
Cisco Networking Academy II (SHS)	1	0
A+ Computer Hardware and Software Operations (SHS)	1	0

Exhibit 4.5 (continued) Scope of Taught Curriculum Covered by Formal Assessments Grades 9-12 Millard Public Schools March 2007		
Subject	# of Course Offerings	# of Courses with Assessments
Computer Science (continued)		
STARS (SHS)	1	0
STARS Internship (SHS)	1	0
English Language Learners (ELL)		
ELL Basic Beginner	1	0
ELL Beginner	1	0
ELL Low Intermediate	1	0
ELL Intermediate	1	0
ELL Advanced	1	0
Family and Consumer Science		
Interior Design	1	0
Apparel Design and Production	1	0
Creative Textile Design	1	0
Foods for Today	1	0
Foods of the World	1	0
Culinary Skills	1	0
Everyday Living	1	0
Child Development	1	0
Adult Living	1	0
Foreign Language		
German I	1	0
German II	1	0
Honors German II	1	0
German II	1	0
Honors German III	1	0
German IV	1	0
Honors German IV	1	0
AP German (SHS, WHS)	1	1
IB/AP German SL (NHS)	1	1
French I	1	0
French II	1	0
Honors French II	1	0
French III	1	0
Honors French III	1	0
French IV	1	0
Honors French IV	1	0
AP French (SHS, WHS)	1	1

Exhibit 4.5 (continued) Scope of Taught Curriculum Covered by Formal Assessments Grades 9-12 Millard Public Schools March 2007		
Subject	# of Course Offerings	# of Courses with Assessments
Foreign Language (continued)		
IB/AP French (NHS)	1	1
Spanish I	1	0
Honors Spanish I	1	0
Spanish II	1	0
Honors Spanish II	1	0
Spanish III	1	0
Honors Spanish III	1	0
Spanish IV	1	0
Honors Spanish IV	1	0
AP Spanish	1	0
AP Spanish (SHS, WHS)	1	1
IB Spanish SL (NHS)	1	1
IB/AP Latin SL (NHS)	1	1
Latin I	1	0
Latin II	1	0
Latin III (NHS)	1	0
Japanese I (NHS)	1	0
Japanese II (NHS)	1	0
Japanese III (NHS)	1	0
Japanese IV (NHS)	1	0
Industrial Technology		
Introductory Woodworking	1	0
Manufacturing Technology	1	0
Introduction to Engineering and Architectural Graphics	1	0
Foundations of Technology I	1	0
Foundations of Technology II	1	0
Electricity	1	0
Consumer Maintenance	1	0
Metals	1	0
Comprehensive Metals	1	0
Welding	1	0
Advanced Welding	1	0
Woods I	1	0
Woods II	1	0
Introduction to Building Trades	1	0

Exhibit 4.5 (continued) Scope of Taught Curriculum Covered by Formal Assessments Grades 9-12 Millard Public Schools March 2007		
Subject	# of Course Offerings	# of Courses with Assessments
Industrial Technology (continued)		
Residential Architectural Drafting and Design	1	0
Advanced Architectural Concepts	1	0
Adv. Arch: Residential Design and Presentation	1	0
Adv. Arch: Commercial Design and Presentation	1	0
Adv. Arch: Modeling and Presentation	1	0
Trades and Industry	1	0
Cooperative Related Instruction	1	0
Engineering Drafting and Design	1	0
Advanced Engineering Concepts	1	0
Advanced Engineering: Structural Design	1	0
Advanced Engineering: Industrial and Mechanical Design	1	0
Advanced Engineering: Civil/Surface Design	1	0
Music		
The Music Consumer		0
IB Music SL Band (NHS)	1	1
Symphonic/Marching Band (NHS, WHS)	1	0
Concert/Marching Band (WHS)	1	0
Symphonic Band (SHS)	1	0
Marching Band (SHS)	1	0
Orchestra	1	0
IB Music SL Orchestra (NHS)	1	1
Junior Varsity and Varsity Choir/Forensics	1	0
Freshman Choir (SHS, WHS)	1	0
Varsity Choir	1	0
Junior Varsity Choir	1	0
Chorus	1	0
IB Music SL Chorus (NHS)	1	1
Music Theory	1	0
AP Music Theory	1	1
IB Music SL Piano (NHS)	1	1
Physical Education		
Sports and Fitness	1	0
Cross Training I	1	0
Cross Training II	1	0
Lifetime Fitness	1	0

Exhibit 4.5 (continued) Scope of Taught Curriculum Covered by Formal Assessments Grades 9-12 Millard Public Schools March 2007		
Subject	# of Course Offerings	# of Courses with Assessments
Physical Education (continued)		
Weight Training I	1	0
Weight Training II	1	0
Introduction to Aquatics	1	0
Lifeguard Training	1	0
Developmental Physical Education	1	
Athletic Training and Sports Injury	1	0
Athletic Training and Sports Injury Internship	1	0
Advanced Performance	1	0
Sports Officiating	1	0
Special Education		
Fundamentals of English 9, 10, 11, 12	4	0
Essentials of English/Reading Block	1	1
Fundamentals of Reading	1	0
Essentials of Reading	1	1
Fundamental Math	1	0
Essentials of Intro to Algebra	1	1
Essentials of Algebra Foundations I	1	1
Essentials of Algebra Foundations II	1	1
Essentials of Geometry	1	1
Essentials of Consumer Math I	1	0
Essentials of Consumer Math II	1	0
Fundamental Science	1	0
Essentials of Physical Science in Action	1	1
Essentials of Biology	1	1
Essentials of Human Physiology I	1	0
Essentials of Human Physiology II	1	0
Essentials of Environmental Science	1	0
Fundamental Social Studies	1	0
Essentials of American History	1	1
Essentials of World Geography	1	1
Essentials of Ethnic Studies	1	0
Essentials of United States Government and Economics	1	0
Fundamental Daily Living	1	0
Fundamental Independent Living	1	0
Fundamental Technology	1	0

Exhibit 4.5 (continued) Scope of Taught Curriculum Covered by Formal Assessments Grades 9-12 Millard Public Schools March 2007		
Subject	# of Course Offerings	# of Courses with Assessments
Special Education (continued)		
Fundamental Prevocational Skills	1	0
Work Introduction Network I	1	0
Work Introduction Network II	1	0
Occupational Skills I	1	0
Occupational Skills II	1	0
Supervised Occupations	1	0
Special Programs		
Theatre Technology Apprenticeship Program	1	0
Air Conditioning, Refrigeration and Heating Technology	1	0
Auto Collision Technology	1	0
Automotive Technology – Year 1	1	0
Automotive Technology – Year 2	1	0
Career Based Horticulture and Landscaping	1	0
Criminal Justice	1	0
Electrical Technology	1	0
Legal Assistant	1	0
Diesel Service Technology	1	0
Microcomputer Information Technology	1	0
Small Engines – Year 1	1	0
Small Engines – Year II	1	0
Graphic Communications Arts	1	0
IB Theory of Knowledge I (NHS)	1	1
IB Theory of Knowledge II (NHS)	1	1
Welding I	1	0
Welding Technology – Year 2	1	0
Community Internship	1	0
New Frontier (SHS)	1	0
Totals	295	92 Scope of assessments 31%
Course data provided by the Millard Public School Educational Services Department		

Exhibit 4.5 indicates that the scope of assessments at the 9-12 level is inadequate (31 percent). In order for the scope to be considered adequate, a minimum of 70 percent of the course offerings must be connected to a formal assessment.

Exhibit 4.6 shows the district summary of the scope of assessments.

Exhibit 4.6
District Summary of Assessment Scope
Millard Public Schools
March 2007

Grade Level/Program	Total # of Courses	Total # of Courses Assessed	Percent of Courses Assessed
Grades K-5	54	17	31%
Grades 6-8	141	56	40%
Grades 9-12	295	92	31%
District Total	490	165	34%

Exhibit 4.6 shows that the scope of K-12 assessments is 34 percent. This is inadequate to measure curriculum effectiveness and provide information for instructional decision making.

Student Achievement Trends

The auditors reviewed student achievement data from a variety of sources. They analyzed TerraNova nationally-normed data, Essential Learning Outcomes (ELO) data, and ACT and SAT data. The auditors found that although district TerraNova achievement is above the national average of the 50th percentile, over the last five years the increase in scores has been flat.

The Essential Learning Outcomes (ELO) assessment data indicate that a large majority of the students are showing basic proficiency on the assessments. The ELO assessments are utilized by Millard Public Schools to fulfill *No Child Left Behind* requirements in the State of Nebraska.

In 2005-06, the district began breaking down the ELO student achievement into four categories: Beyond Proficient, Proficient, Barely Proficient, and Below Proficient. An analysis of the percentage of students reaching the Beyond Proficient category in 2005-06 is outlined in Exhibits 4.18 through 4.22.

Exhibit 4.7 shows TerraNova nationally normed assessment results in reading for grades 3, 4, 6, 7, 9, and 10 for the years 2001-02 through 2005-06.

Exhibit 4.7
TerraNova Achievement Test Results
Reading – Grades 3, 4, 6, 7, 9, 10
National Percentile Ranks
Millard Public Schools
2001-02 through 2005-06

School	Grade Level	01/02	02/03	03/04	04/05	05/06	Change 02 to 06
Elementary Schools							
Abbott	3	76	86	75	76	79	+3
	4	75	80	87	77	77	+2
Ackerman	3	64	67	60	66	65	+1
	4	74	72	79	66	69	-5
Aldrich	3	85	88	85	90	78	-7
	4	88	87	82	87	91	+3
Black Elk	3	68	69	73	71	69	+1
	4	75	78	78	80	72	-3
Bryan	3	56	62	62	59	55	-1
	4	65	69	62	64	65	-
Cather	3	68	72	84	72	69	+1
	4	73	78	78	82	73	-
Cody	3	59	59	67	55	58	-1
	4	52	78	68	77	65	+13
Cottonwood	3	73	72	71	68	67	-6
	4	74	77	79	78	72	-2
Disney	3	69	68	62	63	59	-10
	4	71	78	74	67	74	+3
Ezra Millard	3	70	66	69	72	69	-1
	4	77	78	78	73	77	-
Harvey Oaks	3	76	71	74	80	74	-2
	4	83	79	74	74	83	-
Hitchcock	3	78	81	85	69	83	+5
	4	86	88	83	83	77	-9
Holling Heights	3	61	62	56	54	57	-4
	4	61	68	64	66	57	-4
Montclair	3	66	74	72	75	71	+5
	4	78	72	75	80	74	-4
Morton	3	72	68	69	63	67	-5
	4	72	72	82	68	71	-1
Neihardt	3	59	63	71	64	61	+2
	4	63	63	69	73	72	+9
Norris	3	57	53	59	55	63	+6
	4	60	66	64	59	60	-

Exhibit 4.7 (continued)							
TerraNova Achievement Test Results							
Reading – Grades 3, 4, 6, 7, 9, 10							
National Percentile Ranks							
Millard Public Schools							
2001-02 through 2005-06							
School	Grade Level	01/02	02/03	03/04	04/05	05/06	Change 02 to 06
Elementary Schools							
Gretchen Reeder	3	**	**	**	**	69	**
	4	**	**	**	**	77	**
Rockwell	3	49	70	68	60	55	+6
	4	66	70	77	73	74	+8
Rohwer	3	78	77	75	71	77	-1
	4	86	85	86	77	80	-6
Sandoz	3	66	68	66	64	62	-4
	4	73	71	67	72	68	-5
Wheeler	3	60	74	72	69	69	+9
	4	76	77	82	75	76	-
Willowdale	3	75	80	76	75	70	-5
	4	82	80	83	78	73	-9
Middle Schools							
Anderson	6	61	63	61	63	61	-
	7	71	70	72	68	67	-4
Beadle	6	71	74	77	72	73	+2
	7	73	80	83	80	78	+5
Central	6	61	67	61	65	61	-
	7	73	70	70	70	75	+2
Kiewit	6	69	72	73	73	77	+8
	7	75	76	80	81	79	+4
Millard North	6	69	67	69	67	73	+4
	7	75	76	73	78	78	+3
Russell	6	72	73	72	72	73	+1
	7	76	78	76	78	79	+3
High Schools							
Millard North	9	73	72	73	71	75	+3
	10	77	76	75	76	74	-3
Millard South	9	66	65	66	66	63	-3
	10	69	69	65	66	64	-5
Millard West	9	68	72	76	76	74	+6
	10	75	75	73	74	75	-
Data gained from the 2006 Millard Public Schools Statistical Profile							
** = Gretchen Reeder Elementary opened in the 2005-06 year							
- = No change in national percentile from 2002 to 2006							

The following observations can be made from Exhibit 4.7:

- Of the 44 sets of scores in reading at the elementary grades tested from 2002 to 2006, 28 or 64 percent of the percentile ranks stayed the same or showed a negative trend.
- Of the 12 sets of scores in reading at the middle school grades tested from 2002 to 2006, three or 25 percent of the percentile ranks stayed the same or showed a negative trend. The highest gain from 2002 to 2006 was eight percent at Kiewit Middle School at the 6th grade level.
- Of the six sets of scores in reading at the tested grades at the high school level from 2002 to 2006, four or 67 percent of the percentile ranks stayed the same or showed a negative trend.

Exhibit 4.8 shows TerraNova nationally normed assessment results in mathematics for grades 3, 4, 6, 7, 9, and 10 for the years 2001-02 through 2005-06.

Exhibit 4.8

**TerraNova Achievement Test Results
Mathematics – Grades 3, 4, 6, 7, 9, 10
National Percentile Ranks
Millard Public Schools
2001-02 through 2005-06**

School	Grade Level	01/02	02/03	03/04	04/05	05/06	Percentile Change 02 to 06
Elementary Schools							
Abbott Elementary	3	87	91	86	86	86	-1
	4	82	85	91	80	83	+1
Ackerman Elementary	3	79	80	75	77	79	-
	4	79	76	84	71	76	-3
Aldrich	3	94	96	93	97	85	-9
	4	90	93	90	87	94	+4
Black Elk	3	82	83	75	78	83	+1
	4	79	80	83	81	72	-7
Bryan	3	72	73	69	68	69	-3
	4	69	72	70	72	65	-4
Cather	3	77	82	88	77	79	+2
	4	74	81	83	81	74	-
Cody	3	71	60	78	63	61	-10
	4	53	73	60	67	56	+3
Cottonwood	3	81	83	84	78	83	+2
	4	82	83	80	83	79	-3
Disney	3	80	77	81	72	75	-5
	4	75	79	73	71	74	-1
Ezra Millard	3	80	80	81	84	79	-1
	4	69	81	82	83	81	+12
Harvey Oaks	3	84	83	81	86	88	+4
	4	82	86	77	78	84	+2

Exhibit 4.8 (continued)							
TerraNova Achievement Test Results							
Mathematics – Grades 3, 4, 6, 7, 9, 10							
National Percentile Ranks							
Millard Public Schools							
2001-02 through 2005-06							
School	Grade Level	01/02	02/03	03/04	04/05	05/06	Percentile Change 02 to 06
Elementary Schools (continued)							
Hitchcock	3	76	88	89	75	90	+14
	4	82	84	81	89	76	-6
Holling Heights	3	66	65	73	62	67	+1
	4	59	70	74	71	58	-1
Montclair	3	82	86	78	82	82	-
	4	82	75	83	78	79	-3
Morton	3	82	70	83	79	79	-3
	4	78	77	80	73	77	-1
Neihardt	3	74	77	84	73	70	-4
	4	74	75	79	77	75	+1
Norris	3	65	62	73	65	67	+2
	4	60	72	73	62	73	+13
Gretchen Reeder	3	**	**	**	**	84	**
	4	**	**	**	**	82	**
Rockwell	3	61	76	76	75	73	+12
	4	74	80	82	75	84	+10
Rohwer	3	87	82	89	79	86	-1
	4	88	87	86	84	82	-6
Sandoz	3	70	77	83	80	67	-3
	4	73	80	68	80	76	+3
Wheeler	3	79	84	85	83	80	+1
	4	84	81	86	80	81	-3
Willowdale	3	90	91	86	86	80	-10
	4	88	88	89	83	84	-4
Middle Schools							
Anderson	6	65	68	66	68	64	-1
	7	73	76	74	71	72	-1
Beadle	6	75	79	80	77	79	+4
	7	80	82	86	84	79	-1
Central	6	65	70	64	70	66	+1
	7	70	71	73	71	72	+2
Kiewit	6	70	74	75	78	82	+12
	7	74	73	81	82	79	+5

Exhibit 4.8 (continued)							
TerraNova Achievement Test Results							
Mathematics – Grades 3, 4, 6, 7, 9, 10							
National Percentile Ranks							
Millard Public Schools							
2001-02 through 2005-06							
School	Grade Level	01/02	02/03	03/04	04/05	05/06	Percentile Change 02 to 06
Middle Schools (continued)							
Millard North	6	77	69	75	78	76	-1
	7	80	80	74	80	79	-1
Russell	6	77	79	80	81	82	+5
	7	81	79	80	84	82	+1
High Schools							
Millard North	9	79	79	76	76	78	-1
	10	83	83	83	82	82	-1
Millard South	9	69	69	71	69	68	-1
	10	76	76	75	74	74	-2
Millard West	9	76	78	80	78	79	+3
	10	82	82	82	83	83	+1
Data gained from the 2006 Millard Public Schools Statistical Profile							
** = Gretchen Reeder Elementary opened in the 2005-06 year							
- = No change in national percentile from 2002 to 2006							

The following observations can be made from Exhibit 4.8:

- Of the 44 sets of scores in math at the elementary grades tested from 2002 to 2006, 26 or 59 percent of the percentile ranks stayed the same or showed a negative trend.
- Five of the 29 elementary and middle schools showed positive gains of 10 over 10 percentile points between 2002 and 2006 in specific grade levels tested (Ezra Millard, Hitchcock, Norris, Rockwell, and Kiewit).
- Of the 12 sets of scores in math at the tested middle school grades from 2002 to 2006, five or 42 percent of the percentile ranks stayed the same or showed a negative trend.
- Of the six sets of scores in math at the grades tested at the high school level from 2002 to 2006, four or 67 percent of the percentile ranks stayed the same or showed a negative trend. The gains at Millard West were three percent in grade 9 and one percent in grade 10.

Exhibit 4.9 shows TerraNova nationally normed assessment results in language for grades 3, 4, 6, 7, 9, and 10 for the years 2001-02 through 2005-06.

Exhibit 4.9
TerraNova Achievement Test Results
Language – Grades 3, 4, 6, 7, 9, 10
Millard Public Schools
2001-02 through 2005-06

School	Grade Level	01/02	02/03	03/04	04/05	05/06	Percentile Change 02 to 06
Elementary Schools							
Abbott	3	75	83	82	74	81	+6
	4	77	74	82	75	76	-1
Ackerman	3	64	67	60	66	65	+1
	4	79	76	84	71	76	-3
Aldrich	3	87	88	88	92	80	-7
	4	88	88	83	85	90	+2
Black Elk	3	66	67	70	71	70	+4
	4	74	74	76	76	69	-5
Bryan	3	62	64	58	55	56	-6
	4	60	65	56	62	58	-2
Cather	3	69	77	83	72	61	-8
	4	73	75	82	76	69	-4
Cody	3	55	53	64	53	59	+4
	4	48	71	60	75	55	+7
Cottonwood	3	71	68	66	64	70	-1
	4	77	71	71	69	67	-10
Disney	3	70	73	61	55	58	-12
	4	69	76	72	62	66	-3
Ezra Millard	3	70	67	71	74	70	-
	4	72	72	74	73	78	+6
Harvey Oaks	3	71	67	68	72	73	+2
	4	70	77	74	65	76	+6
Hitchcock	3	76	77	80	70	86	+10
	4	80	79	81	89	76	-4
Holling Heights	3	52	56	60	52	56	+4
	4	60	65	60	70	53	-7
Montclair	3	68	73	72	76	69	+1
	4	75	69	73	75	72	-3
Morton	3	71	65	71	59	69	-2
	4	67	66	75	63	67	-
Neihardt	3	57	61	66	63	58	+1
	4	61	64	64	70	67	+6
Norris	3	58	49	55	52	58	-
	4	55	64	71	55	56	+1

Exhibit 4.9 (continued)							
TerraNova Achievement Test Results							
Language – Grades 3, 4, 6, 7, 9, 10							
Millard Public Schools							
2001-02 through 2005-06							
School	Grade Level	01/02	02/03	03/04	04/05	05/06	Percentile Change 02 to 06
Elementary Schools (continued)							
Gretchen Reeder	3	**	**	**	**	71	**
	4	**	**	**	**	74	**
Rockwell	3	48	67	70	54	56	+8
	4	65	65	74	67	66	+1
Rohwer	3	82	76	78	70	80	-2
	4	86	82	81	79	79	-7
Sandoz	3	60	63	72	69	64	+4
	4	68	68	64	65	67	-1
Wheeler	3	67	73	71	65	68	+1
	4	74	74	77	67	70	-4
Willowdale	3	78	83	79	75	73	-5
	4	75	75	81	72	73	-2
Middle Schools							
Anderson	6	64	68	63	63	61	-3
	7	68	67	69	64	65	-3
Beadle	6	71	77	76	72	73	+2
	7	77	79	83	78	76	-1
Central	6	65	70	63	66	64	-1
	7	68	69	69	62	71	+3
Kiewit	6	73	76	76	77	79	+6
	7	75	75	81	79	79	+4
Millard North	6	75	68	73	70	77	+2
	7	74	74	71	74	74	-
Russell	6	75	75	75	74	76	+1
	7	76	73	74	77	76	-
High Schools							
Millard North	9	75	77	78	76	79	+4
	10	78	76	77	77	77	-1
Millard South	9	69	66	67	66	63	-6
	10	70	69	67	67	65	-5
Millard West	9	71	74	80	76	77	+6
	10	74	76	75	77	78	+4
Data gained from the 2006 Millard Public Schools Statistical Profile							
** = Gretchen Reeder Elementary opened in the 2005-06 year							
- = No change in national percentile from 2002 to 2006							

The following observations can be made from Exhibit 4.9:

- Of the 44 sets of scores in language at the elementary grades tested from 2002 to 2006, 25 or 57 percent of the percentile ranks stayed the same or showed a negative trend.
- One elementary school, Hitchcock, was the only school to show a positive gain of 10 percentile points from 2002 to 2006.
- Of the 12 sets of scores in language at the tested grades at the middle level from 2002 to 2006, six or 50 percent of the percentile ranks stayed the same or showed a negative trend.
- Of the six sets of scores in language at the grades tested at the high school level from 2002 to 2006, three or 50 percent of the percentile ranks stayed the same or showed a negative trend.

Exhibit 4.10 shows TerraNova nationally normed assessment results in science for grades 3, 4, 6, 7, 9, and 10 for the years 2001-02 through 2005-06.

Exhibit 4.10

TerraNova Achievement Test Results Science – Grades 3, 4, 6, 7, 9, 10 Millard Public Schools 2001-02 through 2005-06

School	Grade Level	01/02	02/03	03/04	04/05	05/06	Percentile Change 02 to 06
Elementary Schools							
Abbott	3	78	80	74	78	77	-1
	4	74	76	81	70	75	+1
Ackerman	3	72	71	67	70	72	-
	4	72	67	74	65	61	-11
Aldrich	3	89	90	90	93	72	-17
	4	86	90	80	84	92	+6
Black Elk	3	72	72	75	70	71	-1
	4	71	73	72	74	68	-3
Bryan	3	60	62	64	56	60	-
	4	60	60	56	65	56	-4
Cather	3	66	78	85	77	74	+8
	4	70	76	74	74	67	-3
Cody	3	54	58	63	57	48	-6
	4	55	76	65	56	46	-9
Cottonwood	3	78	75	74	76	67	-9
	4	75	74	71	68	73	-2
Disney	3	67	66	67	61	58	-9
	4	67	74	68	59	61	-6
Ezra Millard	3	77	71	73	72	68	-9
	4	72	73	69	71	64	-8
Harvey Oaks	3	77	75	75	79	73	-4
	4	76	74	64	67	78	+2

Exhibit 4.10 (continued)							
TerraNova Achievement Test Results							
Science – Grades 3, 4, 6, 7, 9, 10							
Millard Public Schools							
2001-02 through 2005-06							
School	Grade Level	01/02	02/03	03/04	04/05	05/06	Percentile Change 02 to 06
Elementary Schools (continued)							
Hitchcock	3	78	87	86	63	85	+7
	4	84	82	84	85	67	-17
Holling Heights	3	62	65	70	56	58	-4
	4	57	64	65	66	45	-12
Montclair	3	72	80	74	79	80	+8
	4	73	72	73	66	72	-1
Morton	3	71	67	78	66	68	-3
	4	70	70	73	60	64	-6
Neihardt	3	61	69	73	68	60	-1
	4	69	69	69	71	65	-4
Norris	3	62	54	63	50	68	+6
	4	49	67	65	53	61	+12
Gretchen Reeder	3	**	**	**	**	70	**
	4	**	**	**	**	63	**
Rockwell	3	55	70	73	74	62	+7
	4	62	64	68	61	73	+11
Rohwer	3	80	80	77	75	75	-5
	4	77	79	81	76	72	-5
Sandoz	3	61	64	66	69	63	+2
	4	71	68	58	67	66	-5
Wheeler	3	70	71	72	69	66	-4
	4	77	77	71	70	67	-10
Willowdale	3	82	78	75	74	64	-18
	4	78	83	79	75	69	-9
Middle Schools							
Anderson	6	67	67	68	62	64	-3
	7	62	57	64	58	55	-7
Beadle	6	74	74	78	72	73	-1
	7	69	69	76	73	69	-
Central	6	67	67	62	68	64	-3
	7	62	61	61	64	62	-
Kiewit	6	73	75	72	74	76	+3
	7	65	65	68	66	68	+3
Millard North	6	75	71	71	71	75	-
	7	71	69	66	69	70	-1

Exhibit 4.10 (continued)							
TerraNova Achievement Test Results							
Science – Grades 3, 4, 6, 7, 9, 10							
Millard Public Schools							
2001-02 through 2005-06							
School	Grade Level	01/02	02/03	03/04	04/05	05/06	Percentile Change 02 to 06
Middle Schools (continued)							
Russell	6	76	76	73	74	77	+1
	7	70	68	69	74	70	-
High Schools							
Millard North	9	67	69	67	65	69	+2
	10	76	77	76	77	74	-2
Millard South	9	60	61	61	58	59	-1
	10	69	68	64	68	66	-3
Millard West	9	63	66	70	68	67	+4
	10	75	71	71	73	74	-1
Data gained from the 2006 Millard Public Schools Statistical Profile							
** = Gretchen Reeder Elementary opened in the 2005-06 year							
- = No change in national percentile from 2002 to 2006							

The following observations can be made from Exhibit 4.10:

- Of the 44 sets of scores in science at the grades tested at the elementary level from 2002 to 2006, 33 or 75 percent of the percentile ranks stayed the same or showed a negative trend.
- Three elementary schools (Aldrich, Hitchcock, Willowdale) showed negative trends of 17 percentile points or more from 2002 to 2006 at one of the grades tested.
- Of the 12 sets of scores in science at the tested grades at the middle level from 2002 to 2006, nine or 75 percent of the percentile ranks stayed the same or showed a negative trend.
- Of the six sets of scores in science at the grades tested at the high school level from 2002 to 2006, four or 67 percent of the percentile ranks stayed the same or showed a negative trend.

Exhibit 4.11 shows TerraNova nationally normed assessment results in social studies for grades 3, 4, 6, 7, 9, and 10 for the years 2001-02 through 2005-06.

Exhibit 4.11
TerraNova Achievement Test Results
Social Studies – Grades 3, 4, 6, 7, 9, 10
Millard Public Schools
2001-02 through 2005-06

School	Grade Level	01/02	02/03	03/04	04/05	05/06	Percentile Change 02 to 06
Elementary Schools							
Abbott Elementary	3	80	85	78	81	77	-3
	4	78	79	84	78	83	+5
Ackerman Elementary	3	72	71	70	69	70	-2
	4	74	77	70	69	71	-3
Aldrich	3	87	89	86	90	78	-9
	4	86	88	84	87	92	+6
Black Elk	3	74	75	75	73	73	-1
	4	76	77	79	77	73	-3
Bryan	3	63	69	64	59	62	-1
	4	64	70	64	73	65	+1
Cather	3	70	78	86	76	76	+6
	4	72	76	80	80	70	-2
Cody	3	62	58	69	64	64	+2
	4	54	75	68	72	61	+7
Cottonwood	3	78	75	74	76	67	-11
	4	78	75	78	76	77	-1
Disney	3	66	73	67	69	60	-6
	4	70	77	74	67	74	+4
Ezra Millard	3	71	74	74	76	73	+2
	4	76	80	77	76	75	-1
Harvey Oaks	3	76	75	76	80	74	-2
	4	77	77	69	72	82	+5
Hitchcock	3	83	85	84	70	85	+2
	4	79	81	81	83	74	-5
Holling Heights	3	64	69	71	64	59	-5
	4	62	72	70	71	58	-4
Montclair	3	73	79	74	77	75	+2
	4	79	72	79	76	76	-3
Morton	3	75	70	73	72	73	-2
	4	73	74	82	67	74	+1
Neihardt	3	69	70	76	70	65	-4
	4	68	68	73	71	68	-
Norris	3	61	60	66	54	65	+4
	4	56	66	66	65	64	+8

Exhibit 4.11 (continued)							
TerraNova Achievement Test Results							
Social Studies – Grades 3, 4, 6, 7, 9, 10							
Millard Public Schools							
2001-02 through 2005-06							
School	Grade Level	01/02	02/03	03/04	04/05	05/06	Percentile Change 02 to 06
Elementary Schools (continued)							
Gretchen Reeder	3	**	**	**	**	77	**
	4	**	**	**	**	74	**
Rockwell	3	59	71	72	66	64	+5
	4	67	70	78	71	82	+15
Rohwer	3	77	80	77	75	75	-2
	4	83	81	82	77	78	-5
Sandoz	3	65	67	73	66	67	+2
	4	73	73	67	71	70	-3
Wheeler	3	74	75	78	75	73	-1
	4	74	75	77	73	73	-1
Willowdale	3	81	84	79	78	72	-9
	4	81	83	82	80	79	-2
Middle Schools							
Anderson	6	62	63	65	62	61	-1
	7	65	65	69	62	63	-2
Beadle	6	73	73	75	69	68	-5
	7	76	76	79	74	71	-5
Central	6	65	69	65	66	65	-
	7	68	69	68	65	72	+4
Kiewit	6	67	70	72	71	73	+6
	7	69	70	73	72	74	+5
Millard North	6	71	64	70	67	71	-
	7	72	74	70	71	75	+3
Russell	6	68	73	71	72	72	+4
	7	73	72	70	75	74	+1
High Schools							
Millard North	9	73	71	69	67	69	-4
	10	77	77	77	75	74	-3
Millard South	9	64	61	64	63	57	-7
	10	70	70	68	67	66	-4
Millard West	9	70	70	70	72	67	-3
	10	77	75	75	74	75	-2
Data gained from the 2006 Millard Public Schools Statistical Profile							
** = Gretchen Reeder Elementary opened in the 2005-06 year							
- = No change in national percentile from 2002 to 2006							

The following observations can be made from Exhibit 4.11:

- Of the 44 sets of scores in social studies at the grades tested at the elementary level from 2002 to 2006, 27 or 61 percent of the percentile ranks stayed the same or showed a negative trend.
- Rockwell Elementary showed a positive gain of 15 percentile points from 2002 to 2006 at the fourth grade level.
- Of the 12 sets of scores in social studies at the tested grades at the middle level from 2002 to 2006, six or 50 percent of the percentile ranks stayed the same or showed a negative trend.
- Of the six sets of scores in social studies at the grades tested at the high school level from 2002 to 2006, 100 percent of the scores showed a negative trend.

Exhibit 4.12 shows Essential Learning Outcomes (ELO) assessment results in language arts for grade 1 and in reading for grades 3, 4, and 5 for the years 2003-04 through 2005-06.

Exhibit 4.12

**Essential Learning Outcomes (ELO) Test Results
Grade 1 Language Arts
Grades 3, 4, 5 Reading
Millard Public Schools
2003-04 through 2005-06**

Subject	Grade Level	03-04	04-05	05-06
Abbott Elementary	1	93.2	97.3	98.2
	3	--	--	96.5
	4	98.7	96.1	93.8
	5	--	--	97.3
Ackerman Elementary	1	87.8	91.6	86.7
	3	--	--	89.1
	4	94.9	87.2	88.7
	5	--	--	82.2
Aldrich	1	96.0	98.3	95.9
	3	--	--	91.1
	4	100	100	100
	5	--	--	100
Black Elk	1	95.2	90.6	89.8
	3	--	--	92
	4	93.3	94.5	88.6
	5	--	--	95.6
Bryan	1	98.1	93.2	93
	3	--	--	84.3
	4	88.9	91.5	76.8
	5	--	--	89.1
Cather	1	95.1	96.2	98.4
	3	--	--	93.8
	4	92.4	95.9	87.8
	5	--	--	95.7

Exhibit 4.12 (continued)				
Essential Learning Outcomes (ELO) Test Results				
Grade 1 Language Arts				
Grades 3, 4, 5 Reading				
Millard Public Schools				
2003-04 through 2005-06				
Subject	Grade Level	03-04	04-05	05-06
Cody	1	74.5	84.6	70.7
	3	--	--	91.4
	4	80.6	100	90.2
	5	--	--	100
Cottonwood	1	79.5	86.3	84.4
	3	--	--	89.1
	4	95.5	73.6	91.4
	5	--	--	93.5
Disney	1	83	84.1	91.5
	3	--	--	87.5
	4	85.2	88.5	94.4
	5	--	--	93
Ezra Millard	1	96.9	95.3	87.3
	3	--	--	93
	4	97.3	90.5	90.4
	5	--	--	90.5
Harvey Oaks	1	100	87.3	100
	3	--	--	95.3
	4	95.3	95.7	100
	5	--	--	92.6
Hitchcock	1	100	94.1	100
	3	--	--	100
	4	97.4	96.4	91.7
	5	--	--	96.3
Holling Heights	1	95.2	96.2	83.1
	3	--	--	81.3
	4	77.8	81.8	89.1
	5	--	--	90
Montclair	1	96.2	93.7	94.1
	3	--	--	92.4
	4	97.6	94.3	92.6
	5	--	--	97.6
Morton	1	95.2	94.9	87.5
	3	--	--	88.3
	4	86.7	83.3	88.0
	5	--	--	81.7

Exhibit 4.12 (continued)				
Essential Learning Outcomes (ELO) Test Results				
Grade 1 Language Arts				
Grades 3, 4, 5 Reading				
Millard Public Schools				
2003-04 through 2005-06				
Subject	Grade Level	03-04	04-05	05-06
Neihardt	1	86.8	91.3	94.4
	3	--	--	83.3
	4	94.3	94.7	93.8
	5	--	--	92.5
Norris	1	93.3	93.8	91.5
	3	--	--	87.5
	4	94.1	86.5	92.9
	5	--	--	90
Gretchen Reeder	1	**	**	97.4
	3	**	**	88.3
	4	**	**	92.2
	5	**	**	100
Rockwell	1	82	80	93.3
	3	--	--	90.6
	4	94	89.8	94.1
	5	--	--	86.8
Rohwer	1	99	96.4	100
	3	--	--	95.8
	4	96.2	96.1	100
	5	--	--	98.6
Sandoz	1	80.4	98	97.8
	3	--	--	80.4
	4	87.8	92.7	95.8
	5	--	--	88.1
Wheeler	1	85.3	92.3	97.6
	3	--	--	86
	4	96.2	85.7	95.8
	5	--	--	92
Willowdale	1	91.8	91.8	92.5
	3	--	--	84.6
	4	95.4	89.2	93.2
	5	--	--	94.4
Data gained from the 2006 Millard Public Schools Statistical Profile				
** = Gretchen Reeder Elementary opened in the 2005-06 year				
-- = No test at that grade level				

The following observations can be made from Exhibit 4.12:

- Of the 180 total scores reviewed, 18 or 10 percent of the scores were at 98 percent or higher.

- Of the 180 total scores, 50 or 28 percent of the scores were between 80 and 90 percent.
- Only six or three percent of the scores were lower than 80 percent.

Exhibit 4.13 shows Essential Learning Outcomes (ELO) Assessment results in writing for grades 1, 2, 3, 4, and 5 for the years 2003-04 through 2005-06.

Exhibit 4.13
Essential Learning Outcomes (ELO) Test Results
Writing
Grades 1, 2, 3, 4, 5
Millard Public Schools
2003-04 through 2005-06

Subject	Grade Level	03-04	04-05	05-06
Abbott Elementary	1	93.2	97.3	98.2
	2	--	--	86.3
	3	--	--	91.8
	4	93.3	86.2	93.8
	5	--	--	85.5
Ackerman Elementary	1	96.5	83.2	93.3
	2	--	--	89.1
	3	--	--	90.4
	4	94.7	79.8	86.2
	5	--	--	78.8
Aldrich	1	96	98.3	95.9
	2	--	--	96.6
	3	--	--	92.6
	4	100	100	96.9
	5	--	--	95.5
Black Elk	1	95.2	90.6	89.8
	2	--	--	94.4
	3	--	--	90.1
	4	94.5	84.8	90.4
	5	--	--	92
Bryan	1	96.2	92.9	94.7
	2	--	--	84.5
	3	--	--	78
	4	86.9	64.6	78.5
	5	--	--	81
Cather	1	95.1	96.2	98.4
	2	--	--	89.2
	3	--	--	97
	4	98.7	94.9	91.8
	5	--	--	90

Exhibit 4.13 (continued)				
Essential Learning Outcomes (ELO) Test Results				
Writing				
Grades 1, 2, 3, 4, 5				
Millard Public Schools				
2003-04 through 2005-06				
Subject	Grade Level	03-04	04-05	05-06
Cody	1	74.5	84.6	70.7
	2	--	--	91.2
	3	--	--	88.6
	4	85	82.1	86.8
	5	--	--	76.9
Cottonwood	1	79.5	86.3	84.4
	2	--	--	80.9
	3	--	--	89.1
	4	95.1	73.6	91.4
	5	--	--	80.6
Disney	1	83	84.1	91.5
	2	--	--	79.1
	3	--	--	87.5
	4	77.8	81.6	97.3
	5	--	--	88.1
Ezra Millard	1	96.9	95.3	87.3
	2	--	--	91.5
	3	--	--	85.5
	4	97.2	82.4	90.1
	5	--	--	83.6
Harvey Oaks	1	100	83.7	100
	2	--	--	75.6
	3	--	--	90.9
	4	88.9	92.7	90.7
	5	--	--	85.7
Hitchcock	1	100	94.1	100
	2	--	--	86.1
	3	--	--	100
	4	100	87.2	91.7
	5	--	--	92.6
Holling Heights	1	96.8	96.2	94.1
	2	--	--	80.3
	3	--	--	85.5
	4	77.8	81.8	89.1
	5	--	--	95

Exhibit 4.13 (continued)				
Essential Learning Outcomes (ELO) Test Results				
Writing				
Grades 1, 2, 3, 4, 5				
Millard Public Schools				
2003-04 through 2005-06				
Subject	Grade Level	03-04	04-05	05-06
Montclair	1	96.2	93.7	94.1
	2	--	--	89.3
	3	--	--	79.2
	4	94.3	86.6	87.5
	5	--	--	90.5
Morton	1	95.2	94.9	87.5
	2	--	--	84.1
	3	--	--	91.4
	4	89.1	79.1	86.7
	5	--	--	92.8
Neihardt	1	86.8	91.3	94.4
	2	--	--	88
	3	--	--	75.9
	4	85.9	79.4	92.8
	5	--	--	87.4
Norris	1	93.3	93.8	91.5
	2	--	--	85.9
	3	--	--	84.4
	4	87.8	84.1	77.8
	5	--	--	78.4
Gretchen Reeder	1	**	**	97.4
	2	**	**	92.8
	3	**	**	83.5
	4	**	**	97.7
	5	**	**	89.7
Rockwell	1	82	80	93.2
	2	--	--	85
	3	--	--	75.5
	4	75	78.2	90.6
	5	--	--	88.2
Rohwer	1	100	95.1	92.1
	2	--	--	96.8
	3	--	--	94.3
	4	91.7	93.7	98.5
	5	--	--	98.6

Exhibit 4.13 (continued)				
Essential Learning Outcomes (ELO) Test Results				
Writing				
Grades 1, 2, 3, 4, 5				
Millard Public Schools				
2003-04 through 2005-06				
Subject	Grade Level	03-04	04-05	05-06
Sandoz	1	100	96.1	100
	2	--	--	96.2
	3	--	--	95.6
	4	93.6	87	100
	5	--	--	95.1
Wheeler	1	85.3	92.3	97.6
	2	--	--	87.5
	3	--	--	86.5
	4	94.8	84.1	92.6
	5	--	--	82.9
Willowdale	1	91.8	91.8	92.5
	2	--	--	83.6
	3	--	--	90.6
	4	92.6	94.4	90.5
	5	--	--	84.9
Data gained from the <i>2006 Millard Public Schools Statistical Profile</i>				
** = Gretchen Reeder Elementary opened in the 2005-06 year				
-- = No test at that grade level				

The following observations can be made from Exhibit 4.13:

- Of the 203 total scores reviewed, 17 or eight percent of the scores were at 98 percent or higher.
- Of the 203 total scores, 68 or 33 percent of the scores were between 80 and 90 percent.
- Only 21 or 10 percent of the scores were lower than 80 percent.

Exhibit 4.14 shows Essential Learning Outcomes (ELO) Assessment results in mathematics for grades 2, 3, 4, and 5 for the years 2003-04 through 2005-06.

Exhibit 4.14
Essential Learning Outcomes (ELO) Test Results
Mathematics
Grades 2, 3, 4, 5
Millard Public Schools
2003-04 through 2005-06

Subject	Grade Level	03-04	04-05	05-06
Abbott Elementary	2	92.5	97.6	94.6
	3	--	--	94.1
	4	100	93.5	95.3
	5	--	--	90.7
Ackerman Elementary	2	87.8	91.6	86.7
	3	--	--	93.9
	4	98	90.7	91.8
	5	--	--	92.6
Aldrich	2	96	98.3	95.9
	3	--	--	85.7
	4	100	100	100
	5	--	--	95.4
Black Elk	2	95.2	90.6	89.8
	3	--	--	82
	4	96.6	92.7	85.7
	5	--	--	95.6
Bryan	2	98.1	93.2	93
	3	--	--	74.5
	4	83.6	89.8	81.2
	5	--	--	94.5
Cather	2	97.5	84.4	98.6
	3	--	--	96.9
	4	94.9	95.9	90.5
	5	--	--	92.8
Cody	2	74.5	84.6	70.7
	3	--	--	91.7
	4	82.8	100	90.2
	5	--	--	94.1
Cottonwood	2	79.5	86.3	84.4
	3	--	--	95.7
	4	98.5	88.5	89.5
	5	--	--	87.1
Disney	2	83	84.1	91.5
	3	--	--	91.5
	4	90.7	86.5	97.2
	5	--	--	95.3

Exhibit 4.14 (continued)				
Essential Learning Outcomes (ELO) Test Results				
Mathematics				
Grades 2, 3, 4, 5				
Millard Public Schools				
2003-04 through 2005-06				
Subject	Grade Level	03-04	04-05	05-06
Ezra Millard	2	89.2	87	94
	3	--	--	81.7
	4	95.9	91.9	94.5
	5	--	--	89.2
Harvey Oaks	2	100	92.5	80
	3	--	--	88.6
	4	93	95.8	100
	5	--	--	87
Hitchcock	2	89.2	90.6	97.3
	3	--	--	100
	4	100	100	100
	5	--	--	96.3
Holling Heights	2	97.8	86.9	92.5
	3	--	--	80
	4	100	78.8	75.9
	5	--	--	80
Montclair	2	88.3	82.1	98
	3	--	--	87.3
	4	98.8	90.9	86.2
	5	--	--	90.4
Morton	2	86.4	91.8	95.2
	3	--	--	90
	4	93.2	78.7	93.3
	5	--	--	77.5
Neihardt	2	86.2	84.4	98.9
	3	--	--	77.4
	4	97.1	83.2	91.6
	5	--	--	90.3
Norris	2	93	91.4	92.3
	3	--	--	82.8
	4	100	82.7	90.5
	5	--	--	80
Gretchen Reeder	2	**	**	92.8
	3	**	**	88.3
	4	**	**	94.4
	5	**	**	94.8

Exhibit 4.14 (continued)				
Essential Learning Outcomes (ELO) Test Results				
Mathematics				
Grades 2, 3, 4, 5				
Millard Public Schools				
2003-04 through 2005-06				
Subject	Grade Level	03-04	04-05	05-06
Rockwell	2	87	90.2	83.6
	3	--	--	88.7
	4	96	91.8	96.1
	5	--	--	96.2
Rohwer	2	94.9	98.3	100
	3	--	--	95.8
	4	98.7	96.1	92.4
	5	--	--	100
Sandoz	2	85.5	93.2	88.5
	3	--	--	82.6
	4	83.7	90.2	93.8
	5	--	--	88.4
Wheeler	2	91.8	87.4	93.8
	3	--	--	83
	4	97.5	91.2	92.7
	5	--	--	90.7
Willowdale	2	89.4	93.2	90.5
	3	--	--	81.8
	4	100	82.4	89.2
	5	--	--	88.7
Data gained from the 2006 Millard Public Schools Statistical Profile ** = Gretchen Reeder Elementary opened in the 05-06 year -- = No test at that grade level				

The following observations can be made from Exhibit 4.14:

- Of the 180 total scores, 24 or 13 percent of the scores were at 98 percent or higher.
- Of the 180 total scores, 51 percent were between 91 and 97 percent.
- Of the 180 total scores, 57 or 32 percent of the scores were between 80 and 90 percent.
- Only eight or four percent of the scores were lower than 80 percent.

Exhibit 4.15 shows Essential Learning Outcomes (ELO) assessment results in social studies and science for grade 5 for the years 2003-04 through 2005-06.

Exhibit 4.15
Essential Learning Outcomes (ELO) Test Results
Grade 5 Social Studies and Science
Millard Public Schools
2003-04 through 2005-06

Subject	Grade Level	03-04	04-05	05-06
Abbott Elementary	5 SC	98.7	98.7	97.4
	5 SS	98.7	100	98.7
Ackerman Elementary	5 SC	86.4	91.1	92.5
	5 SS	93.8	96	93.5
Aldrich	5 SC	95.2	84.3	97
	5 SS	95.2	98	98.5
Black Elk	5 SC	88.7	90.4	96.4
	5 SS	93.8	96.4	94.6
Bryan	5 SC	86.4	90.6	94.8
	5 SS	98.5	100	96.6
Cather	5 SC	92.2	89	92.9
	5 SS	92.2	95.9	95.7
Cody	5 SC	74.2	75.8	100
	5 SS	87.1	78.8	100
Cottonwood	5 SC	96.6	91.7	95.3
	5 SS	100	98.6	96.8
Disney	5 SC	83.3	90.4	95.7
	5 SS	94.4	98.1	93.2
Ezra Millard	5 SC	90.2	90.4	94.4
	5 SS	95.1	97.3	95.8
Harvey Oaks	5 SC	86	81.4	97.9
	5 SS	92.2	93	98
Hitchcock	5 SC	91.2	91.9	100
	5 SS	97.1	89.2	96.3
Holling Heights	5 SC	90	86.3	94.9
	5 SS	98.3	88.7	100
Montclair	5 SC	96.9	97.3	92.9
	5 SS	98.5	97.3	93.9
Morton	5 SC	93.6	80.9	88.6
	5 SS	97.3	87.5	90
Neihardt	5 SC	80	84.4	90.7
	5 SS	91.1	96.3	98
Norris	5 SC	91.1	97	94
	5 SS	84.8	97	96.1

Exhibit 4.15 (continued)				
Essential Learning Outcomes (ELO) Test Results				
Grade 5 Social Studies and Science				
Millard Public Schools				
2003-04 through 2005-06				
Subject	Grade Level	03-04	04-05	05-06
Gretchen Reeder	5 SS	**	**	92.7
	5 SC	**	**	96.2
Rockwell	5 SC	77.6	71.4	90.4
	5 SS	87.9	79.6	98.1
Rohwer	5 SC	91.4	96.4	100
	5 SS	95.7	98.8	100
Sandoz	5 SS	90.2	89.6	92.7
	5 SC	98.4	87.5	97.6
Wheeler	5 SC	92.8	89.1	91
	5 SS	94	92.4	88.5
Willowdale	5 SC	91.3	91.5	93.1
	5 SS	100	95.8	95.8
Data gained from the 2006 Millard Public Schools Statistical Profile ** = Gretchen Reeder Elementary opened in the 05-06 year -- = No test at that grade level				

The following observations can be made from Exhibit 4.15:

- Of the 134 total scores, 25 or 19 percent of the scores were at 98 percent or higher.
- Of the 134 total scores, 61 percent were between 91 and 97 percent.
- Of the 134 total scores, 23 or 17 percent of the scores were between 80 and 90 percent.
- Six or three percent of the scores were below 80 percent.

Exhibit 4.16 shows Essential Learning Outcomes (ELO) assessment results in reading, writing, mathematics, science, and social studies for grades 6, 7, and 8 for the years 2003-04 through 2005-06.

Exhibit 4.16
Essential Learning Outcomes (ELO) Test Results
Reading, Math, Writing, Science, and Social Studies
Grades 6, 7, 8
Millard Public Schools
2003-04 through 2005-06

Subject	Grade Level	03-04	04-05	05-06
Anderson	6 Reading	--	--	83.3
Beadle		--	--	87.7
Central		--	--	80
Kiewit		--	--	95
Millard North		--	--	89
Russell		--	--	89.1
Anderson	6 Math	--	--	82.3
Beadle		--	--	85.7
Central		--	--	80.7
Kiewit		--	--	97
Millard North		--	--	88.4
Russell		--	--	94.6
Anderson	7 Writing	93.6	95.6	97.6
Beadle		96.8	99	96
Central		94.7	97.9	95.5
Kiewit		97.8	99	97.6
Millard North		92.4	99	94.2
Russell		96.2	99.6	94.8
Anderson	7 Reading	90.3	89.7	88.9
Beadle		92.6	95.1	93.8
Central		92	93.3	89.1
Kiewit		95.3	96.1	92.5
Millard North		90.2	98	90.7
Russell		91.5	93.4	95.1
Anderson	7 Math	89.6	84.9	91.1
Beadle		97.2	98.1	92.9
Central		91.3	86.3	89.5
Kiewit		95.8	95.5	94.2
Millard North		93.8	96	93.3
Russell		94.1	93.4	95.1
Anderson	8 Reading	--	--	86.9
Beadle		--	--	92.6
Central		--	--	82
Kiewit		--	--	92
Millard North		--	--	91.6
Russell		--	--	92.1

Exhibit 4.16 (continued)				
Essential Learning Outcomes (ELO) Test Results				
Reading, Math, Writing, Science, and Social Studies				
Grades 6, 7, 8				
Millard Public Schools				
2003-04 through 2005-06				
Subject	Grade Level	03-04	04-05	05-06
Anderson	8 Math	--	--	84.4
Beadle		--	--	96.3
Central		--	--	90.9
Kiewit		--	--	94.9
Millard North		--	--	94.5
Russell		--	--	96.6
Anderson	8 Science	90.6	97.9	95.8
Beadle		97.2	95	95.8
Central		96.1	97.2	96.6
Kiewit		97.3	98.6	97.8
Millard North		93.2	97.7	98.5
Russell		93.7	95.1	97.2
Anderson	8 S.S.	89.6	95.1	92.4
Beadle		98.3	94.6	90.6
Central		91.7	94.1	82.5
Kiewit		97.6	98	91.5
Millard North		97.7	95.9	96.5
Russell		95.1	96.3	86.9
Data gained from the 2006 Millard Public Schools Statistical Profile				
-- = No test at that grade level				

The following observations can be made from Exhibit 4.16:

- No reading and math ELO assessments were administered to sixth and eighth grade students in 03-04 and 04-05.
- Of the 114 total scores, nine or eight percent of the scores were at 98 percent or higher.
- Of the 114 total scores, 73 percent were between 91 and 97 percent.
- Of the 114 total scores, 22 or 19 percent of the scores were between 80 and 90 percent.
- No scores were lower than 80 percent.

Exhibit 4.17 shows Essential Learning Outcomes (ELO) assessment results in reading, writing, mathematics, science, and social studies for grades 9, 10, and 11 for the years 2003-04 through 2005-2006. Scores are reported as percent correct.

Exhibit 4.17
Essential Learning Outcomes (ELO) Test Results
Reading, Writing, Math, Science, and Social Studies
Grades 9, 10, 11
Millard Public Schools
2003-04 through 2005-06

Subject	Grade Level	03-04	04-05	05-06
Millard North	9 Reading	92.7	94.3	94.5
Millard South		94	91.9	87.3
Millard West		95.6	97.7	95.4
Millard North	10 Writing	96.4	99.8	97.7
Millard South		96.5	99.4	91.9
Millard West		99.6	100	98.8
Millard North	10 Math	97.1	94.6	94.5
Millard South		94.5	92.2	88.4
Millard West		97.8	96.3	95.7
Millard North	11 Science	93.6	95.8	97.3
Millard South		92.2	94	95.9
Millard West		91.4	96.2	98.1
Millard North	11 S.S.	94.1	95.3	95.3
Millard South		91.5	89.6	92.5
Millard West		91.8	96.2	97.1

Data gained from the 2006 Millard Public Schools Statistical Profile

The following observations can be made from Exhibit 4.17:

- Of the 45 total scores, six or 13 percent of the scores were at 98 percent or higher.
- Of the 45 total scores, 86 percent were between 91 and 97 percent.
- Of the 45 total scores, three or one percent of the scores were between 80 and 90 percent.
- No scores were below 80 percent.

As stated earlier, in 2005-06 the district began breaking down the ELO student achievement data into four student achievement categories: Beyond Proficient, Proficient, Barely Proficient, and Below Proficient. Previously, scores were reported as Proficient or Non-proficient. An analysis of the percentage of students reaching the Beyond Proficient category in 2005-06 is outlined in Exhibits 4.18 through 4.22.

Exhibit 4.18 shows Essential Learning Outcomes (ELO) assessment results for elementary students scoring in the Beyond Proficient category in grade 1 language arts, grade 2 math and writing, and grade 3 reading and writing for the 2005-06 year. Scores are reported as percent correct.

Exhibit 4.18
Essential Learning Outcomes (ELO) Test Results
Percentage of Students Scoring in the Beyond Proficient Category
1st Language Arts, 2nd Math, 2nd Writing, 3rd Math, 3rd Reading, 3rd Writing
Millard Public Schools
2005-06

School	Percent Beyond Proficient Language Arts (1 st)	Percent Beyond Proficient Math (2 nd)	Percent Beyond Proficient Writing (2 nd)	Percent Beyond Proficient Math (3 rd)	Percent Beyond Proficient Reading (3 rd)	Percent Beyond Proficient Writing (3 rd)
Abbott	62	41	26	66	47	40
Ackerman	39	40	28	57	35	26
Aldrich	57	79	45	56	52	49
Black Elk	40	47	35	41	35	26
Bryan	57	28	31	36	30	23
Cather	59	52	33	72	57	55
Cody	29	33	30	52	29	46
Cottonwood	39	34	22	56	38	28
Disney	43	34	34	58	21	30
Ezra Millard	39	38	27	49	49	38
Harvey Oaks	45	32	27	29	50	23
Hitchcock	68	38	27	64	56	51
Holling Heights	44	45	17	32	24	21
Montclair	47	49	34	56	47	22
Morton	28	50	27	59	33	41
Neihardt	36	25	20	32	19	13
Norris	52	33	39	52	54	38
Reeder	48	60	33	54	41	36
Rockwell	40	40	29	42	42	6
Rohwer	42	57	54	54	32	39
Sandoz	53	34	34	43	24	41
Wheeler	40	55	39	44	39	30
Willowdale	27	37	26	47	35	32

Data provided by Millard Public Schools Evaluation and Assessment Department

The auditors noted in Exhibit 4.18:

- In third grade math, 13 schools had a minimum of 50 percent of their students score in the Beyond Proficient category.
- In first grade language arts, seven schools had at least 50 percent of their students score in the Beyond Proficient category.

- In second grade math, six schools had a minimum of 50 percent of their students score in the Beyond Proficient category.
- In third grade reading, five schools had at least 50 percent of their students score in the Beyond Proficient category.
- In third grade writing, two schools had a minimum of 50 percent of their students score in the Beyond Proficient category.
- In second grade writing, only one school had at least 50 percent of their students score in the Beyond Proficient category.

Exhibit 4.19 shows Essential Learning Outcomes (ELO) assessment results for elementary students scoring in the Beyond Proficient category in grade 4 math, reading and writing and grade 5 math, science, and social studies for the 2005-06 year. Scores are reported as percent correct.

Exhibit 4.19

Essential Learning Outcomes (ELO) Test Results
Percent of Students Scoring in the Beyond Proficient Category
4th Math, 4th Reading, 4th Writing, 5th Writing, 5th Math, 5th Science, 5th Social Studies
Millard Public Schools
2005-06

School	Percent Beyond Proficient Math (4th)	Percent Beyond Proficient Reading (4th)	Percent Beyond Proficient Writing (4th)	Percent Beyond Proficient Writing (5th)	Percent Beyond Proficient Math (5th)	Percent Beyond Proficient Science (5th)	Percent Beyond Proficient Social Studies (5th)
Abbott	49	46	23	34	38	67	63
Ackerman	34	27	16	16	38	37	33
Aldrich	69	75	57	41	32	56	63
Black Elk	27	37	21	24	36	48	44
Bryan	20	24	16	23	48	63	68
Cather	41	40	56	23	29	52	43
Cody	33	48	16	21	18	29	54
Cottonwood	37	50	30	24	37	53	42
Disney	50	50	53	28	58	42	42
Ezra Millard	36	48	34	40	38	51	61
Harvey Oaks	38	44	36	31	30	44	69
Hitchcock	47	58	41	44	59	66	63
Holling Heights	26	11	16	33	17	56	93
Montclair	34	43	34	29	31	44	45
Morton	27	29	21	36	36	43	46
Neihardt	44	46	31	26	36	57	55
Norris	25	37	8	16	18	63	59
Reeder	44	34	40	30	48	41	40
Rockwell	42	44	16	16	32	33	31

Exhibit 4.19 (continued)							
Essential Learning Outcomes (ELO) Test Results							
Percent of Students Scoring in the Beyond Proficient Category							
4th Math, 4th Reading, 4th Writing, 5th Writing, 5th Math, 5th Science, 5th Social Studies							
Millard Public Schools							
2005-06							
School	Percent Beyond Proficient Math (4th)	Percent Beyond Proficient Reading (4th)	Percent Beyond Proficient Writing (4th)	Percent Beyond Proficient Writing (5th)	Percent Beyond Proficient Math (5th)	Percent Beyond Proficient Science (5th)	Percent Beyond Proficient Social Studies (5th)
Rohwer	37	40	28	42	46	51	33
Sandoz	35	26	33	24	33	48	40
Wheeler	39	45	33	48	57	64	51
Willowdale	32	29	24	37	42	65	65
Data provided by Millard Public Schools Evaluation and Assessment Department							

The auditors noted in Exhibit 4.19:

- In fifth grade science, 13 schools had a minimum of 50 percent of their students score in the Beyond Proficient category.
- In fifth grade social studies, 12 schools had a minimum of 50 percent of their students score in the Beyond Proficient category.
- In fourth grade math, two schools had at least 50 percent of their students score in the Beyond Proficient category.
- In fourth grade reading, four schools had a minimum of 50 percent of their students score in the Beyond Proficient category.
- In fourth grade writing, three schools had at least 50 percent of their students score in the Beyond Proficient category.
- In fifth grade math, three schools had at least 50 percent of their students score in the Beyond Proficient category.
- In fifth grade writing, no schools had a minimum of 50 percent of their students score in the Beyond Proficient category.

Exhibit 4.20 shows Essential Learning Outcomes (ELO) assessment results for middle level students scoring in the Beyond Proficient category in grade 6 math and reading and grade 7 writing, math, and reading. Scores are reported as percent correct.

Exhibit 4.20
Essential Learning Outcomes (ELO) Test Results
Percent of Students Scoring in the Beyond Proficient Category
6th Math, 6th Reading, 7th Writing, 7th Math, 7th Reading
Millard Public Schools
2005-06

School	Percent Beyond Proficient Math (6 th)	Percent Beyond Proficient Reading (6 th)	Percent Beyond Proficient Writing (7 th)	Percent Beyond Proficient Math (7 th)	Percent Beyond Proficient Reading (7 th)
Anderson	28	31	38	17	21
Beadle	31	34	44	22	29
Kiewit	52	48	44	33	34
Millard Central	25	30	40	20	29
Millard North	35	29	40	23	17
Russell	40	38	49	27	29

Data provided by Millard Public Schools Evaluation and Assessment Department

The auditors noted the following in [Exhibit 4.20](#):

- An average of 35 percent of the sixth grade Millard middle school students who took the math ELO assessment scored in the Beyond Proficient category.
- An average of 35 percent of the sixth grade Millard middle school students who took the reading ELO assessment scored in the Beyond Proficient category.
- An average of 43 percent of the seventh grade Millard middle school students who took the writing ELO assessment scored in the Beyond Proficient category.
- An average of 24 percent of the seventh grade Millard middle school students who took the math ELO assessment scored in the Beyond Proficient category.
- An average of 37 percent of the seventh grade Millard middle school students who took the reading ELO assessment scored in the Beyond Proficient category.

[Exhibit 4.21](#) shows Essential Learning Outcomes (ELO) assessment results for middle level students scoring in the Beyond Proficient category in eighth math, reading, science, and social studies for the 2005-06 year. Scores are reported as percent correct.

Exhibit 4.21
Essential Learning Outcomes (ELO) Test Results
Percent of Students Scoring in the Beyond Proficient Category
8th Math, 8th Reading, 8th Science, 8th Social Studies
Millard Public Schools
2005-06

School	Percent Beyond Proficient Math (8 th)	Percent Beyond Proficient Reading (8 th)	Percent Beyond Proficient Science (8 th)	Percent Beyond Proficient Social Studies (8 th)
Anderson	22	27	50	41
Beadle	38	35	40	32
Kiewit	44	47	35	31
Millard Central	25	20	45	21
Millard North	26	35	54	34
Russell	49	40	40	38
Data provided by Millard Public Schools Evaluation and Assessment Department				

The auditors noted the following in Exhibit 4.21:

- An average of 34 percent of the eighth grade Millard middle school students who took the math ELO assessment scored in the Beyond Proficient category.
- An average of 34 percent of the eighth grade Millard middle school students who took the reading ELO assessment scored in the Beyond Proficient category.
- An average of 44 percent of the eighth grade Millard middle school students who took the science ELO assessment scored in the Beyond Proficient category.
- An average of 33 percent of the eighth grade Millard middle school students who took the social studies ELO assessment scored in the Beyond Proficient category.

Exhibit 4.22 shows Essential Learning Outcomes (ELO) assessment results for middle level students scoring in the Beyond Proficient category in grade 9 reading, grade 10 writing and math, and grade 11 science and social studies for the 2005-06 year. Scores are reported as percent correct.

Exhibit 4.22
Essential Learning Outcomes (ELO) Test Results
Percent of Students Scoring in the Beyond Proficient Category
9th Reading, 10th Writing, 10th Math, 11th Science, 11th Social Studies
Millard Public Schools
2005-06

School	Percent Beyond Proficient Reading (9 th)	Percent Beyond Proficient Writing (10 th)	Percent Beyond Proficient Math (10 th)	Percent Beyond Proficient Science (11 th)	Percent Beyond Proficient Social Studies (11 th)
Millard North	42	46	50	64	47
Millard South	29	33	37	53	35
Millard West	39	43	50	63	50

Data provided by Millard Public Schools Evaluation and Assessment Department

The auditors noted the following in Exhibit 4.22:

- Millard North students scored in the Beyond Proficient category in the five areas tested by an average of 50 percent of the students who took the test in each area.
- Millard South students scored in the Beyond Proficient category in the five areas tested by an average of 37 percent of the students who took the test in each area.
- Millard West students scored in the Beyond Proficient category in the five areas tested by an average of 49 percent of the students who took the test in each area.

Exhibit 4.23 shows Nebraska State Writing Assessment results for grade 4 for the years 2001-02, 2003-04, 2004-05, and 2005-06.

Exhibit 4.23
Nebraska State Writing Assessment
Grade 4
Millard Public Schools
2001-02, 2003-04, 2004-05, 2005-06

Year	District Percent Meeting or Exceeding Standards	State Percent Meeting or Exceeding Standards	Percent Difference District vs. State
01-02	77.9	72.5	+5.4
03-04	90.3	78.6	+11.7
04-05	86.8	83.0	+3.8
05-06	89.9	81.8	+8.1

Data gained from the 2005-2006 State of the Schools Report, Nebraska Department of Education

Exhibit 4.23 indicated that the district average percent meeting or exceeding standards in the four years reported exceeded the state percent by a high of 11.7 percent in 2003-04 to a low of 3.8 percent in 2004-05.

Exhibit 4.24 shows Nebraska State Writing assessment results for grade 8 for the years 2002-03 through 2005-06.

Exhibit 4.24
Nebraska State Writing Assessment
Grade 8
Millard Public Schools
2002-03 through 2005-06

Year	District Percent Meeting or Exceeding Standards	State Percent Meeting or Exceeding Standards	Percent Difference District vs. State
02-03	87.8	74.8	+13.0
03-04	88.6	82.6	+6.0
04-05	93.2	84.9	+8.3
05-06	94.4	86.1	+8.3

Data gained from the 2005-2006 State of the Schools Report, Nebraska Department of Education

Exhibit 4.24 shows that the district average percent meeting or exceeding standards in the four years reported exceeded the state percent by a high of 13.0 percent in 2002-03 to a low of 6.0 percent in 2003-04.

Exhibit 4.25 shows Nebraska State Writing Assessment results for grade 11 for the years 2003-04 through 2005-06.

Exhibit 4.25
Nebraska State Writing Assessment
Grade 11
Millard Public Schools
2003-04 through 2005-06

Year	District Percent Meeting or Exceeding Standards	State Percent Meeting or Exceeding Standards	Percent Difference District vs. State
03-04	88.9	87.4	+1.5
04-05	94.9	89.5	+5.4
05-06	95.0	90.0	+5.0

Data gained from the 2005-2006 State of the Schools Report, Nebraska Department of Education

From Exhibit 4.25 the auditors noted that the district average percent meeting or exceeding standards in the three years reported exceeded the state percent by a high of 5.4 percent in 2004-05 to a low of 1.5 percent in 2003-04.

Exhibit 4.26 shows Nebraska State Writing assessment results for grade 4 special education students for the years 2001-02, 2003-04, 2004-05, and 2005-06.

Exhibit 4.26

**Nebraska State Writing Assessment
Grade 4 Special Education
Millard Public Schools
2001-02, 2003-04, 2004-05, 2005-06**

Year	District Percent Meeting or Exceeding Standards	State Percent Meeting or Exceeding Standards	Percent Difference District vs. State
01-02	49.3	43.8	+5.5
03-04	75.8	56.8	+19.0
04-05	67.7	63.5	+4.2
05-06	76.0	62.5	+13.5

Data gained from the 2005-2006 State of the Schools Report, Nebraska Department of Education

Exhibit 4.26 indicates that Millard fourth grade special education students meeting or exceeding standards in the four years reported exceeded the state percent by a high of 19.0 percent in 2003-04 to a low of 4.2 percent in 2004-05.

Exhibit 4.27 shows Nebraska State Writing Assessment results for grade 8 special education students for the years 2002-03 through 2005-06.

Exhibit 4.27

**Nebraska State Writing Assessment
Grade 8 Special Education
Millard Public Schools
2002-03 through 2005-06**

Year	District Percent Meeting or Exceeding Standards	State Percent Meeting or Exceeding Standards	Percent Difference District vs. State
02-03	61.7	40.6	+21.1
03-04	64.6	53.4	+11.2
04-05	68.0	57.4	+10.6
05-06	76.8	59.9	+16.9

Data gained from the 2005-2006 State of the Schools Report, Nebraska Department of Education

Exhibit 4.27 shows that eighth grade district special education students meeting or exceeding standards in the four years reported exceeded the state percent by a high of 21.1 percent in 2002-03 to a low of 10.6 percent in 2004-05.

Exhibit 4.28 shows Nebraska State Writing Assessment results for grade 11 special education students for the years 2003-04 through 2005-06.

Exhibit 4.28
Nebraska State Writing Assessment
Grade 11 Special Education
Millard Public Schools
2003-04 through 2005-06

Year	District Percent Meeting or Exceeding Standards	State Percent Meeting or Exceeding Standards	Percent Difference District vs. State
03-04	54.5	57.3	-2.8
04-05	79.3	62.4	+16.9
05-06	75.8	63.0	+12.8

Data gained from the 2005-2006 State of the Schools Report, Nebraska Department of Education

The auditors noted the following from Exhibit 4.28:

- The district grade 11 special education students did not meet the state average in 2003-04, missing by 2.8 percent.
- District students exceeded the state percent by 16.9 percent in 2004-05 and 12.8 percent in 2005-06.

Exhibit 4.29 shows ACT test results for high school students for the years 2002-03 through 2005-06.

Exhibit 4.29
ACT Test Results
High School
Millard Public Schools
2002-03 through 2005-06

School	02-03	03-04	04-05	05-06
Millard North	23.4	23.2	23.6	23.8
Millard South	21.6	21.9	22.1	22.3
Millard West	22.6	22.9	22.8	23.0

Data gained from ACT & SAT Results document published by the Millard Public Schools (2005-2006)

The auditors noted in Exhibit 4.29:

- Millard North's average ACT score has increased .4 points in three years of testing.
- Millard South's average ACT score has increased .7 points in three years of testing.
- Millard West's average ACT score has increased .4 points in three years of testing.

Exhibit 4.30 shows SAT test results for high school students for the years 2002-03 through 2005-06.

Exhibit 4.30
SAT Test Results
High School
Millard Public Schools
2003-04 through 2005-06

School	03-04	04-05	05-06
Millard North	1172	1222	1232
Millard South	1128	1176	1159
Millard West	1110	1186	1149
Data gained from ACT & SAT Results document published by the Millard Public Schools (2005-2006)			

The auditors noted in Exhibit 4.30:

- Millard North's average SAT score has increased 60 points in three years of testing.
- Millard South's average SAT score has increased 31 points in three years of testing.
- Millard West's average SAT score has increased 39 points in three years of testing.

Use of Data

The auditors found that there has been improvement in the use of data by administrators and teachers. Action Plan objective 4-1 of the *2004 Strategic Plan* states: "Design and implement a consistent process to collect, analyze, and disseminate student performance data for certified staff." *Board Policy 6315* and *Rule 6315.1* provide direction in the area of data use. Plans are in place at various schools to reteach students who have not shown competency on the ELO assessments.

A January 26-27, 2006 Strategic Planning Update indicated that training for teachers and administrators on the Infinite Campus student database was nearing completion. The Infinite Campus technology program allows staff members to access assessment and other student data to assist them in designing and carrying out effective instruction. The Infinite Campus program replaced the EMU3 SIMS student database.

Another initiative that has increased the use of data is the Professional Learning Communities (PLC) project. This project was initiated on a district-wide basis in the 2006-07 school year. Teachers meet on a regular, scheduled basis in PLC groups to review data using the Infinite Campus program.

Although efforts are increasing in the use of data to make informed decisions, the use is still not at the level prescribed by policy and rule. Training is being provided to administrators and teachers on the efficient uses of the Infinite Campus program.

Below are representative comments made during interviews about the increased use of data throughout the district:

- "We've been more deliberate with reteaching as a result of the district assessments."
- "The evaluation of data is readily available now (through the Infinite Campus program)."
- "It's getting easier for teachers to make classroom decisions based on data."
- "The main goal of the Professional Learning Communities is to learn how to use data to change instruction."
- "One of the things from our PLCs that has really helped us is being able to work with other classes and coming up with common assessments."

- “We are using the data to drive instruction.”
- “We do program evaluation for the first five years.”
- “When we discuss with principals how (their schools) are doing, we have data. I feel that’s one thing we’ve done really well.”
- “Laptops have given us the ability to get data into the hands of teachers, instead of it being locked up in a folder somewhere. They even have access to Infinite Campus in their homes.”

Other individuals interviewed indicated that while progress has been made in using data, training and support are continuing needs. Sample comments included:

- “Infinite Campus will progress as we move along. We’re not using it yet as it could be.”
- “The buildings haven’t had enough training in Infinite Campus to pull the data and ask the important questions.”
- “Laptops help teachers to get the data. Now they need to know what to do with it. They need to know how to disaggregate it and apply it so strategies and action plans are data driven.”
- “I think teachers are confused when they do assessments: How do you use that information to inform instruction rather than using it for a grade?”
- “We need to look at more authentic assessment.”

In summary, the development of a quality comprehensive student and program assessment plan is still a need in the Millard Public School District. Student performance is assessed with the TerraNova achievement test, the Essential Learning Outcomes (ELO) assessments, and the STAR Nebraska writing assessment. However, a district plan is not in place to provide direction for a comprehensive student and program assessment program. The scope of assessments has improved since 1998 although the scope is not considered adequate according to PDK/CMSi standards (8.5 percent in 1998, 33 percent in 2007). Assessment trends on the TerraNova assessment are inconsistent with minimal overall student achievement gains in the last five years. Student performance on ELO assessments indicates high percentages of students meeting the minimum competency. The use of student assessment data to make instructional decisions is improving with the advent of the Infinite Campus technology opportunities and the initiation of the Professional Learning Communities (PLC) program, although this is still an area of need for the school district.

Continuing Recommendation 4: Develop and initiate a program and student assessment plan that includes the PDK/CMSi Characteristics of a Comprehensive Student and Program Assessment Plan. Include the development of formal assessments that support district curricular offerings.

- Develop a student and program assessment plan with components that meet the PDK/CMSi characteristics of a comprehensive program and student assessment plan. Obtain Board of Education approval for the plan.
- Continue to develop and initiate end-of-course assessments that can be centrally managed and used to determine student competency in the specific course.
- Develop and implement initiatives with a goal of increasing student performance on nationally normed achievement tests.
- Provide ongoing district-level training on the use of student assessment data to make decisions to increase student achievement.
- Improve program assessment procedures to include specifications for the data to be collected and the provision of information on the effectiveness of programs. Use these data to make

decisions on program continuation, modification, or termination. Require that program evaluations be reported to the Board of Education on an annual basis.

Original Recommendation 5: Implement a comprehensive staff development plan to maximize effective curriculum delivery.

A well-planned professional development program is essential to achieving a district's mission and goals and in addressing the achievement of all students. Systemic change requires focused and coordinated staff development guided by a comprehensive plan that is linked to the goals of the district long-range plan. Such a plan offers a variety of staff development models, incorporates follow-up and support to ensure effective classroom use, includes all staff, and contains multiple evaluation methods that are used to determine effectiveness of the program and to plan future activities.

In 1998 the auditors found that numerous staff development opportunities were offered in the Millard Public Schools, but staff development was fragmented and not guided by a comprehensive plan aligned to the mission and adopted goals of the district. Segments of staff development functions operated independently and were not fully coordinated across the district to provide a focused professional development program, contributing to inconsistencies in the delivery of the curriculum.

The auditors made the following recommendations for improving the staff development program:

- Develop board policies that clarify expectations for the staff development program. Address the following:
 - Define staff development (required) separately from professional growth (optional).
 - Define the purpose of staff development in terms of student achievement.
 - Require that curricular objectives, budgetary priorities, and staff development priorities be aligned.
 - Require staff development activities to be evaluated in terms of demonstrated teacher competence in the classroom and improved student performance.
 - Identify roles and responsibilities of all district personnel involved in staff development.
 - Set priorities for action plans within the Strategic Plan that includes staff development initiatives and components.
- Develop a comprehensive, long-range, staff development plan that aligns with the Strategic Plan and supports the design and delivery of the curriculum. Include the following:
 - Incorporate audit criteria, including on-the-job application of skills.
 - Plan for follow-up activities after initial training has been completed.
 - Clarify staff development responsibilities, resources, and accountability procedures at the various organizational levels in accordance with the goals of the district Strategic Plan.

Current Status

To assess the progress of the Millard Public Schools toward implementation of the recommendations, the auditors reviewed board policies, the Strategic Plan, school improvement plans, job descriptions, appraisal instruments, staff development schedules, and other pertinent documents provided by the administration. Interviews were conducted with board members, central office staff, principals, and teachers to determine the current status of staff development in the Millard Public Schools.

The auditors found considerable progress has been made relative to the 1998 audit recommendations for the staff development program. Clear board policies have been developed to provide a framework

for a comprehensive staff development program. However, board policy does not require a written long-range staff development plan, and such a plan has not been developed. District and school staff development efforts generally support the initiatives of the Strategic Plan. A Director of Staff Development position has been established. Continued needs include accountability for implementation of the staff development framework and follow through with monitoring staff development learnings in the classroom setting.

The following Board of Education policies reference staff development:

- *Board Policy 4000: Personnel – General Policy Statement* lists as a goal of the district’s personnel program: “To provide staff development programs designed to contribute both to improvement of the learning program and to each staff member’s career development aspirations.”
- *Board Policy 4300: Professional Growth* states that each certificated staff member is to be “continuously involved in a program of professional growth to maintain and improve performance and proficiency.”
- *Board Policy 4300.1: Personnel – Professional Growth* lists rules and regulations for purposes of continued employment. Certificated employees are to show evidence of professional growth every six years or be subject to termination. The policy also lists the types of activities that qualify as evidence.
- *Board Policy 6001: Millard Education Program* states: “A comprehensive staff development program shall provide all staff with the skills to deliver the curriculum and assess student learning.”
- *Board Policy 6001.1: Millard Education Program* defines staff development as “Professional opportunities whereby employees gain the knowledge and skills necessary to implement the district curriculum to improve student learning.”
- *Board Policy 6005: System-Wide Planning for Curriculum, Instruction and Staff Development* states that it is the responsibility of the Office of the Superintendent to provide and direct system-wide planning for curriculum, instruction, assessment, and staff development.
- *Board Policy 6120.1: Written Curriculum – MEP Curriculum Planning* lists the provision of district staff development including best instructional practices and most effective strategies as a component of Phase III of the curriculum planning process.
- *Board Policy 6200.1: Taught Curriculum: Instructional Delivery* states the expectation that teaching professionals pursue and apply professional development to improve instruction.”
- *Board Policy 6301.1: Assessed Curriculum – Accountability for Assessments* states that Educational Services shall be accountable to provide staff development related to assessment administration.
- *Board Policy 6400: Staff Development* states that the purpose of staff development is to improve student achievement and to improve the operation of the Millard Public Schools. Comprehensive staff development is to:
 - Respond to the initiatives of the strategic plan and school site plans in a systemic manner.
 - Ensure that all educators effectively plan instruction and promote a positive, productive learning environment;

- Ensure that all educators are prepared to teach the written curriculum through a variety of appropriate instructional strategies; ensure that all educators are prepared to conduct valid assessments; ensure that all educators are provided the knowledge and skills to demonstrate their professional responsibilities.
- *Board Policy 6400.1: Staff Development – Framework* lists the required components of district staff development for each of four phases: planning, delivery, implementation, and program evaluation.
- *Board Policy 6401: Staff Development – Accountability* states that the staff development program is to support the written, taught, and assessed curriculum and the district indicators of effective teaching. The Educational Services division is responsible for development, implementation, and evaluation of the program. Certificated staff members are to provide input regarding district and building staff development offerings. They are also to apply their learnings in the classroom. Principals are to promote staff development so that staff members continuously improve their knowledge and skills.
- *Board Policy 6440: Mentor and New Staff Induction Program: First-Year and Newly Employed Certificated or Licensed Staff* states that the Superintendent shall create and maintain a district Mentor and New Staff Induction Program for all first-year or newly employed certificated or licensed staff members.
- *Board Policy 6440.1: Mentor and New Staff Induction Program: First-Year and Newly Employed Certificated or Licensed Staff* outlines the components of the mentor program.
- *Board Policy 6440.2: Mentor and New Staff Induction Program: Accountability* describes the responsibilities of this program for central office staff, principals/supervisors, mentors, buddies, peer coaching partners, and mentees.
- *Board Policy 2100.28: Job Description - Director of Staff Development and Instructional Improvement* lists the responsibilities related to directing the teacher evaluation program and “ensuring that professional development opportunities are planned, delivered and utilized for all staff members.”
- *Board Policy 2100.50; Job Description - Principal* lists as an essential function: “Provides for effective selection, induction, and continual staff development of all personnel.”

The auditors’ reviewed the following documents listed in [Exhibit 5.1](#). These documents were presented to the auditors by district staff and/or found in the district’s Intranet.

Exhibit 5.1
Staff Development Documents Reviewed
Millard Public Schools
March 2007

Documents	Date
Board Policies	-
Curriculum Development and Management Plan	Fall, 2001
Differentiation Initiative Supporting Materials	-
District Staff Development – Intranet Information	2006-07
District Staff Development Focus	2005-2007
Evaluation of High School Differentiation II Staff Development Initiative	2004
Evaluation of Millard Differentiation Staff Development Initiative	2001
Fall Workshop Booklets	2006-07
Feedback from MPS Staff RE: New Concept of Building Staff Development	10/1/05
Job Descriptions	-
Millard Instructional Model	5/1/06
Millard Public Schools Summer Academy – Train the Trainers	6/6/06
MPS Administrator Professional Development FOCUS	2005-06
MPS Administrator Professional Development Needs Assessment	2006-27
MPS Staff Development Proposal	2005-2007
National Board for Professional Teaching Standards Supporting Materials	-
Office of Staff Development Exit Reports	2005-06; 2004-05
On-Line Registration Catalog	2006
Parameters for Building Staff Development Plans	2005-06
Shifting Paradigms in Staff Development	5/24/05
School Improvement Plans	2005-2007
Staff Development Booklets	1/15/07; 1/17/05
Staff Development Newsletters	8/04-11/06
Strategic Plan	2004
Teacher Evaluation Professional Growth Cycle	7/6
Teacher Evaluation Professional Growth Cycle Supplemental Form Information	7/6
Technology Plan	2007

The auditors used audit criteria to compare the Millard Public Schools staff development program in 1998 and 2007. Exhibit 5.2 presents the auditors' ratings.

Exhibit 5.2
Staff Development Audit Criteria
and Auditors' Assessment of District Approach
Millard Public Schools
1998 and 2007

Characteristic	Adequate in 1998	Adequate in 2007
1. Has policy that directs staff development efforts.	No	Yes
2. Has a plan that provides a framework for integrating innovations related to mission.	No	Yes
3. Has a staff development mission in place.	No	Yes
4. Is built using a long-range planning approach to staff development.	No	Yes
5. Fosters an expectation for professional growth.	Yes	Yes
6. Provides for organizational, unit, and individual development in a systemic manner.	No	Yes
7. Is for all employees.	Yes	Partial
8. Expects each supervisor to be a staff developer.	Not observed	Partial
9. Focuses on organizational change - staff development efforts are aligned with district goals.	Yes	Yes
10. Is based on careful analysis of data and is data-driven.	No	Partial
11. Focuses on proven research-based approaches that have shown to increase productivity.	Yes	Yes
12. Provides for three phases of the change process: initiation, implementation, and institutionalization.	No	No
13. Is based on adult learning and development.	Not observed	Yes
14. Uses a variety of staff development approaches.	Yes	Yes
15. Provides for follow up and on-the-job application necessary to ensure improvement.	No	Partial
16. Requires an evaluation process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, with results based on actual behavior.	No	No
17. Provides for system-wide coordination and has a clearinghouse function in place.	No	Yes
18. Provides the necessary funding to carry out staff development goals.	No	Yes

A district's staff development program is considered adequate if it meets 70 percent of the audit criteria. Exhibit 5.2 shows that in 1998, the Millard Public Schools Staff Development Program met five of the 18 audit criteria, or 28 percent, and was rated as inadequate. In 2007 MPS met 12 criteria, or 67 percent; partially met four criteria, or 22 percent; and did not meet two criteria, or 11 percent. The Millard Public Schools approach to professional development has improved and is close to an adequacy rating.

The auditors noted the following about the district's approach relative to the audit criteria:

Characteristic 1 – Policy Directing Staff Development Efforts

This criterion was met. The board policies cited above provide clear direction for staff development planning and activities. Board policies reference “staff development planning” and list elements to be included in planning. This criterion was met, although policy falls short of requiring the development of a written, comprehensive, long-range district-wide staff development plan to provide focus and coordination of staff development efforts.

Characteristic 2 –Framework for Integrating Innovations Related to Mission

This criterion was met. *Board Policy 6400: Staff Development* states that the staff development program is to: “Respond to the initiatives of the Strategic Plan and school site plans in a systemic manner.” *Board Policy 6400.1: Staff Development – Framework* provides the framework for a staff development program that will provide personnel with the skills to implement district innovations.

Characteristic 3 – Staff Development Mission in Place

This criterion was met. *Board Policy 6400: Staff Development* states that the purpose of staff development is to improve student achievement and to improve the operation of the Millard Public Schools. The mission of the Millard Instructional Model is to ensure that each student understands, knows, and is able to demonstrate the learning specified in the Millard Educational Program so the students meet the guarantee of the Millard Public Schools' Mission.

Characteristic 4 – Staff Development That Includes Long-Range Planning

This criterion was met by various documents that showed evidence of long-range planning. These included the “MPS Staff Development Proposal - 2005-2009” and “District Staff Development Focus – 2005-2007.” A Memorandum from the Director of Staff Development stated: “The objective of future staff development is to increase student achievement based on instruction. . . All administrators will be trained... in the MIM... and be able to lead their staff in 2006-2009.”

Characteristic 5 – Fosters an Expectation for Continuous Professional Growth

This criterion is met. *Board Policy 4300: Professional Growth* states that each certificated staff member is to be “continuously involved in a program of professional growth to maintain and improve performance and proficiency.” Job descriptions and appraisal instruments state expectations for professional growth. The principal's job description includes the expectation that the principal will provide for “continual staff development of all personnel.” The teacher's job description lists as an essential function: “Assumes responsibility for meaningful professional growth.” District Professional Learning Communities are “committed to continuous improvement.”



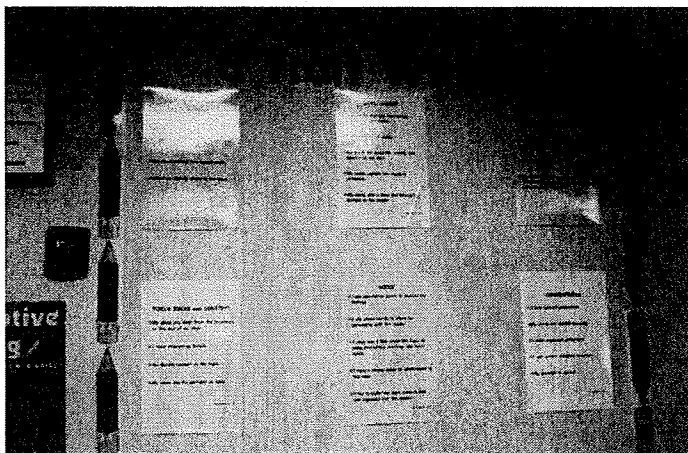
A Professional Learning Community works on a project to enhance student achievement at Cather Elementary.

Characteristic 6 – Provides for Organizational, Unit, and Individual Development in a Systemic Manner

This criterion was met. The Millard Public Schools board policies and plans provide for organizational, unit, and individual development. The Curriculum Management Plan states that district-wide staff development activities are to be included in each phase of curriculum development. District-wide staff development also has been conducted on differentiation of instruction and the use of technology. School improvement plans include building staff development efforts and Professional Learning Communities are a vehicle for unit growth. The Teacher Evaluation and Professional Growth Cycle support individual development.

Characteristic 7 – Staff Development for All Employees

This criterion was partially met. *Board Policy 4000* references providing staff development to meet “each staff member’s career development aspirations.” *Board Policy 6001* states that the program “shall provide all staff with the skills to deliver the curriculum and assess student learning.” *Board Policy 2100.28* states that the Director of Staff Development is to “ensure that professional development opportunities are planned, delivered and utilized for all staff members.” Technology training has been provided to appropriate support staff. However, the auditors were not provided with staff development documents that described offerings for auxiliary personnel such as custodians and maintenance. Interview data indicated this was an area of need.



Teachers have received training on the Six Trait Writing Process as displayed at Wheeler Elementary.

Characteristic 8 – Expects Each Supervisor to be a Developer of Staff

This criterion was partially met. The principal’s job description and those of several other administrators list the expectation for promoting and supporting the professional growth of their staff, but this expectation was not consistent for all supervisors.

Characteristic 9 – Focuses on Organizational Change – Staff Development Efforts Aligned With District Goals

This criterion was met. *Board Policy 6400* states that comprehensive staff development will “respond to the initiatives of the district Strategic Plan.” *Board Policy 6400.1* states that alignment with the Strategic Plan is to be considered before and during staff development planning. The district Technology Plan also describes staff development efforts to support the strategies of the Strategic Plan.

Characteristic 10 - Based on Careful Analysis of Data and Is Data-Driven

This criterion is partially met. *Board Policy 6400.1* lists “assesses needs at the building level” and “demographic representation of the school population” as planning criteria. Needs assessment data are to be gathered from building principals, district trainers, building representatives network, specials, executive cabinet, building plans, Staff Development Committee, MEA input, and surveys. Evaluation criteria are to be aligned with improved student learning and options listed were student achievement, educators pre/post surveys, self-reports and teacher evaluation data. Interviews indicated that in some instances, information from focus groups provides information for staff development planning. However, although board policy provides direction for data-driven staff development, the auditors did not find evidence that such analysis takes place.

Characteristic 11 – Focuses on Proven Research-Based Approaches That Have Shown to Increase Productivity

This criterion was met. *Board Policy 6121.1* states the expectation that district staff development include best instructional practices and most effective strategies. *Board Policy 6200.1* states that student learning styles and “effective pedagogy are integral components of instruction, including the strategies from Marzano’s work.” Staff development has been provided in these areas. Administrators have received training in the Downey Classroom Walk-Through Model, which has been shown to increase productivity.

Characteristic 12 – Provides for Three Phases of the Change Process: Initiation, Implementation, and Institutionalization

This criterion is not met. Teachers are provided a variety of staff development opportunities at an awareness level. The auditors were not presented with any policies or documents that incorporate plans or procedures for the three phases of initiation, implementation, and institutionalization. Differentiation of instruction was a major focus of staff development in the years 1999-2005. The auditors saw documentation that showed that the first two steps of the change process were achieved. However, after classroom observations and interviews, it was determined that differentiation has not been institutionalized, and that employees new to the district have not received the level of training that employees received during the initial phases. One administrator stated, “I have concerns about if differentiation is actually being used in the classrooms.” Another administrator said, “We did a six-year cycle on differentiation, but buildings didn’t have ownership into it.” For staff development to have long lasting implications all three phases of the change process must occur.

Characteristic 13 – Based on Adult Learning and Development

This criterion was met. The Millard Public Schools provide staff development that is based on adult learning theory and is offered in a variety of instructional settings. An example of this is noted in the implementation of Professional Learning Communities at all schools. This program has provided teachers and administrators the opportunity to meet in small groups to discuss and plan curriculum, assessment, students, and instruction. One administrator said, “The PLCs have helped teachers push and has changed the way they teach.”

Characteristic 14 – Uses a Variety of Staff Development Approaches

A variety of staff development approaches are provided. *Board Policy 6400.1* lists the following modes of delivery: study team/action research, training, consultation, facilitation, and mentoring/coaching. Staff development approaches include:

- Training Modules/Sessions (e.g., 2-4 hours/sessions)
- Workshops/In-service (e.g., 6 hours/sessions or more)

- Institutes/Seminars/Academies (e.g., 1-4 day, intensive)
- Graduate credit classes (e.g., 1-6 graduate credit courses of study from accredited institutions)
- Facilitations/Consultations (e.g., extended work sessions whereby staff development learning is applied to curricular and instructional alterations/improvements)

The Technology Plan lists the following models of training:

- Trainer-of-trainers model
- Direct instruction
- Project-oriented learning
- Online courses
- Professional Learning Communities

Characteristic 15 – Provides for Follow-Up and On-the-Job Application Necessary to Ensure Improvement

This criterion was partially met. Some programs provide for follow-up and on-the-job application necessary to ensure improvement. The Mentor and New Staff Induction Program provides support, modeling, and peer coaching in the classroom setting. The Teacher Evaluation and Professional Growth Cycle focuses on teachers developing and demonstrating competency in “Practices That Promote Successful Student Learning.” However, neither the principal’s job description nor expectations for classroom walk-throughs require staff development follow-up and monitoring of the acquisition of new knowledge and skills. The auditors found inconsistencies among administrators in monitoring efforts (see [Recommendation 6](#)).

Characteristic 16 – Requires Evaluation That Is Ongoing, Includes Multiple Sources of Information, Focuses on All Levels of the Organization, With Results Based on Actual Changed Behavior

This criterion was not met. Evaluation in terms of improved teacher performance and increased student achievement was not evident. Staff development is primarily measured in terms of participants’ satisfaction with the training and self-reporting. *Board Policy 6400.1* states that staff development will be evaluated by the following:

- Improved student learning
- Student achievement
- Educator’s pre/post surveys Re: knowledge and skills of educators (differentiation)
- Staff reports/evaluation process
- Teacher evaluation

However, there has not been a consistent and regularly scheduled evaluation of the staff development program that coincides with board policy. During an interview, an administrator commented, “We struggle with how to measure staff development. Up to this point our evaluation has been self-reporting.”

Characteristic 17 – Provides for System-Wide Coordination and Has a Clearinghouse Function

This criterion was met. The Educational Services and Technology divisions provide system-wide coordination of the staff development program. Major staff development program initiatives are system-wide and promote consistency throughout the district. Examples include new curriculum

implementation, reteaching, differentiation, the Millard Instructional Model, Mentor and New Staff Induction Program, and technology initiatives. Building initiatives are to be aligned with the Strategic Plan strategies and are to be approved by the Directors of Elementary or Secondary Education.

Characteristic 18 – Provides the Necessary Funding to Carry Out Staff Development Goals

This criterion was met. The Millard Public Schools provide funding necessary to carry out staff development goals. The Staff Development Framework outlines the funding sources for staff development:

- Building and district staff development budgets
- Core services via ESU #3
- Strategic plan

Partnerships with local colleges are also utilized.

During interviews with teachers and administrators many positive comments were made about the staff development program. Sample comments included the following:

- “A lot of what we do supports district initiatives.”
- “The training stressed how to differentiate up, and not down. It was actually pretty good.”
- “We are trying to do more staff development that’s aligned to the curriculum.”
- “New induction program is excellent.”
- “The PLCs have been wonderful.”
- “I think the three-minute walk-throughs will make a positive change in the district.”

Other individuals interviewed expressed some concerns about the staff development program. Comments included:

- “We have too many initiatives going on. When the PLCs were introduced we were told we shouldn’t be doing anything else until we get this down.”
- “We feel that all staff development is directed from the district and we don’t have time to think about it and implement it.”
- “We have curriculum cycling – we need to cycle our staff development.”
- “There needs to be more staff development that is ongoing; 80 percent of the staff development is new.”
- “My biggest complaint is that they don’t differentiate staff development. I don’t need core staff development.”
- “We roll out staff development in August. Principals should know ahead of time so we can work on a school year calendar for next year to support it.”

In summary, the auditors found that, since 1998, significant strides have been made in the Millard Public Schools staff development program. Board policies have been developed to provide clear direction and coordination of the program. The program has focused on improving student achievement, the delivery of the curriculum, and supporting Strategic Plan initiatives. The Staff Development Program was close to a rating of adequate in design and delivery.

Continuing Recommendation 5: Continue to focus the staff development program to: provide connectivity between curriculum design and classroom delivery, provide linkage to goals and district long-range plans, provide staff development based on identified needs, and foster improved teacher performance and student achievement.

The auditors recommend the following:

- Include in *Board Policy 6400* the requirement of a written, comprehensive staff development plan. Add this responsibility to the Director of Staff Development's job description (*Board Policy 2100.28*).
- Provide staff development that is based on student needs and weaknesses as determined by the use of disaggregated student assessment data and teacher appraisal information.
- Develop a systematic and consistent staff development program evaluation process that is based on the criteria listed in *Board Policy 6400.1*.
- Provide a system that is designed to ensure the institutionalization of district-wide staff development initiatives. Future staff development initiatives should be limited until institutionalization of existing programs has been achieved.
- Include differentiated staff development for all employees.
- Place all staff development efforts including the New Teacher Induction Program under the leadership of the Director of Staff Development.

Original Recommendation 6: Articulate and coordinate delivery of the curriculum to increase quality control.

For a school district to provide equal opportunity for all students, it is necessary to maintain consistency in the educational program across the system. Consistency is evident when students experience a common curriculum in which instructional activities and support programs are aligned. Consistency begins with board policies that provide direction as to what is to be taught, guidance as to how the curriculum is to be delivered, and expectations for systemic monitoring of the curriculum. Consistency is enhanced by the successful articulation and coordination of the curriculum.

Effective school systems provide students a logical, sequential progression of learning through grade levels and within content areas. Curriculum developers attend to vertical articulation of goals and learning objectives with a written scope and sequence that communicates the progression and demonstrates internal linkage and consistency within curriculum areas. Curriculum guides include information as to how the goals and objectives are spiraled through levels of complexity so that teachers can plan lessons for the delivery of the curriculum. Teachers need to engage in coordinating the articulated curriculum within grade levels and from school to school to provide a consistent educational program. This vertical and horizontal communication helps eliminate gaps in information, unnecessary repetition in content, and disjointed sequencing.

In 1998 the auditors found that the curriculum a Millard student experienced was dependent on the school he/she attended. Articulation and coordination of the district's curriculum was inadequate to promote consistency in the delivery of the instructional program across the system. Few documents contained scope and sequences of prerequisite skills and concepts for the K-12 curriculum. Curriculum guides did not provide the specificity needed to direct teaching. Board policy was silent regarding the incorporation of articulation and coordination into the written curriculum.

The district also lacked a comprehensive curriculum management plan to provide consistent procedures for the design and delivery of the curriculum across the district. An unfocused staff development program did not contribute to consistency in the educational program throughout the district. In

addition, an absence of clear expectations for monitoring the implementation of the written curriculum in the classroom was noted.

The following recommendations were made to improve consistency in the design and delivery of the curriculum throughout the district:

- Develop board policies that require systemwide articulation and coordination, quality written curriculum, internal curricular consistency, and monitoring of the curriculum.
- Create K-12 scope and sequence documents as part of the curriculum development and revision process.
- Design a curriculum monitoring system that includes clear definitions and expectations for monitoring.
- Focus staff development efforts at all levels on the development of an articulated and coordinated written curriculum and on congruence of the written and taught curriculum.

Current Status

To determine the status of articulation, coordination, and consistency in the Millard Public Schools' educational program, the auditors examined board policies, the Strategic Plan, the written curriculum, staff development offerings, and other curriculum-related documents. They interviewed teachers, principals, administrators, board members, and parents and visited each school site.

The auditors found expectations for an articulated and coordinated educational program in board policy, the Strategic Plan, and in job descriptions. The following board policies reference articulation, coordination, and consistency:

- *Board Policy 6100: Written Curriculum – Millard Education Program* states that “the curriculum should be articulated PreK-12 . . . The implementation of the curriculum is the responsibility of all professional staff.”
- *Board Policy 6130: Written Curriculum – Frameworks and Level/Course Guides* states that the Superintendent is to establish curriculum guidelines “to articulate and coordinate the written curriculum and to provide consistency of the written curriculum from one level of the district to the next. The guidelines are to identify essential educational outcome criteria, set academic standards, and provide for the implementation, monitoring, and assessment of student learning.
- *Board Policy 6130.1: Curriculum Frameworks* lists 10 components to be incorporated into curriculum frameworks, including K-12 articulation charts and instructional approaches.
- *Board Policy 6130.2: Curriculum Guides* states that curriculum guides shall be provided for all courses at every level. Prerequisite skills are one of the 11 listed elements to be included in the guides.
- *Board Policy 6200: Taught Curriculum – Instructional Delivery* states that the “Practices that Promote Successful Student Learning,” which are part of the teacher evaluation process, are to be used by administrators, in conjunction with curriculum frameworks and guides, to monitor the taught curriculum.
- *Board Policy 6200.1: Taught Curriculum: Instructional Delivery* lists additional expectations for the delivery of the curriculum.
- *Board Policy 6201: Taught Curriculum – Accountability* directs that “the written curriculum be the taught curriculum.” The policy further states that teachers are responsible for teaching

the written curriculum, principals are responsible for monitoring the taught curriculum, and the superintendent and his/her designee are to ensure that principals monitor the curriculum.

- *Board Policy 6203: Taught Curriculum – Lesson Plans* requires teachers to develop weekly lesson plans and requires principals or a designee to monitor them.
- *Board Policy 6265: Curriculum, Instruction and Assessment – Copyright Compliance* states that materials used in teaching must be aligned with the written curriculum.
- *Board Policy 6400: Staff Development* states that comprehensive staff development will ensure that all educators are prepared to teach the written curriculum through a variety of instructional strategies.
- *Board Policy 6401: Staff Development – Accountability* directs the superintendent to implement a staff development program “that supports the written, taught and assessed curriculum and the district identified Indicators of Effective Teaching.”

Articulation and coordination of the curriculum and programs are listed as essential functions in the following job descriptions:

- *Board Policy 2100.11: Director of Elementary and Early Childhood Education* lists as a responsibility, coordinating learner outcomes, curriculum, assessments and alternative programs at the elementary level and “ensures PreK-12 articulation.”
- *Board Policy 2100.16: Director of Secondary Education* states that this position is to develop and coordinate processes and procedures that will ensure the articulation of K-12 programming.
- *Board Policy 2100.23: Coordinator of Elementary Special Education* is to assist in the articulation of preschool, elementary, and secondary special education programs.
- *Board Policy 2100.55: Middle School Assistant Principal* lists as an essential function the coordination/assistance with the articulation process between the elementary schools, middle schools, and high schools with department head assistance.

Articulation and Coordination of the Curriculum

The auditors found that the curriculum is generally not articulated Pre-K-12. Students do not currently experience a seamless curriculum as they progress through the various levels (see [Recommendation 3](#)). Not all curriculum guides contain scope and sequence charts so that teachers are aware of the skills taught previously and what students are expected to know as they advance through the system (see [Recommendation 8](#)). A curriculum management plan was developed, but it does not meet audit criteria for sound curriculum management (see [Recommendation 3](#)). Gaps remain between the elementary and secondary curricula as students move from level to level. Student test scores have not shown a steady pattern of improvement (see [Recommendation 4](#)). The Educational Services division continues to operate under an elementary/secondary structure (see [Recommendation 2](#)). The directors and MEP facilitators for the core subjects have had an elementary or secondary focus. A Pre-K-12 curriculum director position has not been established.

Some persons interviewed indicated their concerns about articulation and coordination of the curriculum. Representative comments included the following:

- “We don’t have a good continuum yet for all learners. Some kids who have succeeded in middle school die when they get to high school.”
- “We are struggling to talk K-12. It’s hard for the directors to work K-12.”

- “That’s where we are really falling down – the connection between fifth and sixth grades.”
- “To me the gap between elementary and secondary was glaring.”
- “There are inconsistencies between the secondary and elementary curriculum.”
- “Elementary were very, very content with what they were doing; secondary with what they were doing.”
- “We tried to do K-12 planning, but after one negative experience, everybody backed away and became more and more comfortable.”

However, efforts have recently been initiated to address articulation and coordination. This year the district developed and adopted the first core area K-12 curriculum in mathematics. Next year a K-12 language arts committee will begin the curriculum development process for that core area. Staff development was provided on the use of curriculum documents and on the delivery of the curriculum (see [Recommendation 5](#)). Strategic Plan action plans have focused on Advanced Placement curriculum alignment and K-12 articulation of the International Baccalaureate programs. Several staff members commented that Professional Learning Communities have contributed to articulation and coordination of the curriculum.

The following comments made during interviews reflect the recent efforts toward K-12 articulation and coordination;

- “We are putting together for the first time a K-12 curriculum framework. That is new this year.”
- “The district is trying to go to a K-12 curriculum cycle.”
- “There is good vertical teaming in Advanced Placement.”
- “My school is doing a pilot of a reading series that will bridge the elementary – middle school gap.”
- “We look at the writing strand PreK-12.”
- “We are working on articulating Spanish in IB.”
- “AP and IB work together better now at the high school.”
- “We are having MEP facilitators do training in the curriculum. It helps with consistency for kids.”
- “PLCs have helped us align the curriculum.”

Transition Activities

The district’s Strategic Plan (2004; revised 2006) lists as an objective: “All students will make successful transitions from one level of education to the next.” A strategy in the plan states: “We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.” Action steps included the following:

- Implement a student induction program at each school to assist in the transition.
- Develop a timeline of transition events and communication activities such as preschool and early elementary staff collaboration; distribution of kindergarten pre-readiness activities and kindergarten curriculum to parents.
- Implement a middle school jump start program specific to each middle school.

- Promote summer school classes as a transition opportunity.
- Establish visitations between middle school staff and feeder elementary school staff and between high school and feeder middle school staff.
- Establish curriculum alignment task forces of elementary and middle school teachers and of middle school and high school teachers to address skills progression.
- Implement smaller learning communities for students in grades 8-12.

The auditors found that in addition to efforts to articulate the curriculum, a number of activities have been implemented to ease transitions for students as they progress from elementary to middle school and middle school to high school. For example, every school has developed a student induction program to assist students with common practices and provide communication with families about expectations and school opportunities. Surveys are being conducted to see if transition needs are being met. During interviews a number of staff members described various transition activities. Sample comments included:

- “Each building is to have an action plan related to transitions.”
- “We have the first day of school for freshmen only and we follow-up throughout the year to see how they are doing.”
- “We are focusing more now on eighth to ninth grade transitions.”
- “Fifth grade to sixth grade transition is better.”
- “We have standardized the (high school) course offering handbooks.”
- “We are surveying families to see if their (transition) needs were met.”

Monitoring the Delivery of the Curriculum

When monitoring is systemic and occurs at all levels, it helps assure that the adopted curriculum is being implemented in the district classrooms and supports teachers’ efforts to provide all students access to the district curriculum.

Millard principals have had classroom walk-through training and are expected to monitor the delivery of the curriculum in the classroom. *Board Policy 6200* states that administrators are to use “Practices That Promote Successful Student Learning,” curriculum frameworks and curriculum guides to monitor instruction. Curriculum maps have been developed at the elementary level and “Best Practices” sheets have been prepared for various subject areas to assist principals in their walk-throughs. A district document titled “Common Outcomes (Expectations) for Work with Principals” (2006-07) lists as expectations for those that supervise principals: “Participate in walk-through activity,” and “Review ways to monitor the curriculum.” Board policy also requires teachers to develop weekly lesson plans and principals to review them.

Exhibit 6.1 shows teachers’ responses to a district survey on the frequency of administrative walk-throughs and curricular or instructional conversations during the past two years.

Exhibit 6.1
Frequency of Administrative Walk-Throughs
and Curricular/Instructional Conversations
Millard Public Schools
2005-2006

Walk-Through Frequency						
	2005			2006		
	0-3	4-10	>10	0-3	4-10	>10
Elementary (n = 407)	37.3%	43.7%	19.0%	26.0%	51.6%	22.4%
Middle (n = 244)	53.7%	36.2%	10.1%	43.3%	38.5%	17.6%
High School (n = 305)	78.0%	19.5%	2.5%	79.7%	17.4%	2.3%
Curricular/Instructional Conversations						
	2005			2006		
	0-3	4-10	>10	0-3	4-10	>10
Elementary	26.2%	53.7%	20.1%	22.6%	54.3%	23.1%
Middle	47.9%	39.7%	12.5%	45.1%	44.3%	10.7%
High School	54.3%	38.5%	7.2%	61.0%	32.8%	5.6%
Source: Walk-Through Survey prepared by UNO student (April 2006)						

Exhibit 6.1 indicates:

- Elementary administrators walked through classrooms more frequently in both years than principals at the other levels. High school administrators walked through the least.
- Elementary and middle school administrators increased the frequency of their walk-throughs from 2005 to 2006; high school administrators conducted fewer walk-throughs in 2006 than in 2005.
- In 2006, 51.6 percent of elementary respondents stated that they had experienced four or more classroom walk-throughs that year; 38.5 percent of middle school teachers reported four or more walk-throughs and 17.4 percent of high school teachers had four or more classroom walk-throughs.
- Elementary teachers reported having the most curricular or instructional conversations with administrators in both years; high school teachers experienced the least.
- Elementary and middle school teachers reported an increase in curricular or instructional conversations over the two years; high school teachers reported a decrease in these conversations.
- In 2006 elementary administrators conducted four or more curricular or instructional conversations with 54.3 percent of teachers surveyed; middle school administrators with 44.3 percent of teachers surveyed, and 32.8 percent of high school administrators with teachers surveyed.



Teacher leads small group instruction at Montclair Elementary.

During interviews a number of teachers and administrators commented on the variation among administrators in the amount of classroom walk-throughs that were conducted. Sample comments included the following:

- “Walk-throughs are the most widely varied thing in the district. It depends upon the school.”
- “Principals are in different places and use monitoring in different ways.”
- “The principal gets into classrooms every day.”
- “I only saw the principal (in my classroom) once this year.”
- “We do not have classroom visits ever – and haven’t for several years.”
- “We have buildings where the principals are not really on top of curriculum monitoring and teachers are allowed to use whatever they want rather than the district program.”

Other teachers and administrators noted that progress has been made in monitoring the curriculum in the last several years. Representative comments included:

- “We want to make sure the curriculum is being taught. We are light years ahead of where we were on that.”
- “We’ve had walk-through training for principals.”
- “Three-Minute Walk-Through training has helped us focus on what to be looking at.”
- “We do joint walk-throughs and observations.”
- “They used to do drive-bys, but now they are doing a better job looking for certain things.”

Delivery of the Curriculum in the Classroom

Effective delivery of the curriculum provides the foundation for successful learning experiences for all students. Quality teaching inspires students to become active participants in their own learning with a classroom environment that provides opportunities for all learners to reach their potential. Diversifying teaching methods promotes student growth, combats student boredom, and addresses students’ diverse learning needs and styles.

Overall, board policies, job descriptions, appraisal instruments, and planning documents do not provide clear, congruent expectations for the delivery of the curriculum in the classroom. Board policies and the teacher appraisal instrument list expectations for the use of active engagement, varied instructional

strategies, and technology in the classroom. However, most curriculum guides and the classroom teacher’s job description do not include specific information about expected instructional strategies (see Recommendations 2 and 8). The auditors found that classroom instruction generally lacked variety and showed limited use of expected instructional strategies.

Board Policy 6200.1: Taught Curriculum – Instructional Delivery describes the Millard Instructional Model and the “Practices That Promote Successful Student Learning.” The following expectations for instruction are listed:

- Students understand daily, weekly, and unit learning goals and objectives.
- Students are “hooked into learning” by appropriate anticipatory sets and effective motivational strategies.
- Students are actively engaged during the full instructional period.
- Students learn as a result of effective teacher input and modeling.
- Preferred student learning styles and effective pedagogy are integral components of instruction.
- Student success results from ongoing checking for understanding and guided practice that incorporates planning, instruction, and assessment in a continuous learning loop.
- High-quality practice tasks for students are motivating so that learning is engaging and meaningful.
- Students are given opportunities to use technology as a tool in learning.

A Millard Instructional Model brochure also listed “Use Marzano’s strategies.”

Board Policy 6301.2: Assessed Curriculum – Accountability for Assessments states building administration and staff should use assessment data to differentiate for instruction.

Brief classroom visits provided the auditors with a general impression of teaching practices used in the district across all grade levels. The auditors found students to be generally on task and teachers working diligently. Some examples of varied strategies, small group work, and technology usage were observed in several classrooms, but were not the norm.

A standardized observation form was used to categorize the predominant teacher and student activities observed during brief classroom visits. The following definitions were used by the auditors when categorizing teacher activities:

- **At Desk** – Teacher was seated at his/her desk without students, e.g., correcting papers, reading, taking attendance, or doing other paperwork or computer work.
- **Small Group** – Teacher was working with a small group of students, e.g., reading groups.
- **Assisting** – Teacher was assisting one or more students.
- **Direct Instruction** – Teacher was directly delivering instruction, e.g., lecture, demonstration, overhead projector, questions and answers.
- **Monitoring** – Teacher was circulating about the room visually monitoring as the students worked.
- **Other** - Teacher was out of the room, collecting or preparing materials, or involved in other activity not noted above.

The following is a brief explanation of each student category:

- **Seatwork** – Students were seated at desks doing paper work such as worksheets, workbooks, answering questions from textbooks.
- **Whole Group** – Whole classroom was responding to direct instruction, such as listening to lecture, note taking, group discussion, question and answer.
- **Silent Reading** – Students were reading quietly from books other than textbooks.
- **Small Group Work** – Students were working in small groups to jointly create a product or complete an assignment.
- **Lab/Hands On** – Students were conducting experiments or using manipulatives.
- **Audio-Visual** – Students were viewing a video, working at computers, or using technology to present to the class.
- **Testing** – Students were seated at desks taking a test.

Exhibit 6.2 indicates the predominant teacher and student activities observed during the brief snapshot visits.

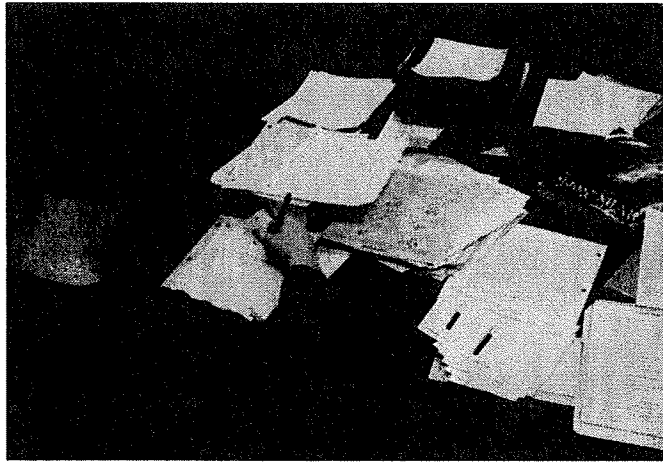
Exhibit 6.2
Predominant Student and Teacher Activities by Percentage
Millard Public Schools
March 2007

Teacher Activities	Percentage	Student Activities	Percentage
Direct Instruction	48.3	Whole Group	45.7
Assisting	22.4	Seatwork	21.4
Monitoring	10.5	Small Group	12.1
At Desk	9.1	Lab/Hands On	8.5
Small Group	7.7	Audio-Visual	5.0
Other	2.9	Silent Reading	4.0
		Testing	2.5

The following observations can be made from Exhibit 6.2:

- The primary teacher activity was direct instruction.
- The second greatest percentage of teacher activity was the teacher assisting students.
- The greatest percentage of student activity was participating in a whole group activity.
- The second most predominant student activity was completing seatwork.

If the data shown in the above exhibit can be assumed to be typical of daily teaching, then the auditors concluded that teaching practices do not generally reflect the district expectations for the use of active engagement, differentiation, and technology.



Student completes seatwork at Central Middle School.

Continuing Recommendation 6: Continue efforts to develop an articulated and coordinated Pre-K-12 curriculum and to provide consistency in curriculum implementation.

The administration and staff of the Millard Public Schools have recently renewed efforts to develop an articulated and coordinated K-12 curriculum and increase consistency in implementation. Initiatives have included staff development on the delivery of the curriculum and the Millard Instructional Model and emphasis on administrator monitoring/classroom walk-throughs. The following actions are recommended to assist district staff to move to the next level:

- Structure and operate the Educational Services division from a Pre-K-12 perspective (see [Recommendation 2](#)).
 - Continue with Pre-K-12 curriculum development.
 - Establish a Pre-K-12 curriculum director position and K-12 MEP facilitator positions. Continue to vertically align and coordinate program initiatives, such as IB, AP, etc.
- Improve the quality of curriculum documents so they provide vertical articulation and the specificity needed to guide teaching and learning (see [Recommendation 8](#)).
 - Develop a scope and sequence for all curriculum guides.
 - Include instructional strategies and sample model lessons in curriculum guides.
- Continue to use Professional Learning Communities as a vehicle for increasing articulation and coordination within schools.
- Clearly state and align expectations for monitoring the curriculum in board policy, administrators' job descriptions, and appraisal instruments.
 - Support the revision of administrative priorities to ensure focus on classroom visits and related practices and to promote instructional leadership and coaching among principals and assistant principals at all grade levels.
 - Hold administrators accountable for monitoring the delivery of the curriculum, conducting classroom walk-throughs, and providing constructive feedback to teachers. Link administrative evaluations to effective curriculum monitoring practices.
 - Continue to do joint walk-throughs, and provide the next level of training in classroom walk-throughs.

- Specify and align expectations for instructional practices in board policy, the teacher’s job description, and the appraisal instrument.
 - Focus district professional development on expected instructional strategies (e.g., use of technology in the classroom, differentiated instruction and student needs identified through assessment data analysis). Such training should be required of all administrators and teachers, with follow-up procedures established.
 - Develop a commonly understood model for differentiated instruction in the Millard Public Schools to meet the diversity of learner needs. Include strategies and model lessons in curriculum guides.

Original Recommendation 7: Implement a performance-based budgeting and allocation system.

A school district’s productivity is improved when clear linkages exist among the budget, the curriculum, and the mission and goals of the organization. These linkages require a budgetary process that is driven by students’ curricular needs, student performance data, program evaluation, and other district priorities, such as facility needs. The budget provides documentation for how the district allocates fiscal resources to support and implement its programs and, therefore, is the vehicle for expressing in dollars the priority goals of the school district. Instead of static year-to-year allocations, the budgeting process should be seen as one that supports curriculum and instruction goals and other system priorities using data from sources to drive annual decision making. The process should incorporate ongoing cost-benefit analysis based on data.

In 1998 the Curriculum Management Auditors found the district lacked a program-based budgeting process. No documents were submitted to the auditors that outlined a specific budget development process for administrators and other staff. Board policies relating to the budgeting process were reviewed and determined to contain inadequate direction for the district regarding linkage between curriculum and budget.

In 1998 the auditors made recommendations relating to the establishment of a program-based budgeting process:

- Develop, implement, and adopt a well-planned set of curriculum-driven policies.
- Align the budget process with the strategic planning process, and establish structures for appropriate distribution of resources.
- Enhance the use of building and student data coupled with increased responsibilities and accountability at the building level.
- Follow the major steps of installing programmatic-budgeting:
 - Identify various educational activities or programs, and group them into broad areas of need or purposes served.
 - Assign the responsibility of preparing budget packages to identified subgroups.
 - Build budget packages that include program costs within each subgroup.
 - Use past program cost information coupled with performance data and recommendations to guide preliminary budget estimates.
 - Finalize budget allocations with available funding.

Current Status

To determine if the board made progress on the 1998 recommendations, the auditors reviewed existing board policies, examined documents provided by district personnel, interviewed administrative and teaching staff, parents, board members, and students. In 2007 the auditors assessed the current status of the programmatic-budgeting process by reviewing specific budget documents provided by district personnel and again interviewing those in the above groups. The auditors found that program-based budgeting was initiated in Millard Public Schools in 2000.

The following policies and procedures were noted as supporting the current program-based budget development process.

- *Policy 3110: Preparation of the Budget Document* states: “The Superintendent shall annually present a recommended budget to the board of education for its consideration and adoption. Such budget shall present budget revenues, expenditures, and tax levies that are within the parameters established by law.”
- *Rule 3110: Preparation of the Budget Document* states that the budget development process shall:
 - Provide for the involvement of administrators, staff members, and others;
 - Provide for designated cash reserves and contingency monies;
 - Provide for a tangible, demonstrable connection between assessments of operational curriculum effectiveness and allocation of resources;
 - Provide for a rank ordering of program components;
 - Provide for cost-benefit analyses in the decision-making process;
 - Provide for budget requests that permit evaluation of consequences of funding or non-funding in terms of performance or results;
 - Provide for budget requests that compete with each other for funding based upon evaluation of need and the relationship to achievement of curriculum effectiveness;
 - Provide for a timetable for implementation of the budget development process and the preparation of the budget to be presented to the Board of Education.
- *Policy 10,000: Shared Decision Making* states that the Board of Education “supports the philosophy of shared decision-making as called for in the *District Strategic Plan*. Shared decision-making shall support increased student achievement and improvement of the education process. The philosophy of shared decision-making shall be evident in the Millard School District through the opportunity for personnel, parents, community members, and students, when appropriate, to collaborate in the design and implementation of mission statements, objectives, strategies and action plans, evaluation methods, responses to results of evaluation, and reporting activities.”

The 2003 *Millard Public Schools Annual Report* was reviewed by the auditors. One of the eight new strategies outlined on page 3 of the document stated, “We will address the financial challenges facing our district in order for us to achieve our mission and objectives.”

The *Millard Public Schools Strategic Plan 2004* lists eight strategies that include objectives or specified results along with action steps for each objective. Strategy one of the plan states that the district will address financial challenges to achieve its mission and objectives. The first action plan of this strategy is to determine the financial support necessary to achieve world-class status. All plan strategies are

connected to the district budgeting process, as most of the action plans have a financial implication tied to them.

The auditors were provided with a 1998 audit recommendations progress document that was undated, although reported by district personnel to have been developed approximately five years ago. The document showed progress on each of the governance and administrative sub-recommendations. The report indicated that in the governance area *Rule 3110.1: Preparation of the Budget* was adopted by the Board of Education in November 1998. The report also indicated that budget subgroups had been determined as participants in the budget process (e.g., governance, educational services, middle school, high school). Budget facilitators assigned with each program area had been directed, with the subgroup members, to develop three required budget levels, one being a reduction budget. Although the foundation for performance-based budgeting had been initiated, the program budgeting process, at the time of the report, had not yet reached the level of performance-based program budgeting.

The auditors were also provided with a document identified as the *Millard Public Schools Program Based Budgeting Process (2006-07)*. Also provided to the auditors were 2006-07 elementary and secondary staffing plans, a *Millard Public Schools Personnel Report*, annual financial statements for the years 2003, 2004, and 2005 along with copies of the district budgets for the years 2003-04, 2004-05, and 2005-06.

In 1998 the auditors compared the contents of the district budget development documents provided to the auditors with the CMSi/PDK components of a curriculum-driven budget and the use of the budget process. In 1998 it was determined that the district was inadequate in all areas. In the current report, the auditors compared the contents of the *Millard Public Schools Program Based Budgeting Process (2006-07)* with the components of a curriculum driven budget. The analysis follows in Exhibit 7.1.

Exhibit 7.1

Components of a Curriculum-driven Budget and Adequacy of Use in the Budget Development Process Millard Public School District March 2007

Curriculum-Driven Budget Criteria	Auditors' Rating	
	Adequate	Inadequate
1. Tangible, demonstrable connections are evident between assessment of operational curriculum effectiveness and allocation of resources.		X
2. Rank ordering of program components is provided to permit flexibility in budget expansion, reduction, or stabilization based on changing needs or priorities.	X	
3. Each budget request or submittal shall be described so as to permit evaluation of consequences of funding or non-funding in terms of performance or results.		X
4. Cost benefit of components in curriculum programming is delineated in budget decision making.		X
5. Budget requests complete for funding based upon evaluation of criticality of need and relationship to achievement.	Partially X	
6. Priorities in the budget are set by participation of key educational staff in the decision-making process. Teacher and principal suggestions and ideas for budget priorities are incorporated into the decision-making process.	X	

The auditors found that the Millard Public Schools met two of the six criteria and partially met another. Criteria one, three, and four were not assigned as adequate by the auditors. The following was noted by the auditors relative to the above criteria:

Criteria 1: An inadequate rating was assigned to this criterion by the auditors. During the FY2000, the district moved away from the traditional budgeting process and implemented the program budgeting process. The *Program Based Budgeting Process (2006-07)* document states: "It is the intent of the District to improve upon its program budgeting process each year. Gradually, the budget process will be refined and improved by, among other things, incorporating performance measurements to assist in decision-making." At the current level of performance-based budgeting in the school district, the auditors found only minimal connections between the effectiveness of curriculum and the allocation of resources. There have been some efforts in the district through the staffing process to provide some additional support to schools with higher SES issues, although a number of people who were interviewed did not feel that the school district is addressing this issue adequately.

Criteria 2: An adequate rating was assigned to this criterion. In the current budget process in Millard, program components are initially rank ordered by Program Budget Teams (PBTs). In 2006-07, 17 PBT subgroups represented different areas within the school district:

Elementary Programs	Operations and Maintenance
Middle Programs	Transportation
High School Programs	Security
Governance	Employee Contractual Obligations
Educational Services	Grants
Business Services	Contingency
Contractual Business Services	Strategic Plan
Technology	Interlocal Agreements
Special Education	

The PBT subgroups follow a published budget development timeline and are responsible for developing three different tiers of budget requests for their respective areas, with at least one being a reduction budget. These budgets are based on possible available district funding. Some concerns were expressed during interviews that PBTs were identifying programs for reduction that had little to no potential for reduction (e.g., extracurricular activities). Since funding in recent years has been adequate, there has been no need for program reductions. Because of this, some felt that developing reduction budgets was an exercise in futility.

Criteria 3: Millard's current budget process did not meet the tenets of this criterion. In evaluating the current budget process, the process did not contain a component that included the evaluation of the consequences of funding or non-funding in terms of student performance or program evaluation results. When those interviewed were asked if they remembered if any programs were eliminated through the budget process, the only reduction that was recalled was the elimination of gymnastics. As was stated in the evaluation of criterion one, district personnel have not identified the incorporation of performance measures to assist decisionmaking as a growth area.

Criteria 4: Millard's current budget process did not meet this criterion. The auditors found no evidence that the current budget process included an evaluation of the cost benefits of specific programs to determine if a program should be continued as is, modified in some way, or eliminated.

Criteria 5: Millard’s current budget process was rated as partially adequate in this area. Budget requests do compete for funding in the Millard district, although the auditors did not find that the competition for funding was based on the evaluation of the criticality of need and the relationship to achievement. In other words, a process is in place to determine what programs or initiatives will be funded, although the decisions are not based on data that would determine whether or not the program or initiative should be considered. This process is the responsibility of a group called the District Budget Team.

Criteria 6: An adequate rating was assigned to this criteria. The District Budget Team (DBT) has the responsibility of reviewing all budgets submitted by the 17 Program Budget Teams and establishing funding priorities. To establish this priority, the DBT uses the Q-Sort process. This process is led by a facilitator assigned by the Superintendent. Once the DBT has established the budget priorities, these priorities, along with the available revenues, are submitted to the Superintendent for consideration. Along the way in this process, a wide range of people provide input.

Below are some representative comments about the current budget process shared with the auditors during interviews:

- “More people know the budget process. They know why and why not projects get funded.”
- “Some have figured out the budget system. People submit budget cutting programs identifying areas they know will not be cut.”
- “We are fortunate (with the budget process) because there has been a growth in funding.”
- “It’s frustrating to go through the program-based budgeting process.”
- “Administrators know what and what not to cut.”
- “Program budgeting is silly. It’s game playing.”

The auditors also reviewed the elementary and secondary *Staffing Allocation Plans (2006-07)* provided by district personnel. This staffing process is managed through the district’s human resources department and is based on point allocations that are assigned to the schools. Points are allocated based on a number of factors such as the adjusted pupil count, specialists, Special Education programs in the building, the number of disadvantaged students (free or reduced lunch), student mobility, and the gifted student population. A number of those interviewed said that the allocation process was somewhat confusing and did not fully take into account the need for the allocation of resources to schools of greater need, such as those with high percentages of free and reduced lunch students. Comments were made that the point system should be re-evaluated to consider allocating a higher number of points for schools with high SES and mobility factors.

Below are some representative interview comments regarding the staffing allocation system:

- “In the budget process, all schools are treated basically the same. We don’t distinguish between low SES and high SES schools.”
- “The whole point system; there is no reality base to it. The larger schools have the advantage in this process.”
- “The district needs to fairly distribute resources based on the needs of the district.”
- “Points are based on building size. It’s the sheer number of students.”
- “We have a building of 600 and a half-time counselor. Another building has only 250 students, but needs a full-time counselor.”

The auditors reviewed the budget documents required by the State of Nebraska and found that the cash reserve is at the upper limits of the range allowed by the state.

Annual financial statements and accompanying independent auditor’s reports were also reviewed for the years 2003, 2004, and 2005. The auditor’s results in each of the reports indicated that no reportable conditions existed. There were no instances of noncompliance in any of the three audits. None of the three reports contained any financial statement findings or federal award findings or questionable costs.

In summary, the performance-based budgeting process in the Millard Public School District was initiated in 2000. A comprehensive document is in place to direct the process. The auditors analyzed the current budgeting process and found that the school district met two of the six criteria for a curriculum driven budget and partially met another. At the current time, performance data are not used to assist with budget decision making. This should be considered an area of high priority for future budgeting. *Rule 3110.1* is in place and is providing guidance for the performance-based budgeting process. The staffing allocation system was considered an area of concern by a number of those interviewed by the auditors. Some felt that resources were not being fully allocated to the buildings with the greatest identified needs. Audit reports were reviewed with no concerns expressed by the auditing firm.

Beadle Middle School Project PAYE Partner	
Lakeside Dairy Queen	Boulder Creek Amusement Park
Old Chicago	Skateland
Super Target	NEWMAN'S PASTA AND CAFE
Applebee's	VINTAGE FINANCIAL GROUP
Hy-Vee (180th & Q)	Nebraska State Bank
First National Bank Of Omaha	Samura Sam's Teriyaki Grill
DEB BROWN	Lakeside Wellness Center

Business partnerships are extensive in the Millard Public Schools.



The recent bond issue provided \$20 million for technology.

Continuing Recommendation 7: Continue to refine the program budgeting process with decisions based on performance or results. Determine the cost benefit of programs to determine whether or not programs should continue, be modified, or terminated.

- Continue to review budget development policies and rules to provide ongoing direction for the program based-budgeting process.
- Evaluate the program-based budgeting process annually to determine if changes should be made.
- Incorporate the tenets of criteria in the budget development process that are recommended by the CMSi/PDK auditors. Specifically focus on the use of student performance and program data to make budgetary decisions.
- Review the staffing allocation process to determine if resources are being allocated to schools with identified needs.

Original Recommendation 8: Develop and implement quality curriculum documents in all areas and grade levels.

Quality written curriculum is the primary means by which district leaders ensure alignment of the written and taught curriculum. When guides offer teachers practical and user-friendly direction and support for instruction, the guides are more likely to be used, resulting in a greater alignment between what is taught and what is expected to be taught. Guides support in design what is desired in delivery, and are critical to improving both teacher and student performance. The absence of quality guides forces teachers to make decisions concerning content and context of instruction that may not align with the instructional goals and objectives defined by district leaders.

In 1998 the Curriculum Management Auditors found that although Millard Public Schools had curriculum guides for 86 percent of all courses in the district, these guides were of insufficient quality to direct instruction. It was recommended that district personnel develop a quality curriculum guide for every programmatic offering across Millard Public Schools.

The recommendation also included suggestions to:

- Incorporate expectations for written curriculum within a curriculum management plan.
- Continue to require all pilot curriculum guides and materials to be fully adopted by the Board of Education.
- Review all course offerings in the district to ascertain which have curriculum and which do not, and develop curriculum for those lacking guides, whether or not they are in the cycle for review and development.
- Select a format for all guides that is functional, user-friendly, and focused on the essential components.
- Continue to define the Millard Essential Learning Outcomes (ELOs) more explicitly into “enabling strategies” - the grade-level or course-level expectations for students.
- Align assessment with the written curriculum; monitor the effectiveness of the written curriculum using assessment data; and revise and refine guides accordingly.
- Consider including national standards in the curriculum; incorporate research into the design phase; and assure that textbooks and materials align to the written curriculum.
- Adhere to the curriculum development and management plan developed as a result of Recommendation 3.

During the Post-Audit, the auditors collected data to determine what progress was made in implementing the suggestions of this recommendation.

Current Status

The auditors found that the district staff has accomplished many of the steps included in the original recommendation. Clear and concise policies and related curriculum documents now specifically define the components of written curriculum guides. The scope of curriculum in the district has increased from 86 percent, to 93 percent. The guides are housed online, although hard copy versions are available. Other documents are available online to support the curriculum, such as assessments, student activities and assignments, and lesson plans. The quality of the curriculum, however, has not improved much during the nine years since the previous audit. The median score of the curriculum guides in 1998 was 5.43; the median score in 2007 is 6.0. The auditors will discuss the scope and quality of the written curriculum in the following sections. Elementary and secondary curricula will be discussed separately within the sections on scope and quality; together in the subsequent sections. Auditors also found that the written curriculum inadequately addresses and links to assessment, is inconsistently used across the district, and lacks specific descriptions or suggestions for strategies and approaches.

Scope of Curriculum

Auditors collected course offering lists from district leaders, consulted school handbooks, and examined curriculum guides provided to determine whether every course or offering in the district had a corresponding guide. The percentage of courses that have a guide is considered the scope of the curriculum; for the scope to be considered adequate, at least 70 percent of courses must have a corresponding guide. The discussion of scope is only intended to identify coverage; the quality of the guides is discussed in the next section.

Auditors first examined the scope of curriculum for elementary courses. This analysis is presented in Exhibit 8.1:

Exhibit 8.1
Scope of Elementary Courses K-5
Millard Public Schools
March 2007

Content Area	Guide Present
Language Arts	X
Science	X
Art	X
Music	X
Mathematics	X
P.E.	X
Science/Health	X
High Ability Learner	X
Montessori	X
Core Academy	X
Scope Total	100%

As can be seen in Exhibit 8.1, curriculum guides are available for every K-5 content area in the Millard Public Schools. The scope of curriculum for elementary courses is adequate.

The auditors then examined the scope of curriculum for secondary courses. Exhibit 8.2 presents this analysis.

Exhibit 8.2
Scope of Secondary Courses 6-12
Millard Public Schools
March 2007

TITLE	Year	Grade Level	Guide Present
LANGUAGE ARTS			
English 6	2006*	6	X
English 7	2006*	7	X
English 8	2006*	8	X
English 9	2006*	9	X
English 10	2006*	10	X
Honors English 9	2006*	9	X
Honors English 10	2006*	10	X
Basic English 9	2006*	9	X
Basic English 10	2006*	10	X
English 11	2006*	11	X
Basic English 11	2006*	11	X
Beginning Journalism	2006*	9-12	X
Newspaper	2006*	10-12	X
Yearbook	2006*	10-12	X

Exhibit 8.2 (continued)			
Scope of Secondary Courses 6-12			
Millard Public Schools			
March 2007			
TITLE	Year	Grade Level	Guide Present
LANGUAGE ARTS (continued)			
Introduction to Photojournalism	2006*	9-12	X
Speech	2006*	9-12	X
Forensics	2006*	9-12	X
Debate	2006*	9-12	X
Advanced Debate	2006*	10-12	X
Drama I	2006*	9-12	X
Drama II	2006*	9-12	X
Theatre Technology	2006*	9-12	X
Analysis of Mass Media	2006*	11-12	X
Career English	2006*	11-12	X
Composition and Literature	2006*	12	X
Creative Writing	2006*	11-12	X
Research Methods	2006*	11-12	X
College Prep Grammar Usage	2006*	11-12	X
Theatre Appreciation	2006*	9-12	X
British Literature	2006*	11-12	X
World Literature	2006*	11-12	X
Shakespeare	2006*	11-12	X
Advanced Placement English Language and Composition	2006*	11-12	X
Advanced Placement English Literature	2006*	12	X
MATHEMATICS			
Math 6	2006*	6	X
Challenge Math	2006*	6	X
Math 7	2006*	7	X
Pre-Algebra 6	2006*	6	X
Pre-Algebra 7	2006*	7	X
Pre-Algebra 8	2006*	8	X
Algebra 7-8	2006*	7-8	X
Algebra Foundations I	2006*	9-10	X
Algebra Foundations II	2006*	10-11	X
Algebra	2006*	9-12	X
Geometry	2006*	9-12	X
Honors Geometry	2006*	9-12	X
Advanced Algebra	2006*	9-12	X
Honors Advanced Algebra	2006*	9-12	X

Exhibit 8.2 (continued)			
Scope of Secondary Courses 6-12			
Millard Public Schools			
March 2007			
TITLE	Year	Grade Level	Guide Present
MATHEMATICS (continued)			
Functions and Discrete Mathematics	2006*	12	X
Pre-Calculus	2006*	10-12	X
Honors Pre-Calculus	2006*	10-12	X
Advanced Placement Statistics	2006*	11-12	X
Consumers Mathematics	2006*	12	X
Advanced Placement Calculus AB	2006*	12	X
Advanced Placement Calculus BC	2006*	12	X
READING			
Reading 6	2006*	6	X
Reading 7	2006*	7	X
Study Skills and Reading Strategies	2006*	9-12	X
Content Area Reading 9	2006*	9	X
Reading 9	2006*	9	-
Content Area Reading 10	2006*	10	-
Reading 10	2006*	10	X
Reading 11/12	2006*	11-12	X
SCIENCE			
Science	2006*	6	X
Science	2006*	7	X
Science	2006*	8	X
Physical Science in Action	2006*	9	X
Basic Physical Science in Action	2006*	9	X
Biology	2006*	9-10	X
Basic biology	2006*	9-10	X
Zoology	2006*	10-12	X
Chemistry	2006*	10-12	X
Astronomy	2006*	10-12	X
Environmental Science	2006*	10-12	X
Physics	2006*	11-12	X
Human Physiology	2006*	10-12	X
Advanced Placement Chemistry	2006*	11-12	X
Advanced Placement Biology	2006*	11-12	X
Advanced Placement Physics B	2006*	11-12	X
SOCIAL STUDIES			
Social Studies Framework	2003	6-12	X
Social Studies	2006*	6	X

Exhibit 8.2 (continued)			
Scope of Secondary Courses 6-12			
Millard Public Schools			
March 2007			
TITLE	Year	Grade Level	Guide Present
SOCIAL STUDIES (continued)			
Social Studies	2006*	7	X
American History	2006*	8	X
American History	2006*	9	X
Advanced Placement Macro-Economics	2006*	X^	X
Advanced Placement Psychology	2006*	11-12^	X
Advanced Placement European History	2006*	11-12	X
Advanced Placement U.S. History	2006*	11-12^	X
Ethnic Studies	2006*	10-12^	X
Introduction to Behavioral Science	2006*	10-12^	X
Law Studies	2006*	11-12	X
Psychology	2006*	11-12^	X
Sociology	2006*	11-12^	X
U.S. Government and Economics	2006*	12^	X
World Geography	2006*	10	X
World Affairs	2006*	11-12^	X
World Religions	2006*	11-12^	X
World History I and II	2006*	11-12^	X
ART			
Art 6	2006	6	X
Art 7	2006	7	X
Drawing 8	2006	8	X
Painting 8	2006	8	X
Pottery/Sculpture	2006	8	X
Printmaking/Fiber	2006	8	X
Understanding Art	2006*	9-12	X
Color and Design	2006*	9-12	X
Art Foundations	2006*	9-12	X
Pottery and Sculpture	2006*	10-12	X
Advanced Pottery and Sculpture	2006*	10-12	X
Drawing	2006*	10-12	X
Advanced Drawing	2006*	10-12	X
Painting	2006*	10-12	X
Commercial Art	2006*	10-12	X
Advanced Studio	2006*	12	X
TECHNOLOGY, BUSINESS AND MARKETING			
Computer Applications	2006	6	X

Exhibit 8.2 (continued)			
Scope of Secondary Courses 6-12			
Millard Public Schools			
March 2007			
TITLE	Year	Grade Level	Guide Present
TECHNOLOGY, BUSINESS AND MARKETING (continued)			
Computer Applications	2006	7	X
Web Design	2006	8	X
Graphic Design	2006	8	X
Desktop Publishing	2006	8	X
Accounting I	2006	10-12	-
Accounting II	2006	11-12	-
Business Communications	2006	11-12	X
Business Law	2006	11-12	X
Business Procedures and Technology	2006	10-12	X
Business Procedures and Technology Internship	2006	11-12	-
Computer Keyboarding/Input Technology	2006	9-12	X
Computer Technology Applications	2006	9-12	X
Advanced Computer Technology Applications	2006	9-12	X
Fashion Marketing	2006	11-12	X
International Business	2006	?	X
Marketing I	2006	11-12	X
Marketing II	2006	11-12	X
Marketing Internship	2006	12	X
Personal Finance	2006	9-12	X
COMPUTER SCIENCE			
Introduction to Computer Science	2006*	9-12	X
Computer Topics	2006*	9-12	X
Java Programming	2006*	9-12	X
Advanced Placement Computer Science	2006*	9-12	X
COUNSELING			
Counseling	2006*	6-8	X
Counseling Program	2006*	9-12	X
FAMILY AND CONSUMER SCIENCE			
Foods, Nutrition, and Family Living	2006	6-7	X
Textiles, Clothing, and Design	2006	6-7	X
Foods for Teens	2006	8	X
Designing Spaces	2006	8	X
Super Sewing	2006	8	X
Career Planning	2006	8	X
Money Management	2006	8	X
Clothing, Textiles, and Design	2006	9-12	X

Exhibit 8.2 (continued)			
Scope of Secondary Courses 6-12			
Millard Public Schools			
March 2007			
TITLE	Year	Grade Level	Guide Present
FAMILY AND CONSUMER SCIENCE (continued)			
Creative Textiles	2006	9-12	X
Interior Design	2006	9-12	X
Foods for Today	2006	9-12	X
International Foods	2006	9-12	X
Culinary Skills	2006	10-12	X
Child Development	2006	11-12	X
Adult Living	2006	11-12	X
HEALTH			
Health	2006	6	X
Healthy Lifestyles	2006	7	X
Know Yourself	2006	8	X
Everyday Living	2006	10-12	X
INDUSTRIAL TECHNOLOGY			
Industrial Technology 6	-	6	X
Industrial Technology 7	-	7	X
Industrial Technology 8	-	8	X
Introduction to Woodworking	-	9-12	X
Woods I	-	10-12	X
Woods II	-	11-12	X
Introduction to Building Trades	2003	10-12	X
Consumer Maintenance	2003	9-12	X
Electricity	2003	10-12	X
Industrial Plastics	2003	10-12	X
Foundations of Technology I	-	9-12	-
Foundations of Technology II	-	9-12	-
Manufacturing Technology	2003	9-12	X
Metals	2003	10-12	X
Welding	2003	10-12	X
Trades and Industry/Cooperative Related Instruction	-	12	-
Introduction to Engineering and Architectural Drawing	2004	9-12	X
Advanced Architecture Concepts	2004	11-12	X
Residential Design/Presentation	2004	11-12	X
Commercial Design/Presentation	2004	11-12	X
Modeling and Presentation	2004	11-12	X
Engineering Drafting and Design	2004	10-12	X
Advanced Engineering Concepts	2004	11-12	X

Exhibit 8.2 (continued)			
Scope of Secondary Courses 6-12			
Millard Public Schools			
March 2007			
TITLE	Year	Grade Level	Guide Present
INDUSTRIAL TECHNOLOGY (continued)			
Structural Design	2004	11-12	X
Industrial/Mechanical Design	2004	11-12	X
Civil/Surface Design	2004	11-12	X
MUSIC			
General Music	2006*	6	X
General Music	2006*	7	X
Intermediate Band	2006*	6	X
Band 7	2006*	7	X
Band 8	2006*	8	X
Choir	2006*	8	X
Orchestra 6	2006*	6	X
Orchestra 7-8	2006*	7-8	X
The Music Consumer	2006*	9-12	X
Music Theory	2006*	9-12	X
Advanced Placement Music Theory	2006*	11-12	X
Concert Band/Marching Band	2006*	9-12	X
Symphonic Band/Marching Band	2006*	9-12	X
Wind Ensemble/Marching Band	2006*	9-12	X
Orchestra	2006*	9-12	X
Freshman Choir	2006*	9	X
Chorus	2006*	9-12	X
Junior Varsity Choir	2006*	9-10	X
Varsity Choir	2006*	11-12	X
PHYSICAL EDUCATION			
Physical Education	-	6	X
Physical Education	-	7	X
Physical Education	-	8	X
Advanced Performance	2006*	11-12	X
Athletic Training and Sports Injury	2006*	9-12	X
Cross Training I	2006*	9-12	X
Cross Training II	2006*	10-12	X
Developmental P.E.	2006*	9-12	X
Fitness Swimming	2006*	9-12	X
Introduction to Aquatics	2006*	9-12	X
Lifeguard Training	2006*	10-12	X
Lifetime Fitness	2006*	11-12	X

Exhibit 8.2 (continued)			
Scope of Secondary Courses 6-12			
Millard Public Schools			
March 2007			
TITLE	Year	Grade Level	Guide Present
PHYSICAL EDUCATION (continued)			
Sports Officiating	2006*	10-12	X
Sports Skills	2006*	9-12	X
Weight Training I	2006*	10-12	X
Weight Training II	2006*	10-12	X
TECHNOLOGY MINI-MAGNET			
981 Cisco Networking Academy I	-	-	-
982 Cisco Networking Academy II	-	-	-
983 A+ Computer Hardware and Software Operations	-	-	-
985/987 STARS and STARS Internship	-	-	-
650 Introduction to Graphic Communication	2002	9-12	X
651 Foundations of Computer Graphics	2002	10-12	X
652 Advanced Computer Graphics	2002	11-12	X
655 Foundations of Visual Graphics	2002	10-12	X
656 Advanced Visual Graphics	2002	10-12	X
WORLD LANGUAGES			
World Language Survey	2006*	6	-
French IA	2006*	7	-
Spanish IA	2006*	7	-
German IA	2006*	7	-
French I	2006*	8-12	X
Spanish I	2006*	8-12	X
German I	2006*	8-12	X
French II	2006*	9-12	X
Spanish II	2006*	9-12	X
German II	2006*	9-12	X
French III	2006*	10-12	X
Spanish III	2006*	10-12	X
German III	2006*	10-12	X
French IV	2006*	11-12	X
Spanish IV	2006*	11-12	X
German IV	2006*	11-12	X
Latin I	2006*	9-12	X
Latin II	2006*	10-12	X
Latin III	2006*	11-12	X
Japanese I	2006*	9-12	X
Japanese II	2006*	10-12	X

Exhibit 8.2 (continued)			
Scope of Secondary Courses 6-12			
Millard Public Schools			
March 2007			
TITLE	Year	Grade Level	Guide Present
WORLD LANGUAGES (continued)			
Japanese III	2006*	11-12	X
Japanese IV	2006*	12	X
AP Spanish	2006*	11-12	X
AP German	2006*	11-12	X
AP French	2006*	11-12	X
Honors Spanish II	2006*	9-12	-
Honors Spanish III	2006*	10-12	-
Honors Spanish IV	2006*	11-12	-
Honors German II	2006*	9-12	-
Honors German III	2006*	10-12	-
Honors German IV	2006*	11-12	-
Honors French II	2006*	9-12	-
Honors French III	2006*	10-12	-
Honors French IV	2006*	11-12	-
INTERNATIONAL BACCALAUREATE			
IB English HL I	2006*	11	X
IB English HL II	2006*	12	X
IB Theatre Arts SL	2006*	11-12	X
IB Theatre Arts HL I	2006*	11	X
IB Theatre Arts HL II	2006*	12	X
IB/AP German SL	2006*	12	X
IB/AP French SL	2006*	12	X
IB Spanish SL	2006*	12	X
IB/AP Latin SL	2006*	12	X
IB Mathematics HL I	2006*	11-12	X
IB Mathematics HL II	2006*	12	X
IB Mathematical Studies SL	2006*	-	X
IB Mathematics SL	2006*	11-12	X
Introduction to IB Computer Science I	2006*	9-11	X
Introduction to IB Computer Science II	2006*	9-11	X
IB Computer Science SL	2006*	11-12	X
IB/AP Computer Science HL I	2006*	11	X
IB Computer Science HL II	2006*	11-12	X
Introduction to IB Chemistry and IB Physics	2006*	10	X
IB Chemistry SL	2006*	11-12	X
IB/AP Chemistry HL I	2006*	11-12	X

Exhibit 8.2 (continued)			
Scope of Secondary Courses 6-12			
Millard Public Schools			
March 2007			
TITLE	Year	Grade Level	Guide Present
INTERNATIONAL BACCALAUREATE (continued)			
IB Chemistry HL II	2006*	12	X
IB Biology SL	2006*	11-12	X
IB Biology HL I	2006*	11	X
IB Biology HL II	2006*	12	X
IB Physics SL	2006*	11-12	X
IB 20 th Century World History Topics	2006*	11-12	X
IB Psychology SL	2006*	11-12	X
IB History of the Americas HL	2006*	12	X
Introduction to IB Visual Arts	2006*	10-11	X
IB Visual Arts SL	2006*	11-12	X
IB Visual Arts Studio	2006*	11-12	X
IB Visual Arts HL I	2006*	-	-
IB Visual Arts HL II	2006*	-	-
IB Music SL	2006*	11-12	X
IB Music SL Band	2006*	-	-
IB Music SL Orchestra	2006*	-	-
IB Music SL Chorus	2006*	-	-
IB Music SL Piano	2006*	-	-
IB Theory of Knowledge I	2006*	-	X
IB Theory of Knowledge II	2006*	-	X
RETEACHING			
Math	2005	-	X
Science	2003	-	X
Social Studies	2006	-	X
TOTAL COURSES			308
TOTAL GUIDES			278
SCOPE			91%
*date from webpage, not necessarily year of publication			
-: Information not found			
^: information found in document other than guide, i.e. Vertical Alignment Curriculum Overview			
26 courses no guide			

As can be seen in [Exhibit 8.2](#), the scope of the secondary curriculum is adequate at 91percent. The scope of curriculum has improved over the last nine years. [Exhibit 8.3](#) presents the scope data from 1998 and 2007.

Exhibit 8.3
Scope Comparisons from 1998 and 2007
Millard Public Schools
March 2007

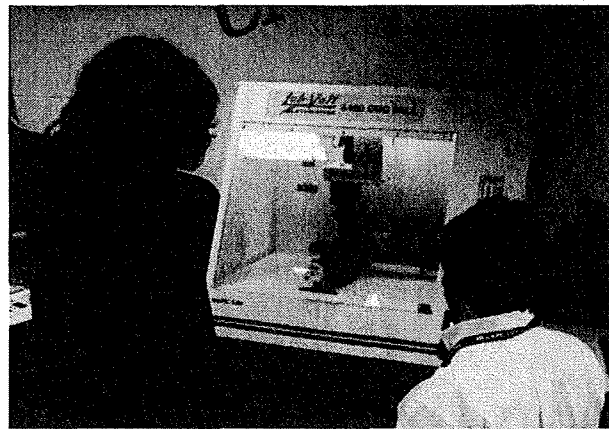
	1998	2007
Elementary	91%	100%
Secondary	85%	90%

Exhibit 8.3 shows that the scope of curriculum has improved for both elementary and secondary levels. The auditors conclude that there is adequate curriculum coverage for the courses offered to direct instruction.

Quality of Curriculum

Auditors then analyzed curriculum guides to determine their quality. Quality curriculum guides not only have the minimum components necessary to direct instruction, but also organize those components into a user-friendly format. Links and connections among the components enable the guides to internally align objectives with suggested strategies and corresponding assessments.

The auditors examined all curriculum guides submitted for grades K-12. Most guides were submitted in hard copy format, although a few were provided on a CD and others were accessed online. The auditors also used the district curriculum frameworks as supplementary documents in the curriculum guide analysis. The auditors found that the overall quality of curriculum has improved only slightly over the last nine years. The components are present in almost every guide, but the specificity of those components is inadequate to warrant the highest rating of three. The audit uses a five-criteria rubric to evaluate guides; each criterion is ranked between 0 and 3. This rubric is presented in Exhibit 8.4:



Central Middle School students use equipment in the Industrial Technology class.

Exhibit 8.4**Audit Criteria for Minimum Guide Components and Specificity**

Criterion	Description
One	Clarity and specificity of objectives
Two	Congruence of the curriculum to the assessment process
Three	Delineation of the prerequisite skills, knowledge, and attitudes
Four	Delineation of the major instructional resources
Five	Clear approaches for classroom use

The auditors evaluated the elementary guides against the five criteria and noted the results. Exhibit 8.5 presents the ratings for the K-5 curriculum guides. A discussion of each criterion follows the exhibit.

Exhibit 8.5

**Quality of Curriculum K-5
Millard Public Schools
March 2007**

Planned Courses of Study/Title	Date	1	2	3	4	5	Total Rating
		Obj.	Asmt.	Prereq.	Res.	Strats.	
K-5 Mathematics Framework	2001	2	2	2	2	2	10
K-5 Social Studies Framework	2003	2	1	0	1	2	6
K-5 Visual Arts Framework	2003	2	0	0	3	2	7
K-5 Visual Arts Lesson Details	N.D.	0	0	0	3	3	6
K-12 Physical Education Framework	2002	2	2	0	2	2	8
K-2, 3-5 Physical Education Outcomes	2002	2	2	0	3	3	10
K-5 Language Arts Framework	2004	2	1	3	2	2	10
K-5 Counseling Program Framework	1999	2	2	3	3	2	12
K-5 Science Framework	2006	2	2	1	1	2	8
K-5 General Music Framework	2005	2	1	2	2	2	9
K-5 Millard Core Academy	N.D.	2	1	1	1	1	6
Grade 5 Curriculum Year-Long Plan	2006	2	2	0	2	0	6
Grade 5 Curriculum Notebook LA	2006	2	2	3	2	1	10
Grade 5 Curriculum Notebook Math	2006	2	2	0	0	0	4
Grade 5 Curriculum Notebook Science	2006	2	0	0	1	0	3
Grade 5 Curriculum Notebook SS	2006	1	0	0	0	2	3
Grade 4 Curriculum Year-Long Plan	2006	2	2	0	2	0	6
Grade 4 Curriculum Notebook LA	2006	2	2	3	2	1	10
Grade 4 Curriculum Notebook Math	2006	2	2	0	2	0	6
Grade 4 Curriculum Notebook Science	2006	2	0	0	0	0	2
Grade 4 Curriculum Notebook SS	2006	1	0	0	1	2	4
Grade 3 Curriculum Year-Long Plan	2006	2	2	0	2	0	6
Grade 3 Curriculum Notebook LA	2006	2	2	3	2	1	10
Grade 3 Curriculum Notebook Math	2006	2	2	0	2	0	6
Grade 3 Curriculum Notebook Science	2006	2	0	0	0	0	2
Grade 3 Curriculum Notebook SS	2006	1	0	0	1	2	4

Exhibit 8.5 (continued)							
Quality of Curriculum K-5							
Millard Public Schools							
March 2007							
Planned Courses of Study/Title	Date	1	2	3	4	5	Total Rating
		Obj.	Asmt.	Prereq.	Res.	Strats.	
Grade 2 Year-Long Plan	2006	2	2	0	2	0	6
Grade 2 Curriculum Notebook LA	2006	2	2	3	2	1	10
Grade 2 Curriculum Notebook Math	2006	2	2	0	2	0	6
Grade 2 Curriculum Notebook Science	2006	2	0	0	0	0	2
Grade 2 Curriculum Notebook SS	2006	1	0	0	1	2	4
Grade 1 Year-Long Plan	2006	2	2	0	2	0	6
Grade 1 Curriculum Notebook LA	2006	2	2	3	2	1	10
Grade 1 Curriculum Notebook Math	2006	2	2	0	2	0	6
Grade 1 Curriculum Notebook Science	2006	2	0	0	0	0	2
Grade 1 Curriculum Notebook SS	2006	1	0	0	1	2	4
Kindergarten Year-Long Plan	2006	2	2	0	2	0	6
Kindergarten Curriculum Notebook LA	2006	2	2	3	2	1	10
Kindergarten Curriculum Notebook Math	2006	2	2	0	2	0	6
Kindergarten Curriculum Notebook Science	2006	2	0	0	0	0	2
Kindergarten Curriculum Notebook SS	2006	1	0	0	1	2	4
Scope and Sequence for Severe SPED	2006	2	0	2	0	0	4
Elementary Multicategorical Programs	2003	2	0	0	2	1	5
Montessori Curriculum	2006	2	0	0	3	1	6
Mean Rating for Each Criterion		1.82	1.14	0.73	1.55	0.98	6.20

As can be seen from Exhibit 8.5:

Criterion 1: The first criterion, clarity and validity of objectives, received the highest rating with a mean score of 1.82 out of a possible three points. This is a decrease of .18 points from the previous audit. None of the elementary guides scored the highest rating of three. To receive a rating of three, the guide must include the what, when, and how the actual standard is to be performed, and the amount of time to be spent learning the objective. The majority of elementary guides (37 of 44, or 84 percent received a rating of two. These guides lack the depth of information and clarity that is needed to receive a score of three. In most cases, the objectives are simply a list of things that students need to know and do. Not included were statements describing the standard of performance, or the specific time an average student requires to master an objective. Nor was an obvious spiraling of content from one level to the next evident. Six elementary guides (13 percent) were rated a one, as the goals were too vague. One elementary guide lacked goals or objectives and was rated zero.

For this criterion, auditors noted that although the Essential Learner Outcomes are referenced as well as content-area standards and benchmarks, occasionally the learner objectives, or “enabling objectives,” which should specifically describe exactly what students are expected to master, were no more than brief statements or phrases.

Criterion 2: Congruity of the curriculum to the testing and evaluation process was the third highest rating, with a mean score of 1.14. Again, this was a decrease from the original audit by .23 points. One (2 percent) guide received the highest score of three. The objectives were keyed to the performance

evaluation and current district tests. There were 23 (52 percent) elementary curriculum guides that received a score of two. These guides stated the skills, knowledge, and concepts that would be assessed. Four (9 percent) of the elementary curriculum guides scored a one. There was some approach to assessments mentioned, but not specific enough to earn a higher score. Seventeen guides received a zero. These guides made no reference to assessment.

Criterion 3: Delineation of the prerequisite essential skills, knowledge, and attitudes was the weakest area. This criterion scored an average of .73 which was an increase of .28 points over the original audit. Eight (18 percent) guides received the highest rating of three, as they gave specific prerequisites of discrete skills and concepts required. Three (5 percent) guides received a score of two, as only general prerequisites were mentioned. Two (5 percent) elementary guides received a rating of one. These guides provide sketchy information about prerequisites needed. Thirty-one (70 percent) guides received a zero. There is no mention in these guides of previous learning that would be needed to master the objective.

Criterion 4: Specification of major instructional resources received the second highest rating of 1.55. This was a decrease of .25 points from the original audit. Five (11 percent) of the 44 curriculum guides received the highest score of three. Here the auditors found an obvious link between the textbook and the curriculum on a by-objective basis. Twenty-two (50 percent) guides received a score of two, as they only provided specific assignments that were listed by textbook pages, resources, and supplementary materials. Nine (20 percent) of the elementary guides received a rating of one. This was due in part to the fact that they only listed the names of the texts and materials to be used. Eight of the guides received the lowest score of zero. These guides did not provide any references to instructional resources.

Criterion 5: Clear approaches to classroom use was the fourth weakest area and received a mean score of .98. This is a decrease of .82 points from the original audit. Two (5 percent) of the curriculum guides received the highest rating of three. These guides presented specific examples on how to teach key concepts and skills. Fourteen (32 percent) guides scored a two, as general instructional suggestions were given. Nine (20 percent) elementary guides received a rating of one. These guides gave vague approaches to instruction and classroom use, such as brief descriptions of how to differentiate with different learning styles. Nineteen (40 percent) elementary guides scored a zero, as no discussion or examples of classroom instructional approaches were given.

The auditors then rated the secondary curriculum guides that were presented. These ratings are presented in [Exhibit 8.6](#). The discussion of each criterion follows the exhibit.

Exhibit 8.6

Quality of Curriculum 6-12 Millard Public Schools March 2007

Curriculum Guides 6-12									
TITLE	V/S/Q	Year	Gr. lvl	Obj.	Asmt.	Pre.	Res.	Strat.	TOTAL
LANGUAGE ARTS									
English 6	Y	2006*	6	2	2	1	2	1	7
English 7	Y	2006*	7	2	2	1	2	1	7
English 8	Y	2006*	8	2	2	1	2	1	7
English 9	Y	2006*	9	2	2	1	2	1	7

Exhibit 8.6 (continued)									
Quality of Curriculum 6-12									
Millard Public Schools									
March 2007									
Curriculum Guides 6-12									
TITLE	Y/S/Q	Year	Gr. lvl	Obj.	Asmt.	Pre.	Res.	Strat.	TOTAL
LANGUAGE ARTS (continued)									
English 10	Y	2006*	10	2	2	1	2	1	7
Honors English 9	Y	2006*	9	2	2	1	2	1	7
Honors English 10	Y	2006*	10	2	2	1	2	1	7
Basic English 9	Y	2006*	9	2	2	1	2	1	7
Basic English 10	Y	2006*	10	2	2	1	2	1	7
English 11	Y	2006*	11	2	2	1	2	1	7
Basic English 11	Y	2006*	11	2	2	1	2	1	7
Beginning Journalism	S	2006*	9-12	2	2	1	2	1	7
Newspaper	Y	2006*	10-12	2	2	1	2	1	7
Yearbook	Y	2006*	10-12	2	2	1	2	1	7
Intro. to Photojournalism	Y	2006*	9-12	2	2	1	2	1	7
Speech	S	2006*	9-12	2	2	1	2	1	7
Forensics	Y	2006*	9-12	2	2	1	2	1	7
Debate	S	2006*	9-12	2	2	1	2	1	7
Advanced Debate	Y	2006*	10-12	2	2	1	2	1	7
Drama I	S	2006*	9-12	2	2	1	2	1	7
Drama II	S	2006*	9-12	2	2	1	2	1	7
Theatre Technology	S	2006*	9-12	2	2	1	2	1	7
Analysis of Mass Media	S	2006*	11-12	2	2	1	2	1	7
Career English	S	2006*	11-12	2	2	1	2	1	7
Composition and Literature	Y	2006*	12	2	2	1	2	1	7
Creative Writing	S	2006*	11-12	2	2	1	2	1	7
Research Methods	S	2006*	11-12	2	2	1	2	1	7
College Prep Grammar Usage	Q	2006*	11-12	2	2	1	2	1	7
Theatre Appreciation	S	2006*	9-12	2	2	1	2	1	7
British Literature	S	2006*	11-12	2	2	1	2	1	7
World Literature	S	2006*	11-12	2	2	1	2	1	7
Shakespeare	S	2006*	11-12	2	2	1	2	1	7

Exhibit 8.6 (continued)									
Quality of Curriculum 6-12									
Millard Public Schools									
March 2007									
Curriculum Guides 6-12									
TITLE	Y/S/Q	Year	Gr. lvl	Obj.	Asmt.	Pre.	Res.	Strat.	TOTAL
LANGUAGE ARTS (continued)									
Advanced Placement English Language and Composition	Y	2006*	11-12	2	2	0	1	0	4
Advanced Placement English Literature	Y	2006*	12	2	2	1	2	1	7
MATHEMATICS									
Math 6	Y	2006*	6	2	3	1	3	1	10
Challenge Math	Y	2006*	6	2	1	1	3	1	8
Math 7	Y	2006*	7	2	3	1	3	1	10
Pre-Algebra 6	Y	2006*	6	2	3	1	3	1	10
Pre-Algebra 7	Y	2006*	7	2	3	1	3	1	10
Pre-Algebra 8	Y	2006*	8	2	3	1	3	1	10
Algebra 7-8	Y	2006*	7-8	2	3	1	3	1	10
Algebra Foundations I	Y	2006*	9-10	2	3	1	2	1	9
Algebra Foundations II	Y	2006*	10-11	2	3	1	2	1	9
Algebra	Y	2006*	9-12	2	3	1	2	1	9
Geometry	Y	2006*	9-12	2	3	1	2	1	9
Honors Geometry	Y	2006*	9-12	2	3	1	2	1	9
Advanced Algebra	Y	2006*	9-12	2	3	1	2	1	9
Honors Advanced Algebra	Y	2006*	9-12	2	3	1	2	1	9
Functions and Discrete Mathematics	Y	2006*	12	2	3	1	2	1	9
Pre-Calculus	Y	2006*	10-12	2	3	1	2	1	9
Honors Pre-Ccalculus	Y	2006*	10-12	2	3	1	2	1	9
Advanced Placement Statistics	Y	2006*	11-12	2	3	1	2	1	9
Consumers Mathematics	Y	2006*	12	2	3	1	2	1	9
Advanced Placement Calculus AB	Y	2006*	12	2	3	1	2	1	9
Advanced Placement Calculus BC	Y	2006*	12	2	3	1	2	1	9

Exhibit 8.6 (continued)									
Quality of Curriculum 6-12									
Millard Public Schools									
March 2007									
Curriculum Guides 6-12									
TITLE	V/S/Q	Year	Gr. lvl	Obj.	Asmt.	Pre.	Res.	Strat.	TOTAL
READING									
Reading 6	Y	2006*	6	2	2	1	2	1	7
Reading 7	Y	2006*	7	2	2	1	2	1	7
Study Skills and Reading Strategies	Y	2006*	9-12	2	2	1	2	1	7
Content Area Reading 9	Y	2006*	9	2	2	1	2	1	7
Reading 10	Y	2006*	10	2	2	1	3	1	8
Reading 11/12	Y	2006*	11-12	2	2	1	3	1	8
SCIENCE									
Science	Y	2006*	6	2	2	1	3	1	9
Science	Y	2006*	7	2	2	1	3	1	9
Science	Y	2006*	8	2	2	1	3	1	9
Physical Science in Action	Y	2006*	9	2	2	1	2	1	8
Basic Physical Science in Action	Y	2006*	9	2	2	1	2	1	8
Biology	Y	2006*	9-10	2	2	1	2	1	8
Basic biology	Y	2006*	9-10	2	2	1	2	1	8
Zoology	Y	2006*	10-12	2	2	1	2	1	8
Chemistry	Y	2006*	10-12	2	2	1	2	1	8
Astronomy	Y	2006*	10-12	2	2	1	2	1	8
Environmental Science	Y	2006*	10-12	2	2	1	2	1	8
Physics	Y	2006*	11-12	2	2	1	2	1	8
Human Physiology	Y	2006*	10-12	2	2	1	2	1	8
Advanced Placement Chemistry	Y	2006*	11-12	2	2	1	2	1	8
Advanced Placement Biology	Y	2006*	11-12	2	2	1	2	1	8
Advanced Placement Physics B	Y	2006*	11-12	2	2	1	2	1	8
SOCIAL STUDIES									
Social Studies	Y	2006*	6	2	2	1	3	1	9
Social Studies	Y	2006*	7	2	2	1	3	1	9
American History	Y	2006*	8	2	2	1	3	1	9

Exhibit 8.6 (continued)									
Quality of Curriculum 6-12									
Millard Public Schools									
March 2007									
Curriculum Guides 6-12									
TITLE	V/S/Q	Year	Gr. lvl	Obj.	Asmt.	Pre.	Res.	Strat.	TOTAL
SOCIAL STUDIES (continued)									
American History	Y	2006*	9	2	2	1	3	1	9
Advanced Placement Macro-Economics	S	2006*	X^	2	2	1	3	1	9
Advanced Placement Psychology	S (?)	2006*	11-12^	2	2	1	3	1	9
Advanced Placement European History	?	2006*	11-12	2	2	1	3	1	9
Advanced Placement U.S. History	Y	2006*	11-12^	2	2	1	3	1	9
Ethnic Studies	S	2006*	10-12^	2	2	1	3	1	9
Introduction to Behavioral Science	S	2006*	10-12^	2	2	1	3	1	9
Law Studies	?	2006*	11-12	2	2	1	3	1	9
Psychology	S	2006*	11-12^	2	2	1	3	1	9
Sociology	S	2006*	11-12^	2	2	1	3	1	9
U.S. Government and Economics	S	2006*	12^	2	2	1	3	1	9
World Geography	Y	2006*	10	2	2	1	3	1	9
World Affairs	S	2006*	11-12^	2	2	1	3	1	9
World Religions	S	2006*	11-12^	2	2	1	3	1	9
World History I and II	Y	2006*	11-12^	2	2	1	3	1	9
ART									
Art 6	Y	2006	6	2	1	0	0	1	4
Art 7	Y	2006	7	2	1	0	0	1	4
Drawing 8	?	2006	8	2	1	0	2	1	6
Painting 8	?	2006	8	2	1	0	2	1	6
Pottery/Sculpture	?	2006	8	2	1	0	2	1	6
Printmaking/Fiber	?	2006	8	2	1	0	2	1	6

Exhibit 8.6 (continued)									
Quality of Curriculum 6-12									
Millard Public Schools									
March 2007									
Curriculum Guides 6-12									
TITLE	Y/S/Q	Year	Gr. lvl	Obj.	Asmt.	Pre.	Res.	Strat.	TOTAL
ART (continued)									
Understanding Art	?	2006*	9-12	2	1	1	2	1	7
Color and Design	?	2006*	9-12	2	1	1	2	1	7
Art Foundations	?	2006*	9-12	2	1	1	2	1	7
Pottery and Sculpture	?	2006*	10-12	2	1	1	2	1	7
Advanced Pottery and Sculpture	?	2006*	10-12	2	1	1	2	1	7
Drawing	?	2006*	10-12	2	1	1	2	1	7
Advanced Drawing	?	2006*	10-12	2	1	1	2	1	7
Painting	?	2006*	10-12	2	1	1	2	1	7
Commercial Art	?	2006*	10-12	2	1	1	2	1	7
Advanced Studio	?	2006*	12	2	1	1	2	1	7
TECHNOLOGY, BUSINESS AND MARKETING									
Technology, Business, and Marketing Framework		2005	6-12	2	1	0	1	1	5
Computer Applications	Q	2006	6	2	1	0	1	1	5
Computer Applications	Q	2006	7	2	1	0	1	1	5
Web Design	Q	2006	8	2	1	0	1	1	5
Graphic Design	Q	2006	8	2	1	0	1	1	5
Desktop Publishing	Q	2006	8	2	1	0	1	1	5
Business Communications	S	2006	11-12	2	1	0	1	1	5
Business Law	S	2006	11-12	2	1	0	1	1	5
Business Procedures and Technology	Y	2006	10-12	2	1	0	1	1	5
Business Procedures and Technology Internship	Y	2006	11-12	2	1	0	1	1	5
Computer Keyboarding/ Input Technology	S	2006	9-12	2	1	0	1	1	5
Computer Technology Applications	S	2006	9-12	2	1	0	1	1	5
Advanced Computer Technology Applications	S	2006	9-12	2	1	0	1	1	5
Fashion Marketing	Y	2006	11-12	2	1	0	1	1	5

Exhibit 8.6 (continued)									
Quality of Curriculum 6-12									
Millard Public Schools									
March 2007									
Curriculum Guides 6-12									
TITLE	Y/S/Q	Year	Gr. lvl	Obj.	Asmt.	Pre.	Res.	Strat.	TOTAL
TECHNOLOGY, BUSINESS AND MARKETING (continued)									
International Business	S	2006	?	2	1	0	1	1	5
Marketing I	Y	2006	11-12	2	1	0	1	1	5
Marketing II	Y	2006	11-12	2	1	0	1	1	5
Personal Finance	S	2006	9-12	2	1	0	1	1	5
COMPUTER SCIENCE									
Computer Science Curriculum Framework		2005	9-12	2	1	1	2	1	7
Introduction to Computer Science	S	2006*	9-12	2	1	1	2	1	7
Computer Topics	S	2006*	9-12	2	1	1	2	1	7
Java Programming	S	2006*	9-12	2	1	1	2	1	7
Advanced Placement Computer Science	Y	2006*	9-12	2	1	1	2	1	7
COUNSELING									
Counseling, Career		2006*	6-8	2	1	0	1	1	5
Counseling Program		2006*	9-12	2	1	1	1	1	6
FAMILY AND CONSUMER SCIENCE									
Foods, Nutrition, and Family Living	6 wks.	2006	6-7	2	1	1	3	0	7
Textiles, Clothing, and Design	6 wks.	2006	6-7	2	1	1	3	0	7
Foods for Teens	6 wks.	2006	8	2	1	1	3	0	7
Designing Spaces	6 wks.	2006	8	2	1	1	3	0	7
Super Sewing	6 wks.	2006	8	2	1	1	3	0	7
Career Planning	6 wks.	2006	8	2	1	1	3	0	7
Money Management	6 wks.	2006	8	2	1	1	3	0	7
Clothing, Textiles, and Design	S	2006	9-12	2	3	1	3	0	9
Creative Textiles	S	2006	9-12	2	3	1	3	0	9

Exhibit 8.6 (continued)									
Quality of Curriculum 6-12									
Millard Public Schools									
March 2007									
Curriculum Guides 6-12									
TITLE	Y/S/Q	Year	Gr. lvl	Obj.	Asmt.	Pre.	Res.	Strat.	TOTAL
FAMILY AND CONSUMER SCIENCE (continued)									
Interior Design	S	2006	9-12	2	3	1	3	0	9
Foods for Today	S	2006	9-12	2	3	1	3		9
International Foods	S	2006	9-12	2	3	1	3	0	9
Culinary Skills	S	2006	10-12	2	3	1	3	0	9
Child Development	S	2006	11-12	2	3	1	3	0	9
Adult Living	S	2006	11-12	2	3	1	3	0	9
HEALTH									
Health	Q	2006	6	2	2	0	3	3	10
Healthy Lifestyles	Q	2006	7	2	2	0	3	3	10
Know Yourself	Q	2006	8	2	2	0	3	3	10
Everyday Living	S	2006	10-12	2	1	1	2	0	6
INDUSTRIAL TECHNOLOGY+									
Introduction to Woodworking	S		9-12	2	1	1	2	1	7
Woods I	S		10-12	2	1	1	2	1	7
Woods II	Y		11-12	2	1	1	2	1	7
Intro to Building Trades	S	2003	10-12	2	1	1	2	1	7
Consumer Maintenance	S	2003	9-12	2	1	1	2	1	7
Electricity	S	2003	10-12	2	1	1	2	1	7
Industrial Plastics	S	2003	10-12	2	1	1	2	1	7
Manufacturing Technology	S	2003	9-12	2	1	1	2	1	7
Metals	S	2003	10-12	2	1	1	2	1	7
Welding	S	2003	10-12	2	1	1	2	1	7
Introduction to Engineering and Architectural Drawing	S	2004	9-12	2	1	1	2	1	7
Advanced Architecture Concepts	S	2004	11-12	2	1	1	2	1	7
Residential Design/Presentation	Y	2004	11-12	2	1	1	2	1	7
Commercial Design/Presentation	Y	2004	11-12	2	1	1	2	1	7

Exhibit 8.6 (continued)									
Quality of Curriculum 6-12									
Millard Public Schools									
March 2007									
Curriculum Guides 6-12									
TITLE	Y/S/Q	Year	Gr. lvl	Obj.	Asmt.	Pre.	Res.	Strat.	TOTAL
INDUSTRIAL TECHNOLOGY-+ (continued)									
Modeling and Presentation	S	2004	11-12	2	1	1	2	1	7
Engineering Drafting and Design	S	2004	10-12	2	1	1	2	1	7
Advanced Engineering Concepts	S	2004	11-12	2	1	1	2	1	7
Structural Design	S	2004	11-12	2	1	1	2	1	7
Industrial/Mechanical Design	S	2004	11-12	2	1	1	2	1	7
Civil/Surface Design	S	2004	11-12	2	1	1	2	1	7
MUSIC									
General Music	?	2006*	6	2	1	1	1	1	6
General Music	?	2006*	7	2	1	1	1	1	6
Intermediate Band	?	2006*	6	2	1	1	1	1	6
Band 7	?	2006*	7	2	1	1	1	1	6
Band 8	?	2006*	8	2	1	1	1	1	6
Choir	?	2006*	8	2	1	1	1	1	6
Orchestra 6	?	2006*	6	2	1	1	1	1	6
Orchestra 7-8	?	2006*	7-8	2	1	1	1	1	6
The Music Consumer	S	2006*	9-12	2	1	1	1	1	6
Music Theory	S	2006*	9-12	2	1	1	1	1	6
Advanced Placement Music Theory	S	2006*	11-12	2	1	1	1	1	6
Concert Band/Marching Band	Y	2006*	9-12	2	1	1	1	1	6
Symphonic Band/ Marching Band	Y	2006*	9-12	2	1	1	1	1	6
Wind Ensemble/ Marching Band	Y	2006*	9-12	2	1	1	1	1	6
Orchestra	Y	2006*	9-12	2	1	1	1	1	6
Freshman Choir	Y	2006*	9	2	1	1	1	1	6
Chorus	Y	2006*	9-12	2	1	1	1	1	6
Junior Varsity Choir	Y	2006*	9-10	2	1	1	1	1	6

Exhibit 8.6 (continued)									
Quality of Curriculum 6-12									
Millard Public Schools									
March 2007									
Curriculum Guides 6-12									
TITLE	Y/S/Q	Year	Gr. lvl	Obj.	Asmt.	Pre.	Res.	Strat.	TOTAL
MISIC (continued)									
Varsity Choir	Y	2006*	11-12	2	1	1	1	1	6
PHYSICAL EDUCATION									
Physical Education	Y		6	1	2	0	2	1	6
Physical Education	Y		7	1	2	0	2	1	6
Physical Education	Y		8	1	2	0	2	1	6
Advanced Performance	S	2006*	11-12	1	2	0	2	1	6
Athletic Training and Sports Injury	Y	2006*	9-12	1	2	0	2	1	6
Cross Training I	S	2006*	9-12	1	2	0	2	1	6
Cross Training II	S	2006*	10-12	1	2	0	2	1	6
Developmental P.E.	S	2006*	9-12	1	2	0	2	1	6
Fitness Swimming	S	2006*	9-12	1	2	0	2	1	6
Introduction to Aquatics	S	2006*	9-12	1	2	0	2	1	6
Lifeguard Training	S	2006*	10-12	1	2	0	2	1	6
Lifetime Fitness	S	2006*	11-12	1	2	0	2	1	6
Sport Officiating	S	2006*	10-12	1	2	0	2	1	6
Sports Skills	S	2006*	9-12	1	2	0	2	1	6
Weight Training I	S	2006*	10-12	1	2	0	2	1	6
Weight Training II	S	2006*	10-12	1	2	0	2	1	6
TECHNOLOGY MINI-MAGNET									
650 Introduction to Graphic Communication	S	2002	9-12	2	1	1	2	1	7
651 Foundations of Computer Graphics	Y	2002	10-12	2	1	1	2	1	7
652 Advanced Computer Graphics	Y	2002	11-12	2	1	1	2	1	7
655 Foundations of Visual Graphics	S	2002	10-12	2	1	1	2	1	7
656 Advanced Visual Graphics	S	2002	10-12	2	1	1	2	1	7
WORLD LANGUAGES									
World Language Survey	Y	2006*	6	1	1	1	2	1	6
French IA	Y	2006*	7	1	1	1	2	1	6

Exhibit 8.6 (continued)									
Quality of Curriculum 6-12									
Millard Public Schools									
March 2007									
Curriculum Guides 6-12									
TITLE	Y/S/Q	Year	Gr. lvl	Obj.	Asmt.	Pre.	Res.	Strat.	TOTAL
WORLD LANGUAGES (continued)									
Spanish IA	Y	2006*	7	1	1	1	2	1	6
German IA	Y	2006*	7	1	1	1	2	1	6
French I	Y	2006*	8-12	1	1	1	2	1	6
Spanish I	Y	2006*	8-12	1	1	1	2	1	6
German I	Y	2006*	8-12	1	1	1	2	1	6
French II	Y	2006*	9-12	1	1	1	2	1	6
Spanish II	Y	2006*	9-12	1	1	1	2	1	6
German II	Y	2006*	9-12	1	1	1	2	1	6
French III	Y	2006*	10-12	1	1	1	2	1	6
Spanish III	Y	2006*	10-12	1	1	1	2	1	6
German III	Y	2006*	10-12	1	1	1	2	1	6
French IV	Y	2006*	11-12	1	1	1	2	1	6
Spanish IV	Y	2006*	11-12	1	1	1	2	1	6
German IV	Y	2006*	11-12	1	1	1	2	1	6
Latin I	Y	2006*	9-12	1	1	1	2	1	6
Latin II	Y	2006*	10-12	1	1	1	2	1	6
Latin III	Y	2006*	11-12	1	1	1	2	1	6
Japanese I	Y	2006*	9-12	2	1	1	2	1	7
Japanese II	Y	2006*	10-12	2	1	1	2	1	7
Japanese III	Y	2006*	11-12	2	1	1	2	1	7
Japanese IV	Y	2006*	12	2	1	1	2	1	7
AP Spanish	Y	2006*	11-12	1	1	1	2	1	6
AP German	Y	2006*	11-12	1	1	1	2	1	6
AP French	Y	2006*	11-12	2	1	1	2	1	7
INTERNATIONAL BACCALAUREATE									
IB English HL I	Y	2006*	11	2	1	1	2	1	7
IB English HL II	Y	2006*	12	2	1	1	2	1	7
IB Theatre Arts SL	Y	2006*	11-12	2	1	1	1	2	7
IB Theatre Arts HL I	Y	2006*	11	2	1	1	1	2	7
IB Theatre Arts HL II	Y	2006*	12	2	1	1	1	2	7
IB/AP German SL	Y	2006*	12	1	1	1	1	1	5
IB/AP French SL	Y	2006*	12	2	1	1	1	1	6

Exhibit 8.6 (continued)									
Quality of Curriculum 6-12									
Millard Public Schools									
March 2007									
Curriculum Guides 6-12									
TITLE	Y/S/Q	Year	Gr. lvl	Obj.	Asmt.	Pre.	Res.	Strat.	TOTAL
INTERNATIONAL BACCALAUREATE (continued)									
IB Spanish SL	Y	2006*	12	2	1	1	1	1	6
IB/AP Latin SL	Y	2006*	12	1	1	1	1	1	5
IB Mathmeatics HL I	Y	2006*	11-12	2	1	1	2	1	7
IB Mathematics HL II	Y	2006*	12	2	1	1	2	1	7
IB Mathematical Studies SL	Y	2006*		2	1	1	2	1	7
IB Mathematics SL	Y	2006*	11-12	2	1	1	2	1	7
Introduction to IB Computer Science I	Y	2006*	9-11	2	1	2	1	1	7
Introduction to IB Computer Science II	Y	2006*	9-11	2	1	2	1	1	7
IB Computer Science SL	Y	2006*	11-12	2	1	2	1	1	7
IB/AP Computer Science HL I	Y	2006*	11	2	1	1	1	1	6
IB Computer Science HL II	Y	2006*	11-12	2	1	2	1	1	7
Introduction to IB Chemistry and IB Physics	Y	2006*	10	2	1	2	1	1	7
IB Chemistry SL	Y	2006*	11-12	2	1	2	1	1	7
IB/AP Chemistry HL I	Y	2006*	11-12	2	1	2	2	1	8
IB Chemistry HL II	Y	2006*	12	2	1	2	2	1	8
IB Biology SL	Y	2006*	11-12	2	1	2	2	1	8
IB Biology HL I	Y	2006*	11	2	1	2	2	1	8
IB Biology HL 12	Y	2006*	12	2	1	2	2	1	8
IB Physics SL	Y	2006*	11-12	2	1	2	2	1	8
IB 20th Century World History Topics	Y	2006*	11-12	2	1	2	1	1	7
IB Psychology SL	Y	2006*	11-12	2	1	2	1	1	7
IB History of the Americas HL	Y	2006*	12	2	1	2	1	1	7
Intro to IB Visual Arts	Y	2006*	10-11	2	1	2	1	1	7
IB Visual Arts SL	Y	2006*	11-12	2	1	2	1	1	7

Exhibit 8.6 (continued)									
Quality of Curriculum 6-12									
Millard Public Schools									
March 2007									
Curriculum Guides 6-12									
TITLE	Y/S/Q	Year	Gr. lvl	Obj.	Asmt.	Pre.	Res.	Strat.	TOTAL
INTERNATIONAL BACCALAUREATE (continued)									
IB Visual Arts Studio	Y	2006*	11-12	2	1	2	1	1	7
IB Music SL	Y	2006*	11-12	2	1	2	0	1	6
IB Theory of Knowledge I	Y	2006*		2	1	1	1	1	6
IB Theory of Knowledge II	Y	2006*		2	1	1	1	1	6
RETEACHING									
Math	?	2005		2	1	0	2	0	5
Science	?	2003		2	1	0	0	0	3
Social Studies	?	2006		2	1	0	0	0	3
Mean Score				1.85	1.53	0.9	1.9	0.96	7.02
* Date only electronic from printing, not from guide itself XX: Course mentioned in framework/list provided, no guide found X: Information not found ^: found in other source document, i.e. Vertical Alignment Curriculum Overview XX: Courses share guide									

The following can be seen in [Exhibit 8.6](#):

Criterion One: Clarity and Specificity of Objectives received the second-highest mean rating of 1.85. Nearly every guide had enabling outcomes, which are the more specific, course-based student objectives, and these were ordered in a teaching sequence or unit plan, depending on the content area. The sequence or unit plans are helpful in giving teachers insight as to the amount of time needed to master a specific objective, but the objectives themselves were not expressed in language that described what mastery of those concepts, skills, and knowledge looks like, nor what the standard of performance is for attaining “mastery.” Some guides received a one on this criterion if the enabling objectives were not written in an objective format. These guides just list topics for the objective, rather than describe what the student would be able to do, say, think, or feel.

The auditors also consulted the curriculum frameworks when evaluating the guides. The frameworks are helpful in laying out enabling objectives with district standards and Essential Learner Outcomes (ELOs). However, during interviews, auditors were told that the frameworks are not considered a teaching document, so they were not rated as guides.

Auditors also noted that there is no clear spiraling of objectives from one level to the next in the written curriculum guides. Such spiraling is only provided by the enabling objectives, but from these it is not clear how skills, concepts, and knowledge increase in rigor in an unbroken sequence from kindergarten to grade 12. The frameworks documents demonstrate some articulation, but exist as separate strands for grade K-5 and grade 6-12.

Some content areas were correlated to national standards, while most were not. All guides, however, addressed the Millard Essential Learner Outcomes and the district's standards and benchmarks.

Criterion Two: Congruity of the Curriculum to the Assessment Process received a mean rating of 1.53. Almost every guide addresses assessment in some fashion, although almost all do so in only general terms. The guides simply give general statements regarding what kinds of assignments or exercises teachers might use to evaluate progress on a given objective. No sample assessment items or performance-based assessments with sample rubrics were included in the guides, although the auditors did find many of the latter online. Several content areas now have unit tests or end-of-course assessments online. However, auditors did not find references to these assessments in the guides themselves; they are simply grouped under the documents tab for a specific content area on the secondary curriculum page of the website. Where the auditors were able to locate such documents, these were included in the guide analysis.

Unless unit or course assessments were high quality and specific, guides were not helpful in outlining what determined mastery of the assigned objectives for the courses or units. Again, these assessments are not an intrinsic part of the guide, forcing teachers to consult a second document to determine what mastery of a given concept or skill should look like in terms of student performance.

Criterion Three: Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes received a rating of .9. This criterion was regularly addressed in the curriculum guides, but only perfunctorily. Most guides simply state what course or grade level(s) might have been completed before, such as "all knowledge from math K-5." There is insufficient information for teachers to have a sense of exactly what students should know or be able to do coming into a course or grade, and what they should know or be able to do upon leaving. Without this kind of specific information, it is difficult to identify gaps and overlaps in student learning - two things that diminish the effectiveness of the K-12 educational program.

Criterion Four: Delineation of Major Instructional Tools, received the highest rating of 1.9. Most of the guides refer to the major textbooks or instructional resources used to teach the objectives, many refer to software or audiovisual aids, and some even give the chapters and page numbers of the pertinent text for each new unit or section of the course. The auditors found additional resources housed online, as well; the family and consumer science curriculum has a plethora of lessons and student assignments online, as do other content areas. Again, these are rarely referred to in the guides themselves; one has to navigate the website to find the various documents that may be available to teachers.

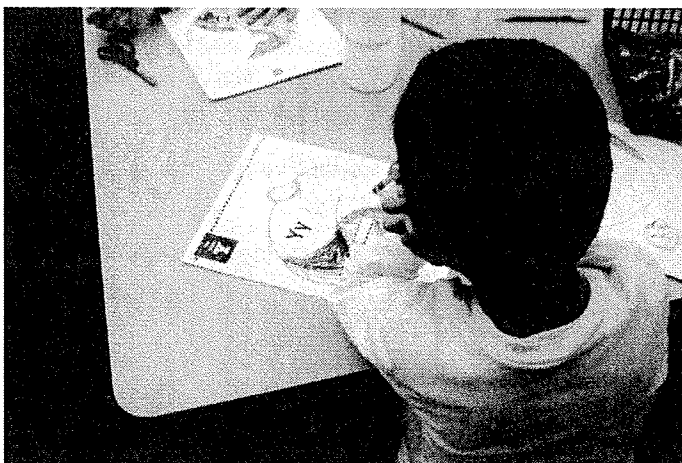
Criterion Five: Clear Approaches for Classroom Use received the second-lowest rating of .96. Almost every guide offered suggested activities and assignments for students to practice or demonstrate their learning, but few guides offered suggestions to teachers on how to approach teaching a specific concept or skill. This criterion requires some direction to teachers in how to deliver the curriculum, not in how to have students practice it.

The rating of "1" was assigned most often to guides since they included some statement regarding differentiation of content or instruction (see [Recommendation 5](#)). Differentiation has been a major focus of staff development initiatives in the district for quite some time, and auditors noted that the format of the guides has a section where committees are to include specifications regarding how teachers should accommodate various learning styles and needs.

The auditors noted that many of these statements were vague or unclear. It was difficult to determine from the language used exactly how a teacher would differentiate not only the presentation of material to students, but also the kinds of activities and projects students would engage in to demonstrate mastery. For example, in the block unit plan for World History I and II, the only suggestion after IEPs for differentiating is, "Students will be encouraged to explore topics in print and media that correspond with

the current unit of study.” In the sixth grade science curriculum guide, the section for accommodations states, “Technology resources: Guided Reading Audio CD Program, Classroom Videos, [and] Chapter Planning Guide (Basic and Special Needs).” The latter is a section from the Teachers’ Edition of the textbook used for the course.

To summarize the ratings for the elementary and secondary curriculum guides, Exhibit 8.7 displays the current mean ratings by criterion.



Typical seatork activity

Exhibit 8.7
Summary of Curriculum Guide Ratings
Millard Public Schools
March 2007

Criterion	Description	Mean Score 2007
Elementary Guides		
One	Clarity and Validity of Objectives	1.82
Two	Congruity of Curriculum to Testing & Evaluation Process	1.14
Three	Delineation by Grade of Essential Skills, Knowledge, Attitudes	0.73
Four	Delineation of Major Instructional Tools	1.55
Five	Clear Linkages for Classroom Use	0.98
Total Mean Score, Elementary Guides		6.2
Secondary Guides		
One	Clarity and Validity of Objectives	1.85
Two	Congruity of Curriculum to Testing & Evaluation Process	1.53
Three	Delineation by Grade of Essential Skills, Knowledge, Attitudes	.9
Four	Delineation of Major Instructional Tools	1.9
Five	Clear Linkages for Classroom Use	.96
Total Mean Score, Secondary Guides		7

The average score for all curriculum guides K-12 is 6.6; the mean rating for guides in 1998 was 5.43. This is a slight increase. The greatest improvement in curriculum at the secondary level has been in the standardization of the guide components and the sequencing of the objectives for each course. Likewise,

the greatest improvement in the elementary curriculum is the addition of maps to the curriculum that outline the sequence of instruction. However, the curriculum has not improved greatly in overall quality or adequacy to direct instruction.

In the course of examining the guides and evaluating their adequacy, the auditors noted that guides are silent regarding what instruction should look like (see [Recommendation 6](#)). Many references are made to resources and materials and suggestions are given for student activities, but guides provide little direction regarding how teachers might actually teach a specific concept or skill. The Millard Instructional Model, one of the new areas of emphasis in staff development across the district, has a domain that is exclusively concerned with instruction. The MIM alludes to the type of instruction desired in the classroom, but does not describe what it might look like. The section states:

II. Students achieve desired learning results from effective participation in well-designed and executed units and lessons.

- A. Students understand daily, weekly, and unit learning goals and objectives.
- B. Students are “hooked into learning” by appropriate anticipatory sets and effective motivational strategies.
- C. Students are actively engaged during the full instructional period.
- D. Students learn as a result of effective teacher input and modeling.
- E. Preferred student learning styles and effective pedagogy are integral components of instruction.
- F. Student success results from ongoing checking for understanding and guided practice that incorporates planning, instruction, and assessment in a continuous learning loop.
- G. High-quality practice tasks for students are motivating so that learning is engaging and meaningful.
- H. Students are given opportunities to use technology as a tool in learning.

III. Students are given many opportunities to learn the prescribed curriculum of the Millard Education Program.

- A. Intervention for remediation is immediate and ongoing.
- B. Opportunities for differentiated activities to challenge and interest each student are provided to achieve optimum learning.

IV. Students develop the capacity to understand and apply knowledge in meaningful ways.

- A. Students are helped to link new learning to past learning so that transfer will occur.
- B. Students acquire skills to allow them to function productively and independently of direct teacher supervision.

The MIM states that instruction should make preferred student learning styles and effective pedagogy an integral part of instruction, but does not describe what this might look like. The model is comprehensive in providing a general overview, but more specificity is needed to paint a picture for teachers, principals, parents, and other stakeholders of exactly how it translates into observed behaviors in the classroom. This specificity is lacking in the guides, as well, and is a weakness in the overall educational program.

Auditors also found the connections with assessment to be inadequate. There are course assessments for many content areas, but these are not referenced in guides, nor are they included in a formal assessment program (see [Recommendation 4](#)). The ELO (Essential Learner Outcomes) assessments are mentioned

in the guides only; no specific information is included in the guides regarding what, when, and how the ELOs assess that particular content. Assessments are the ultimate definition of what mastery looks like, particularly in the absence of other more authentic, performance-based assessments. Even authentic types of assessments have limited value if their results are not collected centrally (at building and district levels) and used in decision making. The guide format has sections for both formative and summative assessments; all mention of formative assessment is teacher-selected and teacher-developed, and, therefore, less likely to be objective or consistent from one classroom to the next. This is an issue being discussed in the professional learning community (PLCs) groups that meet weekly. These groups are designed to meet and discuss the questions that form the basis of the Millard Instructional Model:

1. What will students know and be able to do?
2. How will students learn it?
3. How do we know students learned it?
4. What happens if students do not learn it or already know it?

From these conversations, teachers and administrators are developing a heightened awareness of the feedback loop and the need for a greater understanding of data and its use. There has also been an increase in the push for better, common assessments. Regarding the awareness of using data for instruction, auditors heard the following comments:

- “The professional learning communities—it’s starting to get traction. The main goals are: to learn how to use data to change instruction.”
- “A lot of teachers, they know it’s there (data), it’s just using it.”
- “At the elementary level, we’re using data to drive instruction. Like the writing assessment, we’re looking at the strengths—how well the students are doing, what areas do we need to work harder on? We just used pre-assessments. We’re trying to do that more often. We’ve been trying to write pre-assessments when we can—the real trick is the kids that get 100 percent—the kids who know what you are going to teach. Coming up with alternatives to extend their knowledge.”
- “I think teachers get confused when they do assessments, how do you use that information, rather than using it for a grade. To use it more to inform their instruction, rather than to say a child is failing or whatever. Like any assessment out there, you need to take a lot of information in to make decisions for kids.”

The work being done to create common assessments is taking place in many buildings by departments or grade level teams. No consistent set of pre- and post-assessments is available for every course district-wide, although some content areas have them. Such common assessments define mastery, encourage consistency, save teachers the labor of developing their own assessments, and allow assessment data to be collected for comparisons across classrooms and schools. As one teacher put it, “If I am teaching ninth grade, I know what they should have learned. That helps in our PLCs, because we already have common assessments [in my content area]. Now we can use those common assessments to differentiate [for the students]. It really makes a difference in how we present information.” One administrator commented that despite the many efforts that resulted from the previous audit, assessment is still a perceived weakness. “As a result of the previous audit, we started in working really hard to articulate the alignment between the written curriculum, the taught curriculum, and the tested curriculum. If there remains a weakness, I would say it’s in the assessment of the taught curriculum.”

Online Guides

In evaluating the almost 350 curriculum guides in the district, auditors found that the format and availability of guides in hard copy and on the Intranet are difficult to navigate and cumbersome to use. The guides are, for the most part, internally arranged according to the natural sequence of instruction, but there is no explicit connection among the various documents available in some content areas. Curriculum guides are found under the tab “resources,” while resources, unit plans, assessments, and other miscellaneous documents are housed under the tab “documents.” Suggested lesson plans for various courses or units also exist, but these are not necessarily found in the curriculum guides. It is difficult for persons searching for needed resources or materials to find all housed by course or content and grade level.

During interviews, auditors heard comments regarding the challenging nature of the electronic system that is used to house the guides:

- “A staff development piece we have to do with teachers is to understand the curriculum components and when to use what.” (administrator)
- “Trying to find a curriculum document is hard to do. They are on the Intranet, but I can’t find them. The assessments are in a different place than the framework.” (principal)
- “When you come to Millard as a teacher, you have the idea that this is the curriculum. I’m not sure that the curriculum guides, especially at the high school, are as helpful as they need to be.” (administrator)
- “We understand our curriculum is complicated - there’s a lot of things that overwhelm you in your first few years.” (administrator)
- “Guides easy to use? “Depends on your technological level of comfort. I have others that aren’t comfortable.” (principal)

Other comments were made regarding perceived changes that need to be made in the documents. These included:

- “People want the curriculum documents more interlinked.” (administrator)
- “We are making changes in our curriculum guides. We don’t know that they are as helpful for teachers as we would like. We hear from teachers, those people that develop them, they know them pretty well, they use them pretty well. We created an online program for the curriculum guides, but we feel that they’re not easy to use. That’s feedback that we’ve received.” (administrator)

Comments were also made regarding the extent to which guides are used. Many people indicated the guides are used faithfully by teachers, particularly at the elementary level, while others questioned frequency of use. There were also comments to the effect that the electronic system may impede some teachers’ use of the guides. Comments regarding the use of guides included:

- “The use of guides depends on the technology skills among the vets.” (principal)
- “If I ask a teacher, they say yes, we use them (curriculum guides). The PLCs have really helped with that.” (district administrator)
- “I would say 100 percent of the new teachers really look at those things (curriculum guides). The veteran teachers, no—some of them wrote them, so they feel they know it.” (district administrator)
- “The elementary consider the guides their Bible; not the secondary.” (administrator)

- “I think they use their materials—and I think they use the ELOs a lot—but the day-to-day stuff, I don’t know that they’re using the guide.” (administrator)
- “I don’t think we’re to the point where the teachers pull that up each time to write their lesson plans—there’s really only a small handful per department that are using that feature of it. It’s when they’re working with their PLCs that they are using that.” (administrator)
- “I wouldn’t say that’s the first book that’s on their desk.” (principal)

In conclusion, the auditors determined that the scope of curriculum in Millard Public Schools is adequate, but the quality of curriculum is not. Guides lack key information that would provide teachers with specific direction for delivering instruction that aligns with district expectations and assessments. The current system for managing the guides and related curriculum documents is not user-friendly and is somewhat disorganized. There is a perception of needing to use curriculum, but comments indicate that curriculum use is inconsistent. The linkage between the written curriculum and assessment is weak, and curriculum guides and documents lack specific suggestions for strategies and approaches to teach content, as well as detailed descriptions of what quality instruction looks like.

Continuing Recommendation 8: Continue to prioritize the revision and development of quality curriculum documents that are congruent with audit criteria and support the instructional methodology desired by district leaders.

The processes for designing and developing quality written curriculum are already in place in the Millard Public Schools. The four-phase curriculum development cycle is comprehensive, and in conjunction with the efforts of the directors and the Millard Educational Program facilitators, the district is poised to create written curriculum that will support and facilitate effective instruction. The key to bringing Millard curriculum guides up to world-class quality lies in aligning the design and content of those guides with the vision district leaders have for its delivery. This means that if district leaders desire a hands-on, inquiry-based instructional model in science classes, then what that model looks like needs to be specifically described and included in the curriculum documents. Sample lesson plans and research-based strategies and approaches should also be written for the enabling objectives to provide teachers with suggestions on how to approach instruction. Examples of differentiating both instruction as well as student products should be provided, along with specific references to all the texts and resources needed to achieve the desired instruction.

All these components should be easily accessible, cross-referenced, and organized sequentially for teachers in a user-friendly, teachable format. Guides must not only have the components specified in [Exhibit 8.4](#), but have them at a level of specificity so that gaps and overlaps in content are eradicated and ambiguity in student learning goals resolved. In the interest of creating guides of the highest quality, the auditors recommend the following steps:

- Clearly define, with references to professional or other literature used in staff development trainings, what quality instruction looks like in the classroom, particularly in world-class schools. Include in this description the type of strategies and approaches district leaders expect to see in every classroom, regardless of the grade level or content area. These descriptions should be detailed in the written curriculum documents, and stand apart from the suggested approaches or strategies that form a component of the guides. This piece is intended to define what instruction (the delivery of curriculum) should look like; the suggested strategies are intended to provide teachers with specific ideas on how to teach an objective or skill. Include examples of effective differentiation for different learning styles and skill levels, congruent with former trainings.

- Revise the current policy for curriculum format and components, requiring guides to meet criteria more than just beyond the minimum components. Also, require the needed levels of specificity for each component and specify that the components themselves be internally aligned. For example, while the objectives specifically define the content and standard of performance of instruction, the suggested lessons and strategies, along with exemplary student assignments and practice activities, define the context and cognitive rigor of instruction. All parts should work in concert, assisting teachers in their task of facilitating and eliciting each child’s learning. While alignment of the written, taught, and tested curriculum is desired in the implementation of the educational program across the district, similar alignment is desired within the curriculum documents themselves: objectives with suggested strategies, and these in turn with the assessment instruments.
- Streamline the electronic document management system for curriculum documents. Discuss the needed format; reorganize so components are grouped in appropriate sections. For example, rather than placing everything under “resources” or “documents,” group everything under “curriculum,” then organize curriculum by content area, course, and/or grade. For each curriculum, design a format whereby one can go to each component of the guide, such as:
 - Descriptions of model instruction for that grade level/content area, with video clips of master teachers;
 - Any pertinent and relevant information from best practices, including philosophy and belief statements regarding how children best learn this content and in what kind of environment;
 - ELOs, standards and benchmarks, and enabling objectives;
 - Sample assessment items, links to formative assessment instruments, and end-of-course assessments or other tests;
 - Suggested strategies and/or lesson plans, with any resources or materials needed;
 - Suggested “mastery-level” student performance activities/projects, with accompanying rubrics. These assignments are designed to serve as authentic assessments, and provide students the opportunity to demonstrate mastery of the target concepts, knowledge, or skills. Using rubrics, the results of these performance-based assessments can be collected for analysis and used for both grading and instructional decision making.
- Link suggested strategies to specific units and/or weeks. Have an “overview” page for every course within a content area that shows how content is organized into thematic or conceptual units or by units of time, and provide the links to suggested lessons/strategies. From those strategies or lessons, provide links to the available student activities.
- Revisit with all MEP facilitators as well as future curriculum development committees what quality, specific, and measurable enabling objectives look like. Ensure that all committees and facilitators involved in the development process have high quality sample guides from which to glean ideas for the guide under revision, and require all guides to be screened for quality (by designated persons, always the same ones) before they are disseminated to teachers and schools.
- Revisit, by content area, what differentiation looks like in the classroom. Integrate this content with the training in expectations for instructional delivery; this should all form a major part of the MIM training and reinforce district efforts to seamlessly unite curriculum and teaching.

Better teaching yields better learning; this theme should form an integral part of every message from the central office to teachers in each building. The design of the written curriculum is the most important piece in aligning the written, taught, and tested curriculum, as stronger curriculum guides are more likely to be used due to the pertinent information and direction they provide. These steps are offered as suggestions to improve current weaknesses in the Millard written curriculum documents. In concert with proposed efforts in assessment (Recommendation 4) and curriculum development and management (Recommendation 3), auditors are confident that Millard Public Schools are well on their way to achieving world-class achievement.

Original Recommendation 9: Design and implement a management system to ensure alignment of program interventions to provide quality control, consistency, and continuity.

A common core of student learning goals and objectives provides the framework for comprehensive curriculum design and delivery. New programs are initiated to address identified programmatic weaknesses, to serve students with special needs, and/or to enrich student experiences. Clear linkages between the core curriculum and supporting programs create a coherent and focused approach to program development and implementation. District procedures facilitate the design, delivery, and evaluation of all district programs and increase the likelihood that implementation will positively impact student learning.

In 1998 the auditors found numerous programs/interventions had been implemented to address various student needs. However, special programs and initiatives were generally not aligned with the core curriculum. Although a new program approval procedure was found in board policy, the policy had not been followed consistently.

The following recommendations were made to help align programs/interventions with the curriculum and to impact student learning:

- Adopt board policy that addresses the development, implementation, and evaluation of innovative programs/interventions and their alignment with the curriculum.
- Require Board approval of special programs and initiatives prior to implementation.
- Use program assessment data to make decisions regarding funding, continuation, or deletion of programs.
- Include the addition of innovative or new programs in the Strategic Plan.
- Establish a staff development component for administrators and teachers to accompany the implementation of new programs.
- Hold staff accountable for consistent implementation of policies and procedures related to program development.

Current Status

The auditors reviewed board policies and the Strategic Plan, analyzed program documents, observed a variety of programs, and interviewed district personnel and parents about the status of district programs/interventions. School principals completed a program survey that provided an inventory of programs in place at their schools. District office staff provided information about federal, state, and district programs. Programs were reviewed to determine if they were selected after analysis of student achievement data, connected to the core curriculum, coordinated with other programs, and evaluated in terms of increased student achievement.

The auditors found that the district leadership continues to foster programs of choice, innovation, and a wide range of initiatives to meet student needs. Board policies and job descriptions have

been strengthened to provide clear direction for the design and implementation of innovations and new programs. Innovations are approved only if they meet Strategic Plan goals and design and implementation criteria. However, while the recently implemented initiatives are potentially beneficial for students, the large number that has been brought on concurrently may hinder the likelihood of long-term positive impact on teaching and learning.

Examples of recent district-wide initiatives that are in addition to curriculum and assessment implementation include Professional Learning Communities (PLCs), the Millard Instructional Model, reteaching, electronic gradebook/report cards, Infinite Campus student database, laptops for all teachers, Personal Learning Plans for students, and Developmental Assets. Some related staff development has generally been provided for teachers and administrators, but many staff members have not had ample opportunity to apply the new learnings in the classroom and receive the ongoing support and training necessary for long-term institutionalization.

The following board policies address program development, implementation, and evaluation:

- *Board Policy 6200.1: Taught Curriculum: Instructional Delivery* states: “Students who are not meeting individual learning goals are supported by proactive intervention.” The policy further states: 1) intervention plans are designed according to district guidelines; 2) Students, parents, teachers and administrators implement an effective intervention plan; and 3) Intervention plans are monitored to assure their effectiveness.
- *Board Policy 6300.1: Assessed Curriculum – Comprehensive Student Assessment System* states that district-wide assessment data will be one source of information used to adjust, improve or terminate ineffective programs.
- *Board Policy 6500: Assessed Curriculum – Program Evaluation* directs the development of a comprehensive program evaluation system to evaluate the effectiveness and efficiency of school programs. Program assessment data will be used to modify, improve, or terminate ineffective programs and when making budget decisions.
- *Board Policy 6500.1: Assessed Curriculum –Program Evaluation* lists the steps to be used in the design of the program evaluation process.
- *Board Policy 6510: Assessed Curriculum: Innovation/Program Change* states the belief that “innovation and program change on a regular basis are critical to maintaining a quality learning program.” Planning for a program change should include: 1) innovative programs developed by district educators, which are supported by sound educational philosophy and research and the identification, and 2) district trial of those programs developed by others, which hold promise for district improvement.

Pilot programs or projects are defined as “the introduction of educational experiences of an original nature, in a protected environment, for a period sufficient to evaluate the feasibility, value and viability . . . for fulfilling present and future needs of the district. Field studies are those programs/projects developed by sources outside the district, supported by research, that are worthy for trial in the district. Approval to conduct a pilot or field study must be obtained from the Superintendent’s Office and the Board of Education before implementation.

- *Board Policy 6510.1: Assessed Curriculum: Innovation/Pilot Programs* lists ten components that need to be included in a pilot program proposal. Pilots are considered temporary and continuation will be based on evaluation data. The Superintendent is to submit a status report to the Board on all pilot studies at least once a year.

- *Board Policy 6510.2: Assessed Curriculum – Program Change/Field Studies* repeats the requirements of *Policy 6510.1* for field studies.
- *Board Policy 10001: Site-Based Planning and Management – Mini-Magnets* states that the Board supports the philosophy of alternative programs and parental choice called mini-magnets. “The criterion of a mini-magnet addresses a specific unmet educational need that does not duplicate existing programs or methods already in place and does not jeopardize current programs for the majority of students.” A proposed mini-magnet shall not place “undo stress on the district for sufficient staff, staff training, resources and facilities.”
- *Board Policy 10001.1: Mini-Magnet Development* defines Mini-Magnet as a broad term used to identify a district-sponsored program that “utilizes a specific curriculum, classroom management and structure, and instructional practices that are significantly different from the regular PreK-12 Education Program, yet still embraces district outcomes and assessments while attracting students from across the district.” The policy provides a detailed five-phase mini-magnet development procedure and timelines for implementation.
- *Board Policy 10001.2: Center Development: A Plan for Low Enrollment Buildings* states that a Center “is a school with a program designed to attract enrollment through the use of a district funded and directed program with a specialized concentration encompassing K-5, 6-8 and/or 9-12 in all areas which is intended to attract interested students.” The policy provides procedures and timelines for Center development and implementation.

The auditors reviewed copies of job descriptions and found the following references to program planning, development, implementation, and evaluation within the job descriptions of administrators in the Millard Public Schools:

- *Board Policy 2100.03: Associate Superintendent for Educational Services* lists the following responsibilities:
 - Assists in the determination of types of programs needed by the schools and makes appropriate recommendations.
 - Provides and coordinates assistance to the building level administration as it relates to services and assistance provided within program areas.
 - Keeps abreast of developments in assigned program areas and provides leadership in determining appropriateness for inclusion in the district’s education program.
 - Works with appropriate staff as it relates to evaluation design and the resulting interpretation of data as it applies to decision making and program change.
 - Assures the communication of program information to the professional staff and coordinates the dissemination of program materials.
 - Directs the interpretation of programs to the Board of Education, the administration, the staff and the general public.
- *Board Policy 2100:04: Associate Superintendent for Administration* states that an essential function of this position is “Assists in the determination of types of programs needed by the schools and makes appropriate recommendations.”
- *Board Policy 2100.12: Executive Director for Planning, Evaluation, and Information Services* states that this position is to “Evaluate district programs to determine effectiveness.”

New and existing programs are referenced within the Parameters of the Strategic Plan.

- No new program, course, and/or service will be added unless it
 - meets a clearly demonstrated, mission-related need;
 - survives a cost-benefit analysis;
 - addresses impact on other programs/courses/services;
 - provides for adequate staffing, staff development, funding, and facilities;
 - contains an evaluation procedure.
- No existing program, course, and/or service will be maintained unless it
 - meets a clearly demonstrated mission-related need;
 - survives a cost-benefit analysis and periodic evaluation.

A program survey was completed for each school to gather information about school-based initiatives. Principals were asked to describe each program implemented in their school and assign the program to one of the following categories as shown in Exhibit 9.1.

Exhibit 9.1

Audit Categories and Descriptions of Programs

Program Category		Program Description
1.	Curricular Resource	Instructional Resources/Materials/Activities that are used to instruct students
2.	Supplementary	Special events/experiences that occur during school to enhance the core curriculum for students
3.	Character Education	Programs designed to develop habits of good judgment and character
4.	Pull-Out	Programs that occur during the school day on a pull-out basis
5.	Intervention	Non-pullout programs focused to serve the needs of below grade level students (may occur after school, weekends, summer)
6.	Extracurricular	Occurs before or after school or during lunch activity periods to supplement the core curriculum
7.	Motivational	Awards/incentives to recognize accomplishment and enhance self-esteem
8.	Guidance	Services to guide students in mapping educational plans
9.	Counseling	Services to support emotional/attitudinal needs of students
10.	Parent	Programs to educate and involve parents
11.	Linkage	Partnerships with business, community, and higher education
12.	Other	Any program that fails to fit any of the categories above

Exhibit 9.2 lists programs that are in addition to federal or state-mandated programs or the regular curriculum available in one or more of the elementary schools. When more than one category was listed for a program, the auditors selected the one category that most matched the program focus.

Exhibit 9.2
Elementary School Programs
Millard Public Schools
March 2007

Program	Type of Program	Description	Evaluation
3D Club (Don't Do Drugs)	3	Educates on drug awareness	Participation
40 Assets Character Education	3	Assist students in developing life skills	Task Force
Academic Triathlon	7	Motivational tool to increase student interest in extension learning	Participation numbers
After School Reteaching	5	Reinforce curriculum	ELOs, state tests and TerraNova
Altruistic Alligators	3	Reinforce character education	Positive attitude toward school
Amazing Artist Program	2	Local artist teaches lessons about famous artists and students imitate the work	Product evaluation
Art Club	6	Students participate in art activities	Student interest level
Author Visits	2	Motivation for lifelong reading	-
Bal-Vis-X	6	Brain connectivity training: improve academics through hand/eye/brain coordination	Informal
Behavior Intervention Support Tools (BIST)	3	Classroom management system	Number of discipline referrals and observation of students
Big Brothers/Big Sisters	9	One-on-one pairing of a teen with an at-risk student to improve academic and social skills	Student achievement data and behavior referrals
Blue Coupon	7	Recognition for outstanding effort or achievement	Staff survey
Buddy Readers	11	PAYBAC Partner volunteers read to and listen to students read	Survey
Character Counts	3	Assists students to develop life skills	Fewer discipline referrals and use of skills
Chess Club	6	Students play chess during noon recess	Increase in number of participants each year
Choir	6	Reinforce music curriculum and provide opportunity for those with greater talent or music appreciation	Increased participation each year
Citizen of the Month	3	Student selected from each classroom	Reduction in inappropriate behaviors
Conflict Managers	9	Peer conflict mediation club	Informal
Cooking Club	6	Students apply math curriculum and life skills as they prepare easy, healthy snacks	Interest of students

Exhibit 9.2 (continued)			
Elementary School Programs			
Millard Public Schools			
March 2007			
Program	Type of Program	Description	Evaluation
Cub Explorers/Tiger Explorers	6	These naturalists clubs meet after schools to explore topics from the Raptor Club to making bird feeders	Number of participants, parent feedback
Culture Club	6	Students learn about other cultures	Participation
Destination Imagination	6	Creative problem solving and presentation skills	Level of student interest; success at state or national competition
Drama Club	6	Students practice and present a play for parents and the school	Student interest level and parent response
Drug Free Club	6	Student education about dangers of drugs and alcohol	Student and parent feedback
Duke Talent Search	12	Talent identification program	Student interest
Early Start Preschool	5	Early math and literacy intervention	Early by Nebraska Dept. of Education
Enrichment Day	2	Career planning and hobby interest	Teacher, student, and parent surveys
First in Math	2	Web based online math program to enhance math skills	Yearly
Fitness Club	6	Students participate in physical education activities on Saturday mornings	Student improvement on Fitness Grams
Foreign Language After School program	6	Introduction to Spanish and French	Number of participants
Garden Club	6	Students learn beginning horticulture skills	Student participation
Geography Bee	2	Student competition	Increase in number of participants each year
Geography Club	6	Focus on learning about places around the world	Student and parent feedback
Goal Setting Certificates	7	Motivational tool to help students set academic and personal goals	Teacher monitoring
Golden Sower Quiz Bowl	6	Students reading Golden Sower Books have opportunity to participate in a district quiz bowl	Level of student interest
Golden Sowers Book Club	2	Students read a book on their own and discuss in a group	Increase in number of participants each year
Greek/Latin Vocabulary Challenge	1	Helps students understand the origins of language	Classroom assessments
High School Student Foreign Language Teachers	2	High school students teach basic German, Japanese, or Spanish terms and culture	School/teacher choice

Exhibit 9.2 (continued)			
Elementary School Programs			
Millard Public Schools			
March 2007			
Program	Type of Program	Description	Evaluation
International Baccalaureate Primary Years Programme	1	Delivery system for teaching academics and character development; focus on inquiry approach	Program evaluation after year first year
International Sports Club	6	Students learn and play games from different countries	-
Junior Achievement	2	Teaches basic business and economics concepts	Student evaluation of weekly lessons and teacher input
Junior United Nations	2	Community service	Student interest
K – Kids Club	6	Students plan community/school volunteer activities	-
Kids Network	12	After school child care and homework help	Annual survey
Kids United Volunteer Club	6	Work on a variety of volunteer projects	Student and parent feedback
Knowledge Masters	4	Student competition of academic knowledge in a national contest format	Student achievement and parent feedback
Leadership Mentor Program	9	High school leaders mentor elementary students	Parent, mentor, and student surveys
Mammel Sister School Project with a Sister School in Ralston	11	Students participate in multicultural experiences with Sister School Buddies	Yearly by Mammel Foundation
Math Fax Challenge	6	Enhance learning of math concepts	Participation numbers
Math Nights	10	One evening per quarter students and parents play math games	Parent survey and attendance records.
Math Olympiad Club	6	Focus on math computation and problem solving	Student and parent feedback
Millard Core Academy	1	Rigorous curriculum standards and testing	District and state assessments
Montessori Intermediate	1	9-11 year-old education using Montessori philosophy	Teacher and parent evaluation, student participation
Montessori Pre-Primary	1	3-6 year-olds taught using Montessori philosophy	Teacher and parent evaluation, student participation
Montessori Primary	1	6-9 year-old education using Montessori philosophy	Teacher and parent evaluation, student participation
N.E.T.A.	1	Student technology competition	Selection to participate in annual conference
National Language Arts Olympiad	2	Student competition	Annual school contest

Exhibit 9.2 (continued)			
Elementary School Programs			
Millard Public Schools			
March 2007			
Program	Type of Program	Description	Evaluation
National Science Olympiad	2	Student competition on factual knowledge of science	Annual school contest
Newbery Book Goals	2	Student incentive for reading Newbery books and passing a comprehension test	Yearly curriculum
Newspaper Club	2	Publish students' writing	-
Olympic Day	2	Monthly study of different countries	Program artifacts
Orff Music and Recorders Class	1	Fourth grade students learn the Orff method and to play an instrument	Performance
PALS	6	Promotes kindness to animals	Participation
Parent Volunteer Program	10	Parent support of educational program	Yearly parent survey
Parenting with Love & Logic	10	Provides parenting skills	Parent survey
Pentathlon Games	2	Games for students to use higher level thinking in math	Observation of students
Quarterly Honors Assembly	7	Student recognition for academics, attendance, and grade level Star students	Student interest level and parent and teacher responses
Read-a-thon	2	Students read throughout the week and hear guest readers model reading fluency	Informal
Reading Connections	10	Parent involvement in literacy program	Student reading scores
Reading for Winnebago	2	School-wide reading incentive to raise funds for Native American students in Winnebago, NE	Funds raised
Reading Night	10	Students and parents read together at school	Student interest level and parent response
Reading on the Run	10	A home-school reading program in which school provides quality literature and activities for families	Student and parent feedback
Reading to Read Fluency Program	2	Students qualify based on one minute reads	Student data
Reflections	2	Competition of student writing, art or photography	Annual school contest
Regal Eagles	3	Promotes character education	-
Roamer	2	Entry level computer programming with robotics	High ability learner plan
Rockwell Bike Rodeo	6	Students complete a bike safety course and receive a bike license	-

Exhibit 9.2 (continued)			
Elementary School Programs			
Millard Public Schools			
March 2007			
Program	Type of Program	Description	Evaluation
Safety Patrol	6	Promotes safety of students getting to and from school	Parent and student feedback
Schoolwide Reading Program	7	Students read weekly	Percentage of yearly student participation and earned rewards.
Science Fair	10	Enrichment opportunity in science	Participation numbers
Social Skills Retreats	3	Every grade level spends one day off campus to practice social skills	Staff survey and informal student feedback
Spalding Phonogram Tutoring	1	Tutoring for students new to the Core Program or who need additional support	Classroom success
Spalding Summer Program	1	Introduction to Spalding for Kindergarten students and students new to Core	Knows phonogram sounds
Spanish Club	6	Students learn basic Spanish	Increase in number of participants each year and increased understanding of English.
Speech Club	2	Students are trained to write and deliver speeches	Annual school contest
Star of the Week	7	Student recognition for academics and citizenship	Student involvement
STARS	2	Drug free education program	-
STEPPS	2	Lego Logo language taught through the use of Lego robotics	High ability learner plan.
Stock Market Game	6	State competition in stock trading simulation game	Increase in number of participants each year.
Student Council	2	Organizes school-wide community service activities	-
Study Center	5	Before and after school reinforcement and reteaching	Parent survey and attendance records.
Summer Program	5	Student work in small grade level groups to master or extend academic skills	Yearly student performance
Talk Positive Program	3	Students learn a common vocabulary to resolve issues	Number of discipline infractions
Teammates Mentoring	9	One-on-one pairing of an adult with an at-risk student to improve academic and social skills	Student achievement data and behavior referrals
Technology Club	6	Students learn how to use Garage Band and PowerPoint	Increased participation each year.

Exhibit 9.2 (continued)			
Elementary School Programs			
Millard Public Schools			
March 2007			
Program	Type of Program	Description	Evaluation
The Write Stuff	10	Evening workshop for students and parents to practice writing skills	Survey and district assessments
Theater Productions/ Readers' Theater	2	Strengthens reading fluency and promotes expressive language	Student participation
Tiger Cub Club	5	Remedial assistance for struggling learners	Student achievement data
TLC Club	3	Service project club/leadership	Number of participants
Volleyball Intramurals	6	After-school program to learn volleyball skills and sportsmanship	Informal
Volunteer Tutoring	11	PAYBAC partners reinforce curriculum	Improved student achievement
Wake Up With the World	10	Parents and students read the newspaper together and discuss current events	Student/parent feedback and participation
Walking Club	6	Before school walk for enjoyment	Record of miles walked
Wednesday Specials	2	On Wednesdays students participate in a 30-minute enrichment class: technology, music/percussion, art, archery, world games, Spanish, or cooking	Parent, student, and staff surveys
Word Masters Club	6	Vocabulary activities with a national contest	School contest or student scores on the national test
Yearbook Club	2	Students take photos and make design decisions	Level of student interest

Exhibit 9.2 indicates that elementary principals listed 106 programs available in one or more of the elementary schools that are in addition to district-wide or federal programs.

- Extracurricular programs comprised 29 of the programs, or 27.4 percent.
- Supplementary programs comprised 27 of the programs, or 25.5 percent.
- Curricular Resource programs comprised ten programs or 9.4 percent.
- No evaluation method was indicated for eight of the programs, or 7.5 percent.
- Informal feedback by students, teachers, and/or parents was the most frequently listed type of evaluation; for 35 of the programs or 33 percent.
- Number of participants/student interest was used to evaluate 34 of the programs or 32.1 percent.
- District or state assessments were indicated as the evaluation type for 16 of the programs, or 15.2 percent.

Information from the middle school program survey is reflected in Exhibit 9.3.

Exhibit 9.3
Middle School Programs
Millard Public Schools
March 2007

Program	Type of Program	Description	Evaluation
Academy Adventure Program/ After School Exploration	5	After school tutoring and enrichment	Achievement data; student, parent, and staff survey
After School Clubs	6	Exploration of interests	Number of participants and types of activities
Ambassadors/Student Emissary Program	9	Students selected to assist 5 th -6 th grade transition, new students	Activities report
Author Visits	2	Encouragement of reading	Student and teacher feedback
Behavior Management Induction Program	3	Introduces school-wide behavior management plan	Behavior referrals
Bulldog Block	8	Twenty-minute module each day for Life Skills, Character Counts, literacy, team building, 40 Developmental Assets, goal setting, and current events	Through Bulldog Planning Team
Bully Prevention Plan	3	Counselor designed homeroom lessons on preventing bullying	Bullying reports and evaluation of homeroom program
C.L.A.S.S. Awards	7	Motivational awards	Number of students recognized
Career Day	11	Students use computer program to select career interest and then hear speakers in selected area	Survey
Career Planning	8	Counselors work with eighth graders on a career survey and discuss results	-
Character Education	3	Life skills development	Discipline referrals and student use of skills
CMS Prairie	2	Students work to build a prairie on campus as an incentive and for instruction in math, science, art, etc.	-
Courage Retreat/Be the Change	3	One-day retreat for seventh graders and follow-up on responsible choices, citizenship, etc.	Review of bullying referrals
Curriculum Information Nights	10	Parents experience their student's schedule and learn about the curriculum	Attendance
Free To Read	2	Students and staff read for fun 30 minutes per week	Reading Committee evaluation

Exhibit 9.3 (continued)			
Middle School Programs			
Millard Public Schools			
March 2007			
Program	Type of Program	Description	Evaluation
Gallup Strengths Training	1	Teachers learned their strengths and students completed an instrument to learn their strengths and did activities to learn about how to apply their strengths in learning	Gallup survey data
Good Friends Program	9	Teacher mentors are paired with an at-risk student to provide emotional support	Monthly discussions of progress
Gotchas	7	Staff members recognize students for exemplary behavior	-
High School Tutors	5	High school students provide after-school tutoring	-
Homework Club	5	After-school homework help for identified students	Classroom performance; decrease in number of students on pyramid of interventions
Honors Night	10	Student academic recognition	Number of students recognized
International Baccalaureate Middle Years Program	1	Instructional approach using MEP curriculum	Office of Planning/Evaluation
Jump Start/Momentum	9	One-or three-day event to help with transition to middle school	Teacher, student, and parent survey
Kids Helping Kids	3	Eighth graders serve as ambassadors to new students and complete community service projects	-
Knowledge Masters Club	6	Student competition of academic knowledge	Activities report
Learning Center	5	Students can get before, during or after school academic assistance	Yearly
Library Nights	5	Library evening hours for families who don't have computers or book access	Number of participants
Lunch with School Resource Officer	7	Drawing for students nominated for acts of kindness to have lunch with resource officer	Student and parent feedback
Math Counts Club	6	Differentiated curriculum	Activities report
Mentor Program	9	Selected sixth grade students work one-on-one with a teacher mentor before or after school to assist with transition	Review by School Improvement Team
Montessori Mini-Magnet	1	Curriculum taught through Montessori strategies and materials	Program evaluation

Exhibit 9.3 (continued)			
Middle School Programs			
Millard Public Schools			
March 2007			
Program	Type of Program	Description	Evaluation
Night School	5	Students who need remediation are assigned to night school	Decrease in students on pyramid of interventions
Parent Night	10	Incoming fifth graders and parents are introduced to middle school	Teacher, student, and parent survey
Peer Mediation	9	Students assist students with concerns, life skills	Yearly
Principal Awards	7	Students recognized weekly for academics and positive attitude	-
Renaissance Program	7	Recognition for achievement and positive behavior	Yearly
Saturday School	5	Students assigned a two hour time to complete homework with teacher assistance	-
Scholastic Read 180	4	Students who don't make the ELO cut score are placed in this program for remediation	SRI tests and computer progress reports
Student of the Week	7	Teams choose 1-2 students per week for recognition	-
Summer School	5	Opportunity to take core classes to enhance achievement	Student achievement
Team Awards	7	Team monthly awards for accomplishments and positive behaviors	-
Tutoring Program	5	Tutoring for students who have achieved ELOs	Yearly
Volunteer Club	11	School, community outreach	-
Weekly Awards	7	Motivational awards for positive character traits	Number of students recognized
Wits Clash	6	Differentiated curriculum	Activities report
Write On	4	For students who don't meet the cut score in writing receive remediation	ELO performance and student grades
Writing Club	6	Differentiated curriculum	Activities report

Exhibit 9.3 shows that middle school administrators listed 47 programs available in one or more of the middle schools.

- Intervention and Motivational programs were the most frequently listed types of program, with a total of nine programs or 19.1 percent.
- Character Education programs comprised five of the programs or 10.6 percent.
- No evaluation was listed for ten of the programs, or 21.3 percent.
- Informal feedback by students, teachers and/or parents was the type of evaluation listed for 11 programs or 23.4 percent.

- Student participation level was used to evaluate seven programs, or 14.9 percent.

Exhibit 9.4 displays the programs listed by high school principals on the survey.

Exhibit 9.4

High School Programs Millard Public Schools March 2007

Program	Type of Program	Description	Evaluation
A Better Future for Today	3	A student group sponsored by a counselor to educate students on acceptance of differences	Yearly
Academic Letter Night	10	Students recognized for academic achievement	Building evaluation
Bullying and Harassment Prevention Training	3	Training for ninth graders to provide a supportive learning environment	Student and parent survey
Career/College Day	8	Students visit colleges, do job shadows, or listen to career speakers	Building evaluation
College Planning Nights	10	Presentations for students and parents on the college selection process	Building evaluation
Directed Guided Study	5	After school three hour intervention to help students improve grades	Student progress each three-week grading period
Dual Enrollment	11	Students receive both high school and college credit for approved courses	Yearly
Evening Library	6	Extended library hours for students to access books and computers	Yearly
Fast Start	11	A partnership with local colleges to get students on an early college prep track; speakers and summer course on learning strategies	Yearly
Guided Study Hall	5	Students are assigned to work with a teacher and small group of students to focus on work completion	Student progress each three-week grading period
Honors Night	10	Student recognized for academic achievement	Building evaluation
International Baccalaureate Diploma Programme	1	Rigorous curriculum with a different method of instruction	District evaluation
International Baccalaureate Middle Years Programme	1	Rigorous curriculum with a different method of instruction	District evaluation every two years
Lifeskills	3	Students self-assess yearly on their own life skills; life skills are part of the disciplinary process and also part of guidance, special education, and Family and Consumer Science courses	-
Middle to High School Transition Program	9	Activities for eighth graders to become familiar with high school facilities and staff.	Yearly

Exhibit 9.4 (continued)			
High School Programs			
Millard Public Schools			
March 2007			
Program	Type of Program	Description	Evaluation
Multicultural/Diversity Activities	3	Coordination of prejudice elimination workshop, Unitown, etc.	Yearly review
National Math Contest	2	Students can compare their performance with other students across nation	Standardized assessment
National Spanish, German, Latin, Japanese Contests	2	Students can compare their performance with other students across nation	Standardized assessment
New Frontier	5	An alternative school within a school educational setting to meet targeted ninth and tenth graders' needs	Yearly
Next Frontier	9	A support system to help New Frontier students transition back into mainstream setting. Students are assigned special advisors and also have monthly pull-out meetings	Yearly
Night School	5	Credit recovery program for students who failed a class	Yearly
Parent Coffees	10	Quarterly meetings with parents.	Yearly review
PAYBAC Speech Interview Fair	11	Partnerships with business and community to provide job skills	Yearly
Peer Mediation	9	Trained students help resolve conflicts and improve communication	Yearly
Red Cross Bloodmobile Drive	11	Blood Drive	Yearly review
Relay For Life	11	American Cancer Society	Yearly review
Student Ambassadors	9	Upper classmen help with the induction of new students	Yearly
Student Mentors	5	Juniors and Seniors mentor freshmen advisement groups	Yearly
Student Watch Team	5	Identification of students with academic difficulties; provide assistance, and bring parents into the plan	Building evaluation
Study Center	5	Content area teachers are available to help students with their work	Yearly
Teammates	9	At-risk students are matched with a mentor	Yearly
Technology Mini-Magnet and STARS Internship	11	A magnet with cutting edge technology curriculum, which focuses on career opportunities in the tech industry. Leads to an internship	Yearly
United Way Campaign	11	Fundraising for United Way	Yearly review

Exhibit 9.4 lists 33 programs at the high school level.

- Intervention and Linkage programs were the most frequently listed type of program, each comprising seven programs or 21.2 percent.
- Character Education programs comprised four of the programs, or 12.1 percent.
- No evaluation method other than “Yearly” was listed for 20 of the programs, or 60.6 percent.
- “Building evaluation” was listed for five programs, or 15.2 percent.

Exhibit 9.5 presents a distribution of programmatic efforts by program category.

Exhibit 9.5

Distribution of Programmatic Effort by Program Category Millard Public Schools March 2007

Program	Program Category	Elementary School		Middle School		High School		Totals	
		#	(%)	#	(%)	#	(%)	#	(%)
1	Curricular Resource	10	9.4	3	6.4	2	6.1	15	8.1
2	Supplemental	27	25.5	3	6.4	2	6.1	32	17.2
3	Character	10	9.4	5	10.6	4	12.1	19	10.2
4	Pull-out	1	.9	2	4.3	0	0	3	1.6
5	Intervention	5	4.7	9	19.1	6	21.2	21	11.3
6	Extracurricular	29	27.4	5	10.6	1	3	35	18.8
7	Motivational	6	5.7	8	17.0	0	0	14	7.5
8	Guidance	0	0	2	4.3	1	3	3	1.6
9	Counseling	4	3.8	5	10.6	5	15.2	14	7.5
10	Parent	9	8.5	3	6.4	4	12.1	16	8.6
11	Linkage	3	2.8	2	4.3	7	21.2	12	6.5
12	Other	2	1.9	0	0	0	0	2	1.1
Totals		106		47		33		186	

* Percentages are rounded.

Exhibit 9.5 indicates the following:

- K-12 administrators reported 186 different programs in total.
- Extracurricular programs comprised 18.8 percent of the programs district-wide.
- Supplemental programs comprised 17.2 percent of the programs district-wide.

The auditors made the following observations about programs in the Millard Public Schools:

- A large number of programs in addition to the district curriculum are offered district-wide and at all school levels.
- Many school-based programs are not evaluated.
- The most prevalent evaluation used at the school level is informal feedback or anecdotal feedback provided by student, teacher, or parent surveys.

During interviews with teachers, administrators, board members, and parents, the auditors heard many comments about programs in the Millard Public Schools. Many staff members commented about the large number of initiatives and programs offered. The following are sample comments:

- “Our theme seems to be ‘More Is Better.’”
- “It’s hard to implement four or five things at once and do them well.”
- “We need to be aware that it takes five to seven years to fully implement an initiative and follow through in the classroom.”
- “We have a tremendous number of initiatives and it’s hard to have the time to get them right.”
- “Every department wants to be top notch. So we have Developmental Assets, Infinite Campus, new curriculum, etc. Somewhere there needs to be control.”
- “We seldom take the time to see how the programs work together.”
- “If the district can afford it, we do it. We want to be on the cutting edge, but don’t think through ideas before we get into them.”
- “DuFours recommends not having too many initiatives while we are doing PLCs. I think the concern is that we’re not getting the highest quality.”
- “We need more attention to the things we are already doing.”
- “We need to step back and evaluate programs.”
- “It’s my feeling we lost some of the greatness because the peanut butter is spread too thin.”

Numerous concerns were expressed about the High Ability Learner (HAL) program. Representative comments included the following:

- “We could do a better job meeting the needs of HAL students.”
- “The HAL program is based on the luck of the draw whether it’s effective.”
- “Each elementary school does its own thing with HAL.”
- “The HAL program is piecemeal.”
- “It’s easy to let the HAL kids go by the wayside. They also deserve to learn something new every day.”
- “I have concerns about the HAL curriculum. It’s very worksheet driven.”
- “HAL training is nonexistent.”
- “The HAL program is almost an embarrassment to me. It’s not anywhere it should be.”
- “HAL is not delivered on a consistent basis.”
- “The HAL teachers are assigned by the point system, so there are a lot of differences between schools. My son has a .2 HAL teacher and not much effort is given.”

Technology Program

Computer technology, when used as a managerial and instructional tool, has great potential for enhancing curriculum and instructional processes and the administrative functions of school divisions. The introduction of technology into a school district requires changes in how division employees approach their daily work. In school buildings, the integration of technology into the instructional program as a teaching and learning tool requires rethinking what will be taught, what teachers will

need to do differently in the classroom, and how learning will be measured. Comprehensive planning to identify how students can maximize the use of technology as an instructional tool and how to effectively implement technological approaches can result in improved student performance and increased productivity.

In 1998 the planning of the district's technology program was rated against audit criteria to illustrate design components of an intervention that has likelihood of successful implementation. The planning for the technology program at that time partially met some of the audit criteria.

Current Status

The auditors reviewed board policies, the Strategic Plan, the district Technology Plan, School Improvement Plans, and related documents, visited schools and classrooms, and interviewed board members, teachers, building administrators, and central office staff to determine the status of technology planning and implementation in the Millard Public Schools.

The *Report on Technology (January 2004)* lists the purposes of technology in the district as: "1) Support student learning and achievement; and 2) Support the effective management of the district." The auditors found that much progress had been made toward these goals in the Millard Public Schools. Technology is infused throughout the action plans of the Strategic Plan to support the mission and goals of the district. As one individual commented during an interview, "It's (use of technology) the way we do business."

A bond issue was approved by voters in February 2005 that included \$20 million for technology improvements. All teachers were provided with laptops and training in the Infinite Campus student database. The increase in number of classroom computers and wireless laptop carts/mobile labs has resulted in the current student to computer ratio of 2.5 to 1. Improvements were also made to servers, switches, and other communication devices.

Technology is to be integrated into the curriculum as part of the curriculum development process. Assessment of district ELOs is underway and is being refined. The Technology Division works with the Educational Services Division to provide staff development and support at the district and building levels. The use of technology is a component of the Millard Instructional Model's "Practices That Promote Successful Learning" and the teacher appraisal system.

The following board policies articulate expectations for the use of technology

- *Board Policy 6110.1: Written Curriculum: Content Standards* lists the following Essential Learner Outcomes for technology:
 - Obtains information electronically and organizes it successfully.
 - Conveys information using technology.
 - Uses a variety of technological resources to solve problems.
- *Board Policy 6120.1: Written Curriculum – MEP Curriculum Planning* states the curriculum planning phases are to include an analysis of technology resources.
- *Board Policy 6200.1: Taught Curriculum: Instructional Delivery* states that technology resources are to support assessment of student learning. In addition, teachers are to use a variety of educational tools, including technology, to enhance professional practice.
- *Board Policy 7000: Technology General Policy Statement* states: "The district will pursue the use of technology to develop, improve and provide a comprehensive curriculum, an effective program of instruction, and the efficient administration of the district."

- *Board Policy 7305: Web Publishing* states that “the district and its schools will communicate using the World Wide Web to inform the public to advance the mission of the district.” All district web sites are to be used only for purposes related to district communications.
- *Board Policy 7305.1: Web Publishing* describes procedures relative to web publishing in the areas of accountability, privacy, business and community supporters, fundraising, and interactive usage.
- *Board Policy 7310: Internet Safety: Filtering* states that technology protection measures will be installed in order to ensure appropriate usage for students and adults.
- *Board Policy 10000.1: Site Based Planning and Shared Decision-Making* lists the following examples of technology decisions to be made at the district level:
 - Provide network operations.
 - Provide email.
 - Establish hardware and software standards.
 - Provide Help Desk and desktop support.
 - Facilitate donations approval.
 - Provide platform decisions.
 - Establish web page guidelines.
 - Develop technology standards for students and staff.
 - Provide Internet filtering.
 - Evaluate curriculum software.

The following are examples of technology-related decisions that are made at the school level:

- Provide for integrating technology into instruction.
- Develop technology staff development.
- Develop and maintain building web pages.
- Budget for hardware purchases with approval.
- Budget for curriculum software with approval.
- Assign technology initiator.
- Develop building technology action plans.

A Board of Education goal for 2006-07 is: “The Board will continually review and evaluate the technology needs of the district and pursue alternative funding resources to meet the needs.”

The auditors use five criteria to determine whether an intervention is designed in such a way that it has a likelihood of successful implementation. Exhibit 9.6 lists the criteria and the auditors’ ratings of the district’s approach in 1998 and in 2007.

Exhibit 9.6
Comparison of Technology Planning to Audit Intervention Criteria
Millard Public Schools
1998 and 2007

Intervention Criteria	Evident in 2007	Evident in 1998
1. The intervention relates to a documented district need, assessments of operational effectiveness, and allocation of resources.	Yes	P*
2. Documents exist to define the purpose of the program, why it addresses the system need, how it will impact student achievement, and plans for implementation.	Yes	No
3. A detailed process for implementing the program is provided including strong communication and staff development components.	Yes	No
4. Human, material, and fiscal resources needed are identified to initiate the program (short-term) and to sustain the program (long-term).	Yes	P
5. Formative feedback and summative evaluation criteria, tied to program goals, objectives, and expectations are identified.	P	No
P = partially evident		

The following is a discussion of what the auditors found regarding each criterion as it relates to technology program planning

Criterion 1: Establishment of Need

Board Policy 6110.1 states that the acquisition of technology skills is an Essential Learner Outcome of the educational program. Nebraska Academic Standards and Nebraska Technology Standards also include technology expectations for students. Board policies require technology integration into the curriculum and state that teachers are to use technology in instruction. Various technologies need to be in place to support the objectives and strategies of the Strategic Plan. Focus groups and self-assessments are conducted with staff members to determine continuing needs.

Criterion 2: Definition of Purpose, Direction, and Rationale

Several documents define the purposes of the program, future direction, and rationale. These include:

- Technology Plan FY 2007, submitted to the Nebraska Department of Education
- Technology Plan 2005-2010: Request for Bond Funding
- Reports On Technology – 2002, 2003, 2004
- Technology Summary: Bond Requests – January 2004
- Technology Bond Fund: Implementation Progress – January 2006
- Board Agenda Summary Sheet: Technology Projects Update – September 2006

Criterion 3: Implementation Process

The Technology Plan FY 2007 provides details about the implementation of new technology initiatives. The Director of Staff Development and the Technology Staff Developer coordinate district staff development training for certificated and classified staff and support building staff development. The following models of staff development are used: trainer-of-trainers model, direct instruction, project-oriented learning, and online courses. Last year there were 46 technology-related course offerings and 60 online learning accounts. A major focus was 96 Infinite Campus training offerings. Mandatory training was provided with the distribution of a laptop to every teacher.

The curriculum development process includes the assistance of technology facilitators as resources are identified to support new curriculum implementation. Technology usage is a component of the teacher evaluation system.

Criterion 4: Provision of Resources

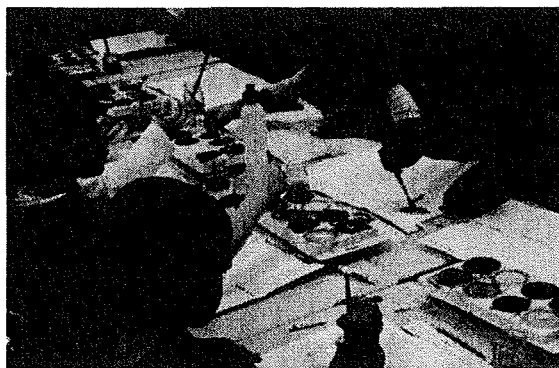
The district budget allocates funds for computer maintenance and purchases; desktop, school management, and network software; professional development; and other communication technologies. Each school has a technology budget as well as usage of district staff development opportunities and budget. Building points can be used to fund a technology specialist.

The Technology division includes the Assistant Superintendent for Technology, three K-12 Instructional Technology Facilitators, nine Technology Facilitators, a Systems Analyst, a Help Desk Specialist, five Network Support Specialists, two Pentamation Programmers/Support, and a Technology Staff Developer.

Criterion 5: Feedback and Evaluation

Focus groups, self-assessments, regular reports to the Board, and summative teacher evaluations provide feedback on technology implementation. The Technology Plan FY 2007 states that “comparative evaluations will examine whether or not the objectives, strategies and action plans, and the goals of specific telecommunications and information technologies are met. The Superintendent, Board of Education, District Planning Team, and the Technology Advisory Committee will review said data, documents, comparative evaluations, and make recommendations.” No document was presented that provided information about “comparative evaluations” or more specific evaluation procedures and criteria.

In summary, the Millard Public Schools has made a significant investment in technology. Board policy and district technology planning have been revised to include essential components needed to provide a consistent and coordinated approach to the use of technology in the teaching and learning process, in management functions, and in communication.



Rockwell Elementary students paint in art class.

Continuing Recommendation 9: Continue to align new programs and initiatives with board policies, strategic planning priorities, and the curriculum. Control the number of district and building initiatives implemented. Provide staff development, support, and follow through over several years to increase the likelihood of success.

The availability of innovative programs and initiatives has contributed to Millard's "cutting edge" reputation. The innovations/programs that have been implemented are aligned with the Strategic Plan and have the potential to powerfully impact teaching and learning. However, these initiatives require time, effort, training, personnel, and financial resources in order for staff to fully achieve program goals. The following are recommended:

- Prioritize and limit the number of initiatives introduced at the district and school levels each year.
 - Establish a district leadership level clearinghouse to prioritize and monitor the number of new programs and innovations developed to address the goals of the Strategic Plan.
 - Expect that school improvement teams consider district initiatives, new curriculum, and assessment requirements when adding additional school-based programs.
- Require systematic evaluation of both district level and school programs.
- Evaluate and revise the HAL program so as to provide a high quality, consistent educational program to meet the needs of gifted and talented students.
- Revise and update the Technology portion of *Board Policy 1000.1: Site Based Planning and Shared Decision Making* to reflect district level decisions that include assistance with the integration of technology into the curriculum and district level technology staff development.
- Establish measurable criteria for the evaluation of the technology program in terms of supporting teaching and learning and increased productivity in district operations.
- Continue to refine technological procedures to facilitate instructional decision making. Among the areas that need attention are the following:
 - Efficient access to the curriculum online
 - Assessment and data reporting of ELOs
 - Infinite Campus
 - Elementary report cards
- Assist teachers and administrators in the implementation of recent initiatives so these efforts are mutually supportive. For example, Professional Learning Communities can be used as a vehicle to promote articulation and coordination of the curriculum; make decisions on pacing, reteaching, etc. based on assessment data; and sharing ideas on differentiation of instruction.

V. SUMMARY

This report sets forth the findings and recommendations of a Post-Audit of the Millard Public Schools, a follow-up review of the audit originally conducted in 1997. CMSi conducted this Curriculum Management Post-Audit™ of the Millard Public Schools in accordance with general standards and principles of school district management audits and at the invitation of the Board of Education and Superintendent.

The purpose of the 2007 Curriculum Management Post-Audit™ was to provide feedback to the Millard Public Schools concerning the Curriculum Management Audit™ conducted in the district in December 1997. To accomplish this, the auditors assessed the progress made and the status of the district relative to the nine recommendations contained in the original audit report.

It is clear that the Board and staff have made substantial progress towards addressing the recommendations of the original audit report despite the distractions of pressing legislative issues, passing a bond referendum, and building new schools.

Board of Education policies have been greatly improved to provide direction and consistency for curriculum management efforts. Most policies have been reviewed or updated during the last five years. *Board Policy 10000.1: Site Based Planning and Shared Decision-Making* is exemplary in clearly defining curriculum management decisions that are to be made at the district level and those to be made at the school level.

A comprehensive curriculum management plan has been developed to unify curriculum development, implementation, and monitoring across the district. A seven-year curriculum development cycle has been established. However, a seamless Pre-K-12 curriculum has not yet been realized. Curriculum frameworks have been developed by K-5 groups and 6-12 groups. Curriculum guides lack information about what students have been taught previously and what students are expected to know as they advance through the system. MEP Facilitator and Elementary and Secondary Director positions are still structured Pre-K-5 and 6-12, hindering a Pre-K-12 perspective.

Recently, the administration and staff have renewed efforts to develop an articulated and coordinated Pre-K-12 curriculum and to increase consistency in the delivery of the educational program. This past year a K-12 math curriculum was developed, and plans are underway for a K-12 language arts adoption. Activities to ease transitions for students as they progress from elementary to middle school and high school have been implemented. Staff development on the delivery of the curriculum and the Millard Instructional Model and administrator monitoring/classroom walk-throughs has been conducted.

Less progress has been made in the design of the written curriculum. Most subjects and courses taught in the Millard Public Schools have corresponding written curriculum. However, the quality of the curriculum is still inadequate to provide teachers with sufficient information to plan instruction. District staff have developed Essential Learner Outcomes (ELOs) in some areas to measure student learning, but specific assessment information about the ELOs is absent in curriculum guides. Alignment cannot occur when curriculum documents lack specific examples of how the tests in use approach, define, and assess knowledge and skills. Curriculum guides also lack scope and sequence information and model lessons or specific examples of how to teach key concepts. The electronic system for accessing the written curriculum is cumbersome and is unlikely to be used consistently.

A comprehensive student and program assessment plan has not been developed to provide the foundation for making decisions about the effectiveness of curriculum design and delivery and of district programs. Programs are not consistently evaluated to see if they are producing the desired results. ELOs have been developed for some of the content areas, but many courses still lack formal assessments. At this time, a continuum of student performance information for curriculum management

decision making is not available. The majority of students have demonstrated proficiency on the ELOs. Student performance on the Nebraska Writing Test and SAT and ACT measures has improved each year. However, performance on the TerraNova nationally normed assessment has not consistently increased. The use of student assessment data in decision making has increased with the implementation of the Infinite Campus student information system and Professional Learning Communities.

Board policies have been developed to provide a framework for a comprehensive staff development program. District and school staff development efforts generally support the initiatives of the Strategic Plan and the design and delivery of the curriculum. A Director of Staff Development position has been established to coordinate the program. Continued needs include an evaluation system based on audit criteria, accountability for implementation of staff development, and follow through with monitoring staff development learnings in the classroom setting.

The district Strategic Plan reflects the Board's and administration's commitment to innovation, parent choice, and programs to support student needs. Board policies have been developed to provide direction for the design and implementation of innovations and new programs. New programs are approved only if they meet Strategic Plan goals and design criteria. Recent initiatives, such as Professional Learning Communities, the Millard Instructional Model, and ambitious technology efforts, have potential for powerfully impacting teaching and learning in the Millard Public Schools. However, the large number of initiatives that have been brought on at one time may hinder thorough implementation. These initiatives require time, effort, training, personnel, and financial resources in order for staff to fully achieve program goals.

Program-based budgeting was initiated in 2000. Board policy and a comprehensive budget document provide direction for the process. Currently, student performance and program evaluation data are generally not used in decisions about the budget. The staffing process, partially based on point allocations assigned to schools, attempts to consider school demographic factors, but is an area of confusion for some administrators and needs to be reviewed.

Overall, the auditors found that the Millard Public Schools has made substantial improvement and is well on their way towards meeting the stated objectives. The school district is noted for its innovative programs, quality staff, high student achievement scores, and attractive facilities. The students, staff members, and schools have been cited for numerous accomplishments and awards. Community members enjoy living in the area and have been supportive of the schools in terms of supporting bond issues and in donations of time, talent, and resources.

The stability and productive working relationships of the Board, Superintendent, administration and teaching staff have contributed to the substantial progress that has been made on the recommendations of the 1998 Curriculum Management Audit™. It is hoped that the recommendations of this Post-Audit report will provide the stimulus for these stakeholders to continue to work together to move the district to the next level in its pursuit of educational excellence.

VI. APPENDICES

Appendix A

List of Documents Reviewed

Acceleration Procedures Review Committee Report 2004/05
 ACT & SAT Results 2005-06, 2004-05, 2003-04, 2002-03
 ACT/SAT Prep
 Alternate Assessments
 Annual Financial Statements & Independent Auditors' Reports, 2003-2005
 Annual Report 2006
 Annual Reports – 2002, 2003, 2004, 2005, 2006
 Aptitude and Achievement Profiles 2005-06, 2003-04, 2002-03
 Assessment Accommodations
 Assessment Portfolio Reading 2003
 Assessment Program Brochure August 2006
 Assessment Results by Gender, Ethnicity, Meal Status, 2005-06, 2004-05
 Assessments 2006-07
 Assessments Schedule – 2006-07
 Audit Information 1998
 Below Age 5 Early Childhood Programs Status Report
 Blissfully Unaware Evaluation
 Board Members and Tenure
 Board of Education Policy Manual
 Building an Inclusive Community Evaluation
 Building Comprehensive Staff Development Plans
 Building Listings by: Special Ed Status, Title I Status, Free/Reduced Lunch Status, Gender, Ethnicity
 “Choose Millard’s Personalized Approach to Learning” Brochure
 Community Calendar 2006-07
 Choose Millard’s Personalized Approach to Learning” Brochure
 Community Calendar 2006-07
 Computer Science Framework
 Counts by Ethnicity - 2001-02 to 2005-06
 Counts by Gender – 2001-02 to 2005-06
 Counts by Meal Status – 2005-06

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Course Descriptions for Middle Schools and High Schools
Course Numbers
Cube Designer: ELO Assessments - Dec. 5, 2006
Curriculum Development and Management Plan – Fall 2001
Curriculum Handbook and District Policies/Rules for Parents
Curriculum Matrix
Curriculum Model
Curriculum Monitoring Guides – High School
Curriculum Monitoring Guides – Middle School
Curriculum Scope and Sequence for Students with Severe Disabilities
Curriculum Task Force Minutes
Demonstration of Proficiency
Differentiation Initiative Supporting Materials
District Assessment Portfolio for Reading/Speaking Standards - March 2007
District Beliefs
District Brochure 2006-07
District History
District Staff Development – Intranet Information 2005-06
District Staff Development Focus 2005-2007
District Statement of Audit Purpose
Doing Whatever It Takes to Increase Student Achievement” - 2006-07
Do’s and Don’ts – Security and Assessment Handling Guidelines
Early Literacy Intervention Manual
Elementary Curriculum Impact Log
Elementary Goal Setting
Elementary Multi-Categorical Curriculum
Elementary Staffing Allocation Plan 2006-07
Emergency Management Procedures Notebook
English Language Development Assessment (ELDA) District Summary Report (Spring 2006)
Enrichment Courses
Evaluation of High School Differentiation II Staff Development Initiative - 2004

Appendix A (continued)
List of Documents Reviewed

Evaluation of Millard Differentiation Staff Development Initiative – 2001
 Executive Summary: Survey Responses Regarding Professional Learning Communities
 Exiting Senior Surveys – Board Reports 2003-2006
 Fall Workshop Booklets 2006-07
 Fall Workshop Orientation Evaluation #2 – August 1-7, 2006
 Feedback from MPS Staff RE: New Concept of Building Staff Development
 Final Count of High-Ability Learners 2005-06
 Final Projections for 2006-07
 Five-Year Post Graduate Assessment Study – Wave II – Summary Report June 2005
 Focus Group Minutes
 General Obligation School Bonds, Series 2006
 Grade Level Meetings Minutes
 Guidelines for Grade Retention – January 22, 2004
 HAL Language Arts Notebooks – Grades 6, 7, and 8
 HAL Social Studies Middle School – Egypt Project, Gr. 7 Road Trip USA, Gr. 8 Project Matrix Teacher Guide
 Harcourt Grade 6 Language Arts Field Study – Board Report – 4/17/06
 High Ability Learner
 High School Essentials Curriculum Guides
 IB – PYP – Program Information and Update – October 2006
 IB – PYP Consultation Visit Report – October 10-11, 2006
 IB Program Evaluation, 11/7/05 Report to Board
 IB-MYP Mentor Visit Report
 IBO Letter regarding receipt of MYP application
 Infinite Campus Fall Diagnostic Cube User’s Guide 2006
 Internal Memoranda – Educational Services
 Job Descriptions
 K-12 Counseling Framework; K-5 Themes; K-5 Curriculum Guide
 K-12 Physical Ed Framework; K-12 Appendixes; Gr. 3 Fitness Components; K-2 Motor Assessment; Physical Education Gr. 3-5 Assessment; Physical Education K-5 Curriculum Guide

Appendix A (continued)
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K-5 S.M.A.R.T. Goals Lesson Plans & Student Book

K-5 General Music Framework: Music Phase I Curriculum: Evaluation for Materials: Correlation to K-5 Curriculum; K-5 Assessments; Beginning Strings Gr. 4/5; Beginning Band Gr. 5; K-5 Music Inventory

K-5 Gradebook Planning & Meeting Documents

K-5 Language Arts Framework; Phase I & II Activities; Field Study Proposal; Field Study Evaluation Forms; LA Tasks to Accomplish for Implementation; Staff Development Plan; Phase I Analysis & Key Issues; Staff Development Gr. 1; Inservice Guide

K-5 Math Framework, Phase I&II Steps 04-06; Math Field Study Proposal

K-5 Pacing Maps for Teachers

K-5 Science Framework; Accelerate Phase Plan; Field Study Proposal; Seminars; Science PowerPoint; Staff Development Plan

K-5 Social Studies Framework; American Citizenship State Law; K-5 Holiday Observances, PowerPoint

K-5 Visual Art Framework, K-5 Art Curriculum Lessons

IB – Diploma Programme

IB – MYP Application

Life Skills Self-Assessments 2006-07

MAC Cube Designer: ELO Assessments - Feb. 16, 2007

Materials Evaluation Form; NSTA Web

Media 6-12 Evaluation

Memo to Parents Interested in the Montessori Program

MEP Assignments

MEP Staff Plan

Middle School Alignment Report

Middle School Essentials Curriculum Guides

Millard Core Academy

Millard Core Academy Brochure

Millard Core Academy Elementary School Information Guide

Millard Core Academy Monthly Curriculum Sequence

Millard Instructional Model 5-1-06

Millard Public Schools Administrative Regulations on Intranet

Millard Public Schools Standards

Appendix A (continued)
List of Documents Reviewed

Millard Public Schools Summer Academy – Train the Trainers 6/6/06

Mission Statement

Montclair Montessori Program Student Profile 3-6

Montclair Montessori Program Student Profile 9-12

Montessori 1979-2005 PowerPoint

Montessori 6-9 Student Progress Form

Montessori Curriculum Alignment to Millard Enabling Objectives

Montessori Curriculum Guide and ELO Alignment

Montessori Pre-primary Program Family Handbook 2006-07

Montessori Program Brochure

Montessori Program Planning

Monthly Enrollment Reports 2005-06; 2006-07

MPS Activities Guidelines for High Schools 2006-07

MPS Administrator Professional Development FOCUS 2005-06

MPS Administrator Professional Development Needs Assessment 2006-07

MPS Foundation Memo re: Grants

MPS Staff Development Proposal 2005-2007

MPS Standards Notebook

Mutual Commitments and Expectations for Educational Services Staff

National Board for Professional Teaching Standards Supporting Materials

NCLB 2003-04, 2004-05, 2005-06, & 2006-07

Nebraska Standards Comparison with Millard Public Schools Standards

New Staff Induction Program New Mentor Training Evaluation

Non-Credit Mini Courses

North Central Association External Team Report – November 12-13, 2003

Office of Staff Development Exit Reports 2004-2006

One-Year Post-Graduate Assessment Study – Wave IV – Summary Report On-Line Registration Catalog 2006

Operations & Maintenance – Program Budgeting Description Form

Overview of Early Childhood Care and Education in Nebraska

Parameters for Building Staff Development Plans 2005-06

Appendix A (continued)
List of Documents Reviewed

Participation of English Language Learners in District Assessments
 Perkins GAN 06-07
 Personnel Report
 Portal PowerPoint
 Post Graduate Assessment Study – Wave II Tabular Results and Summary Report
 Post Graduate Assessment Study – Wave III – Summary Report June 2004
 Post Graduate Studies (Five Year) 2000, 2005
 Post Graduate Studies (One Year) 2002, 2004, 2006
 Preliminary Projections for 2006-07
 Preliminary Projections for 2007-08
 Primary Title I Program Guide – Fall 2004
 Principal Curriculum Meetings Minutes
 Principal Program Surveys
 Productive Approaches for Teaching and Learning – Secondary Differentiation Training
 Professional Development Evaluations:
 Program Budgeting Process 2006-07
 Pupil Services Year End Report 2005-06
 R.E.A.D. Manual
 Reorganization of Initiators
 Report Card PowerPoint
 Reteaching Evaluation 05-06, 7/10/06 Report to Board
 Reteaching Program Evaluation, 11/21/05 Report to Board
 Safety and Security Procedures Template
 Scholastic Read 180 Field Study – Board Report – 8/21/06
 School Faculty Handbooks
 School Improvement Plans 2000-01 to 2005-06
 School Safety and Security Plans
 School Within a School (Montessori PowerPoint)
 Secondary Curriculum Handbooks
 Secondary Frameworks & Curriculum Guides
 Secondary Staffing

Appendix A (continued)
List of Documents Reviewed

Secondary Vertical Alignment Curriculum Overview – High School
Secondary Vertical Alignment Curriculum Overview – Middle School
Seven Year Curriculum/Program Cycle – Pre-K-12
Shifting Paradigms in Staff Development 5/24/05
Sodexo Quarterly Review – October-December 2006
Special Education On-Site File Review & Compliance Monitoring – Nov. 2002
Staff Development Booklets 1/15/07; 1/17/05
Staff Development Newsletters 8/04-11/06
Standard Facilities Guidelines: Elementary, Middle School, High School
State Funded Special Programs for Fiscal Year Ending August 31, 2006
State of Nebraska School District Budget Form 2005-06; 2004-05; 2003-04
State of the Schools Report Nebraska Depart. of Education – 2004-05; 2005-06
Statistical Profile 2006
Strategic Plan 2004
Strategic Plan Update – October 13, 2006 Minutes
Strategic Planning Update Data Book – January 26-27, 2006
Summer Academy Evaluation
Superintendents and Tenure
Superintendent Goals
Survey on Kindergarten: MLK Day
Survey Responses Regarding Professional Learning Communities
Table of Organization
Table of Specifications for all Elementary Assessments
Tables of Specifications – Elementary, Middle, High School
Teacher Evaluation Professional Growth Cycle
Teacher Evaluation Professional Growth Cycle Supplemental Form Information
Technology Plan 2007
Technology Summer Bond Requests 1/3/04
Technology User's Manual – August 2006
TerraNova Multiple Assessments and TCS/2 – August 2006
Textbook Listings – Elementary, Middle, High School 2006-07

Appendix A (continued)
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Textbook/Instructional Resource Adoption Procedures (Holly)
Title 92 – NDE – Chapt. 4 – Textbook Loans to Children Enrolled in Private Schools
Title I GAN and Plan 06-074
Title I/Parent Pay Pre-K Program Teacher Guide 2005-06
Two-Year Post Graduate Assessment Study – Study Wave Comparisons June 2004
Update on IB PYP
Use of Data and Information Technology to Improve Student Achievement
WEB HAL Seminar Information and Brochure
Welcome to Kindergarten – Spring
Welcome to Montessori Pre-primary Curriculum Night PowerPoint
Welcome to the Millard Core Academy Brochure
Willa Cather Elementary – K-5 Elementary Program Brochure
World Language Survey
Grade 5 to 6 Correlation; K-5 Larson (Tech); Math 5-6 Alignment
6-12 MEP Manual w/CD
6-12. MEP Vertical Team Plan
6-7-8 Study Skills
6-7-8 Writing Class
Gr. 6 HAL Science - Contract for Independent Study Gr. 7 HAL Science – Earth Science Project
Gr. 8 HAL Science – Environmental Science Project

Appendix B

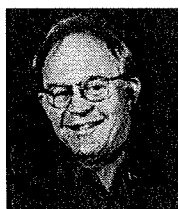
Auditors' Biographical Data



Judy Birmingham, Lead Auditor

Dr. Judy Birmingham is an educational consultant with a diverse background in public school education. She was formerly the Associate Superintendent for Instructional Services with the Anoka-Hennepin School District in Minneapolis, Minnesota. She served as an area superintendent for elementary, middle, and high schools and supervised the departments of curriculum and instruction, student assessment, professional development, special education, student services, vocational, and federal programs. She has also served as an elementary principal, classroom teacher, and special educator.

She received her doctorate in educational administration from the University of Minnesota. She has worked and led many curriculum audits since receiving her audit training in Chicago in 1993. She is also a trainer for Curriculum Management Systems, Inc.



Gene Johnson, Auditor

Dr. Gene Johnson is currently the Associate Superintendent for Secondary Administration in the Shawnee Mission School District in the metropolitan Kansas City area. Previously he served as Associate Superintendent for Educational Services, Director of Elementary Programs, and an elementary school principal in Shawnee Mission. He also served as a teacher and building administrator in the Topeka Public Schools and North Topeka School Districts. Dr. Johnson received his B.A. degree from Yankton College, South Dakota; his M.A. degree from Washburn University in Topeka, Kansas; and his Ed.D. degree in educational policy and administration from the University of Kansas.

Dr. Johnson's experiences include extensive work in effective instruction, school improvement, and system planning. He is a past member of the Kansas Advisory Council for School Accreditation. He is a certified walk-through trainer, has participated in PDK trainings for Indiana school corporations, and serves as a lead auditor for Curriculum Management Systems, Inc. Dr. Johnson has participated in Curriculum Management Audits in 13 states. He received his Curriculum Management Audit™ training in Vail, Colorado, in 1994. He also serves as a trainer for Curriculum Management Systems, Inc.

Appendix B (continued)
Auditors' Biographical Data



Holly J. Kaptain, Auditor

Holly J. Kaptain is a research assistant with the National K-12 Foreign Language Resource Center at Iowa State University in dual language and two-way immersion programming. She also coordinates teacher and administrator training in effective instruction for dual language programs, and consults with districts regarding ESL and curriculum competence programs. Ms. Kaptain also consults in the areas of curriculum evaluation and design and effective instructional strategies. She is a CMSi (Curriculum Management Systems, Inc.) licensed trainer in deep curriculum alignment and has participated in 20 audits in 10 different states since 1996. She is the former director of the Johnston Spanish Academy in Johnston, Iowa, and was named Iowa Foreign Language Teacher of the Year in 1998. Ms. Kaptain has taught foreign languages to pre-kindergarten through adult students, and advanced algebra and calculus to secondary students. Ms. Kaptain graduated from St. Olaf College in Minnesota and completed Curriculum Management Audit™ training in St. Paul, Minnesota, in July 1996. She is a Ph.D. candidate in educational administration at Iowa State University, and completed advanced audit training in July 1998, as well as June 2001.

Ms. Kaptain has provided curriculum design presentations at regional and national conferences, and is a member of Phi Delta Kappa, the National Association for Bilingual Education, American Council of Teachers of Foreign Languages, as well as several other honor and professional organizations.



Steve Kolb, Auditor

Steve Kolb is the Assistant Superintendent for Curriculum and Instruction at Andrews Independent School District in Andrews, Texas. This is his 24th year as an educator in Texas. He has served as an athletic director, assistant principal, principal, and assistant superintendent for 11 years and was a secondary instructor for 13 years. He currently supervises the departments of curriculum and instruction, student assessment, professional development, special education, gifted and talented, and federal programs.

Mr. Kolb received his undergraduate degree from Texas Christian University in 1983, and his master's degree in education from Texas Tech University in 1989. He is a licensed trainer of the following programs: 1) Coping with High Stakes Testing: Maximizing Student Achievement with the Power of Deep Curriculum Alignment; 2) Taking the Mystery Out of High Stakes Tests: Examining Tests, and Textbooks/Resources; 3) A Baker's Dozen: Raising Student Test Scores. He received his audit training in Austin and San Angelo, Texas, and Tucson, Arizona.

AGENDA SUMMARY SHEET

AGENDA ITEM: Discussion of HS #4

MEETING DATE: August 27, 2007

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Discussion of HS #4 – A discussion of the administrations recommendation to return to the original plan (and budget) for the construction of the new secondary school facility near 184th and Harrison Streets.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: See the attached memo.

OPTIONS AND ALTERNATIVES: See the attached memo.

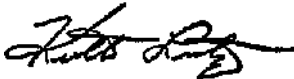
RECOMMENDATION: (Discussion only at this meeting.)

STRATEGIC PLAN REFERENCE: n/a


IMPLICATIONS OF ADOPTION/REJECTION: See the attached memo.

TIMELINE: n/a

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

MEMORANDUM

To: K. Lutz
 Re: Alternative School – Non-Traditional School – Career Center/Academy
 From: K. Fossen
 Date: August 22, 2007 

Introduction

The purpose of this memo is: (1) to provide a brief chronology of events related to the facility at 184th & Harrison Streets (i.e., Alternative School, Non-Traditional High School, Career Center/Academy¹); (2) to provide an administrative recommendation regarding the project; and (3) to discuss the funding for such project.

Chronology of Events

On December 13, 2004, the Board of Education considered the possibility of conducting a bond issue for a number of construction projects. One of the proposed projects was an “Alternative School.” This proposed new building was to replace the current Millard Learning Center (MLC). Part of the impetus for including the alternative school proposal was an existing agreement between the District and the Fire Marshal that the District would seek to replace the MLC with any future bond issue construction (in lieu of the Fire Marshal ordering substantially renovations at the MLC to address code related issues).

The cost estimates for the new Alternative School were completed by The Schemmer Associates (TSA). The cost estimates were based upon an enrollment of 400 students in standard classrooms. The costs also included 200 stalls for student parking.

On December 20, 2004, the proposed projects were approved (with cost estimates included) and the board voted to conduct a \$78 million bond issue election on February 15, 2005. (Attachment #1 – the Agenda Summary Sheet and relevant pages from Ed Rockwell’s budget summary sheet and the architect’s summary information)

Subsequent to the December 20th board meeting, the District (and its volunteers) began presenting information sessions to the public. It is interesting to note that the “alternative school” language was not used in the presentations. Rather, the language morphed into a “non-traditional high school” (Attachment #2 – the Bond Issue Background Information shared with those conducting public information sessions) or “small high school to serve non-traditional learners” (Attachment #3 – an informational brochure presented to the public). Additionally, the presentations stated that the enrollment for this new school was

¹ There were also plans, at various times, to incorporate into the Career Academy a “garden level” to house a new technology center or an “alternative school.”

going to be “400-600 students” (Attachment #4 – a PowerPoint slide used in public presentations).² Still further, the slides did not directly mention the replacement of the MLC, rather, the presentation slide referred to “Millard’s oldest building” and stated that it would be “replaced.”

The voters of the District approved the bond issuance election on February 15, 2005. The designs for various projects on the bond issue construction list commenced shortly thereafter. The actual design discussions related to the Alternative High School (a/k/a Non-Traditional High School) did not get into full swing until 2006 and 2007. By that time, “Career Academy” and “Vocational Programs” surfaced and found their way into the design discussions.

In the fall of 2006, as the design work proceeded, the District formed groups that visited various programs throughout the nation. Also, a district-wide group of administrators, teachers, academics, business leaders, and community members met on December 19, 2006 to discuss the possible curricular programs that could be offered at the “New School.” Subsequent to that meeting, a program report (195 pages) was presented to the Board on January 15, 2007. Then, in February and March of 2007 a community survey was conducted with regard to the new school programs.

As a result of the above efforts, in April of 2007, it was finally decided that the school should be designed to meet the needs of three institutes (i.e., the institute of health and human services, the institute of business management, and the institute of engineering, science and technology). These institutes, in turn, would provide curricular offerings for twelve academies (i.e., the medical arts academy, the culinary arts & hospitality academy, the education academy, the criminal justice academy, the digital media & communications academy, the finance & insurance academy, the entrepreneurship academy, the business management academy, the pre-engineering academy, the biotechnology academy, the TDWL³ academy, and the digital infrastructure academy.) Additionally, it was decided that the facility should be designed to serve “up to 900 students” per day in multiple sessions. (Attachment #5 – a brochure explaining the program at “Millard’s New School”)

It should also be noted that by this time the “alternative school” concept had taken a secondary role as evidenced by the statement (in Attachment #5):

Q: Will the new school replace the Millard Learning Center, our current alternative school?

A: While we hope that the new school will be a key to motivating some of our at risk students, we realize that it will not fill the needs of all of our

² I don’t have any documentation to support the reason for the change in enrollment. However, I think this came about when there was a discussion about having evening sessions in addition to day sessions. By having multiple sessions, the District could accommodate more students in the same facility.

³ TDWL stands for transportation, distribution, warehousing, and logistics.

students. An alternative site will probably be designed to meet the needs of students who are not successful in our comprehensive schools or this new school.”

On May 21, 2007, the architects presented to the board their (the architect’s) first conceptual draft of what the new Career Center might look like. At the June 18, 2007 board meeting, Don Mohlman reported that the projected cost of the new Career Center was substantially more than was budgeted for the Alternative School and would likely “consume” the contingency fund.⁴

During the summer of 2007, academy program details and equipment needs were identified and shared with the architects. As the construction committee continued to work with the architect, it became quite apparent that the design requirements (including raised floors, special lighting, specialized equipment, etc.) of the proposed “Career Academy” far exceeded the original budget established for an “Alternative School.” As a result, the architect and the committee attempted to reduce the facility’s size, aesthetics, quality, etc. in order to reduce the cost without abandoning the new “career academy concept.” During the cost-cutting exercises, it became apparent that the exercise was not going to be successful. (Attachment #6 – MRI/BCDM’s spreadsheet comparing the original alternative school budget with the new career academy costs).⁵

In about the same time frame as the above work, the Board of Education developed the superintendent’s goals for the 2007-2008. In light of the above, “Goal 4” was of particular interest:

Goal 4 – The Superintendent will review the current Alternative Middle School, High School and New Frontier programs and redesign and/or develop a comprehensive Alternative Program for Grades 6-12 and also determine the future needs of this type of program and develop a framework for its implementation including curriculum and facility requirements.

Thus, in a period of about three years, the discussions regarding this new facility traveled a full 360 degrees. In December of 2004, the original proposal was to build a new alternative school to replace the Millard Learning Center. That proposal (through input from various sources) went through a metamorphosis (or two) from 2005-2007 to become an educational facility housing three career institutes and twelve academies. Today, in August of 2007, we are back to the original discussions and are recommending returning to the alternative school proposal (see “Recommendation” below).

⁴ The contingency fund in the context of the bond projects is frequently referred to as the “Phase IV Money.”

⁵ The spreadsheet reflects cost estimates after the building size was reduced and the plans for a “garden level” for either a technology center or an alternative school were eliminated. The spreadsheet also reflects an increase in costs associated with an opening date in 2010 rather than 2008 as originally planned.

Recommendation

In light of the above facts, the construction committee and the administration have had lengthy discussions about how to resolve the conflict between the “Career Academy” expectations in the community and the original “Alternative School” budget established for the project.

After these discussions, it is our recommendation that the District return to its original proposal (and budget) and focus on designing an Alternative School to replace the Millard Learning Center.⁶

In making our recommendation, we hasten to add that we appreciate all of the efforts that have gone into the proposed Career Academies. Through the District’s Strategic Plan (more specifically, AP 8-4 and AP 8-5), the District intends to create Career Academies and other educational opportunities in its three high schools (and outside the District).

In returning to the original proposal from December of 2004, we plan to “restart” the design work⁷ and will direct the architects to “design to the budget.”⁸ Since we are starting over, we will be unable to get the site grading done this fall. This will delay the completion date. We were hoping for a completion date in August of 2009, but that date will not be achievable now. The new date will most likely be August of 2010.

Funding

In general, when we look for funding to cover construction costs, we look to four sources:

1. The bond fund budget for the project,
2. The contingency remaining in the bond fund,
3. The interest realized on the investment of bond proceeds (less arbitrage payments), and
4. The special building fund.

⁶ Additionally, the Educational Services Division will be making an effort to address some of the academy programs within the walls of the District’s three existing high schools.

⁷ It should be noted that the design work will be more complex and take more time if the neighboring developer decides not to proceed with his development. This would leave the District as the developer and we would be responsible for acquiring all regulatory approvals (starting with the platting process) and building all required infrastructure (including roads, sewers, utilities, etc.). [Note: This would be similar to the project at Reagan Elementary where the District became the “developer.”]

⁸ Thus far, the architects have been directed to design a building the meets the criteria requested by the District. They have done this quite well and we have been pleased with their product. The issue, however, has been that the criteria developed by the District required a facility that exceeded the original scope and budget for the project.

The costs associated with the construction of the Alternative School were, of course, included in the original budget, so the necessary bond funds are available for the project. And, again, since the architects will be directed to design to the budget, these funds should be sufficient for the Alternative School.⁹

The one category of expenses that is not included in the bond budget is site development expense.¹⁰ In the past, we have paid for the site development costs (e.g., grading, erosion control, off-site sanitary and storm sewers, etc.) out of the special building fund.¹¹ In this case, however, we plan to pay for the site development costs out of the interest earned on the bond issue proceeds.

The reason we do not plan on paying for site development costs out of the special building fund is that we are becoming over-extended in our demands on the building fund. We have already committed the building fund to pay for such items as the lease-purchase payments on Reeder Elementary, the construction of an addition to Wheeler Elementary, the lease payments to CSMI for staff space and warehouse space, the lease for the young adult program (YAP), the usual \$3 million for summer projects, the installation of equipment related to the Edulog system, the multiple unexpected projects (e.g., mold issues, boiler failures, fire alarm system failures, HVAC unit failures, etc.) that come up during the year, etc. In fact, our building fund commitments for FYE08 already exceed the proceeds from the 10¢ levy proposed for the fund. Therefore, we will be eating into the carryover balance from the preceding year.

Before leaving the topic of site development, we need to report that the soil borings results were received last week. Soil borings are done once the footprint of the building is known so that the borings can focus on the critical areas of the site (e.g., building foundations). The results were received last week. They indicated two issues that will need to be addressed. One issue involves the water table. The other is the expansive soils (“fat clays”). Neither of these issues is anticipated to be “show stoppers,¹²” but additional borings will be conducted once the new building footprint is known.

⁹ Since the project will not be completed in 2008 as originally planned (in Dec. 2004), there will be cost increases due to inflation. However, at the same time, the District has had these funds invested. As a result, the income received from these investments (less arbitrage) can be used to offset the increase in construction costs due to inflation.

¹⁰ Actually, there is a second area that is not included in the bond issue budget. That is the cost of the textbook, test tube, microscopes, chemicals, library books, flags, etc. to equip the building. These costs have been taken from the special building fund in the past. We are planning on doing the same with this facility.

¹¹ The reason a bond budget is not established for each project is that the site for the project is generally not known until after the bond issue election. Since the site is not known, a good estimate of the costs is difficult. Since we have always had a building fund levy raising money for capital projects, we have elected to pay for the site development costs out of that fund rather than increasing the asking in the bond issue. Either way, we taxpayers pay for the costs.

¹² However, these issues will, in all likelihood, result in increases in the cost of site development.

With regard to the water table (Attachment #7 – Thiele Geotech’s graphic indicating the relative positions of the original building elevation, the water table elevation, and the “fat clays” elevation), it is high on the northern part of the site. It does, however, taper off toward the southern part of the site.¹³ The initial plan for the site called for a substantial removal of soil on the site. The soil was to be moved to the adjacent property being developed by another owner. Now, with the higher water table, any building on our site will likely need to be at a higher elevation. As a result, less soil will be available to move to the adjoining developer’s site. This could cause the neighboring development to be abandoned (because the developer needs the school’s excess soil to raise his site out of the flood plain). If that should occur, the District would not be able to share some of the site development expenses as originally planned.

With regard to the “fat clays,” the District will need to remove some of this and replace it with other soils. The “fat clays” are not good for building foundations since they expand more than other soils and, thus, could cause excessive heaving or cracking in the buildings or the parking lots.

Before concluding (and for informational purposes) we would like to note that the uncommitted funds available from the four funding sources noted above are as follows:

- | | | |
|------------------------------------|----------------|------------------------|
| 1. Alternative School Construction | \$ 6.9 million | (\$ 8.5 Total Budget) |
| 2. Bond Fund Contingency | \$ 3.0 million | (a/k/a Phase IV Money) |
| 3. Bond Interest Income | \$ 3.9 million | (After Arbitrage) |
| 4. Special Building Fund | \$ 0.0 million | (Due to Commitments) |

In light of the above, the District could commit all of its available resources to the new Career Academy project, however, we are recommending against this option. We have other projects (e.g., support services facilities,¹⁴ additions to buildings,¹⁵ expiring facility leases,¹⁶ etc.) that will need to compete for these funds in the near future.

¹³ Since the water table is lower on the southern part of the site, it may be advantageous to move the building further in that direction.

¹⁴ As the District grew, the Support Services Center did not. As a result, the District has outgrown its facilities at 13906 F Street. The District has been working with a real estate agent to find larger facilities near the center of District. If such facilities are found, the only source available for the purchase would be the special building fund. Currently, there is no money budgeted for this purpose.

¹⁵ We have designs for building additions to Reagan Elementary and Reeder Elementary “in the can on the shelf.” If growth is experienced in these attendance areas, we will be prepared to bid the projects in short order.

¹⁶ The lease at CSMI for technology, psychologists, and facilitators will be expiring in 2012 (assuming we exercise all lease extensions). We will likely not be able to renew this lease and will need to find facilities for these individuals. We also have warehouse space at CSMI. We will also need to find other warehouse space when this lease expires.

Summary

In summary, we are recommending that the District return to its original plan to construct an alternative school to replace the MLC and that such project be designed to meet the original budget. We are further recommending that the site development costs be paid for out of the interest raised on the investment of the bond proceeds.

AGENDA SUMMARY SHEET

AGENDA ITEM: Bond Election

MEETING DATE: December 20, 2004

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Bond Election -- The adoption of a resolution calling for a \$78 million bond issue election in February, 2005.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: The District has been considering a bond issue election for 2005. Information related to the items that would be funded by a \$78 million bond issue is contained in a packet under separate cover.

The resolution required to commence the bond issue process is attached and needs to be adopted at the board meeting.

If the bond issue is approved, the property tax increase would be slightly less than 3 cents (and would decrease in later years).

OPTIONS AND ALTERNATIVES: n/a

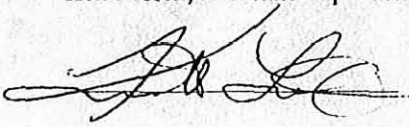
RECOMMENDATION: It is recommended that approval be given to the resolution calling for a bond issue election on February 15, 2005 for \$78 million as submitted.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

Attachment #1
Page 1 of 3

2005 Bond - Estimated Project Budget																			Revised 12-13-04			
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T			
District's Preliminary Cost Estimate	Site - Project	Notes	Completion Schedule	A/E Firm	A/E's Const. Cost Estimate	A/E Fee Estimate	Const. Manager Fee Estimate	HVAC Cmsngng Fee Estimate	Printing Postage Publishing	Survey Geo-tech All Testing Special Insp	Regulatory Fees and Asmnts.	Haz-Mat Testing & Abatement	Owner-provided Equipment	Furnishings	Computers Phones Copiers Fax	Other	Total Project Cost	Remarks				
20.0 M	Technology		2009														20,000,000					
7.0 M	Elementary 24 (F Street)	62,846 SF	2007	TSA	6,583,747	300,000	131,675	20,140	15,000	50,350	62,324	0	37,917	265,000	384,000	0	7,850,153	site adapt existing design				
7.0 M	Elementary 25 (Giles Rd)	60,000 SF	2008	TSA	6,474,000	517,920	129,480	20,710	17,000	51,775	64,088	0	38,990	272,500	395,670	0	7,982,133	new design				
7.0 M	Alternative School (400)	60,000 SF	2008	TSA	6,900,000	552,000	138,000	22,080	17,000	55,192	68,317	0	46,779	327,000	545,000	0	8,671,368	new design				
1.8 M	Ackerman Remodel	Phased	2006 & 2007	TSA	2,423,635	218,127	48,473	7,766	15,000	19,416	24,033	35,000	14,621	0	85,020	0	2,891,091	design for renovation				
.44 M	Land for Elem 24 (10A)		2005													4500	445,800	site study - feasibility				
.44 M	Land for Elem 25 (10A)	Estimated at 44,118 per acre	2005													4500	445,800	site study - feasibility				
.66 M	Land for Alt School (15A)		2006													6500	668,270	site study - feasibility				
2.21 M	Land for New HS (50A)		2006													10,000	2,215,900	site study - feasibility				
4.0 M	Millard North HS	NHS Totals	2007	DLR	4,242,500	380,000	84,850	13,152	15,000	35,000	24,486	15,000	24,606	105,678	0	0	4,940,272					
	Café / Classroom addition	17,000 SF	2007		2,577,500													new design				
	Restroom renovations	20 Rooms	2007		940,000													design for renovation				
	Nalatorium/locker renovation	pool	2007		187,500													design for renovation				
	FCS (foods/sewing) reno	2 Rooms	2007		135,000													design for renovation				
	Auditorium renovation		2007		402,500													design for renovation				
	Light renovation (\$10-15 SF)	none included			0													design for renovation				
4.0 M	Millard South HS	SHS Totals	2007	DLR	3,386,000	304,000	67,720	10,497	15,000	35,000	14,393	75,000	19,639	62,115	0	0	3,989,304					
	Science lab renovation	3 Rooms	2007		433,500													design for renovation				
	Replace East Lot Paving		2007		637,000													design for renovation				
	FCS (foods only) renovation	1 Room	2007		78,000													design for renovation				
	Widen 100-200 interior stairs	1 Set	2007		150,000													design for renovation				
	Art room 230 renovation	1 Room	2007		66,000													design for renovation				
	Fitness / locker room addition	13,000 SF	2007		1,515,000													new design				
	200 Special restroom reno	vanity room	2007		18,500													design for renovation				
	Restroom renovations	10 Rooms	2007		470,000													design for renovation				
	SpEd office renovations	3 spaces	2007		18,000													design for renovation				
	Light renovation (\$10-15 SF)	none included			0													design for renovation				
3.0 M	Millard West HS			BCDM																		
	Addition	44,800 SF	2007		4,861,475	389,000	97,230	15,070	15,000	36,947	46,184	0	28,197	199,320	384,057	0	6,072,480	new design for addition				
2.0 M	Boadle MS	master plan		BCDM																		
	Addition (adds 3rd team)	23,100 SF	2006		2,521,365	201,700	50,427	7,816	12,000	19,162	23,953	0	14,624	103,376	199,188	0	3,153,611	new design for addition				
60.05 M	sub-total district const cost estimate																69,326,242					
5.8 M	sub-total district fees & cntngcy estimate																2,167,618					
65.85 M	total district project cost estimate																71,493,860					
	sub-total architect's estimates of new construction		31,433,087	x Contingency @ 5%	1,571,654																	
	sub-total of architect's estimates of renovation		5,959,635	x Contingency @ 10%	595,964																	
				Total contingency	2,167,618																	

Attachment #1
Page 2 of 3

Millard Public Schools
 2005 Bond Referendum Planning
 The Schemmer Associates Inc.
 December 8, 2004 Draft
 (For review and comment by MPS)

Elementary School #24

Assumptions:

1. Site adapt MPS #23 to 10 acre sloped site near 198th & "F" St.
- 2. School to open fall of 2007.
3. Square footage is 62,846. Two story building. Three units.
4. MPS #23 construction cost (2003) \$6,206,800.
 - a. Original Contract \$6,051,800
 - b. Anticipated C.O.'s \$80,000
 - c. Site preparation costs (McArdle/GDR) \$75,000 (estimate).
5. MPS #23 cost per square foot equals \$98.76.
6. Assume 2 years of cost escalation @ 3% per year = \$104.76/SF

Anticipated cost estimate for MPS #24 is \$6,583,747.

Anticipated A/E fees including "enhanced" contract administration are \$300,000 (4.5%).

Anticipated printing, postage and publishing costs are \$15,000.

Elementary School #25

Assumptions:

1. New single story design on 10 acre site near 168th & Giles.
2. School to open fall of 2008.
3. Square footage assumed to be 60,000. Have assumed less square footage than MPS #24 due to efficiency of single-story plan. Three units.
4. Utilize same cost per square foot as MPS #24 with an addition year of escalation @ 3%. Assumed cost per square foot is \$107.90.

Anticipated cost estimate for MPS #25 is \$6,474,000.

Anticipated A/E fees including "enhanced" contract administration are \$517,920 (8%).

Anticipated printing, postage and publishing costs are \$17,000.

Alternative High School

Assumptions:

1. New building on 15 acre site.
2. School to open fall of 2008.
3. Assumed 400 students (grades 9 - 12) @ 150 SF / student = 60,000 SF.
4. Building would include some basic lab space, small multi-purpose room / cafeteria, fitness room, lecture hall for approximately 125 students, satellite kitchen and parking for approximately 200 students. Have not included athletic fields or competition gymnasium.
5. Due to the additional site area, parking requirements, basic lab space, lecture hall and cost escalation, have assumed \$115 / SF construction cost.

Anticipated cost estimate for Alternative High School is \$6,900,000.

Anticipated A/E fees including "enhanced" contract administration are \$552,000 (8%).

Anticipated printing postage and publishing costs are \$17,000.

Ackerman Elementary Renovation

Assumptions:

1. Basic goal is to modify the floor plan to create enclosed classrooms opening onto a corridor. Also included is heavy renovation of the HVAC system.
2. Not included are any significant exterior (building or site) modifications.
3. Due to the magnitude of anticipated work, the project may need to be phased over two consecutive summers. Assume summers of 2006 & 2007.
4. Have assumed three levels of renovation and associated costs.
 - a. Light renovation - \$15/SF: New architectural finishes; carpet, paint, countertops and minor ceiling work.
 - b. Medium renovation - \$35/SF: All included in "light renovation" plus technology upgrades (classroom power and computer cabling) moderate mechanical upgrades and new lighting.
 - c. Heavy renovation - \$55/SF: Extensive interior renovation (gut & rebuild), including partitions, finishes, mechanical and electrical upgrades.
5. Have assumed that Ackerman will need 10,526 SF of "light" renovation, 7853 SF of "Medium" renovation and 36,198 SF of "Heavy" renovation.

Anticipated cost estimate for Ackerman Elementary Renovation is \$2,423,635.

Anticipated A/E fees including "enhanced" contract administration are \$218,127 (9%).

Anticipated printing postage and publishing costs are \$15,000.

Bond Issue 2005 Background Information

Date of Election (Why Febr. 15?)

- Needs are urgent. Enrollment growth (last 2 years and future years) requires new neighborhood schools. Reeder will open almost full this August. The February election will allow us to utilize the spring construction season to get priority projects underway. The longer we wait, the higher the costs for construction.
- The stand-alone election will cost about \$80,000 as opposed to about \$28,000 if we had waited for the city election in May. Law dictates that bond elections be held the first Tuesday after the second Monday (this does not coincide with the city's primary election in April but does coincide with the city's general election in May). However, going in May would cause us to lose the construction season, delaying projects by one year.

Special Election Information

- The Election Commissioner will use the same polling places as the last election (November), with the exception of a few sites with the smallest number of voters.
- The Election Commissioner will mail a postcard announcing the date of the election and the polling sites.
- The Election Commissioner predicts a small turnout – between 10-15%.

Demographic Information

- The average home in Millard is valued at \$172,000.
- 62% of Millard households have no kids in school.
- Millard has successfully passed 12 bond issues; the last one (1997) passed by 52%.

Enrollment Trends

- Enrollment started to take off in 1999.
- Increases have been over 400 students, each of the last two years.
- Projections predict continued enrollment growth.
- Total projected enrollment growth is between 6,500 – 7,500 new students by the time the district is completely developed (approximately 10-15 years from now).

Room Utilization (Aren't schools in the east part of the district under capacity?)

- A study presented to the school board in Oct., 2004 showed only 3 rooms district-wide not in use at the elementary level.
- Special Education, Preschool, and English Language Learner programs have been placed in classrooms in the schools with lower enrollment.
- North Middle, which has the lowest enrollment of the middle schools, has only 1 room not used all day. A total of 14 rooms are used part-time and 2 are computer checkout labs. A magnet program (International Baccalaureate) will be located at North Middle to draw more students.

Option Enrollment

- State law requires school districts to take students from other districts if there is room. Currently 7 Millard schools are closed to options. Millard currently has a net gain of 900 students. If the bond issue fails, option enrollment may be shut off.

Alternatives to Bond Issue (what if it fails)

- We will consider all options, and the school board will decide how to proceed. Among the options that could be considered:
 - Bus students to existing schools; the cost of each bus route is about \$36,000 per year.
 - Increase class sizes; busing students to existing schools would require an increase to present class sizes.
 - Split schedules in high schools; morning and afternoon shifts could accommodate growing numbers of students.
 - Year-round school; placing students/staff in different schedules (same amount of days but at different times of the year) could increase schools' capacity by over 25%.

What will it cost? (levy information)

- FYE 05 \$1.30. FYE 09 \$1.27
- FYE 06 \$1.32 FYE 10 \$1.26
- FYE 07 \$1.32 FYE 11 \$1.25
- FYE 08 \$1.28 FYE 12 \$1.24
- The levy falls because we pay off old bonds and the district valuation continues to increase at about 5% per year.

New schools and land

- Land has been purchased for the school at 168th & Giles.
- Land is being sought in the general vicinity of 198th & F. This school likely will be built first because development is strongest in this area.
- We don't have a location yet for the 15 acres needed for a nontraditional high school.
- The nontraditional high school will replace the Millard Learning Center that is housed in Millard's original school (Central Elementary) on Millard Ave. The building is 75-years-old and has fire code issues and asbestos, which requires us to vacate the facility or pay for expensive remodeling.
- What do we mean by non-traditional high school? The plan is being developed. The school will be the size of an average elementary and will serve 400-600 students. It will serve about 100 juniors and seniors who currently attend the Millard Learning Center (our alternative program). It also will serve 300-500 students who want a smaller learning environment. We will offer some sort of magnet program, possibly vocational. Students might go through an application process for admission and attendance rules would be enforced. The school would not have athletic facilities or teams. We are looking to partner with post-secondary institutions such as Metro Community College, ITT, UNO or others.
- We don't have a location yet for the 50 acres needed for a comprehensive high school. The bond issue does not include building that school. The school might not

Attachment #2
Page 2 of 2

be needed for 5-10 years, but undeveloped land is getting harder to find and land costs keep rising, so the thought is to buy it now before the price becomes prohibitive.

- We are estimating land prices at \$45,000 per acre.

Renovations/Additions

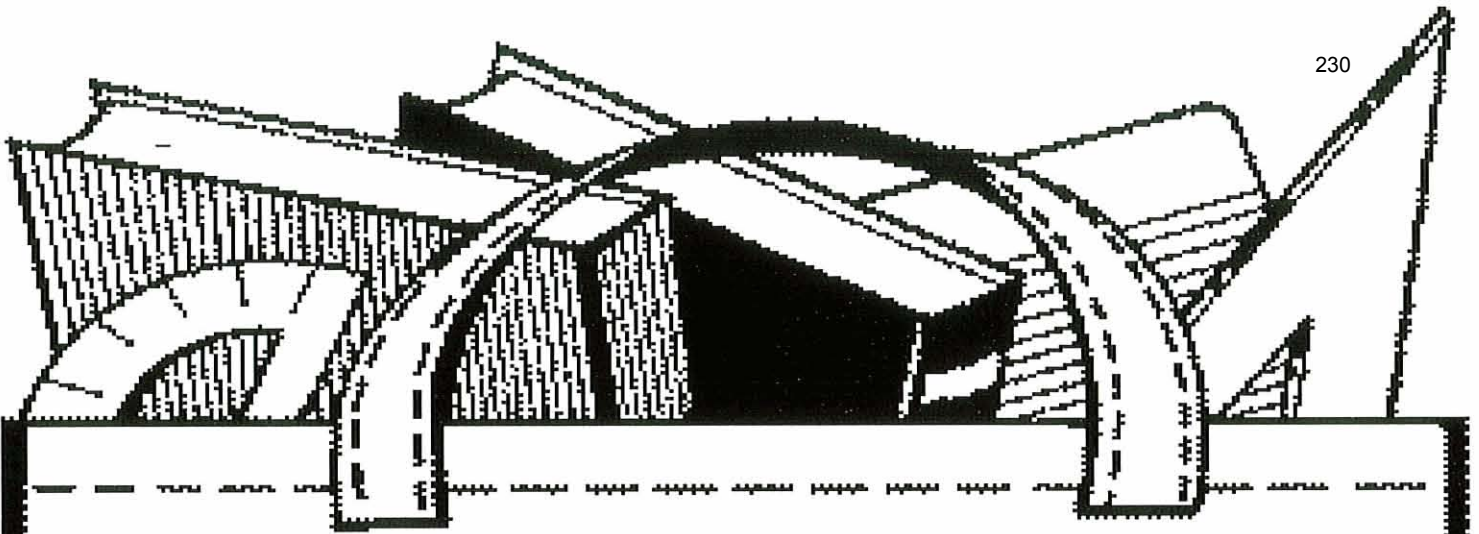
- When will a particular project begin? A construction manager will be hired to develop a project schedule. Some projects will begin immediately. The most urgent needs include: purchasing land and starting work on a new elementary school; the 3 high schools; Ackerman; and Buell Stadium.
- Will renovation disrupt classrooms? When possible, work will be scheduled in the summer. Several projects (MWHS, MNHS, MSHS, Beadle) involve additions, which should not be too disruptive.

Buell Stadium

- Artificial turf at Buell Stadium is estimated to save about \$36,000 a year through lower maintenance costs and conservation of water.
- How frequently is the field used at Buell Stadium? 15 regular season football games plus play-offs and 15 performances of the marching bands. Artificial turf will allow expanded use for band competitions and soccer matches.
- Most metro schools have artificial turf including: Omaha Central, North & Benson; Ralston; Westside (3 fields); Papillion; Bellevue (plans to install one within 5 years).

Technology

- Funding of technology would be spread over five years (or longer).
- What is the definition of obsolescence? Can't run the educational software and/or is no longer repairable.
- 30% of computers are obsolete = 1,500 computers.
- What will my school get?
 - 3 computers per elementary classroom / 2 computers per secondary classroom;
 - 2 mobile laptop labs per elementary / 4 per middle school / 6 per high school (mobile lab is a cart with 30 wireless computers, a wireless access point, a laser printer and a projection system)
- Current computer ratio is 4-1 (students to computers) – if the bond issue passes, it will be 2.5 to 1.



Millard to ask voters to approve bond issue on February 15

Why now?

Millard's enrollment has grown by 1,000 students over the last two years. New home construction is the reason for the enrollment growth. About 5,000 lots currently are available for new homes. About 1,700 acres remain to be developed so enrollment increases are likely to continue into the future. It has been eight years since the last bond issue – the longest Millard has gone without asking voters to build more schools.

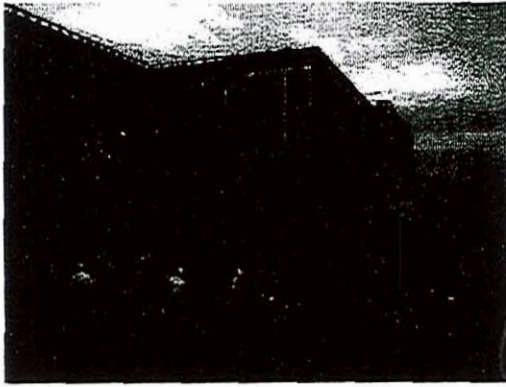
What will it cost?

Voters will be asked to approve \$78 million in bonds, which will cost the average taxpayer about \$50 a year (based on a home valued at \$172,000).

How will the money be used?

- **Three new schools** – two elementary schools and a small high school to serve non-traditional learners.
- **Technology** – every school will receive new computers. About 30% of our computers are obsolete. Improvements also will be made to servers, switches and other devices that allow students and teachers to use the internet and communicate to the rest of the world.
- **Additions/renovations to all three high schools**
 - Millard West will receive 19 additional classrooms and music space to allow the school to serve 2,300 students (currently the capacity is 1,800).
 - Millard South will receive renovations to classrooms that were not updated in the last bond issue. Narrow stairways will be widened for safety reasons. New locker rooms will be added. Old restrooms will be remodeled.
 - Millard North will receive additional cafeteria space. Renovations will be made to classrooms that were not updated in the last bond issue. Old restrooms will be remodeled.
- **Addition to Beadle Middle School** – 12 additional classrooms will serve growing numbers of students.
- **Remodel Ackerman Elementary School** – Ackerman was one of the few schools that was not remodeled during the last bond issue and needs renovations to accommodate recent enrollment growth.
- **Land for the three new schools** -- Land also would be purchased so that a future high school could be built if needed.

New Schools



- ◆ Two elementary schools (\$15.8 million) will serve growing neighborhoods.
- ◆ The schools will be located near 168th & Giles and 198th & F.
- ◆ A small non-traditional high school (\$8.6 million) will serve 400-600 students (Millard's oldest building will be replaced).

Advisory Committees:

THE NEW SCHOOL INSTITUTE FOR HEALTH AND HUMAN SERVICES

Cindy Alloway, Alegent Health, Lakeside Clinic
Dani Eveloff, Recruitment Coordinator UNMC
Jane Franklin, MCC Dean Social Sciences
Kandace Gentry, Douglas County Probation
Daryl Hansen, MCC Dean of Business
Paul Kulik, LaBuvette Wine and Grocery
Diane Meyer, Director, Suburban Schools Program
Stacy Ocander, MCC Dean, Health Careers
Brian O'Malley, Instructor of Culinary Arts, MCC
Carol Russell, Medical Technologist
Dr. William Schlictemeier, M.D.
Brooke Wiseman-Dowse, UNO College of Education

THE NEW SCHOOL INSTITUTE OF BUSINESS AND MANAGEMENT

Wendy Boyer, Greater Omaha Chamber of Commerce
Daryl Hansen, MCC Dean of Business
Randy VanWagoner, MCC, Vice President, Learning & Academic Affairs
Heather Nelson, MCC and Future Force
Barb Wall, DialAmerica Marketing, Inc
Tom Wilkinson, Heritage Financial Services

THE NEW SCHOOL INSTITUTE FOR ENGINEERING, SCIENCE, & TECHNOLOGY

Becky Golden, Kiewit Construction
Sarah Hanson, Werner Enterprises
Ali Hesham, Dean, UNO Peter Kiewit Institute
Brad Morrison, MCC Dean of Math and Natural Sciences
Bill Owen, MCC Dean Applied Technology
Tom Pensabene, MCC Dean Information Technology
Chris Polenz, Werner Enterprises
Erika Volker, Greater Omaha Chamber of Commerce
Jim Vyhlidal, Tri-V Manufacturing

“Our society is absolutely dependent upon our students having a quality education throughout their K-12 years and most especially during the high school years. It is the high school years that form the connections for the next steps that students take when they leave our public schools. A successful high school experience insures a successful transition to continued learning, entrance into the world of work, and becoming a contributing member to our society for all students.”

Doug Christensen,
NE Commissioner of Education, September 2003

“A promising trend is emerging around the country. Educators and communities are redefining the American high school and creating dynamic learning environments designed to prepare all student for success in today’s world. . . . The challenge is great. But so are the possibilities.”

High Schools for the New Millennium:
Imagine the Possibilities
Bill and Melinda Gates Foundation

“Integrating 21st century skills into K-12 education empowers students to learn and achieve at the level necessary to succeed in this century. Education will become both more invigorating and relevant when it reflects the realities and challenges of contemporary life.”

John Wilson,
Executive Director of the National Education Association

For information contact:

Dr. Keith Lutz
715-8208

kelutz@mpsomaha.org

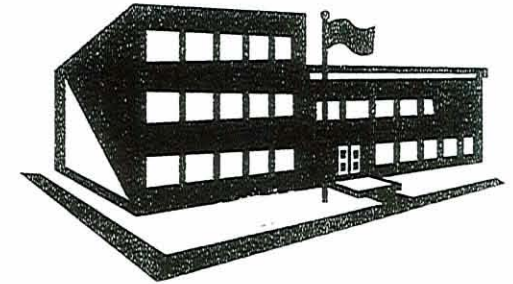
Dr. Martha Bruckner
715-8301

mbruckner@mpsomaha.org



**Introducing²³²
Millard Public Schools'**

New School



As Millard educators design a “new school” concept, the district is experiencing the energy and vitality that occurs when a talented team of individuals from a public school district team with representatives of the local community college, a well-respected statewide university, and leaders of the community’s business and industry sectors to envision how we can all work together to prepare for the best future possible for our students.

Our dream is that Millard’s “New School” will be comprised of three institutes:

**Health and Human Services
Business and Management**

Engineering, Science and Technology

The institutes will organize twelve academies bound by a common intent: to prepare and inspire students to learn new curriculum in new ways as they prepare for their place in the world.

Above all, the new school will help us meet our District mission of guaranteeing that its students will learn the academic and life skills necessary for personal success and responsible citizenship in a global society.

Attached
Page 1 of 2

Frequently Asked Questions about Millard's New School

Q: What are the academies that will be involved in the new school?

A: Planning is continuing, and it is hoped that the specific academies will change over time to match changing needs in society. The initial list includes the following academies.

THE NEW SCHOOL INSTITUTE OF HEALTH AND HUMAN SERVICES

Medical Academy
Culinary Arts & Hospitality Academy
Education Academy
Criminal Justice

THE NEW SCHOOL INSTITUTE OF BUSINESS AND MANAGEMENT

Digital Media & Communications Academy
Finance and Insurance Academy
Entrepreneurship Academy
Business Management Academy

THE NEW SCHOOL INSTITUTE OF ENGINEERING, SCIENCE, AND TECHNOLOGY

Pre-Engineering Academy
Biotechnology Academy
TDWL Academy (*including transportation, distribution, warehousing, and logistics*)
Digital Infrastructure Academy

Q: How were the institutes and academies chosen?

A: Multiple teams of Millard educators traveled to sites across the country and learned from them. In December, representatives from MPS, UNO, Metropolitan Community College, the Nebraska Department of Education, and the Greater Omaha Chamber of Commerce met to review employment needs for this area. The academies will be changed in the future to react to changing needs. In an April, 2007 survey of Millard residents, more than 66% of students and 80% of parents indicated interest in these career paths.

Q: When is the new school scheduled to open?

A: The new school will tentatively open in Fall, 2009. The exact date will be contingent on timing for designing and bidding the project, and completing the actual construction.

Q: What will be the schedule at the school?

A: Most students will attend the school for half-day sessions. These students will attend their home school during the other half of the day. Some students may be able to attend the school for the entire day if they have the interest in special classes or numerous academies.

Q: What students will be able to attend the new school?

A: The school is designed to hold 450 students in any half day, so up to 900 students may attend in a day. The school will initially be opened for juniors and seniors who are enrolled in Millard's three comprehensive high schools. If there is room for additional students, some sophomores will be able to attend.

Q: Where will the new school be located?

A: 183rd and Harrison Streets

Q: How will students get from their home schools to the new school?

A: Shuttle busses will run from the three high schools to the new school various times throughout the day. In addition, students will be able to drive to the new school as long as there is adequate parking.

Q: Will there be any other institutions that may use the new school facilities?

A: Discussion is underway with representatives of Metropolitan Community College and the University of Nebraska at Omaha. There is hope that these agencies will be involved in offering classes in the afternoons and evenings. Additional partnerships are being investigated at this time.

Q: Will the new school replace the Millard Learning Center, our current alternative school?

A: While we hope that the new school will be a key to motivating some of our at risk students, we realize that it will not fill the needs of all of our students. An alternative site will probably be designed to meet the needs of students who are not successful in our comprehensive schools or this new school.

Q: How will students be chosen for this school?

A: Students will make application for this school. If the requests for the school are higher than spaces available, seniors will be given first priority, juniors will be given second priority, etc.

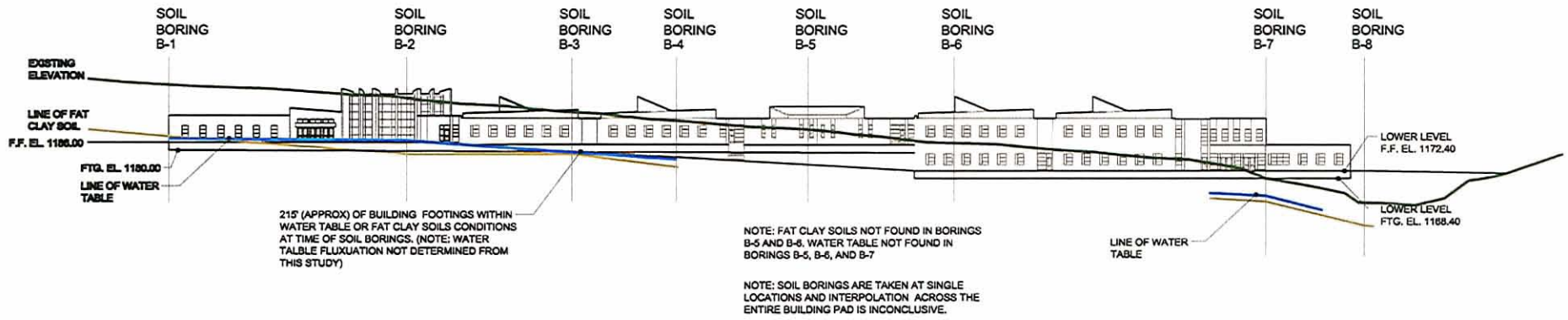
Millard Public Schools

District Career Academy		Original Bond Issue Budget	Revised Program Budget	
		Alternative HS	Career Academy	Bond Issue Difference
Students/Staff		400/35	450/40	
SF		60,000	60,422	
Parking Spaces		200	480	
Land Purchase		661,770	661,770	-
Land Development				
Grading / Erosion Control		-	566,041	566,041
Paving		-	159,446	159,446
Water		-	62,151	62,151
Sanitary Sewer		-	21,836	21,836
Storm Sewer		-	114,947	114,947
Sewer Connection Fee		-	TBD	TBD
City Plan Check Fee		-	930	930
Street Right-of-Way		-	41,000	41,000
Miscellaneous		6,500	6,500	-
SUBTOTAL LAND DEVELOPMENT		6,500	972,851	966,351
SUBTOTAL LAND PURCHASE / DEVELOPMENT		668,270	1,634,621	966,351
Building Cost Estimate				
Site Improvements				
Grading		-	134,626	134,626
Paving (parking; walks; etc.)		-	976,800	976,800
Utilities		-	372,855	372,855
Amenities		-	91,997	91,997
Landscaping		-	118,241	118,241
Building (Conventional Constr)		6,900,000	7,548,249	648,249
Inflation 2009	3.6% Based upon ENR index		332,740	332,740
SUBTOTAL BUILDING COST		6,900,000	9,575,508	2,675,508
A/E Fee		552,000	836,741	284,741
PM Fee		123,000	213,642	90,642
HVAC Commissioning Fee		21,390	25,668	4,278
Printing / Postage / Publishing		17,000	20,400	3,400
Survey / Geotechnical / All Testing and Inspections		52,440	62,928	10,488
Regulatory Fees and Assessments		65,550	78,660	13,110
Owner Provided Equipment		40,020	48,024	8,004
Furnishings		282,900	339,480	56,580
Computers / Phones / Copiers / Fax		483,000	1,261,000	778,000
Other		-	-	-
SUBTOTAL OTHER COSTS		1,637,300	2,886,543	1,249,243
TOTAL PROJECT COSTS		9,205,570	14,096,671	4,891,101
Upgrades (flexibility)				
Raised Floor	\$9.50 sf	-	517,230	517,230
Intelligent Lighting	\$1.50 sf	-	75,000	75,000
Direct/Indirect Lights	\$1.00 sf	-	49,500	49,500
Portable Partitions	\$160.00 lf	-	110,352	110,352
Rail Mounted Casework	\$175.00 lf	-	131,670	131,670
SUBTOTAL UPGRADES COSTS		-	883,752	883,752
TOTAL PROJECT COSTS w/ Upgrades		9,205,570	14,980,423	5,774,853
Inflation				
2010	3.6%		539,295	539,295
		9,205,570	15,519,719	6,314,149

** Note: Additional grading costs may be incurred for the Career Academy if the Lower Level is not constructed on this site.

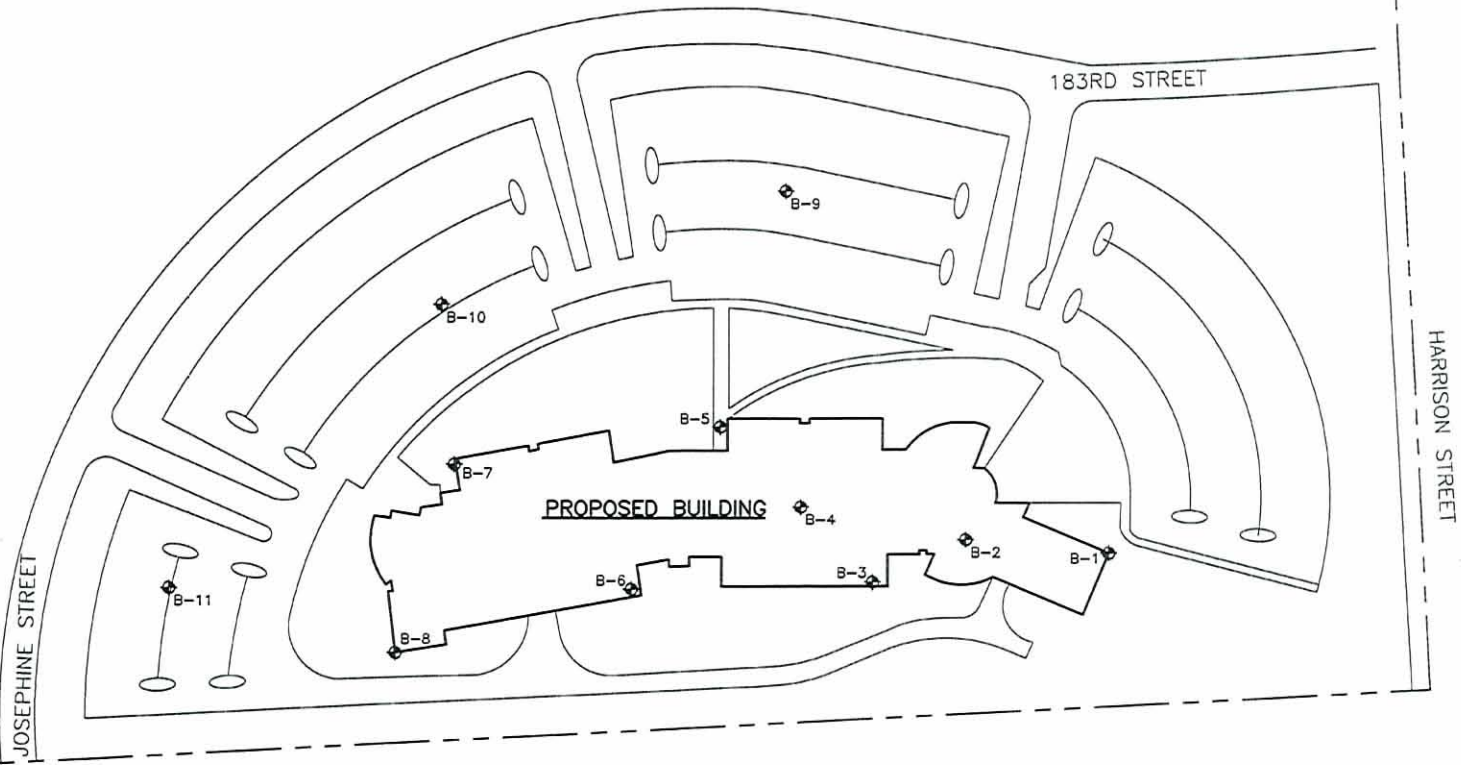
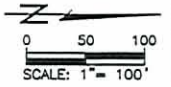
*** Note: Costs are approximate.

Attachment #6
Page 1 of 1



BUILDING CROSS SECTION RELATIONSHIP TO SOIL BORINGS

Attachment #7
Page 1 of 2



LEGEND
 ◆ BORING LOCATION



PROJECT
 MPS NEW HIGH SCHOOL
 183RD & HARRISON ST.
 OMAHA, NEBRASKA
 JOB # 07408.00 DATE: 8/13/07

Attachment #7
 page 2 of 2

BORING LOCATION PLAN

