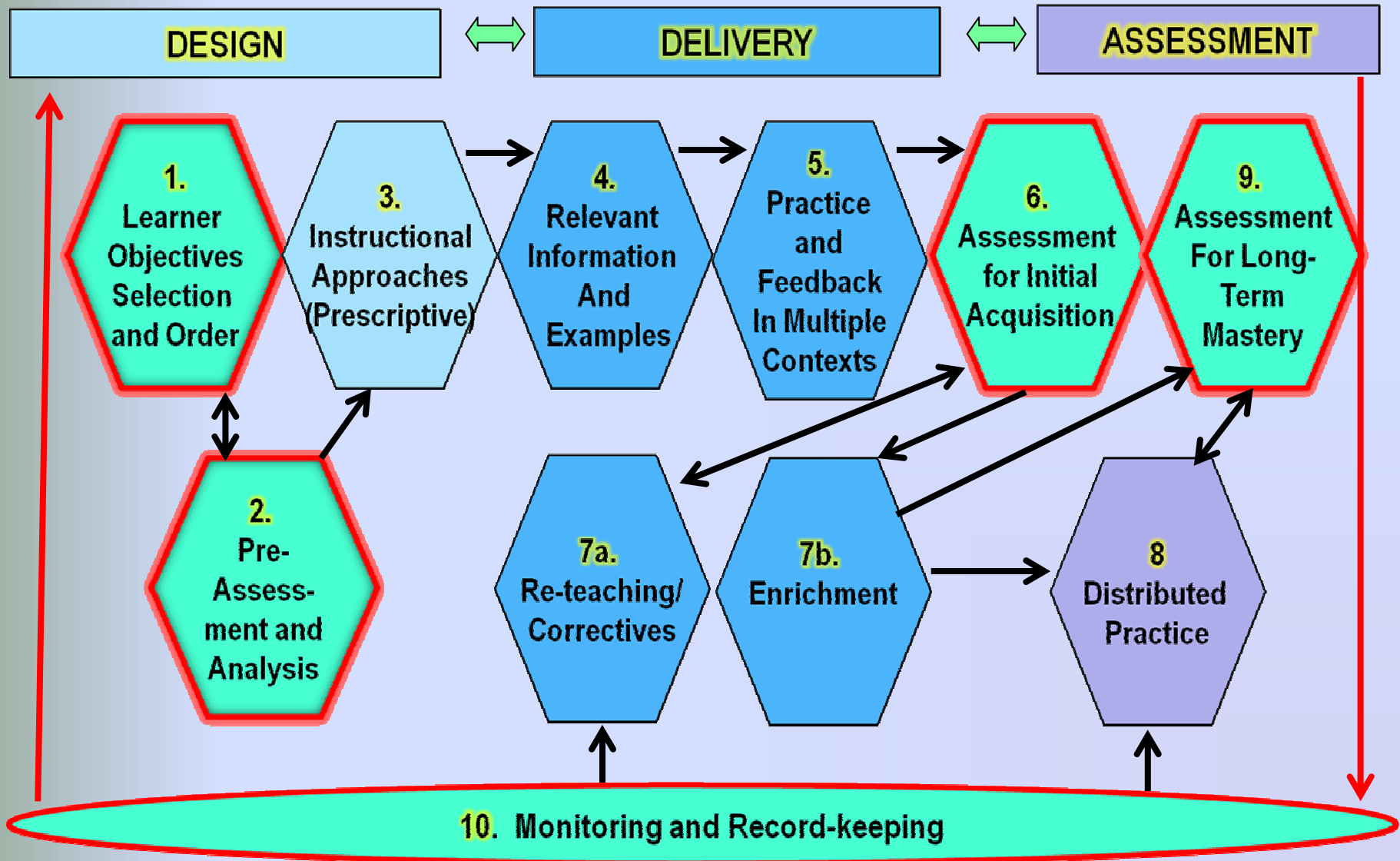


System Need: Mastery Learning





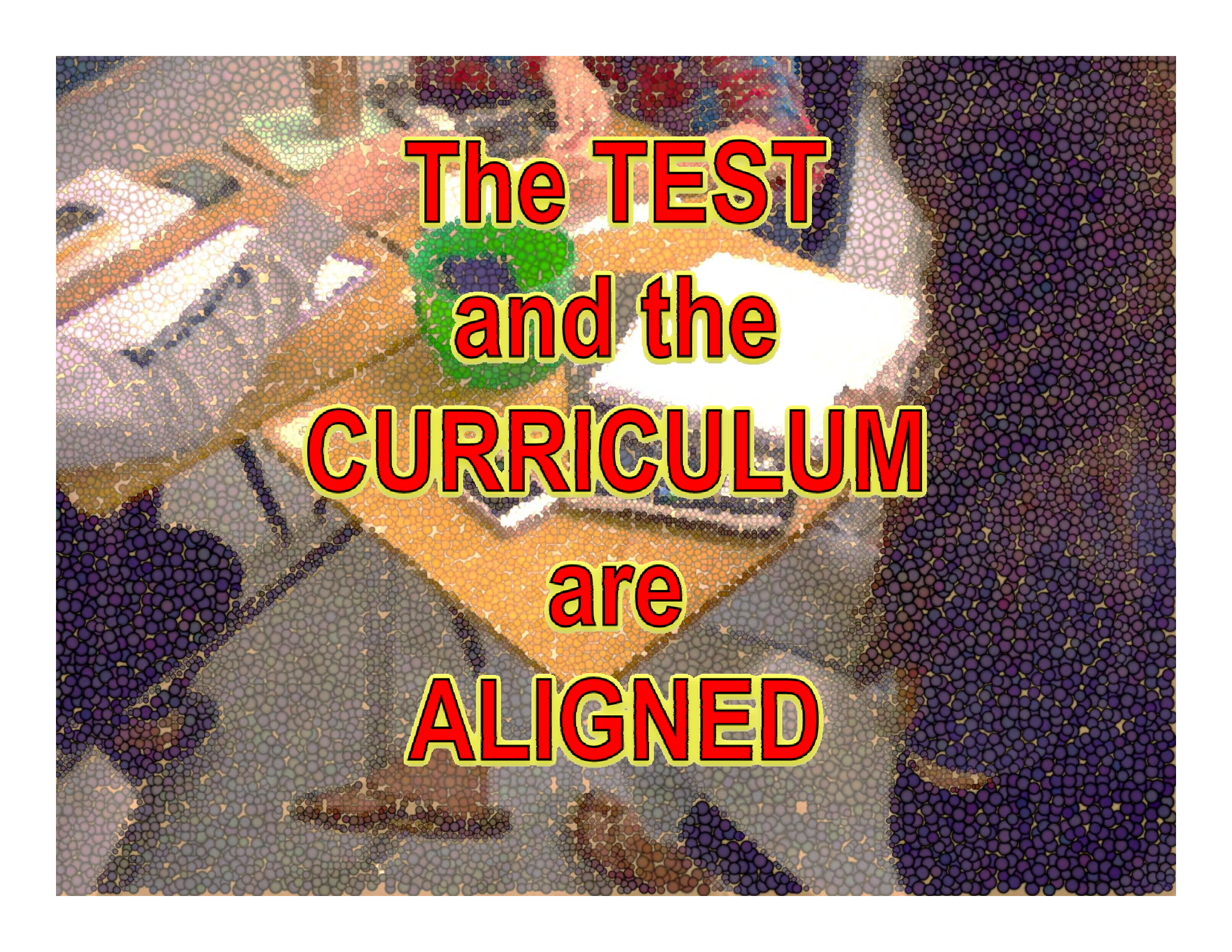
Recommendation 4: Curriculum Delivery

- **Establish a curriculum management system that**
 - Coordinates and focuses all curriculum management functions
 - Prioritizes curriculum development in all content areas
 - Incorporates clear expectations for rigor in instruction and resources
 - Requires deeply aligned and authentic assessment tools
 - And that defines the effective delivery of curriculum in every classroom.
- **Strengthen School-Based leaders' roles in monitoring classrooms for needs assessment purposes**
 - Gathering data regarding progress in classroom practices
 - Establish curriculum objectives alignment, student engagement, and powerful instructional practices to close the achievement gap. (p.323)

**NO AMOUNT OF
INSPIRED
TEACHING**

**will close the
achievement gap
unless...**





**The TEST
and the
CURRICULUM
are
ALIGNED**



Recommendation 5: Equity

- **Establish and implement policies and procedures to provide equal access to comparable programs, services, and opportunities.**
- **Eliminate the achievement gaps between ethnic and economic groups and reach parity in academic outcomes and program enrollments.**

(p.339)



Recommendation 6: Assessment

- **Develop and implement a comprehensive student assessment and program evaluation process that provides:**
 - **Systematic collection of relevant data**
 - **Competent analysis of what the data reveal**
 - **Dissemination of results to all stakeholders, and**
 - **Use of data for decision-making in teaching, curriculum, program management, etc.**



Recommendation 7: Professional Development

- Design and implement a comprehensive professional development plan that
 - Focuses on differential needs of students, and a system to monitor results in the classroom.
 - Fulfills the requirements of the Unitary Status Plan and focuses on student and campus needs.
 - Emphasizes individually based professional development to assure continual improvement in instructional practices and student achievement.



Recommendation 8: Environment

- **Refine and expand long range facilities planning to provide learning environments that effectively facilitate student achievement**
 - **Emphasize information and instructional technology**
 - **Design and create modern, strategic improvements to support classroom practices**

(p 348)



Recommendation 9: Interventions

- **Develop and implement policies and procedures to standardize the process for program initiatives and interventions**
 - **Based on diagnosed and documented needs**
 - **Imbedded evaluation of program objectives**
 - **Feedback from assessment and measured results**
 - **Summative verification of growth in student achievement.**
 - **No surrogate curricula or idiosyncratic “add-ons.”**

(p.350)



Recommendation 10: Performance-based Budgeting

- **Develop and implement a three year plan to align district resource allocations to curricular goals and strategic priorities for student achievement.**
- **Establish cost-benefit analyses on programmatic activities to assure that expenditures are producing desired results and are directed to areas of greatest need.**

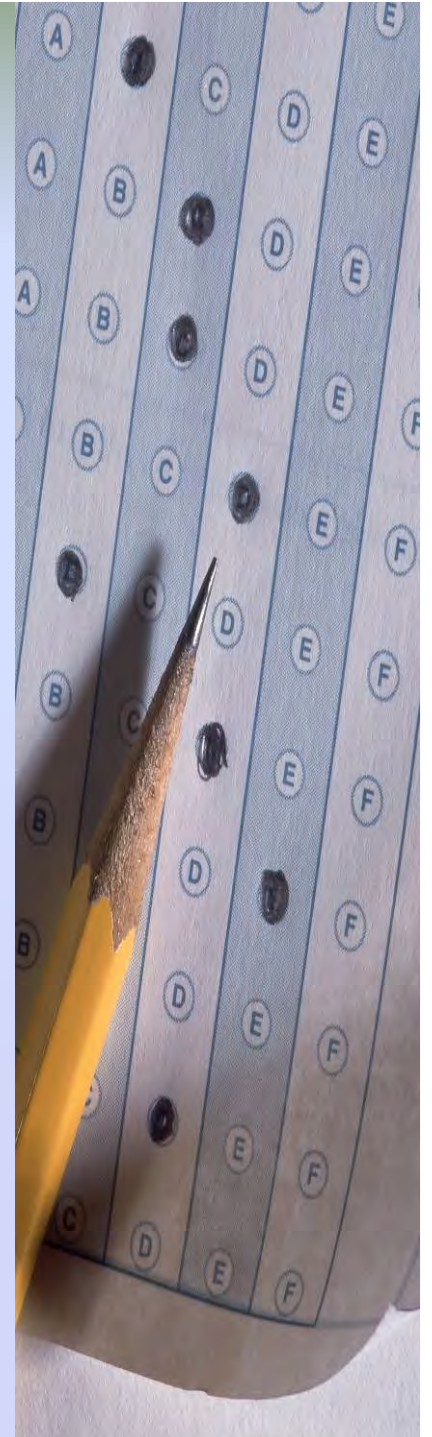


OVERVIEW

- Administrators and teachers have been grappling intensely with the problem of low achievement
- SES should not be a predictor of achievement, but it is in TUSD
- Staff of low-performing schools expressed concern about being inundated with initiatives
- Dozens of possible programs have been tried with little consequence

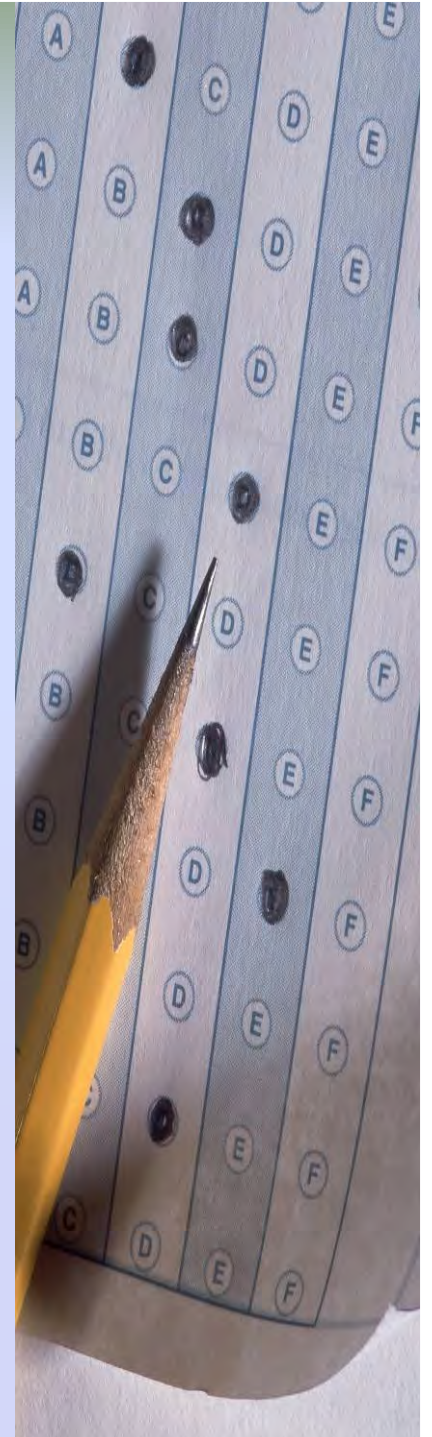
Ten Steps to Refocus

1. **Recognize that working with a generic unfocused curriculum framework will not improve test scores—except fortuitously**
2. **Begin with tightly configuring curriculum objectives with the measured curriculum (C/C/C)**
3. **Embed support personnel and services into individual schools**



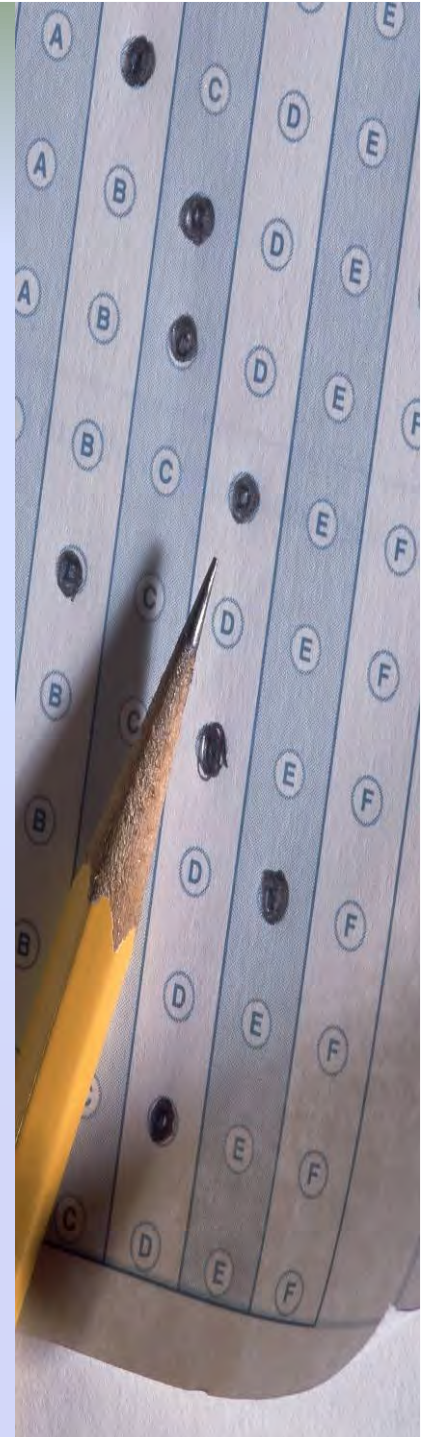
Ten Steps to Refocus

- 4. Concentrate professional development on teaching the objectives tested, in the way they are tested, and to mastery**
- 5. Align all resources to the adopted, valid curriculum (eliminate surrogates)**
- 6. Teach using powerful instructional strategies that accommodate individual differences**



Ten Steps to Refocus

7. Clarify what it is we are trying to accomplish, i.e., what “business” are we in? What is our “product?”
8. Set up a fool-proof way to determine how and if progress is being made. How do we know if things are going well and if our “product” is being produced?
9. Don't fix blame – fix the problem.



10. Evaluate the Test

FOR SCHOOLS SERVING THE POOR, THERE IS NO WAY OFF THE BOTTOM OF AN IMPOSED BELL CURVE WITHOUT STRICT ATTENTION TO THE PARAMETERS, CONTENT, AND TESTING PROTOCOLS EMBODIED IN THE INSTRUMENT(S) WHICH IDENTIFY LOW PERFORMING SCHOOLS.”

From: 50 Ways to Close the Achievement Gap

A Final Word

The curriculum management audit provides information that the Board and Superintendent can use in the coming months and years to fully achieve their goals, including improving the academic achievement of all students. Given attention to the findings of this audit, commitment to use the recommendations in formulating an agenda for improvement, and continued support from the residents of Tucson, the children attending the Tucson Unified School District will reap many benefits from a focused and reinvigorated school district.

From the Audit, p. 361