

Administrative Comparability

District	State	Total FTE	Tchg FTE	Adm FTE
Albuquerque Public Schools	NM	13,304	49.2%	5%
Austin Independent School District	TX	11,323	52%	4.9%
Denver County School District 1	CO	9,226	47.2%	4.3%
Jefferson County School District R-1	CO	10,778	46%	3.8%
Milwaukee School District	WI	10,861	47.5%	3.7%
Averages		11,098	48.40%	4.30%
□ Lee County School District	FL	9,469	53.2%	3.2%
Tucson Unified School District 1	AZ	6,141	42.1%	2.5%
Mesa Unified School District	AZ	7,600	49.4%	2%
Long Beach Unified School District	CA	8,466	47.4%	1.9%
Fresno Unified School District	CA	7,320	53.6%	1.9%



Standard 2: Frames of Curriculum Evaluation

1. **Minimal Guide Components and Specificity**
 - Scope and quality
 - Objectives, assessment, prerequisites, resources, strategies
2. **Connectivity and Predictability**
 - Congruence with state and federal curricula and assessment
3. **Equity (Bias: ethnic, age, gender, etc.)**
4. **Objective Complexity and Developmental Level**
5. **Best Instructional Practices**
6. **Authenticity (content and context)**
7. **Multi-disciplinary and/or Integration (if in place)**

Standard 2 Findings

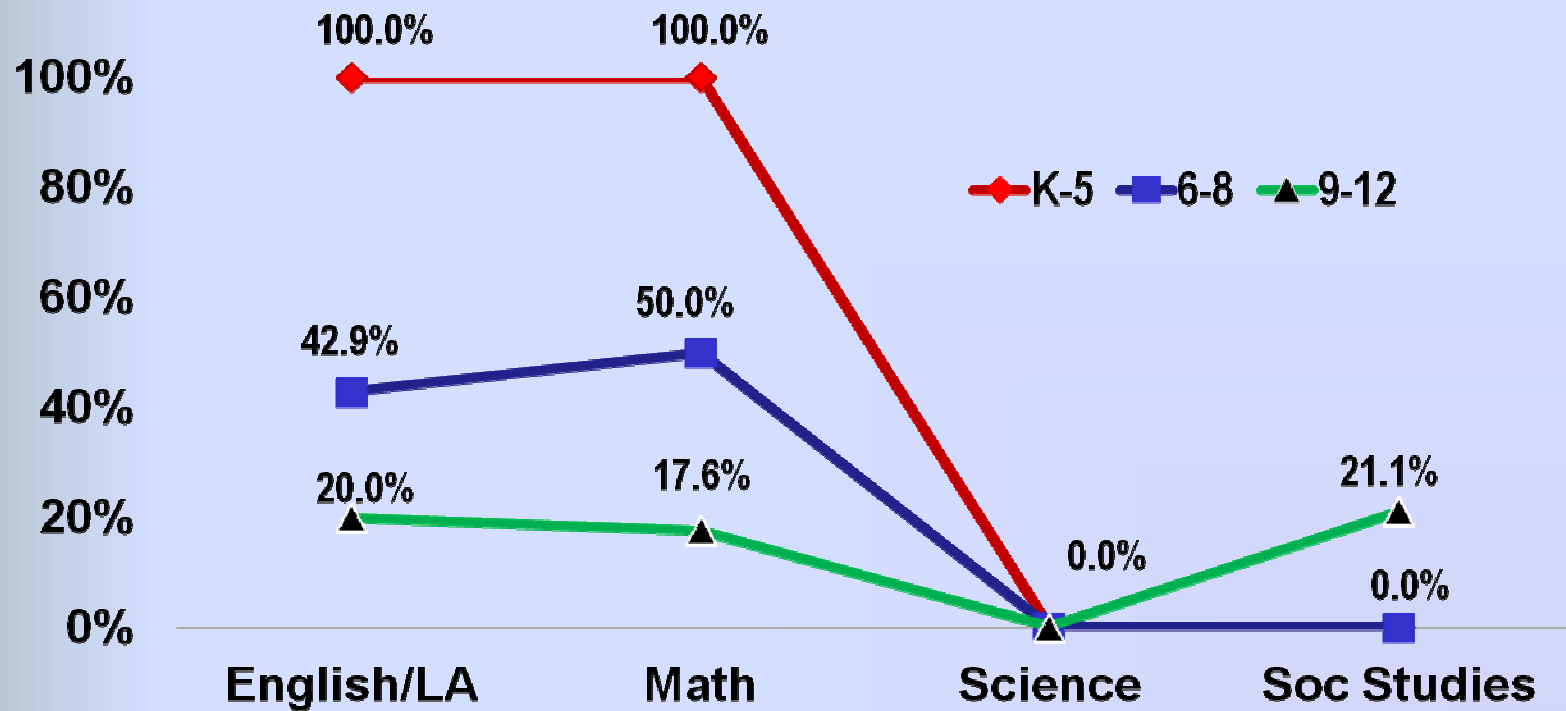
- Curriculum management planning inadequate
- Curriculum scope is inadequate to guide classroom instruction in core and other areas
- Curriculum quality is inadequate for effective teaching and learning
- Curriculum complexity and benchmark assessment items are inadequate for College and Career Readiness Standards, K-12 (PP 63-105)

Curriculum Components

DISTRICT LEVEL (TIGHTLY HELD – SYSTEM STANDARD)	SCHOOL/CLASSROOM LEVEL (LOOSELY HELD – VARIABLE)
Ends (Curriculum and Assessment)	Means (Instruction and Programs)
<ul style="list-style-type: none">• Mission and goals• Standards and priorities• Curriculum outcomes, student expectations and objectives• Assessment: aligned to curriculum, criterion based, benchmark, formative, and diagnostic use	<ul style="list-style-type: none">• Differentiation of student expectations and objectives• Processes, procedures• Instructional strategies and methods• Resources, textbooks, etc.• Programs (e.g. SuccessMaker, etc.)• Groupings (within classroom)• Staffing and configurations• Informal diagnostic assessments

Curriculum Scope K-12

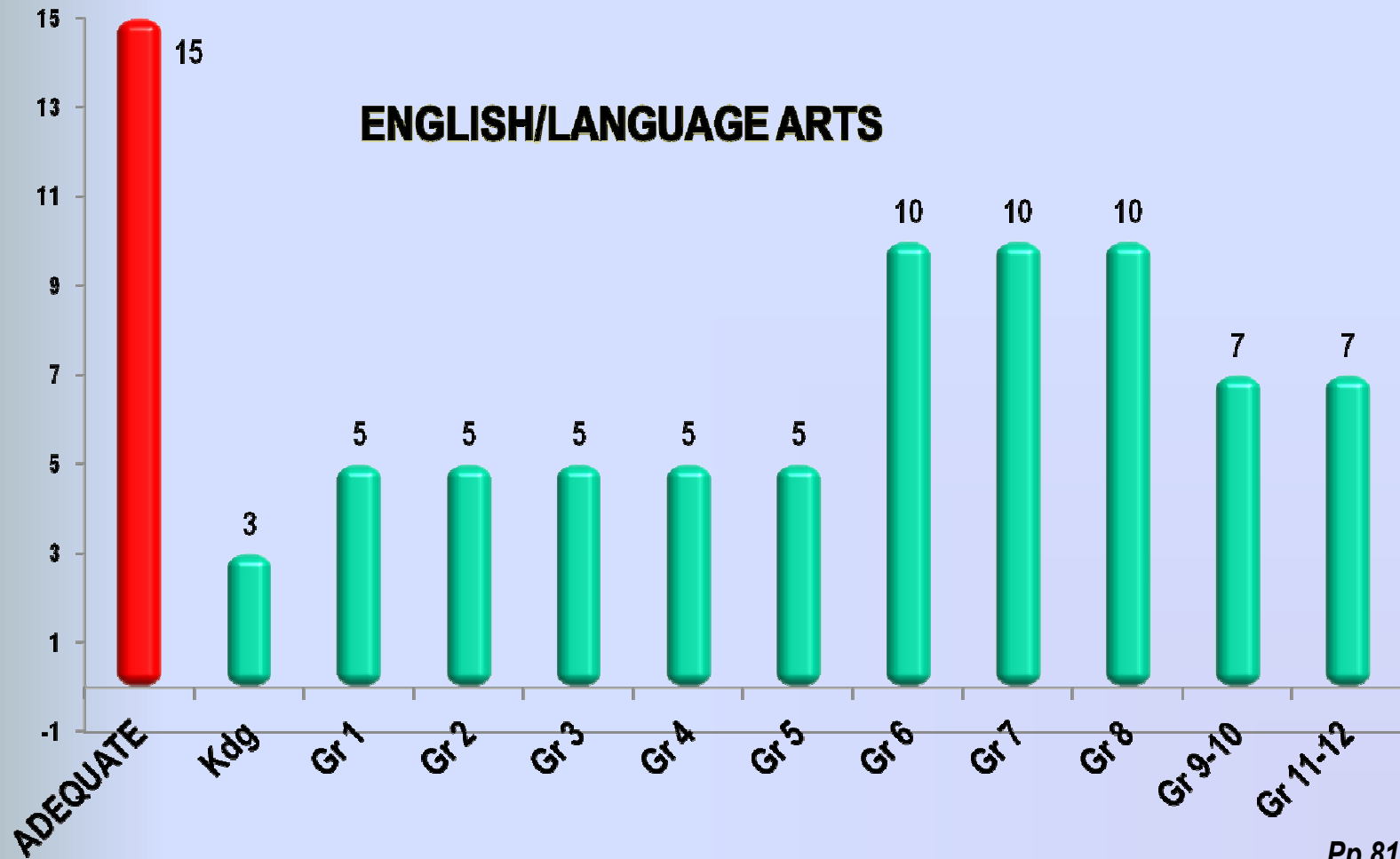
Scope of Curriculum in Core Areas



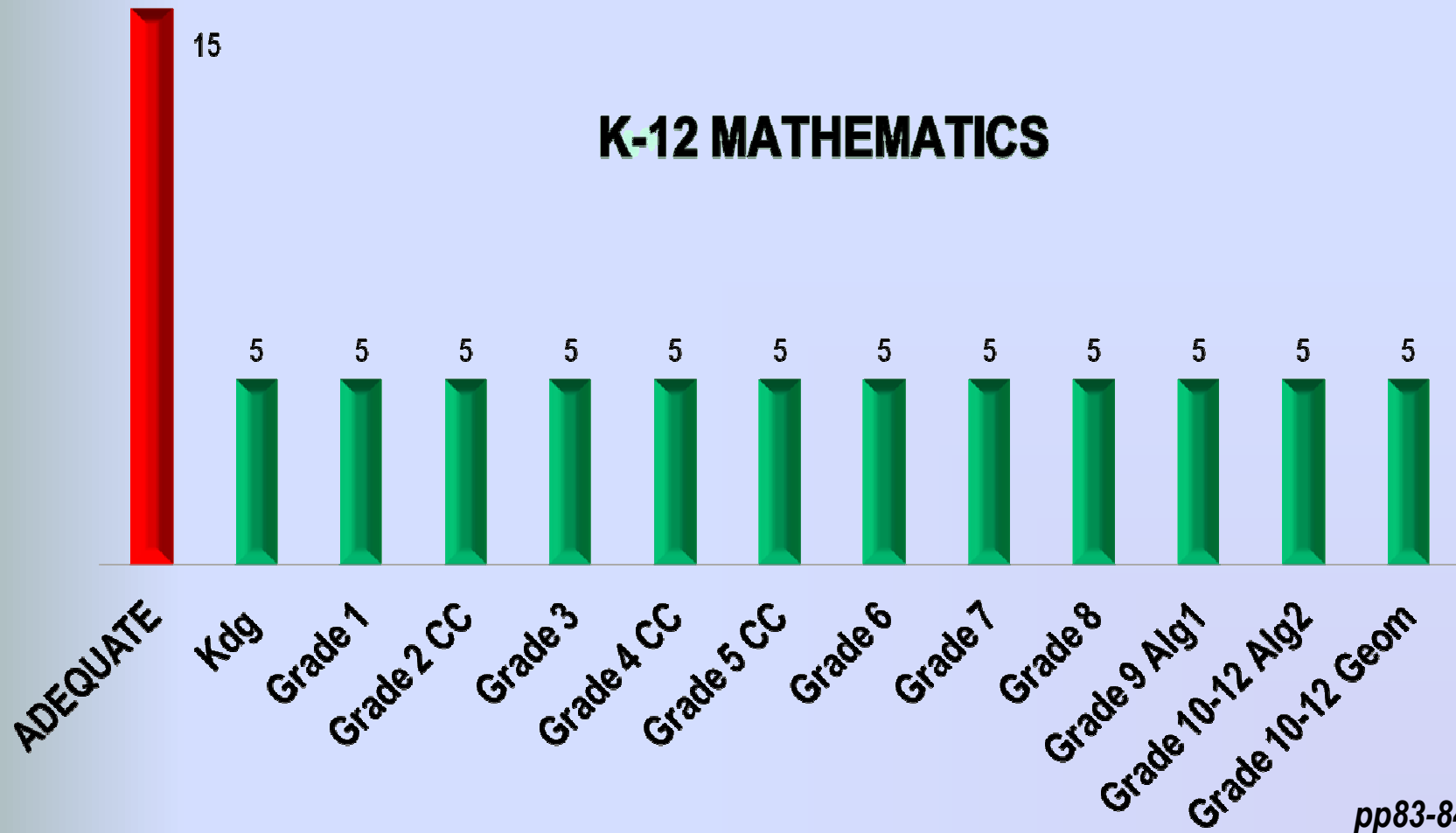
Curriculum Guide Quality Criteria

- 1. Clarity and specificity of learner objectives**
- 2. Congruity of curriculum objectives to assessment content, context, cognitive type**
- 3. Delineation of prerequisite essential skills, knowledge, and attitudes**
- 4. Delineation of the major instructional tools**
- 5. Clear approaches for classroom use**

Curriculum Guide Quality:

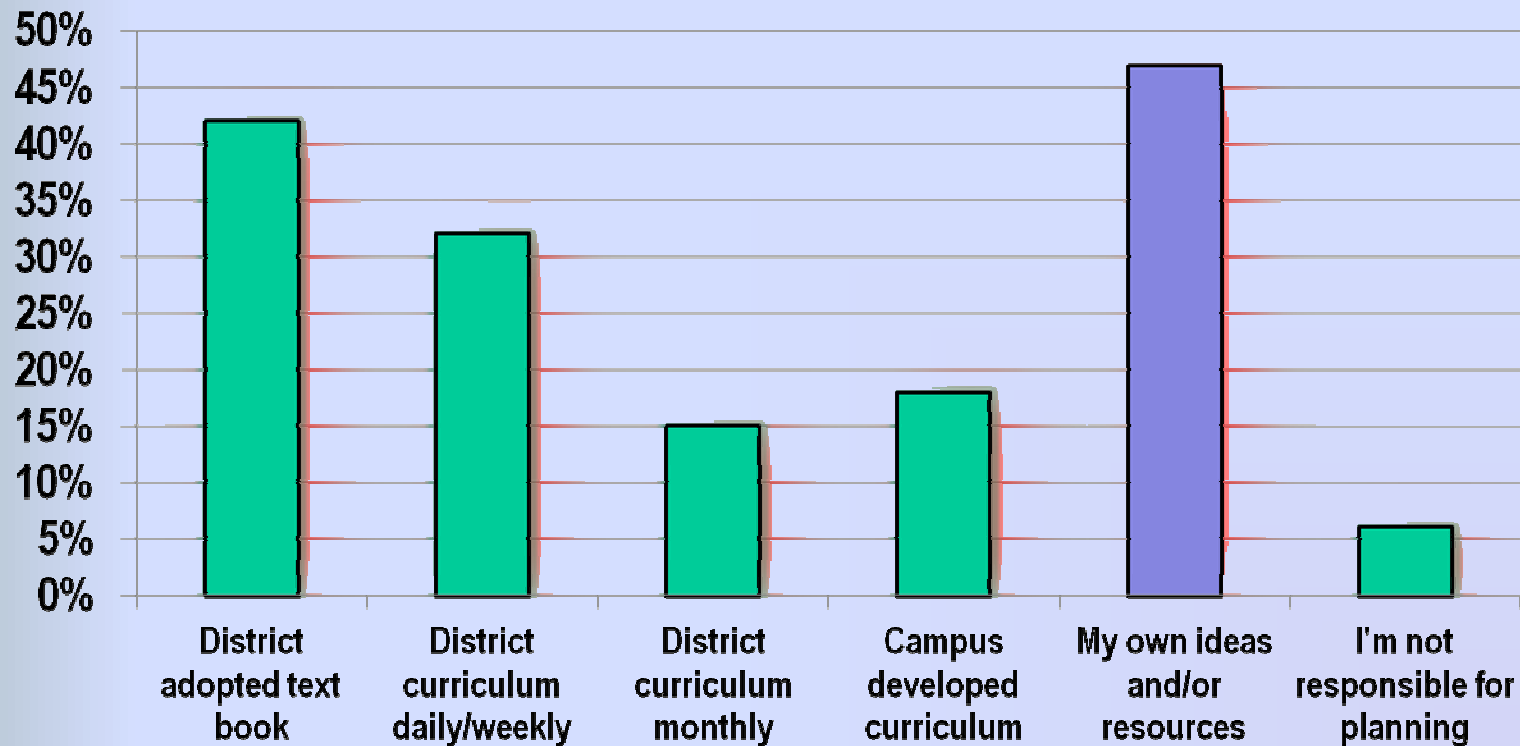


Curriculum Guide Quality:



Teacher Survey: Curriculum Planning

WHAT DO YOU USE TO PLAN INSTRUCTION?



Classroom Instruction

- Samples of student work collected were not congruent with content and cognitive demands on benchmark assessments.
- District ATI benchmark assessments were congruent with state standards in content, but were not aligned with state standards in cognitive demand.
- District ATI benchmark assessments were not congruent in content skills for mathematics nor in cognitive demand for both English language arts and mathematics in comparison to sample PARCC assessment items.
- Content in student work artifacts was not congruent with the context demands expected on the district ATI benchmark assessments or on the sample PARCC assessment items.