

REALITY

For 34 years centralized services have been delivered to students to close the achievement gap in TUSD without success.

Without an aligned curriculum no amount of interventions will yield any better results.


A classroom scene with a teacher in a red shirt pointing at a whiteboard. Students are seated at desks in the foreground, some looking towards the whiteboard. The room has posters on the wall and a door in the background.

Standard 5: Productivity

- Budgeting and financial allocations are not driven by curricular goals or assessment feedback
- Allocations are structured in a manner that doesn't facilitate cost-benefit analyses
- Facilities are adequate but need improvement and technology

Finding 5.3: Interventions

- **117 Program interventions were analyzed**
 - **73 (62%) school initiated**
 - **35 (30%) district initiated**
 - **77 (66%) lacked measurable objectives**
- **Evaluation of a sample (district-wide) intervention**
 - **Met only 2 of 7 (29%) quality criteria (inadequate)**
 - **Lacked formative feedback and summative evaluation tied to specific goals and objectives (ineffective)**

The image is a pixelated, low-resolution graphic. It features a central figure of a person wearing a white shirt and a blue tie, rendered in a blocky, digital style. The background is a light, textured grey. Overlaid on the center of the image is the word "RECOMMENDATIONS" in a large, bold, yellow font with a thick red outline. The overall aesthetic is reminiscent of early digital art or a low-resolution screenshot from a video game.

RECOMMENDATIONS

Recommendations Scaffolding

4 DATA DRIVEN

-Is there a data system which links resources and instruction to **results**?

3 THE SCHOOL SYSTEM

-Are all schools implementing the **approved** curriculum (**content/context/cognitive type**)?

2 THE RIGHT CURRICULUM

-Is there a centralized, **aligned** curriculum in place?
-Does it have adequate quality?

1 THE INFRASTRUCTURE

-Are the right positions with the right skill sets present?
-Are they doing the right things? (job descriptions)



Recommendation 1 (Control)

- **Revise, adopt, and implement Board policies and Superintendent's regulations to obtain quality control and to accomplish the district's mission and goals (p. 309).**
- **Authorize the modification of the organizational structure to provide for the design and development of comprehensive, valid, and aligned learner objectives and system accountability. (pp 309-311)**



Recommendation 2 (Planning)

- **Require that all district, school, and departmental planning be clearly connected to system priorities focused on student achievement and system cohesiveness for improvement of student learning and organizational support with accountability for results reported annually to the Superintendent and the School Board.**

(pp 311-313)



Recommendation 3: Leadership

- **Adopt policy governing administrative functions and the management of valid job descriptions and the table of organization.**
- **Reconfigure the Superintendent's organizational structure to restore crucial operations and adequate staff for design, development, deployment, and delivery of valid curriculum to improve learning.**
- **Reassign centralized support positions to schools for greater accountability and coordination**

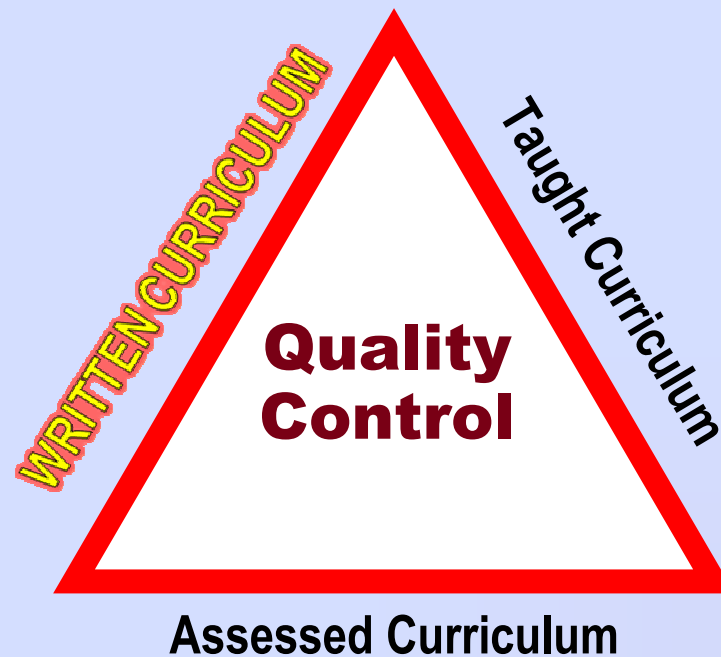
(p.313-323)

Curriculum Management Quality Control



An Incomplete Model for Quality Improvement

Curriculum Management Quality Control



A Schematic Model for Quality Improvement