A Curriculum Audit™

of the

Coeur d'Alene Public Schools

Coeur d'Alene, Idaho

Coeur d'Alene Strategic Direction

Curriculum Management Solutions, inc.
5619 NW 86th Street, Suite 500
Johnston, IA 50131

April 2019

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of the

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Coeur d'Alene, Idaho

Curriculum Management Solutions, inc.
5619 NW 86th Street, Suite 500
Johnston, IA 50131

Date Audit Presented: April 2019

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Coeur d'Alene Public Schools

Coeur d'Alene, Idaho

I. INTRODUCTION

This document constitutes the final report of a Curriculum Audit™ of the Coeur d'Alene Public Schools. The audit was commissioned by the Coeur d'Alene Public Schools Board of Trustees within the scope of its policy-making authority. It was conducted during the time period of February 4-7, 2019. Document analysis was performed off-site, as was the detailed analysis of findings and site visit data.

A Curriculum Audit™ is designed to reveal the extent to which officials and professional staff of a school district have developed and implemented a sound, valid, and operational system of curriculum management. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. When such a system is fully operational, it assures the district taxpayers that their fiscal support is optimized under the conditions in which the school district functions.

Background

Situated along Lake Coeur d'Alene and extending across much of Kootenai County in North Idaho, the Coeur d'Alene Public Schools serve nearly 11,000 students in 17 schools: 11 elementary schools, 3 middle schools, 2 traditional high schools, and an alternative high school and dropout retrieval program. They offer full-time kindergarten at four schools, a special needs preschool program, and student opportunities at a joint professional-technical high school campus, Kootenai Technical Educational Campus (KTEC), shared with neighboring school districts.

Educational choices are provided with magnet programs at two elementary schools: Sorensen Magnet School of the Arts and Humanities and Ramsey Magnet School of Science. Other elementary schools of choice include Hayden Meadows, adopting an emphasis on technology; Fernan STEM Academy, offering a science, technology, engineering, and math focus; and the Northwest Expedition Academy, an expeditionary school exemplified by project-based learning.

The district offers Advanced Placement (AP) opportunities for qualifying high school students, as well as dual enrollment programs with institutions such as the University of Idaho and North Idaho College. Additionally, the district recently opened North Idaho's first Total Communication preschool classroom and is the only district in North Idaho offering an orchestral educational experience for students in grades 5-12. The district places a high priority on technology for staff and students, recognizing that it is a catalyst for teaching and learning. Every school has an active parent organization, and the district employs 8 of the last 17 Idaho Teachers of the Year.

The district operates on a total budget of nearly $83 million, about $60 million of which is general fund. Coeur d'Alene Public Schools, also referred to as District 271, is one of the largest employers in the 5 northernmost counties of Idaho and ranks 6th in enrollment size among Idaho's 114 public school districts.

The success of the district can be attributed to the continual improvement in the quality of its educational programs. This is made possible by a supportive community, successful business partnerships, a highly qualified and dedicated staff, and active parent organizations at every school. It is through the collaborative efforts of the community that Coeur d'Alene Public Schools continues to grow while successfully meeting the needs of all students.

Vision-Mission Statement/Values

Vision: Coeur d'Alene Public Schools is an education leader, promoting opportunities for innovation in learning and inspiring excellence in everyone. We promote opportunities for innovation in learning and inspiring excellence in everyone.

Mission: We invest in each student to prepare, challenge and advance well-educated, resilient and future-ready citizens.

The current strategic plan has five core areas of emphasis:

Safe, Supportive and Vibrant Learning Environments

- Access resources effectively to support the emotional, social, academic, and physical needs of all students at all schools.
- Ensure students and staff in every building have safe and welcoming places to learn and work.

High Expectations for All

- Expect all students, every year, to grow in their learning toward meeting or exceeding grade-level standards.
- Encourage students to take ownership of their learning and continually self-monitor their progress.
- Increase family engagement to positively impact each student's educational progress.

Quality Teachers and Instruction

- Equip educators with the tools to innovate through the use of creativity, critical thinking and problem-solving.
- Attract, develop and retain the highest quality teachers, support staff and administrators.

Individualization

- Develop high interest and relevant learning experiences that include the use of technology.
- Ensure that teachers are equipped with and effectively trained in strategies for individualized instruction.
- Personalize instruction to meet individual students' academic and emotional needs.

Family and Community Engagement

- Ensure responsible stewardship of public funds.
- Expand the effective use of volunteers in our schools.
- Cultivate existing and new partnerships to inspire community-wide confidence and pride in our schools.
- Engage students and families in continuous learning opportunities at school and in the community throughout the year.

Governance Structure

The Coeur d'Alene School District is governed by a five-member board of trustees, each member residing in one of five trustee zones. Trustee members are elected by the qualified voters of the entire school district and represent the Coeur d'Alene School District as a corporate entity. Elections are held in odd-numbered years. Currently, the trustees are:

Name	Initial Election	Term Expires
Casey Morrisroe	2015	1-1-2020
Tambra Pickford	2015	1-1-2020
Tom Hearn	2013	1-1-2022
Lisa May	2017	1-1-2022
Jennifer Brumley	2018 (appointment)	1-1-2022

Superintendent

The current superintendent was hired through the use of the search firm, McPherson and Jacobsen. The firm conducted a national search to replace Stan Olson, Interim Superintendent at the time. The search was conducted in the fall of 2017 and carried over into the spring semester 2018. Dr. Steven Cook agreed to the position and was hired in February 2018, with a start date of July 1, 2018. Previous superintendents were:

2002-2008 Harry Amend
2008-2013 Hazel Bauman
2013-2017 Matthew Handelman
2017-18 Dr. Stanley Olson (interim 1-year only)
2018-current Dr. Steven Cook

Student Enrollment and Demographics

Coeur d'Alene Public Schools has experienced a small but steady increase in enrollment (2.6%) over the last five years as demonstrated in Exhibit 0.1. Exhibits 0.2 and 0.3 describe student demographics by district and school for the current school year. Each of these data points were provided by the district over several months resulting in differing total numbers.

Exhibit 0.1

Elementary, Middle School, and High School Enrollment
Coeur d'Alene Public Schools
2014-15 to 2018-19

Grade Level	2014-15	2015-16	2016-17	2017-18	2018-19
Elementary	4,948	5,037	5,114	5,164	5,168
Middle School	2,325	2,332	2,365	2,331	2,439
High School	3,126	3,172	3,057	3,156	3,063
Total	**10,399**	**10,541**	**10,536**	**10,651**	**10,670**

Exhibit 0.1 shows:

- Student growth between 2014-15 and the current year has been 2.6%.
- Fluctuations were seen each year with a small but steady growth over time.

Exhibit 0.2

District Student Enrollment by Demographic
Coeur d'Alene Public Schools
2018-19

Race	2018-19	
	Enrollment	Percentage of Total Enrollment
American Indian	82	0.73%
Asian/Pacific Islander	102	0.91%
Black/African American	57	0.51%
Hispanic/Latino	795	7.12%
Two or More Races	492	4.40%
White	9,643	86.3%
Total	**11,171**	**100%**
Low Socioeconomic Status	4,601	41.19%
Special Education	1,186	10.6%
English Proficiency	99	0.89%

As noted in Exhibit 0.2:

- White students make up the largest population of students by race, representing 86.3% of the total student population.
- The next largest student population is Hispanic/Latino representing 7.1% of the total population.
- Low socioeconomic status, as measured by free and reduced lunch, includes 41.1% of the student population.
- Students being provided special education services include 10.6% of the population, and .88% of all students are considered English Language Learners.

Exhibit 0.3

Student Enrollment by Demographic and School Site
Coeur d'Alene Public Schools
2018-19

Name of School	Total Enrollment	American Indian	Asian Pacific Islander	Black/African American	Hispanic/ Latino	Two or More Races	White	Low Socioeconomic Status	Special Education	English Proficiency
Elementary Schools										
Atlas Elementary School	666	2	5	1	40	25	593	264	127	7
Borah Elementary School	392	6	1	4	31	25	325	288	87	7
Bryan Elementary School	407	2	1	0	29	18	357	263	44	5
Dalton Elementary School	449	2	6	3	19	11	408	80	26	4
Fernan STEM Academy	424	1	1	3	28	17	374	251	64	0
Hayden Meadows Elementary School	536	1	3	0	28	19	485	175	38	2
Northwest Expedition Academy	323	1	0	5	26	9	282	179	52	6
Ramsey Magnet School	719	5	8	3	63	37	603	309	74	12
Skyway Elementary School	620	3	5	1	30	29	552	187	62	5
Sorensen Magnet School	318	0	0	4	18	11	285	81	27	1
Winton Elementary School	519	6	1	0	51	33	428	376	75	16
Middle Schools										
Canfield Middle School	861	2	7	6	48	30	768	251	93	4
Lakes Middle School	710	14	6	9	62	37	582	433	83	3
Woodland Middle School	858	4	10	4	64	46	730	353	87	9
High Schools										
Coeur d'Alene High School	1441	8	24	9	89	51	1260	335	109	4
Lake City High School	1748	22	23	4	156	86	1457	637	122	14
Venture High School	180	3	1	1	13	8	154	141	18	0

Exhibit 0.3 shows:

- The largest elementary school is Ramsey Magnet with 719 students, and the smallest is Sorenson Magnet with 318.
- The largest middle school is Canfield Middle School with 861 students, and the largest high school is Lake City High School with 1,748 students.
- The highest level of socioeconomic need is seen at Borah Elementary with 73% of their students receiving free and reduced lunch, Lakes Middle School with 61%, and Venture High School with 78% of the students receiving free and reduced lunch.
- The lowest poverty level is noted at Dalton with 18% of the students on free and reduced lunch.

Exhibit 0.4 provides information about the number of employees of various job classifications in Coeur d'Alene Public Schools for the current academic year.

Exhibit 0.4

Personnel Information
Coeur d'Alene Public Schools
2018-19

Position	Number of Employees	Full-Time Equivalent
Administrators	51	50.5
Teachers	553	540.48
Other professional staff	79	72.48
Educational Assistants	332	230.02
Secretarial & Clerical	75	65.85
Custodial/Maintenance	71	69.96
Transportation	79	78.92
Food Service	72	50.83
Other	81	62.00
Totals	**1,393**	**1,221**

Exhibit .04 shows:

- The largest classification of FTE employees is teachers with 540.48 or 44% of the total FTE employees of Coeur d'Alene Public Schools.
- There are 230 Educational Assistants or 19% of all FTE employees in the district in this job classification.
- The smallest group of employees are administrators at 50.5 or 4% of total FTE employees.

Financial Background:

Exhibit 0.5 shows the current year fund sources and amounts, and Exhibit 0.6 shows the annual Operating Budget for Fiscal Year 2019. For additional information see Finding 5.1.

Exhibit 0.5

Fund Sources and Amounts
Coeur d'Alene Public Schools
Fiscal Year 2019

Funding Source	Budgeted Amount	Percent
Local	$27,336,780	19%
State	$59,610,513	42%
Federal	$8,438,691	6%
Other	$45,125,478	33%
Total Revenue	**$140,511,462**	**100%**

Exhibit 0.6

Operational Budget
Coeur d'Alene Pubic Schools
Fiscal Year 2019

Function	Approved Budget	Percent
Salaries	$52,129,588	36.95%
Benefits	$19,582,423	13.88%
Purchased Services	$7,926,951	5.62%
Supplies & Materials	$7,255,727	5.14%
Capital Outlay	$31,057,024	22.02%
Debt Retirement	$7,046,555	5%
Insurance & Judgments	$412,886	0.29%
Transfers	$1,112,669	0.79%
Contingency Reserve	$7,270,300	5.15%
Unappropriated Balanced	$7,270,300	5.15%
TOTALS	**$141,064,423**	**100%**

Audit Background and Scope of Work

The Curriculum Audit™ is a process that was developed by Dr. Fenwick W. English and first implemented in 1979 in the Columbus Public Schools, Ohio. The audit is based upon generally-accepted concepts pertaining to effective instruction and curricular design and delivery, some of which have been popularly referred to as the "effective schools research."

A Curriculum Audit™ is an independent examination of four data sources: documents, interviews, site visits, and online surveys. 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 Coeur d'Alene 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 Audit™ does not examine any aspect of school system operations unless it pertains to the design and delivery of curriculum. For example, auditors would not examine the cafeteria function, unless students were going hungry and, therefore, were not learning. It would not examine vehicle maintenance charts, unless buses continually broke down and children could not get to school to engage in the learning process. It would not be concerned with custodial matters, unless schools were observed to be unclean and unsafe for children to be taught.

The Curriculum 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 that impinges negatively or positively on its primary focus. These data are reported along with the main findings of the audit.

In some cases, ancillary findings in a Curriculum Audit™ are so interconnected with the capability of a school system to attain its central objectives, that they become major, interactive forces, which, if not addressed, will severely compromise the ability of the school system to be successful with its students.

Curriculum Audits™ have been performed in over 500 school systems in more than 41 states, the District of Columbia, and several other countries, including Canada, Saudi Arabia, New Zealand, Bangladesh, Malaysia, and Bermuda.

The methodology and assumptions of the Curriculum Audit™ have been reported in the national professional literature for more than two decades, and at a broad spectrum of national education association conventions and seminars, including the American Association of School Administrators (AASA); Association of Supervision and Curriculum Development (ASCD); National Association of Secondary School Principals (NASSP); Association for the Advancement of International Education (AAIE); American Educational Research Association (AERA); National School Boards Association (NSBA); and the National Governors Association (NGA).

This audit was conducted in accordance with a contract between Coeur d'Alene Public Schools and Curriculum Management Solutions, inc. All members of the team were certified by Curriculum Management Solutions, inc.

The curriculum audit team included six auditors, five on-site, and one off-site.

On-Site Audit Team

- Kay Coleman, M.Ed.
- Robbin Gesch, M.Ed.
- Kelly Cross, Ed.D.
- Sue Van Hoozer, M.Ed.
- Ronnie Thompson, M.Ed.

Off-Site Auditor

- Sarah Mitchell, Ed.D.

Biographical information about the auditors is found in Appendix A. This audit team had broad experience, including conducting 89 audits and serving on audit teams in 23 states, as well as working professionally in 5 states.

District Statement Regarding System Purpose for Conducting the Audit

The purpose of the curricular audit is to determine the level of alignment, both horizontally and vertically, of the intended curricular focus. There hasn't been a significant investment in reviewing this work in recent history, and the previous superintendents appear to have held opposing views and philosophy of effective curricular implementation and instructional guidance for the system. The system is seeking to implement a tight-loose model going forward with a balance of essential standards, district-set expectations for high standards for all, non-negotiables on student performance and achievement, and some local decision making on how to best develop student potential and agency, provide a relevant and meaningful education for all students, regardless of their backgrounds.

Approach of the Audit

The Curriculum 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 finance, general resource managerial effectiveness, and school desegregation efforts in Kansas, Kentucky, New Jersey, and South Carolina. The audit served as an important data source in state-directed takeovers of school systems in New Jersey and Kentucky. The Curriculum Audit™ has become recognized internationally as an important, viable, and valid tool for the improvement of educational institutions and for the improvement of curriculum design and delivery.

The Curriculum Audit™ represents a "systems" approach to educational improvement; that is, it considers the system as a whole rather than a collection of separate, discrete parts. 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.

II. METHODOLOGY

The Model for the Curriculum Audit™

The model for the Curriculum Audit™ is shown in the schematic below. The model has been published widely in the national professional literature, including the best-selling book, *The Curriculum Management Audit: Improving School Quality* (1995, Frase, English, Poston).

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 <u>within the existing cost parameters</u>. 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 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 <u>rationality</u>, 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 Audit™ is one method for ascertaining the extent to which a school system, or subunit thereof, has been responsive to expressed expectations and requirements in this context.

Standards for the Auditors

While a Curriculum Audit™ is not a financial audit, it is governed by 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 Coeur d'Alene Public Schools Curriculum Audit™ Team selected by the CMSi included auditors who have been school superintendents, assistant superintendents, directors, coordinators, principals and assistant principals, as well as elementary and secondary classroom teachers in public educational systems in several locations including Arizona, Colorado, Idaho, Massachusetts, and Texas.

The Principle of Independence

None of the Curriculum Audit™ Team members had any vested interest in the findings or recommendations of the Coeur d'Alene Public Schools Curriculum Audit™. None of the auditors has or had any working relationship with the individuals who occupied top or middle management positions in the Coeur d'Alene Public Schools, nor with any of the past or current members of the Coeur d'Alene Public Schools Board of Trustees.

The Principle of Objectivity

Events and situations that comprise the database for the Curriculum Audit™ are derived from documents, interviews, site visits, and online surveys. Findings must be verifiable and grounded in the database, though confidential interview data may not indicate the identity of such sources. Findings must be factually triangulated with two or more sources of data, except when a document is unusually authoritative such as a court judgment, a labor contract signed and approved by all parties to the agreement, approved meeting minutes, which connote the accuracy of the content, or any other document whose verification is self-evident.

Triangulation of documents takes place when the document is requested by the auditor and is subsequently furnished. Confirmation by a system representative that the document is, in fact, what was requested is a form of triangulation. A final form of triangulation occurs when the audit is sent to the superintendent in draft form. If the superintendent or his/her designee(s) does not provide evidence that the audit text is inaccurate, or documentation that indicates there are omissions or otherwise factual or content errors, the audit is assumed to be triangulated. The superintendent's review is not only a second source of triangulation, but is considered summative triangulation of the entirety of the audit.

The Principle of Consistency

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

The Principle of Materiality

CMSi-certified auditors have broad implied and discretionary power to focus on and select those findings that they consider most important to describing how the curriculum management system is functioning in a school district, and how that system must improve, expand, delete, or reconfigure various functions to attain an optimum level of performance.

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.

In reporting data derived from site interviews, auditors may use some descriptive terms that lack a precise quantifiable definition. For example:

> "Some school principals said that…"
>
> "Many teachers expressed concern that…"
>
> "There was widespread comment about…"

The basis for these terms is the number of persons in a group or class of persons who were interviewed, as opposed to the total potential number of persons in a category. This is a particularly salient point when not all persons within a category are interviewed. "Many teachers said that…" represents only those interviewed by the auditors, or who may have responded to a survey, and not "many" of the total group whose views were not sampled, and, therefore, could not be disclosed during an audit.

In general these quantifications may be applied to the principle of full disclosure:

Descriptive Term	General Quantification Range
Some…or a few…	Less than a majority of the group interviewed and less than 30%
Many…	Less than a majority, more than 30% of a group or class of people interviewed
A majority…	More than 50%, less than 75%
Most…or widespread	75-89% of a group or class of persons interviewed
Nearly all…	90-99% of those interviewed in a specific class or group of persons
All or everyone…	100% of all persons interviewed within a similar group, job, or class

It should be noted for purposes of full disclosure that some groups within a school district are almost always interviewed in toto. The reason is that the audit is focused on management and those people who have policy and managerial responsibilities for the overall performance of the system as a system. In all audits an attempt is made to interview every member of the board of education and all top administrative officers, all principals, and the executive board of the teachers' association or union. While teachers and parents are interviewed, they are considered in a status different from those who have system-wide responsibilities for a district's operations. Students are rarely interviewed unless the system has made a specific request in this regard.

The Process

The audit team examined 134 types of documents, noted in Appendix B with titles listed representing between one individual page to 325 pages in each of the listings.

The auditors conducted 208 interviews with individuals and groups including:

- Superintendent
- Board of Trustees
- Directors
- Instructional Coaches
- All Principals
- Assistant Principals and Assistant to the Principals Teacher Leaders
- Teachers
- Student Focus Groups with 81 middle and high school students
- Parents (Voluntary and Self-Referred)
- Community Members and Representatives of a variety of community groups, including the Chamber of Commerce Education Committee, One Book, One Child, SPARCC, Long Range Planning, Educational Partnership, RISE, Excell Foundation, CDA 2030

Surveys were made available to three groups in Coeur d'Alene Public Schools prior to the site visit. A total of 2,382 individuals responded, as indicated below.

Survey Group	Number of Individuals Responding to the Survey
Parents	1,933
Teachers	420
School Leaders	29
Total	**2,382**

School visits/student artifacts: The auditors visited each of the district schools and observed and collected data in 284 classrooms. They also reviewed 1,900 samples of student work/student artifacts.

Data Sources of the Curriculum Audit™

A Curriculum Audit™ uses a variety of data sources to determine if each of the three elements of curricular quality control is in place and connected one to the other. The audit process also inquires as to whether pupil learning has improved as the result of effective application of curricular quality control.

The major sources of data for the Coeur d'Alene Public Schools Curriculum Audit™ were:

Documents

Documents included 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 auditors to explain contextual variables that were operating in the school system at the time of the audit. Such contextual variables may shed light on the actions of various persons or parties, reveal interrelationships, and explain existing progress, tension, harmony/disharmony within the school system. Quotations cited in the audit from interviews are used as a source of triangulation and not as summative averages or means. Some persons, because of their position, knowledge, or credibility, may be quoted more than once in the audit, but they are not counted more than once because their inclusion is not part of a quantitative/ mathematical expression of interview data.

Site Visits

All building sites were toured by the CMSi audit team. 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.

Online Surveys

Online surveys were administered to stakeholder groups, such as principals, teachers, parents, and sometimes students. The surveys allow stakeholders to provide auditors with valuable feedback regarding strengths and weaknesses in the system.

Standards for the Curriculum Audit™

The CMSi Curriculum Audit™ used five standards against which to compare, verify, and comment upon the Coeur d'Alene Public Schools's 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 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 system that is using its financial and human resources for the greatest benefit of its students is one that is able to establish clear objectives, examine alternatives, select and implement alternatives, measure results as they are applied against established objectives, and adjust its efforts so that it achieves a greater share of the objectives over time.

The five standards employed in the CMSi Curriculum Audit™ in Coeur d'Alene 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 uses 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 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 CMSi 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, 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.

III. EXECUTIVE SUMMARY

A Curriculum Audit™ is basically an "exception" report. That is, it does not give a summative, overall view of the suitability of a system. Rather, it holds the system up to scrutiny against the predetermined standards of quality, notes relevant findings about the system, and cites discrepancies from audit standards. Recommendations are then provided accordingly to help the district improve its quality in the areas of noted deficiency.

Coeur d'Alene Public Schools (CdA Schools) is situated along Lake Coeur d'Alene and extends across much of Kootenai County in North Idaho. The district serves nearly 11,000 students in 17 schools: 11 elementary schools, 3 middle schools, 2 traditional high schools, and an alternative high school and dropout retrieval program. They offer full-time kindergarten at four schools, a special needs preschool program, and student opportunities at a joint professional-technical high school campus, Kootenai Technical Educational Campus (KTEC), shared with neighboring school districts. District enrollment has steadily grown by 2.6% over the past five years.

In July 2018, the board of Coeur d'Alene Public Schools appointed Dr. Steven Cook as the new superintendent. Shortly thereafter, he and his staff requested a contract with Curriculum Management Solutions, inc. to conduct a Curriculum Management Audit of the district as a part of their assessment of the current conditions and their continuous improvement process. The district leadership team desired a clear analysis of where the district is in terms of teaching and learning and requested guidance on areas for improvement to better meet the needs of the students and families of CdA Schools.

The audit looks at a district through the lens of five standards:

- Standard One: Control and Governance
- Standard Two: Direction and Curriculum
- Standard Three: Equality, Equity and Consistency
- Standard Four: Feedback and Assessment
- Standard Five: Productivity and Resource Use

In the audit process, auditors ask the following four questions about each of the standards:

- Is it there?
- Is it any good? (quality)
- Is it used?
- Does it make a difference? (impact on students)

Five auditors made the on-site visit to Coeur d'Alene Public Schools on February 4-7, 2019. One additional team member served as an off-site auditor. The auditors reviewed and analyzed over 134 different types of documents, many with multiple pages and editions, in addition to board policies and job descriptions prior to, during, and after the on-site visit. They also reviewed 1,900 samples of student work submitted by teachers during January and February 2019. While on-site, auditors visited 284 classrooms and held 208 interviews and/or focus groups (Representative comments from student focus groups can be found in Appendix P.) with stakeholders, including board members, the superintendent and district office administrators, principals and other campus administrators, teacher, parents, students, and community representatives. They also administered teacher, campus leader, and parent online surveys prior to the site visit for which they received 420, 29, and 1,933 responses, respectively.

The auditors triangulated information from the document review, interviews, classroom visits, and surveys to arrive at 17 findings and 9 recommendations based on the 5 audit standards as cross-referenced in Exhibit S.0.1. The generic findings are listed in the exhibit under each standard, providing the Coeur d'Alene Public Schools with specific details about the current and potential barriers and challenges that internal stakeholders face in their efforts to move the district toward achieving its mission and goals enroute to the next level of excellence.

In the far-left column are the recommendation numbers that represent the findings. Recommendations can be found at the end of the full report and provide explicit steps for removing those barriers noted in the findings.

Exhibit S.0.1

Finding and Recommendations Aligned to Audit Standards
Coeur d'Alene Public Schools
February 2019

Recommendations	Standard 1: Control			Standard 2: Direction			Standard 3: Consistency				Standard 4: Feedback			Standard 5: Productivity			
	Finding 1.1: Policy	Finding 1.2: Jobs/TO	Finding 1.3: Planning	Finding 2.1: Curr Planning	Finding 2.2: Curr Scope	Finding 2.3: Curr Quality	Finding 3.1: Prof Develop	Finding 3.2: Instruc/Monitor	Finding 3.3: Artifacts	Finding 3.4: Equity	Finding 4.1: Assess/Eval	Finding 4.2: Assess Scope	Finding 4.3: Data Trends	Finding 5.1: Budget	Finding 5.2: Technology	Finding 5.3: Facilities	Finding 5.4: Interventions
1										X							
2											X	X	X				
3				X	X	X											X
4							X	X	X						X		
5			X	X			X				X				X		X
6	X																
7		X															
8														X			
9																X	

As noted in Exhibit S.0.1 each of the recommendations covers one or more findings; an "X" indicates the major recommendation assigned to each finding.

Standard One: Control

When reviewing the current status of Coeur d'Alene Public Schools in relationship to the principles of Standard One which addresses system control and oversight, the auditors found the Coeur d'Alene Public Schools' board policies and administrative procedures did not meet audit criteria in both content and specificity to guide all necessary aspects of curriculum management and the educational program. Several policies in the curriculum management areas of control, direction, consistency and equity, feedback, and productivity (the five standards of the audit) were either weak or absent (see Finding 1.1).

The auditors found board policies that require the development of job descriptions but not the required content and regular revision of those job descriptions. Most job descriptions do not reflect important curricular linkages to connect the position to the core business of the school district—design, development, and delivery of curriculum that promotes high levels of achievement for all students. Auditors concluded that delineation and communication of employee roles, relationships, and responsibilities are not clear enough to support sustained quality management in Coeur d'Alene Public Schools. They also found the current organization chart does not reflect sound organizational management of the school system when evaluated against audit criteria. Roles depicted in job descriptions vs the organizational chart are sometimes confusing; random responsibilities and words on the organizational chart are not included in job descriptions (see Finding 1.2).

Recent planning in Coeur d'Alene Public Schools does not meet audit criteria to produce a viable planned approach to curriculum and program design capable of supporting strategic actions to close existing gaps in student achievement and assure a quality education for all students. Quality plans have not historically been in place for the district, schools, departments, curriculum management, student assessment, program evaluation, professional development, performance-based budgeting, facilities, or technology. Most planning documents that were provided were missing important aspects (see Finding 1.3). It must be noted that the new superintendent and board spoke of developing a long-term strategic plan using the results of this curriculum management audit, the Futures report for special education, and the graduate profile work that has begun. There is a strong intent to move forward in this area.

Standard Two: Direction

Under the parameters of Standard Two, the auditors examined the district's direction for teaching and learning. Specifically, they looked for systematic curriculum management planning, representation of curriculum offerings in high quality written curriculum guides, and clear alignment of the written, taught, and tested curriculum.

In order to effectively manage the design and delivery of curriculum in complex school systems, adequate staffing and resources are devoted to the most crucial role of the school system's mission: defining, developing, implementing, monitoring, evaluating, and revising the written, taught, and assessed curricula. In carrying out these critical tasks, certain balances must be maintained among those tasks best kept at the district office and those best left to the discretion of individual schools. This balance is critical in not only assuring both consistency and quality in student learning, but also in supporting autonomy and flexibility at school sites to ensure that they can meet the unique needs of their students. The audit expectations regarding those functions of curriculum management that are to be tightly held and those that may be loosely held are presented in Exhibit 2.1.1.

When functions that should be loosely held are instead held tightly, such as use of curriculum resources or instructional strategies, teachers and school leaders lack the flexibility and autonomy to make decisions in response to demonstrated student needs. Likewise, when curriculum objectives and assessments are not held tightly, there is no consistency in what students are learning or in the evaluation of that learning. This can result in students being inadequately prepared for external, high stakes assessments and the next steps in their educational and life journey.

The auditors found that Coeur d'Alene Public Schools needs a comprehensive plan to provide direction and the expected processes for the design and delivery of the curriculum (see Finding 2.1).

When looking at the scope of curriculum available to teachers in the system, auditors found the scope of the written curriculum in elementary schools for core and non-core and high school non-core are considered adequate, while middle school core and non-core and high school core are inadequate to direct instruction in the classroom (see Finding 2.2).

In analyzing the quality of curriculum documents in the Coeur d'Alene Public Schools, auditors found a lack of quality and specificity of minimal basic components needed to promote a highly focused, consistent educational program with an aligned written, taught, and tested curriculum. Further, the audit found that congruency between instructional resources and Idaho Content Standards or Common Core State Standards in English/Language Arts in two dimensions, content and cognitive type, did not meet the content specificity and cognitive rigor that Coeur d'Alene Public Schools is committed to as expressed through various planning documents in the district. In mathematics, the audit found that mathematic assessments given at a specific time during a unit of learning are misaligned in cognitive type, minimalizing their ability to support student learning and success on state and local assessments (see Finding 2.3).

Standard Three: Equality, Equity, and Consistency

In Standard Three, the audit team found inconsistencies in several areas of district and school operations and educational services. Coeur d'Alene Public Schools professional development, although plentiful, was not guided by a clear vision and purpose, and current planning for professional development does not meet audit standards for coordinating initiatives across the district departments and school sites (see Finding 3.1).

In classrooms, auditors found instructional practices to be primarily large group, teacher-centered, at low cognitive levels, with few effective instructional strategies in use. The auditors found that instructional strategies vary from classroom to classroom and are not consistent with research-based practices that support teaching and learning for all. Additionally, auditors found that instructional monitoring lacks focus and consistency to ensure that all students in all classrooms have the greatest opportunities for student success (see Finding 3.2).

When analyzing 1,900 student work samples/artifacts provided to the audit team, the cognitive demands and contexts of the work were most frequently low and of the least engaging type in all content areas and grade levels, except high school English language arts (ELA). Almost half the elementary science and social studies artifacts either partially met or did not meet the expectations of the identified standard. Many artifacts at the elementary and middle school level were below the reported grade level. Disparities exist between schools located in the north vs. the south parts of the district in social studies and science (see Finding 3.3).

As a result of inequitable policies and practices, auditors found that the Coeur d'Alene Public Schools issues related to access to resources varying graduation requirements, transfer students, and access to full day kindergarten. Varying graduation requirements limit access to potential future career courses in the area of elective choices for students who attend Coeur d'Alene and Venture High Schools. The system's transfer policy is forcing some economically disadvantaged students to transfer to schools outside their neighborhood school. While the district is providing equity by offering full-day kindergarten to students enrolled in southern elementary schools with higher economically disadvantaged student populations, the system is unintentionally neglecting other economically disadvantaged students in its northern elementary schools (see Finding 3.4).

Standard Four: Feedback

The focus of Standard Four is on feedback of various types and how the system uses those data. Typically, the information for feedback might come from student assessments, program evaluations, surveys, or follow-up studies with former students. The auditors found Coeur d'Alene Public Schools needs a formal planned approach to comprehensive student assessment and program planning and evaluation (see Finding 4.1).

The scope of formal student assessment in the Coeur d'Alene Public Schools does not meet audit criteria when viewed across all grade levels and curriculum offerings. Only 36% of the curriculum offerings in the district are formally assessed. The core content (English language arts, mathematics, science, and social studies) in grades 6-8 was found to be adequate; however, elementary core and non-core, middle school non-core, and high school core and non-core did not meet audit standards. Adequate assessment tools were not provided to the auditors, indicating that sufficient data for instructional decision making in all areas of the curriculum and at all grade levels are not available for teaching and learning (see Finding 4.2).

The auditors found that the district's student achievement rates on the *ISAT* have been consistently above the state average for the last three years. However, they also found achievement gaps between various subgroups of students within the district; without successful intervention measures, it will take years to close some gaps, while others may never close without concentrated efforts by the Coeur d'Alene Public Schools. They further found that student achievement in the district is flat. Very little change, either positive or negative, was noted in the three years of student achievement data analyzed (see Finding 4.3).

Without critical data feedback, programs that are ineffective are often allowed to continue without modification or strategic abandonment. Ineffective programs continue to use resources that could be utilized more effectively to meet student learning needs. Such purposeful approaches to program evaluation reduce the chance that unnecessary and ineffective programs will be adopted in a rush to "do something." How a district uses data in making important decisions can significantly affect the quality and outcomes of those decisions.

Standard Five: Productivity

In Standard Five, the focus is on productivity within the district. The areas of productivity that auditors examined in CdA schools included budget, interventions, facilities, and instructional technology. In reviewing the district's budgetary processes, auditors found a traditional formula-based process in place with no evidence of efforts to tightly connect student achievement or program performance feedback to budgetary decisions.

Budgetary programs are funded based on campus decisions with no connectivity to the district's curricular goals or strategic priorities, and without cost benefit (see Finding 5.1).

Coeur d'Alene Public Schools has made significant investments in technology. However, a comprehensive technology plan is needed that clearly identifies the intended use of instructional technology. Professional development can support teachers learning to raise the level use of technology by teachers and students observed across the district (see Finding 5.2).

Regarding district facilities, auditors concluded that the Coeur d'Alene Public Schools has adequate and well-maintained facilities to support the teaching and learning environment. Multi-year facility planning has started, but a comprehensive plan is needed to adequately replace or recondition aging facilities and handle growth patterns throughout the district. Classroom capacity across the district is at a maximum to meet enrollment needs, and the district's current plans for new facility construction should be continued (see Finding 5.3).

Effective program interventions contribute to school improvement and productivity. An intervention that sustains a positive impact is connected to district priorities and is well planned, adequately funded, and fully implemented. Coeur d'Alene Public Schools has a plethora of programs, initiatives, and strategies being used throughout the district. A majority of these programs are focused on supporting other areas of student needs outside the core content areas of learning. Auditors found a loosely coupled system regarding the selection, implementation, and evaluation of these programs and interventions. Currently, no district-wide processes are in place that require interventions or establish an expectation of a systemic planned approach to the selection, implementation, and evaluation of interventions for effectiveness (see Finding 5.4).

In summary, Coeur d'Alene Public Schools and its stakeholders are faced with both challenges and opportunities. The district has a new superintendent who with his cabinet communicates a new expectation of excellence in teaching and learning and instills a sense of commitment in converting this vision into reality. Teachers, administrators, staff, and the board of trustees have indicated a desire to support the new superintendent as he leads the district to the next level of excellence and they collectively set the standards for high quality educational opportunities for all students. Undertaking the Curriculum Audit is evidence of such commitment, and the auditors are confident that the audit report responds to the superintendent's vision for an evaluation of the structure, organization, and effectiveness of the district's curriculum management system. However, future progress will depend, in part, on the district leadership's efforts to address the issues presented in the audit, including the willingness of the board to allocate additional resources necessary to implement the recommendations.

In 2002, the Coeur d'Alene board contracted with CMSi to perform a similar audit as this one being completed in May of 2019. As a matter of significant interest, most of the findings and the recommendations made in that original audit are present in the audit completed today. Perhaps some of these findings today would not have existed if those identified challenges from 2002 were ameliorated years ago when the issues were first identified? The auditors' guidance for the current board and leadership would be to face these challenging issues head-on and commit to resolving these for the benefit of all current and future learners in the Coeur d'Alene Public Schools.

It is important to note that the leadership, staff, and community of Coeur d'Alene Public Schools has shown great capacity for reacting and being proactive to critical needs in the past year. The community experienced devastating loss in the spring of 2018 with four suicides, resulting in great concern for the mental health of students and staff. As a result of this, professional development for the current year, under the direction of the new superintendent and his team, has provided a strong focus on mental health and suicide prevention K-12. As a high school student noted in an interview, this community "had our backs" and that student and his peers also spoke of the feeling of love and support during a difficult time. CdA Schools has demonstrated the capacity to take care of business when put in the highest stress a community can feel.

The CMSi audit team has suggested numerous steps for improving all areas in which the current status precluded meeting audit criteria. While additional actions might be developed by the district administration and staff to implement those recommended changes, the recommendations that have been offered have a history of success in school districts. The first step is for the superintendent to develop a work plan for responding to the findings

and recommendations. With eventual approval by the board of trustees and active implementation by the administration over the next three to five years, this blueprint can bring organizational effectiveness and student achievement to new heights.

IV. FINDINGS

STANDARD 1: The School District Demonstrates Its Control of Resources, Programs, and Personnel.

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

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

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

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

What the Auditors Expected to Find in the Coeur d'Alene Public Schools:

A school system meeting CMSi Curriculum Management Audit Standard One is able to demonstrate its control of resources, programs, and personnel. Common indicators are:

- A curriculum that is centrally defined and adopted by the board of trustees;
- A clear set of policies that establish an operational framework for management that permits accountability;
- A clear set of policies that reflect state requirements and local program goals and the necessity to use achievement data to improve school system operations;
- A functional administrative structure that facilitates the design and delivery of the district's curriculum;
- A direct, uninterrupted line of authority from school board/superintendent and other central office officials to principals and classroom teachers;
- Organizational development efforts that are focused to improve system effectiveness;
- Documentation of school board and central office planning for the attainment of goals, objectives, and mission over time; and
- A clear mechanism to define and direct change and innovation within the school system to permit maximization of its resources on priority goals, objectives, and mission.

Overview of What the Auditors Found in the Coeur d'Alene Public Schools:

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

The auditors found the board policies in Coeur d'Alene Public Schools did not meet audit criteria in both content and specificity to guide all necessary aspects of curriculum management and the educational program. Several policies in the curriculum management areas of control, direction, consistency and equity, feedback and productivity (the five standards of the audit) were either weak or absent.

Auditors determined that the district organizational chart was ineffective in providing organizational oversight in the district. More specifically, the organizational chart violates several rules of sound organizational management. Most job descriptions were rated inadequate or missing curricular linkage and insufficient to direct the design and delivery of the district's curriculum—the core business of the school district. Without

current and clear job descriptions, the district cannot ensure that faculty and staff are aware of their professional responsibilities related to student learning and expectations.

Auditors found quality planning is emergent, and preparation is in place for developing a full strategic plan for the system starting in the summer of 2019, but historically, planning has not taken place in the Coeur d'Alene Public Schools. Board policy directs long-term planning, but it has not been implemented. School improvement plans were not provided for all schools, and those that were provided were inconsistent in their quality, format, expectations, resources needed, and evaluation. The auditors were not provided with high quality, stand-alone, single topic plans that provide guidance in specific areas or departments (e.g., curriculum management planning [Finding 2.1], staff development planning [Finding 3.1], student assessment and program evaluation planning [Finding 4.1], long-term facilities planning [Finding 5.3], updated planning for technology [Finding 5.2], or formalized planning for individual departments).

District logo

Finding 1.1: Board policies and administrative procedures meet state requirements but need more content and specificity to provide for adequate curriculum management direction to ensure effective quality control.

Educational policy development is an essential responsibility of a school board and is the process through which boards establish and maintain fundamental control over all aspects of the school system, including management of curriculum. Administrative regulations or procedures are directions developed by the superintendent that clarify policies or provide detail for policy implementation. Together, these documents can provide a framework for consistency to administrators, faculty, and staff and serve as a common reference for decision making in design and delivery of the written, taught, and tested curriculum. When policies and administrative procedures are absent or vague, the content and quality of educational decisions are left to the discretion of individuals, and outcomes may not be reflective of the board's intent.

To determine the adequacy of board policies and administrative procedures, the auditors conducted a review of the entire online policy manual for Coeur d'Alene Public Schools. Auditors also interviewed board trustees, administrators, and teachers regarding policy adoption and revision and the administrative procedure development process, as well as the use of policies and procedures as reference documents. Online surveys of school leaders and district administrators were also used to collect information on use of Coeur d'Alene policy.

Auditors found the 325 board policies, 131 administrative procedures, and 77 forms did not meet the individual or overall standard to guide all necessary aspects of curriculum management and the educational program.

Auditors found several board policies that reflect the legal authority for Idaho boards of trustees to adopt and revise board policies and for the superintendent to develop administrative procedures:

- *Board Policy 1205-School Board Powers and Duties* states, "This Board has the powers and duties attributed to it by the Constitution and laws of the State of Idaho. This includes the power of the Board as a whole to adopt policies. Policies established by the Board will be carried out by the Superintendent of schools or designee or others as may be determined by the Board. The Board shall concern itself primarily with broad questions of policy rather than with administrative details. The application of policies is an administrative task to be performed by the Superintendent and District staff and who shall be held responsible for the effective administration and supervision of the entire school system."
- *1205P-School Board Powers and Duties* provides a list of 23 duties of the board including: "1. Enacts policy, by-laws, rules, and regulations for its governance, and that of the District, consistent with the laws of the State of Idaho and rules of the State Board of Education. Governs the District in compliance with state law and rules of the State Board of Education."
- *Board Policy 1300-District Policy* states, "The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Trustees." This policy further delineates the purpose of policies "as a means to articulate the Board's vision for student achievement, citizenship, and the overall mission and values of the District." Additionally, it defines the orderly process for the superintendent to consider in the development of policies to be presented to the board for review and consideration as well as the adoption and amendment of policies.
- *Board Policy 1310-Procedures* explains, "Procedures are detailed directions developed by the administration to put policy into practice. They tell how, by whom, where and when things are to be done. The Superintendent shall develop such administrative procedures as necessary to ensure consistent implementation of policies adopted by the Board." According to this policy, procedures are to be submitted to the board as an information item and need not be approved by the board unless deemed necessary by the superintendent or if required by statute.
- *Board Policy 1410-Board Superintendent Relationship* states, "The Board adopts policies necessary to provide the general direction for the District and to encourage achievement of District goals, and appraises and evaluates these policies. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's day-to-day operations."

Policy and Administrative Regulation/Procedure Development, Revision, and Adoption

Coeur d'Alene Public Schools contracts with the Idaho School Boards Association (ISBA) for board policy update services. Four times a year ISBA releases newly developed or revised policies with applicable statutory or procedural references. Adoption of board policies requires, at a minimum, advanced written notice of the proposed changes and placement on the agenda generally for two consecutive meetings prior to a vote taking place. Board policies are usually recommended for the board's consideration by the superintendent, but can be generated by others (board member, community member, district personnel).

Idaho school board policies are nested under eight categories:

1000-Board of Trustees
2000-Instruction
3000-Students
4000-Community Relations
5000-Personnel
6000-Administrative
7000-Financial Management
8000-Non-Instructional

Procedures are developed locally by the superintendent or designee and include detailed directions for putting policies into practice. Forms are developed to coordinate with the procedures. Procedures and forms do not generally require board of trustee approval.

Exhibit 1.1.1 displays the number of policies by category and level (policies, procedures, forms) displayed in the official online manual of Coeur d'Alene Public Schools.

Exhibit 1.1.1

Policies by Category
Coeur d'Alene Public Schools
February 2019

	1000 Board of Trustees	2000 Instruction	3000 Students	4000 Community Relations	5000 Personnel	6000 Administrative	7000 Financial Management	8000 Non-Instructional	Total
Policies	37	63	55	27	70	7	38	28	325
Procedures	8	26	33	10	29	2	9	14	131
Forms	0	21	24	12	10	2	3	5	77
Total	**45**	**110**	**112**	**49**	**109**	**11**	**50**	**47**	**533**

As indicated in Exhibit 1.1.1, Coeur d'Alene Public schools is governed by 325 policies. The district also has 131 administrative procedures and 77 forms to support the implementation of policy.

Exhibit 1.1.2 lists the policies selected by the auditors for analysis because they are considered the ones most related to a curriculum management system and a fundamental support framework for educational program delivery. The selected board policies and accompanying procedures and forms are displayed by number, title, and date adopted or revised.

Exhibit 1.1.2

Curriculum Management Board Policies Reviewed by the Audit Team
Coeur d'Alene Public Schools
February 2019

Policy #	Procedure	Policy Title	Adoption/ Revision Date
1010		Board of Trustees Organization and Classification	11/4/13
1205		School Board Powers and Duties	11/4/13
	1205P	School Board Powers and Duties	11/4/13
1300		District Policy	11/4/13
1310		Procedures	11/4/13
1315		District Planning	12/5/16
1410		Board Superintendent Relationship	11/4/13
1615		Statement of Guiding Principles	11/4/13
1620		Board Goals and Objectives	11/4/13
1625		Vision Areas and Goals	11/4/13
2100		Curriculum Development and Assessment	11/5/18
	2100P	Curriculum Development and Assessment	11/5/18
	2100F1	New Course Proposal Form	n/a
	2100F2	Course Pacing Guide	n/a
2110		Lesson Plan	2/3/14
2120		Program Evaluation and Diagnostic Tests	2/3/14
2130		Research Studies	2/3/14
2140		Student and Family Privacy Rights	3/7/16

Exhibit 1.1.2 (continued) Curriculum Management Board Policies Reviewed by the Audit Team Coeur d'Alene Public Schools February 2019			
Policy #	**Procedure**	**Policy Title**	**Adoption/ Revision Date**
	2140F	Student and Family Privacy Rights-Consent Form	2/3/14
2150		Copyright	2/3/14
	2150P	Prohibition Against Reproduction of Copyrighted Materials	2/1/16
2170		Use of Commercially Produced Video Recordings	2/1/16
	2170P	Use of Commercially Produced Video Recordings	2/1/16
	2170F1, F2, F3	Parental Movie Consent Form	6/1/15
2175		Unmanned Aircraft Systems (Drones), Model Aircraft, Amateur Rockets	1/18/18
2200		School Year Calendar and Instructional Hours	2/3/14
2210		School Closure	2/3/14
	2210P	School Closure	2/3/14
2240		Class Size	2/3/14
2245		Personnel Standards	2/3/14
2300		Guidance and Counseling	5/5/14
	2300P	Guidance and Counseling	5/5/14
2305		Nutrition Services/Nutrition Education	2/3/14
	2305P	Nutrition Services/Nutrition Education	2/3/14
2315		Physical Activity Opportunities and Physical Education	5/5/14
2320		Health Enhancement Education	2/3/14
2325		Driver Education	2/3/14
	2325P	Driver Education	2/1/16
2327		Citizenship	2/3/14
2328		Flag Displays	2/3/14
2335		Digital Citizenship and Safety Education	2/3/14
2337		Workforce Skills	2/3/14
2340		Controversial Issues and Academic Freedom	2/3/14
2341		Sex Education	2/3/14
2345		Speakers in the Classroom and at School Functions	2/3/14
	2345P	Controversial Speakers Procedures	2/3/14
2350		Student Religious Activity at School	2/3/14
	2350P	Student Religious Activity at School	8/11/14
2353		School Ceremonies and Observations	2/3/14
2355		Release Time	2/3/14
	2355P	Release Time	2/3/14
2370		Homebound, Hospital, and Home Instruction	2/3/14
2375		Service Animal in Schools	1/18/18
2377		Animals in Schools and Classrooms	6/4/18
2380		Head Start Program Coordination	9/11/17
2385		English Learners Program	8/7/17
	2385P	English Learners Program	8/7/17
2390		Migrant Education Program	2/3/14
2395		Idaho Digital Learning Academy Classes	5/5/14
	2395P	Idaho Digital Learning Academy Enrollment and Financial Procedures	5/5/14
2400		Special Education Programs	2/3/14
2410		Section 504 of the Rehabilitation Act of 1973	3/6/17
	2410P1	Identification and Referral of Students with Disabilities	3/6/17

Exhibit 1.1.2 (continued) Curriculum Management Board Policies Reviewed by the Audit Team Coeur d'Alene Public Schools February 2019			
Policy #	**Procedure**	**Policy Title**	**Adoption/ Revision Date**
	2410P2	Section 504 Due Process	3/6/17
2420		Parent and Family Engagement	5/7/18
	2420P	Parent and Family Engagement Guidelines	5/7/18
2425		Parental Rights	4/3/17
2430		Gifted and Talented Program	5/5/14
	2430P	Advanced Learning Program	5/5/14
	2430F1	Advanced Learning Program Teacher Referral Forms	n/a
	2430F2	Advanced Learning Program Parent Referral Form	n/a
2435		Advanced Opportunities	9/10/18
	2435P	Advanced Opportunities Procedures	1/18/18
	2435F	Advanced Opportunities Participation Form	12/5/16
2440		Online Courses and Alternative Credit Options	2/3/14
2441		Post-Secondary Developed Courses	2/3/14
2442		Professional Technical Schools	2/3/14
2445		Audit	2/3/14
2450		Contracted Student Services	2/3/14
2500		Library Materials	2/3/14
2510		Selection of Library Materials	2/3/14
	2510P	Selection of Library Materials	2/3/14
2520		Curricular Materials	2/3/14
2530		Instructional Materials Review	2/3/14
	2530P	Complaints about Instructional Materials	5/5/14
	2530F1	Request for Review of Instructional Materials or Procedures	n/a
	2530F2	Request to Opt Out of Whole Group Novel Instruction	n/a
2540		Selection, Adoption, and Removal of Curricular Materials	2/3/14
	2540P	Selection, Adoption, and Use of Instructional Materials	11/3/14
2545		Technology Advisory Council	2/3/14
2547		Computer Assisted Instruction	2/3/14
2550		Field Trips, Excursions, and Outdoor Education	5/5/14
	2550P	Travel-Field Trip Procedures	2/3/14
2560		Contests for Students	2/3/14
2600		Promotion/Retention	5/5/14
	2600P	Promotion/Retention	3/7/16
2603		Required Instruction	5/5/14
2620		Grading and Progress Reports	5/5/14
	2620P1	Grading System	5/5/14
2625		Parent Teacher Conferences	5/5/14
2700		High School Graduation Requirements	7/11/16
	2700P1	High School Graduation Requirements	3/5/18
	2700P2	Early Graduation	7/7/14
2700E		Technological Graduation Requirements	4/4/16
2705		Military Compact Waiver	5/5/14
2720		Participation in Commencement Exercises	5/5/14
2800		Objectives-Accreditation Standards/Continuous Progress Education	5/5/14
3000		Students-Guiding Principles	7/7/14

Exhibit 1.1.2 (continued) Curriculum Management Board Policies Reviewed by the Audit Team Coeur d'Alene Public Schools February 2019			
Policy #	**Procedure**	**Policy Title**	**Adoption/ Revision Date**
3265		Personal Technology Devices	2/5/18
	3265P	Personal Technology Devices	3/5/18
3270		District Provided Access to Electronic Devices	1/9/17
	3270P	Acceptable Use of Electronic Networks	1/9/17
3275		District Provided Mobile Computing Devices	1/9/17
	3275P	District Provided Mobile Computing Devices	1/9/17
3280		Equal Education, Nondiscrimination, and Sex Equity	7/7/14
	3280P	Equal Education, Nondiscrimination, and Sex Equity	7/7/14
3400		Extracurricular and Co-Curricular Participation	10/6/14
3420		Student Fund Raising Activities	10/6/14
3445		Student School Supplies	11/6/17
4245		Public Performance by Students	5/4/15
5127		Personnel Orientation and Mentoring	11/2/15
5205		Job Descriptions	12/7/15
5225		Professional Staff Development	12/7/15
5340		Evaluation of Certificated Personnel	11/6/17
	5340P	Certificated Personnel Evaluation Procedure	3/5/18
	5340F1	Certificated Teacher Observations and Summative Evaluation	3/5/18
5700		Substitutes	12/7/15
5710		Paraprofessionals	8/6/18
6000		Administration Goals	5/2/16
6100		Superintendent	12/4/17
	6100P	Board/Superintendent Relations	5/2/16
6200		District Organization	5/2/16
6320		Evaluation of Administrative Staff	12/4/17
	6320P	Administrative Personnel Evaluation Procedures	3/5/18
6330		Professional Growth and Development	5/2/16
7000		Financial Management Goals	7/10/17
7100		Budget and Program Planning	7/10/17
	7100P	Budget Hearing	7/10/17
7110		Budget Implementation and Execution	7/10/17
7115		Monthly Finance Report	7/10/17
7120		Budget Adjustments	7/10/17
7260		Student Activity Funds	7/10/17
7315		Revenues Development and Management of Voter Approved Bonds and School Plant Facility Levies	7/10/17
	7315P	Revenues Development and Management of Voter Approved Bonds and School Plant Facility Levies	7/10/17
7320		Allowable Uses of Grant Funds	7/10/17
7325		Fundraising for Schools by External Entities	4/2/18
8000		Non-Instructional Operations Goals	12/4/17
8200		Local School Wellness	6/4/18
8520		Inspection of School Facilities	12/4/17
8700		Computer Software	12/4/17

As can be noted from Exhibit 1.1.2:

- Auditors reviewed 151 documents: 105 policies, 35 procedures, and 11 forms.
- Seventy-eight of the 151 or 52% of policies, procedures, and forms reviewed by auditors show the most recent revision by the district to be five or more years ago.

Policy Design

Auditors analyzed the policies listed in Exhibits 1.1.2 for congruence with Curriculum Management Audit standards using 26 criteria, each with three levels of analysis. The auditors assessed the quality of board policies and administrative procedures by comparing the content to audit criteria for good curriculum management. The 26 criteria are organized into five categories: control, direction, consistency and equity, feedback, and productivity, which mirror the five standards of the audit.

The auditors examined each relevant policy and procedure to determine if the audit criteria were met. For each criterion, points are given based on the characteristics of the policy. If a policy/procedure (or several together) met the descriptor, a point was given the corresponding descriptor. If a policy/procedure was considered too weak to meet the descriptors or if there were no policies/procedures regarding the criterion, no point was given. To be considered adequate, 70% of the total possible points for a standard (set of criteria) had to be given. The criteria and results of this analysis are contained in Exhibits 1.1.3 through 1.1.7.

Exhibit 1.1.3 provides the auditors' analysis of board policies for Standard One and the level of control provided by the policies related to the design and delivery of the written curriculum, long-range planning, and functional decision-making structures.

Exhibit 1.1.3

Auditors' Analysis of Board Policy and Administrative Procedures for Standard One
To Determine Quality and Degree of Adequacy
Coeur d'Alene Public Schools
February 2019

Standard One—Provides for Control: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	**Relevant Policies and Regulations**	**Auditors' Rating**
1.1 A taught and assessed curriculum that is aligned to the district written curriculum		
• Requires the taught and assessed curriculum to be aligned to the district's written curriculum	1625, 2100, 2300, 2442, 2540P	Partial*
• Addresses the alignment of the district's written curriculum with state and national standards for all subject areas and grades (includes electives)		0
• Directs the district's written curriculum documents to be more rigorous than state and national standards to facilitate deep alignment in all three dimensions with current and future high-stakes tests		Partial*
1.2 Philosophical statements of the district instructional approach		
• Has a general philosophical statement of curriculum approach, such as standards-based, competency-based, outcome-based, etc.	1620, 1625 2100	0
• Directs adherence to mastery learning practices for all content areas and grades involved in local, state, and national accountability		0
• Directs adherence to mastery learning practices for all grade levels and content areas, including electives		0
1.3 Board adoption of the written curriculum		
• Requires the annual review of new or revised written curriculum prior to its adoption	2100	1
• Directs the annual adoption of new or revised written curriculum for all grade levels and content areas		1
• Directs the periodic review of all curriculum on a planned cycle over several years		1

Exhibit 1.1.3 (continued) Auditors' Analysis of Board Policy and Administrative Procedures for Standard One To Determine Quality and Degree of Adequacy Coeur d'Alene Public Schools February 2019		
Standard One—Provides for Control: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	**Relevant Policies and Regulations**	**Auditors' Rating**
1.4 Accountability for the design and delivery of the district curriculum through roles and responsibilities		
• Directs job descriptions to include accountability for the design and delivery of the aligned curriculum	2110, 5205, 5340P, 6320P	Partial*
• Links professional appraisal processes with specific accountability functions in the job descriptions of central office administrators, building administrators, and regular classroom teachers		1
• Directs professional appraisal processes to evaluate all staff in terms of gains in student achievement		1
1.5 Long-range, system-wide planning		
• As part of the district planning process, policy requires that the superintendent and staff think collectively about the future and that the discussion take some tangible form (allows for flexibility without prescribing a particular template)	1310, 1315, 1615, 1620, 1625, 2120, 5225, 6320P, 7315P	1
• Requires the development of a system-wide, long-range plan that is updated annually; incorporates system-wide student achievement targets; and is evaluated using both formative and summative measures		1
• Expects school improvement plans to be congruent with the district long-range plan, to incorporate system-wide student achievement targets, and to be evaluated using both formative and summative measures		0
1.6 Functional decision-making structure		
• Expects an organizational chart that is annually reviewed, presented to the board, and approved by the superintendent	6200, 5205, 2520, 2540, 2540P, 2545, 7315	1
• Requires that job descriptions for each person listed on the organizational chart be present and updated regularly to ensure that all audit criteria, such as span of control, logical grouping of functions, etc., are met		Partial*
• Directs and specifies the processes for the formation of decision-making bodies (e.g., cabinet, task forces, committees), in terms of their composition and decision-making responsibilities, to ensure consistency, non-duplication of tasks, and product requirements		1
Standard One Rating (number of points for the six criteria with a possibility of 18)		**9**
Percentage of Points Met (points divided by the number of possible points—18)		**50%**
*Partial ratings are tallied as not met.		
Note: One point was awarded for every characteristic met under each criterion for a maximum of 3 points. No points are awarded when policies fail to meet any characteristics.		
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Auditors' ratings in Exhibit 1.1.3 for Standard One indicate that board policies that provide for control received a rating of 9 points of 18 possible for a total of 50% and did not meet audit criteria for content, specificity, and direction. At least 70% of the characteristics must be met for the policies to be considered adequate to provide clear direction for control of the system resources.

The following presents information about the auditors' analysis of policies for Standard One.

Criterion 1.1: A taught and assessed curriculum that is aligned to the district's written curriculum

Language throughout board policy calls for aligned curriculum, but there is no specific expectation as to what curriculum is to be aligned to. For example, *Board Policy 1625-Board of Trustees Vision Areas and Goals* states, "District teachers will implement the aligned and adopted curriculum," which falls short of specifying alignment of the taught and assessed curriculum to the written curriculum or alignment with state and national standards.

Board Policy 2100-Curriculum Development and Assessment directs, "Analysis of the curricula will come through the use of a variety of assessments and various sources of data collection in determining the effectiveness of the planned, written, taught and tested curriculum at all levels." This policy falls short of requiring the taught and assessed curriculum to be aligned to the district's written curriculum.

Some specialty programs are expected to clearly align with national content standards; for example, *Board Policy 2300-Guidance and Counseling* requires the implementation of a school counseling core curriculum aligned to the American School Counseling Association Standards. *Board Policy 2442-Professional Technical Schools* requires alignment to the reality of the workplace and to higher education. In the selection of materials there is an expectation of alignment to state standards as noted in *2540P-Selection, Adoption and Use of Instructional Materials,* which calls for literature and supplemental instructional materials to be aligned to state standards and the written curriculum. However, there is no overall direction in policy that addresses the alignment of the district's written curriculum with state and national standards for all subject areas and grades, including elective courses. It is important to note that national content organizations develop content standards beyond Common Core Standards. Policy falls short of requiring the alignment of written curriculum with state and national standards.

Board Policy 1625-Board of Trustees Vision Areas and Goals calls for curriculum that "is high in rigor and relevancy. Student achievement standards developed locally exceed those of the State of Idaho and hold students accountable for their learning." While this does not require that curriculum documents be more rigorous than national standards, it does call for exceeding the standards of Idaho and serves as a strong beginning for directing that the district's written curriculum documents be more rigorous than state and national standards to facilitate deep alignment.

Two characteristics were partially met; auditors awarded no points.

Criterion 1.2: Philosophical statements of the district's instructional approach.

Board policies do not articulate a philosophical instructional approach. *Board Policy 1620-Board Goals and Objectives* states, "Each year, the Board will review the annual objectives for the District and have available a written comprehensive philosophy of education with goals which reflect the District's philosophy of education. The philosophy of education and goals shall be in writing and shall be available to District staff and to the public." The expectation is there, but no document could be found that provided a "comprehensive philosophy of education." *Board Policy 2100-Curriculum Development and Assessment* calls for the curriculum to be designed to "accomplish the learning objectives and goals for excellence consistent with the District's educational philosophy." Although educational philosophy is addressed in these policies, there is no clear statement of instructional approach or requirement for mastery learning practices for all content areas in policy or other district documents provided to the audit team.

This criterion was not met; auditors awarded no points.

Criterion 1.3: Board adoption of the written curriculum.

Board Policy 2100-Curriculum Development and Assessment directs, "The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks, new courses and modification of existing courses before such changes are made." Further, this policy requires, "A curriculum review cycle and timelines for curriculum development and analysis shall be included" in the development process.

This criterion was met and was awarded 3 points.

Criterion 1.4: Accountability for the design and delivery of the district curriculum through roles and responsibilities.

Board Policy 5205-Job Descriptions states, "There shall be written job descriptions for all positions and for all employees of the School District. The job description will describe the essential characteristics, requirements, and general duties of the job or position. All personnel shall be subject to the requirements delineated in the job descriptions so they may effectively contribute to the goals and purposes for the District." Although policy directs the development of job descriptions for all district staff, no policies were found that directly required job descriptions to include accountability for the design and delivery of curriculum.

Coeur d'Alene Public Schools use the Charlotte Danielson Framework for evaluating all instructional and administrative staff. *5340P-Certified Personnel Evaluation Procedure* specifically links the appraisal/evaluation process with specific accountability functions for teachers as well as growth in student achievement. *Board Policy 6320P-Administrative Personnel Evaluation Procedures* provides the same specific accountability functions for administrators and growth in student achievement.

This criterion was partially met and awarded 2 points.

Criterion 1.5: Long-range, system-wide planning

The expectation of long-term planning is clear throughout policy. *Board Policy 1315-District Planning* states, "The Board of Trustees shall create a collaborative continuous improvement plan designed to improve student achievement in the District, assess and prioritize needs, and measure outcomes. The Board shall work with the Superintendent to engage students, parents, teachers, and community members as appropriate in the strategic planning process.

The annual continuous improvement plan shall:

- Be data driven, specifically in student outcomes, and shall include, but not be limited to analysis of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
- Set clear and measurable targets based on student outcomes;
- Include a clearly developed and articulated vision and mission; and
- Include key indicators for monitoring performance; and
- Include a report of progress toward the previous year's improvement goals."

Additionally, *Board Policy 1615-Governance-Statement of Guiding Principles* calls for developing strategic plans.

Board policy addresses expectations for variety of plans. *Board Policy 1625-Vision Areas and Goals* calls for a technology plan. *Board Policy 2120-Program Evaluation and Diagnostic Tests* requires a plan for evaluation of instructional programs and services to determine how well expectations and purposes are being met. *Board Policy 5225-Professional Staff Development* speaks to a Staff Development plan. *6320P-Administrative Personnel Evaluation* also calls for the creation and implementation of a plan for ongoing training and professional development. *7315P-Development of Management of Voter Approved Bonds and School Plan Facility Levies* calls for a Ten-Year Facility Plan maintained and updated by the Long-Range Planning Committee.

Though it is clear that planning is expected, there is no expectation that the school improvement plans be congruent with the district long-range or strategic plan to incorporate system-wide student achievement targets or be evaluated using both formative and summative measures.

This criterion was partially met; auditors awarded 2 points.

Criterion 1.6: Functional decision-making structure

Board Policy 6200-Administration District Organization states, "The Superintendent shall develop an organizational chart indicating the channels of authority and reporting relationships for school personnel." Further, "The Superintendent shall have the authority to determine the organization, reorganization, and arrangement of the administrative and supervisory staff. The Superintendent shall exercise his or her judgement in making such decisions to best serve the District's students and patrons. The Superintendent is encouraged to inform the Board of decisions that will affect the organizational chart. The Board expects the Superintendent to keep the administrative structure in line with the needs for support, supervision, and accountability throughout the school system."

As stated in Criterion 1.4, *Board Policy 5205-Job Descriptions* requires job descriptions for each person in the organization. Details regarding span of control, logical grouping of functions, and other audit criteria are not included as expectations.

In regard to formation of decision-making bodies, Coeur d'Alene board policy lays out several expectations for committees, including composition of groups and decision-making responsibilities, to ensure consistency and non-duplication of tasks. *Board Policy 2520-Curricular Materials* states, "The Board may establish a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the District that are not covered by the State curriculum materials committee. At least one-fourth (1/4) of this committee must be comprised of persons other than public educators and Trustees. All meetings of the committee shall be held in open session and be duly noticed*." Board Policy 2540-Selection, Adoption, and Removal of Curricular Materials* speaks to Content Committees and provides details for the use of ad hoc committees in *2540P*. *Board Policy 2545-Technology Advisory Council* states, "The Board supports the establishment of (a) Technology Advisory Council(s) for the purpose of informing technology integration into the classroom, promoting the sharing of information, and fostering a sense of collective ownership of the District's technology policies. The implementation of this process shall involve regular communication between the Council, Administration, and the Board." Additionally, *Board Policy 7315-Development of Management of Voter Approved Bonds and School Plan Facility Levies* details expectations for The Long-Range Planning Committee.

This criterion was partially met; 2 points were awarded.

After an analysis of the level of control provided by board policies, auditors analyzed board policies related to providing direction of the written curriculum, aligned assessment, instructional resources, and program interventions. Standard Two delineates the expectations that a school system has established for clear direction through a valid and measurable set of learning objectives for students. This analysis is provided in Exhibit 1.1.4.

Exhibit 1.1.4

Auditors' Analysis of Board Policy and Administrative Procedures on Audit Standard Two
To Determine Quality and Degree of Adequacy
Coeur d'Alene Public Schools
February 2019

Standard Two—Provides for Direction: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	**Relevant Policies and Regulations**	**Auditors' Rating**
2.1 Written curriculum with aligned, criterion-referenced formative assessments for all subject areas at all grade levels		
• Requires enough specificity so that all teachers can consistently describe how students will demonstrate mastery of the intended objective	2100, 2110, 2320, 2325, 2327, 2337, 2430, 2430P	0
• Requires formative assessment instruments that align to specific curriculum objectives		0
• Directs that suggestions be provided to teachers for differentiating curriculum to meet students' needs as diagnosed by formative assessments		0

Exhibit 1.1.4 (continued) Auditors' Analysis of Board Policy and Administrative Procedures on Audit Standard Two To Determine Quality and Degree of Adequacy Coeur d'Alene Public Schools February 2019		
Standard Two—Provides for Direction: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	**Relevant Policies and Regulations**	**Auditors' Rating**
2.2 Periodic review/update of the curriculum and aligned resources and assessments		
• Requires the development of procedures to both formatively and summatively review the written curriculum for all grade levels and content areas	2100, 2110	0
• Requires the annual review of test banks, benchmark assessments, and other assessment instruments for alignment with the district or state accountability system		Partial*
• Evaluates assessment instruments for alignment to the district curriculum in all three dimensions: content, context, and cognitive type		0
2.3 Textbook/resource alignment to curriculum and assessment		
• Requires textbooks/resources to be regularly reviewed and the resource revision/adoption cycle to align with the curriculum revision cycle	1205P, 2100, 2110, 2170, 2340, 2343, 2520	0
• Directs review of all new instructional resource materials for content, context, and cognitive type alignment to the district curriculum and assessment		0
• Directs district staff to identify discrete areas where alignment is missing and provide teachers with supplementary materials to address gaps in alignment (missing content, inadequate contexts, etc.)		0
2.4 Content area emphasis		
• Directs the yearly identification of subject areas that require additional emphasis based on a review of assessment results		0
• Within subject areas, requires identification by administration of specific objectives, contexts, cognitive types, and instructional practices to receive budgetary support		0
• Requires focused professional development and coaching to support the instructional delivery of the identified priorities within the content areas		0
2.5 Program integration and alignment to the district's written curriculum		
• Directs that all subject-related (e.g., reading, Title I) and school-wide (e.g., tutoring, DARE, AVID) programs be reviewed for alignment to the written and assessed curriculum	1205P, 2120, 2370, 2385, 2390, 2400, 2430, 2430P	0
• Requires written procedures for both formative and summative evaluation of all new subject-related and school-wide programs before submission to the board for approval		0
• Directs administrative staff to prepare annual recommendations for subject-related and school-wide program revision, expansion, or termination based on student achievement		Partial*
Standard Two Rating (number of points for the five criteria with a possibility of 15)		**0**
Percentage of Points Met (points divided by the number of possible points—15)		**0%**
*Partial ratings are tallied as not met.		
Note: One point was awarded for every characteristic met under each criterion for a maximum of 3 points. No points are awarded when policies fail to meet any characteristics.		
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Exhibit 1.1.4 presents the auditors' ratings of the district policies and exhibits related to Standard Two, which provides for direction. In order for the policies to be considered adequate, at least 70% of the characteristics must be met. Auditors awarded no points; board policies did not meet audit criteria to provide clear curriculum guidance for the district.

The following presents information about the auditors' analysis.

Criterion 2.1: Written curriculum with aligned, criterion-referenced formative assessments for all subject areas at all grade levels

Board Policy 2100-Curriculum Development and Assessment directs that "Analysis of the curricula will come through the use of a variety of assessments and various sources of data collection in determining the effectiveness of the planned, written, taught and tested curriculum at all levels." This policy further states "A written, sequential curriculum shall be developed for each course and subject area. It shall also address content and program area performance standards, and District education goals, and shall be constructed to include such parts of education as content, skills, and thinking." This policy contains pieces of this criterion but falls short of directing the board to provide for a written curriculum that has the specificity teachers need to be able to consistently describe how students will demonstrate mastery of the intended objectives. It also does not require formative assessment instruments that align to specific curriculum objectives.

In terms of differentiation, *Board Policy 2110-Lesson Plans* calls for daily activities that address the needs of students. *Board Policy 2430* and *2430P-Advanced Learning Program* describe the Advanced Learning Program as "academically challenging and differentiated, developing life-long learners, innovators, and positive contributors to society." The policy states that "Curriculum Differentiation is a method of modifying or adapting curriculum to meet the diverse student needs in mixed-ability classrooms." It then goes on to describe ways of modifying curriculum, including changes in content, process, and product. The procedures cite "switch classes" as an example of differentiation. This is a strong beginning; however, policy does not direct that suggestions for modification be provided in the written curriculum for teachers to meet students' needs as diagnosed by formative assessments.

No points were awarded for this criterion.

Criterion 2.2: Periodic review/update of the curriculum and aligned resources and assessments

Board Policy 2100-Curriculum Development and Assessment states that the district will regularly review curricula and that a curriculum review cycle and timelines for curriculum development and analysis shall be included in that cycle "to promote equity, giving all children the opportunity to learn essential content, and to provide opportunity for deeper and more complex study." This policy is a beginning, but does not address the development of procedures to both formatively and summatively review the written curriculum for all grade levels and content areas. Further, no policy requires the annual review of test banks, benchmark assessments, and other assessment instruments for alignment with district and state accountability systems or evaluating assessment instruments for alignment to the district curriculum in content, context, and cognitive type.

One characteristic was partially met; auditors awarded no points.

Criterion 2.3: Textbook/resource alignment to curriculum and assessment

Policy is clear on the importance of the board's role in providing instructional materials for students *1205P School Board Powers and Duties* directs that the district "Adopts courses of study and provides instructional aides. Provides, or requires students to be provided with, suitable textbooks and supplies." *Board Policy 2100-Curriculum Development and Assessment* states, "The staff and administration will suggest materials and resources, to include: supplies, books, materials, and equipment necessary to meet the goals of the education program. Updated curriculum is planned in conjunction with and congruent to the state textbook adoption cycle." *Board Policy 2520-Curricular Materials* states that "The Board is legally responsible to approve and to provide the necessary curricular materials used in the District. Textbooks and instructional materials should provide quality learning experiences for students…" The use of an adoption committee is indicated in *Board Policy 2540-Selection, Adoption, and Removal of Curricular Materials,* which directs, "The curricular materials adoption committee should develop, prior to selection, a set of selection criteria against which curricular materials will be evaluated." The policy goes on to say the criteria shall include congruence with the identified instructional objectives, which, addresses the audit expectation of alignment with content. Materials are also to be grounded in research as stated in *Board Policy 2100-Curriculum Development and Assessment*: "Curricular materials and instructional approaches will be grounded in research, implemented with fidelity, and will include

vertical articulation as well as horizontal alignment." Overall, these policies speak to the need for materials to align to content expectations, but no mention is made of aligning to context or cognition.

Board Policy 2110-Lesson Plan speaks to the need for teachers to have "supplementary" materials, but it does not require a process for staff to analyze and identify discrete areas where students are showing gaps and providing supplemental materials to teachers for those areas.

Additionally, there is no mention in district policies of aligning the resource revision/adoption cycle with the curriculum revision cycle.

This criterion was not met; auditors awarded no points.

Criterion 2.4: Content area emphasis

No board policies were found that direct the yearly identification of subject areas requiring additional emphasis based on assessment results, specific objectives that require professional development in support of curriculum delivery, or identification of subject areas that need additional emphasis and budgetary support, or the requirement of focused professional development and coaching on identified areas within the content areas.

This criterion was not met; auditors awarded no points.

Criterion 2.5: Program integration and alignment to the district's written curriculum

To determine if policy addresses the expectation that all subject-related and school-wide programs are to be reviewed for alignment to the written and assessed curriculum, auditors noted that many policies exist, including *Board Policy 2370-Homebound, Hospital, and Home Instruction*, *Board Policy 2385-English Learners*, *Board Policy 2390-Migrant Education Program*, *Board Policy 2400-Special Education Program, Board Policy 2430-Gifted and Talented, and 2430P-Advanced Learning Program*, but none provide direction for programs to be reviewed for alignment to the written and assessed curriculum.

Also, no policies were found requiring written procedures for both formative and summative evaluation of all new subject-related programs and school-wide programs being reviewed before submission to the board for approval.

An expectation of measuring program effectiveness is inferred in *1205P-School Board Powers and Duties*, which lists 23 duties of the board, including evaluating "the educational program to determine the effectiveness with which the schools are achieving the educational purpose of the school system." *Board Policy 2120-Program Evaluation and Diagnostic Tests* requires "A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met." However, no procedures are provided to follow up on the general nature of the direction in board policies. The characteristic received a partial rating, but lacking clear direction for annual recommendations for subject-related and school-wide program revision, expansion, or termination based on student achievement, a full rating could not be given.

One characteristic was partially met; auditors awarded no points.

Exhibit 1.1.5 presents auditors' analysis of the adequacy of board policies and administrative procedures for Standard Three in requiring consistency and equity in the system, including curriculum articulation and coordination, professional development to deliver the approved curriculum, monitoring the delivery of the curriculum, and equitable student access to the curriculum, instructional resources, and the learning environment.

Exhibit 1.1.5

Auditors' Analysis of Policy or Administrative Procedures for Audit Standard Three
To Determine Quality and Degree of Adequacy
Coeur d'Alene Public Schools
February 2019

Standard Three—Provides for Consistency and Equity: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	**Relevant Policies and Regulations**	**Auditors' Rating**
3.1 Predictability of written curriculum from one grade and/or instructional level to another		
• Requires the vertical articulation and horizontal coordination of the curriculum within schools	2100	1
• Requires vertical articulation across grade levels and horizontal coordination among schools at a given level for all content areas		0
• Directs the identification of prerequisite skills and their placement in the written curriculum at the appropriate grade/instructional level		0
3.2 Training for staff in the delivery of the curriculum		
• Directs the development and implementation of a district professional development plan, focused on effective curriculum delivery, that is congruent with the district long-range plan and annual goal priorities	1205P, 2100, 2320, 2335, 2420P, 5340P, 6320P	0
• Requires a process whereby staff are coached over time in the implementation of professional development initiatives		0
• Directs the regular evaluation of the impact of professional development on student achievement, using both formative and summative measures		0
3.3 Delivery of the adopted district curriculum		
• Requires all staff to deliver the curriculum as approved by the board	1315, 1620, 1625, 2110, 5340P	1
• Requires building principals and all central office staff with curriculum responsibilities to review disaggregated assessment results and identify areas where curriculum delivery may be ineffective		0
• Requires an annual report for the board regarding the status of curriculum delivery		0
3.4 Monitoring the delivery of the district curriculum		
• Directs building principals to develop and implement a plan to monitor the delivery of the district curriculum on a weekly basis	2100, 5340P	0
• Directs central office curricular staff to assist the principal in monitoring the delivery of the district curriculum		0
• Requires periodic school and classroom data-gathering reports from administrators detailing the status of the delivery of the curriculum across the district, with recommendations for the creation of professional development activities or curricular revisions		0

Exhibit 1.1.5 (continued) Auditors' Analysis of Policy or Administrative Procedures for Audit Standard Three To Determine Quality and Degree of Adequacy Coeur d'Alene Public Schools February 2019		
Standard Three—Provides for Consistency and Equity: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	**Relevant Policies and Regulations**	**Auditors' Rating**
3.5 Equitable student access to the curriculum, instructional resources, and learning environment		
• Requires equal student access to the curriculum, appropriate instructional materials for a variety of learning levels and modes, and appropriate facilities to support the learning environment necessary to deliver the district curriculum	1615, 2100, 2430P, 3000, 3280	1
• Directs the development of procedures for fast-tracking students who lack sufficient prerequisite skills for courses such as AP, honors, etc., but need more challenging content		0
• Requires an annual review of equity data (such as access, racial isolation, rigor), the subsequent reporting to the board of those data, and the development of a plan for correcting equity issues		0
Standard Three Rating (number of points for the five criteria with a possibility of 15)		**3**
Percentage of Points Met (points divided by the number of possible points—15)		**20%**
Note: One point was awarded for every characteristic met under each criterion for a maximum of 3 points. No points are awarded when policies fail to meet any characteristics.		
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Exhibit 1.1.5 presents the auditors' ratings of the district's policies and exhibits related to Standard Three, which provides for consistency and equity. At least 70% of the characteristics must be met for the policies to be considered adequate; the auditors found that 20% were met.

Mom and kids starting the day at Fernan Elementary

The following provides information about the auditors' ratings for Standard Three found in Exhibit 1.1.5:

Criterion 3.1: Predictability of written curriculum from one grade and/or instructional level to another

As shown in Criterion 2.1, *Board Policy 2100-Curriculum Development and Assessment* requires that *"*A written, sequential curriculum shall be developed for each course and subject area. It shall also address content and program area performance standards, and District education goals, and shall be constructed to include such parts of education as content, skills, and thinking. The district will regularly review curricula to promote equity, giving all children the opportunity to learn essential content, and to provide opportunity for deeper and more complex study. Curricular materials and instructional approaches will be grounded in research, implemented with fidelity, and will include vertical articulation as well as horizontal alignment." One point was awarded for this direction.

No policies were found that required vertical articulation across grade levels and horizontal coordination among schools at a given level for all content areas or the identification of prerequisite skills and their placement in the written curriculum at the appropriate grade/instructional level.

This criterion was partially met; auditors awarded 1 point.

Criterion 3.2: Training for staff in the delivery of the curriculum

A number of policies refer to professional development of staff, including *1205P-School Board Powers and Duties*, which provides for support for teachers in their first two years in the profession to receive professional development and mentoring. *2420P-Parent and Family Engagement Guidelines* directs the district to "provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices." *5340P-Certificated Personnel Evaluation* describes the primary purpose of teacher evaluation in the District as maximizing "teacher effectiveness by supporting the professional development needs of the individual teacher and promoting professional conversations between colleagues using a common vocabulary in an effort to enhance student achievement." This policy also provides for mentors for professional staff in any "Professional Development Plan or Improvement Plan." *6320P-Administrative Personnel Evaluation* directs the superintendent to "create and implement a plan for ongoing training and professional development and the funding thereof for principals in the District's Performance Evaluation Program, including evaluation standards, forms, procedures, and processes and a plan for collecting and using data gathered from evaluation." However, no policy directs the development and implementation of a district professional development plan that is focused on effective curriculum delivery and is congruent with the district long-range plan and annual goal priorities, requires a process whereby staff are coached over time in the implementation of professional development initiatives, or the regular evaluation of the impact of professional development on student achievement, using both formative and summative measures.

This criterion was not met; auditors awarded no points.

Criterion 3.3: Delivery of the adopted district curriculum

Staff are required to deliver the curriculum as approved by the board as noted in the following policies. *Board Policy 1625-Vision Areas and Goals* describes a goal to have "Well-prepared teachers and para-professionals deliver the curriculum in meaningful and engaging lessons and learning styles" and states that district teachers will implement the aligned and adopted curriculum. The policy further states that the "Board shall hold the Superintendent accountable for the implementation of curriculum." *Board Policy 2110-Lesson Plan* describes lesson plans that include a statement of objectives (aligned to state standards).

The second expectation in this characteristic is that policy requires building principals and all central office staff with curriculum responsibilities to review disaggregated assessment results and identify areas where curriculum delivery may be ineffective. *5340P-Certificated Personnel Evaluation* describes a process or part of staff evaluation that must include measurable student achievement or student success indicators. It falls short of requiring building principals and all central office staff with curriculum responsibilities to review disaggregated assessment results and identify areas where curriculum delivery may be ineffective.

No policy was found requiring an annual report to the board regarding the status of curriculum delivery. *Board Policy 1315-District Planning* requires a "report of progress toward the previous year's improvement plans," and *Board Policy 1620-Board Goals and Objectives* states, "At the conclusion of the year, the Superintendent shall submit a report to the Board which shall reflect the degree to which the annual objectives have been accomplished."

This criterion was partially met; auditors awarded 1 point.

Criterion 3.4: Monitoring the delivery of the approved curriculum

5340P Certificated Personnel Evaluation states the primary purpose of teacher evaluation in the Coeur d'Alene School District is to "maximize teacher effectiveness by supporting the professional development needs of the individual teacher and promoting professional conversations between colleagues using a common vocabulary in an effort to enhance student achievement." It further expects building administrators to perform walk-throughs on a regular basis. But it does not identify the purpose of the walk-throughs. No policy is in place that directs building principals to develop and implement a plan to monitor the delivery of the district curriculum on a weekly basis or that directs central office curricular staff to assist principals in monitoring the delivery of the district curriculum. In addition, no policy requires periodic school and classroom data-gathering reports from administrators detailing the status of the delivery of the curriculum across the district with recommendations for the creation of professional development activities or curricular revisions.

This criterion was not met; auditors awarded no points.

Criterion 3.5: Equitable student access to the curriculum, instructional resources, and learning environment

Several board policies address the expectation that all students will have equal access to instruction, programs, activities, and facilities. *Board Policy 3000-Students Guiding Principles* states, "the District assures that its educational resources and opportunities are made available on an equal basis to all students under its jurisdiction without regard to race, color, religion, sex, national origin, or disability." *Board Policy 3280-Equal Education, Nondiscrimination, and Sex Equity* states, "The Coeur d'Alene School District complies with all applicable laws and does not discriminate on the basis of race, color, religion, sex, national origin, age (40 or older), genetic information, veteran status or disability in any educational programs or activities receiving federal financial assistance or in employment practices. The District provides equal access to the Boy Scouts and other designated youth groups." *Board Policy 1615-Statement of Guiding Principles* states, "All children should have equitable access to a quality education;" however, equity is not defined. *Board Policy 2100-Curriculum Development and Assessment* requires the district to "regularly review curricula to promote equity, giving all children the opportunity to learn essential content, and to provide opportunity for deeper and more complex study." These policies clearly establish the expectation for equality of access.

2430P-Advanced Learning Program states in "Program Accountability: The District will assure, through ongoing assessment, that advanced learners will be provided with opportunities for continuous growth." Auditors found no policy expectations for fast tracking or advancing students who need more challenging content but lack prerequisite skills.

Polices provide little guidance regarding equity in the Coeur d'Alene Public School system. Auditors noted several statements referring to "Equal Access" to educational opportunities; however, no policies were found related to equity within the school system.

Auditors found no policies or procedures requiring an annual review and reporting of equity data.

This criterion was partially met; auditors awarded 1 point.

Feedback regarding student progress is a critical tool for a district. Auditors analyzed the adequacy of policies to direct the student assessment process, program assessment, and the use of data to determine program/curriculum effectiveness and efficiency, otherwise known as feedback. Exhibit 1.1.6 presents the auditors' analysis of the level of feedback directed by policies.

Exhibit 1.1.6

Auditors' Analysis of Board Policy and Administrative Procedures on Audit Standard Four
To Determine Quality and Degree of Adequacy
Coeur d'Alene Public Schools
February 2019

Standard Four—Provides for Feedback: **Directs the superintendent or designee to oversee the development of board policy to ensure:**		
Audit Criteria and Characteristics	**Relevant Policies and Regulation**	**Auditors' Rating**
4.1 A student assessment process		
• Requires the development and implementation of a district student assessment process that goes beyond the state accountability assessment system and includes both formative and summative measures	1625, 2100	0
• Requires the development and implementation of a district student assessment process that is differentiated to address variations in student achievement (both above and below grade level) and includes both formative and summative assessment measures		0
• Requires assessment instruments to be more rigorous in content, context, and cognitive type than external, high stakes assessments		0
4.2 A program assessment process		
• Directs the development and implementation of a district program evaluation process	1205P, 1315, 2100, 2120, 6000	1
• Requires each proposed program to have an evaluation process (includes both formative and summative evaluations) before that program is adopted and implemented		0
• Directs the program assessment process to link with district planning initiatives, including site improvement plans and the strategic/long-range plan		0
4.3 Use of data from assessments to determine program and curriculum effectiveness and efficiency		
• Requires the disaggregation of assessment data at the school, classroom, student subgroup, and student level to determine program and curriculum effectiveness and efficiency	1315	Partial*
• Requires classroom teachers to track and document individual student mastery in core content areas		0
• Requires the development of modifications to the curriculum and/or programs as needed in response to disaggregated assessment data to bring about effectiveness and efficiency		0
4.4 Reports to the board about program effectiveness		
• Requires yearly reports to the board regarding program effectiveness for all new programs for the first three years of operation	1315, 1620	Partial*
• Requires reports to the board every three years for long-term programs		0
• Requires summative reports to the board every five years for all content areas before any curriculum revisions or major materials acquisition, with the reports delivered prior to the curricular adoption cycle		0
Standard Four Rating (number of points for the four criteria with a possibility of 12)		**1**
Percentage of Points Met (points divided by the number of possible points—12)		**8%**
*Partial ratings are tallied as not met.		
Note: One point was awarded for every characteristic met under each criterion for a maximum of 3 points. No points are awarded when policies fail to meet any characteristics.		
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Exhibit 1.1.6 presents the auditors' ratings of the district policies and procedures related to Standard Four, which provides for feedback. At least 70% of the characteristics must be met for the policies to be considered adequate. The auditors found that 1 of 12 (8%) of the characteristics were met.

The following provides information about the auditors' ratings for Standard Four found in Exhibit 1.1.6:

Criterion 4.1: A student assessment process

Auditors found two policies that relate to student assessment:

- *Board Policy 1625-Vision Areas and Goals* directs educators to "use assessments to guide instructional activities." Further, it directs that "Student progression and graduation is based on satisfying multiple assessments, including project-based learning demonstrations."
- *Board Policy 2100-Curriculum Development and Assessment* states that "In all program areas and at all levels, staff shall routinely assess student progress toward achieving learner goals and program area performance standards."

Although there is a beginning expectation for student assessments to be in place in the district, it falls short of requiring the development and implementation of a district student assessment process that goes beyond what the state requires, includes both formative and summative measures, or that is differentiated or more rigorous than external high stakes assessments.

This criterion was not met; auditors awarded no points.

Criterion 4.2: A program assessment process

The auditors found five policies that refer to a district program evaluation process including:

- *1205P School Board Powers and Duties* lists 23 duties of the board, including "17. Evaluates the educational program to determine the effectiveness with which the schools are achieving the educational purpose of the school system."
- *Board Policy 1315-District Planning* states, "The Board of Trustees shall create a collaborative continuous improvement plan designed to improve student achievement in the District, assess and prioritize needs, and measure outcomes…The annual continuous improvement plan shall:…Be data driven, specifically in student outcomes, and shall include, but not be limited to analysis of demographic data, student achievement and growth data, graduation rates, and college and career readiness…"
- *Board Policy 2100-Curriculum Development and Assessment* directs, "Analysis of the curricula will come through the use of a variety of assessments and various sources of data collection in determining the effectiveness of the planned, written, taught and tested curriculum at all levels."
- *Board Policy 2120-Program Evaluation and Diagnostic Tests* states, "…the Board shall strive to set forth…A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met."
- *Board Policy 6000-Administration Goals* directs, "Provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board."

These policies indicate an expectation for a program evaluation process in general terms; however, policy falls short of requiring each program to have an evaluation process and linking the program evaluation process for district initiatives with all planning in the district (site and district-wide).

This criterion was partially met; auditors awarded 1 point.

Criterion 4.3: Use of data from assessments to determine program and curriculum effectiveness and efficiency

Board Policy 1315-District Planning states planning should **"**Be data driven, specifically in student outcomes, and shall include, but not be limited to analysis of demographic data, student achievement and growth data, graduation rates, and college and career readiness**."** Further, "The Board shall continuously monitor progress towards the targets for student outcomes included in the plan by using relevant data to measure growth." As noted above, *Board Policy 2100-Curriculum Development and Assessment* directs, "Analysis of the curricula

will come through the use of a variety of assessments and various sources of data collection in determining the effectiveness of the planned, written, taught and tested curriculum at all levels."

These policies require the use of data but fail to require disaggregation of assessment data at all levels to determine curriculum and program effectiveness.

Board Policy 2110-Lesson Plan requires that as part of lesson planning teachers will evaluate students but stops short of clearly requiring classroom teachers to track and document individual student mastery in the core content areas.

Current policies do not address the development of modifications to the curriculum and programs in response to disaggregated assessment data.

One characteristic was partially met; auditors awarded no points.

Criterion 4.4: Reports to the board about program effectiveness

Several policies require reports to the board, including *Board Policy 1315-District Planning* that calls for including "a report of progress toward the previous year's improvement goals." *Board Policy 1620-Board Goals and Objectives* also states, "At the conclusion of the year, the Superintendent shall submit a report to the Board which shall reflect the degree to which the annual objectives have been accomplished." So, reports are expected relative to district improvement planning and board goals and objectives. However, there is no direction for reports to the board about all new programs for the first three years, reports to the board every three years for all programs, or summative reports every five years for any curriculum revisions or major materials acquisition.

One characteristic was partially met; auditors awarded no points.

Auditors also analyzed how policies ensure program-centered budgeting, resource allocation tied to curriculum priorities, environmental support of curriculum delivery, data-driven decisions to increase student learning, change processes, and a support system focused on curriculum design and delivery as part of Standard Five. This analysis is provided in Exhibit 1.1.7.

Exhibit 1.1.7

Auditors' Analysis of Policy and Administrative Procedures on Audit Standard Five
To Determine Quality and Degree of Adequacy
Coeur d'Alene Public Schools
February 2019

Standard Five—Provides for Productivity: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	**Relevant Policies and Regulations**	**Auditors' Rating**
5.1 Program-centered budgeting		
• Directs development of a budget process that requires program evaluation, identification of specific measurable program goals before the budget process begins, and documented costs to ensure that expenditures are aligned within revenues and cost-benefit analysis is facilitated	7000	0
• Requires adherence to a program-centered budgeting process that includes incremental budgeting based on different program types, delivery, and quality for all curriculum areas (The process provides evidence of tangible connections between allocations and anticipated program outcomes or accomplishments.)		0
• Directs full implementation of a program-centered budgeting process that includes incremental funding possibilities, a process for evaluating options, and the use of program evaluation data linked to budget allocations (This process enables program budget decisions to be based upon documented results and performance.)		0

Exhibit 1.1.7 (continued) Auditors' Analysis of Policy and Administrative Procedures on Audit Standard Five To Determine Quality and Degree of Adequacy Coeur d'Alene Public Schools February 2019		
Standard Five—Provides for Productivity: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	**Relevant Policies and Regulations**	**Auditors' Rating**
5.2 Resource allocation tied to curriculum priorities		
• Requires a budget that allocates resources according to documented needs, assessment data, and established district curriculum and program goals and priorities		0
• Requires a budget that may be multi-year in nature, provides ongoing support for curriculum and program priorities, and connects costs with program expectations and data-based needs		0
• Directs a budget that provides resources needed to achieve system priorities over time and demonstrates the need for resources based on measurable results and/or performance of programs and activities		0
5.3 Environment to support curriculum delivery		
• Directs facilities that enable teachers to work in an environment that supports adequate delivery of the curriculum	1205P, 1625, 2340, 3275, 7315P	0
• Directs consideration of multi-year facilities planning efforts to adequately support the district curriculum and program priorities		Partial*
• Directs facilities planning linked to future curriculum and instructional trends and to the teaching-learning environment incorporated in the documented system mission and vision statements		0
5.4 Support systems focused on curriculum design and delivery		
• Provides a clear connection between district support services and the achievement of the district curriculum design and delivery, and evidence of optimization within the system	2300, 2300P, 2305	0
• Requires formative and summative evaluation practices for each support service to provide data for improving these services and documented evidence of improvement over time		0
• Requires periodic reports to the board with recommendations for continuing, revising, and/or developing new support services to enhance fulfillment of the mission, including needs-based data		0
5.5 Data-driven decisions for the purpose of increasing student learning		
• Directs the development of specific requirements for data analysis that lead to improved student learning for the core curriculum areas and electives	1315	Partial*
• Directs the development of specific requirements for data analysis that lead to improved student learning for all curriculum areas and grade levels (including electives)		0
• Directs the development of specific requirements for data analysis that lead to improved student learning for all operations of the district		0

Exhibit 1.1.7 (continued) Auditors' Analysis of Policy and Administrative Procedures on Audit Standard Five To Determine Quality and Degree of Adequacy Coeur d'Alene Public Schools February 2019		
Standard Five—Provides for Productivity: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Audit Criteria and Characteristics	**Relevant Policies and Regulations**	**Auditors' Rating**
5.6 Change processes for long-term institutionalization of district priority goals		
• Requires the identification of strategies, grounded in documented assessment of program success or efficacy, to be used by the district to ensure long-term institutionalization of change	1315, 6100P	0
• Directs the development of school improvement plans that address the use of specific change strategies at the building level to ensure the institutionalization of change and improved results or performance		0
• Directs that all district, department, and program plans incorporate procedures for change strategies to ensure the institutionalization of change for improvement and include procedures with formative and summative practices that provide data about change implementation and effectiveness		0
Standard Five Rating (number of points for the six criteria with a possibility of 18)		**0**
Percentage of Points Met (points divided by the number of possible points—18)		**0%**
*Partial ratings are tallied as not met.		
Note: One point was awarded for every characteristic met under each criterion for a maximum of 3 points. No points are awarded when policies fail to meet any characteristics.		
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Exhibit 1.1.7 presents the auditors' ratings of the district policies and procedures related to Standard Five, which provides for productivity. At least 70% of the characteristics must be met for the policies to be considered adequate. The auditors found that none of the 18 characteristics were met.

The following provides information about the auditors' ratings for Standard Five found in Exhibit 1.1.7:

Criterion 5.1: Program-centered budgeting

Auditors found no policy expectation requiring implementation of a program-centered budget process or linking evidence of program effectiveness in terms of student achievement to budgetary decisions at the district or building level. *Board Policy 7000-Fiscal Management* directs administration to engage in planning to develop a budget that will achieve the greatest educational returns relative to dollars spent. "The Board recognizes that its primary purpose is to provide a quality education within the limits of the established curriculum and the financial ability of the District. Since educational programs are dependent on adequate funding and the proper management of those funds, District goals can best be attained through efficient fiscal management. As Trustee of local, State, and federal funds allocated for use in public education, the Board shall fulfill its responsibility to see that funds are used to achieve the purposes intended, that they are used efficiently, and their use is reported to the public." Lacking in this policy is a clear requirement for program evaluation and specific measurable program goals before the budgeting process begins.

Broad-based board policies indicated an intent to connect student achievement and program effectiveness to resource allocations; however, auditors found little evidence of specificity regarding elements that might be found in a curriculum- and design-centered budgeting process based on cost benefit analysis.

Current policies do not provide enough detail connecting program evaluation results to the budgeting process to award credit for this characteristic.

This criterion was not met; auditors awarded no points.

Criterion 5.2: Resource allocation tied to curriculum priorities

No policy expectation was found that clearly allocates resources according to documented needs, assessment data, and established district curriculum and program goals and priorities. Further, no policy requires development of a multi-year budget or that budget allocations be based, in part, on student assessment data or evidence of program effectiveness.

This criterion was not met; auditors awarded no points.

Criterion 5.3: Environment to support curriculum delivery

1205P-School Board Powers and Duties lists 23 duties of the board, including "8. Provides for the planning, expansion, improvement, financing, construction, maintenance, use and disposition of physical plants of the school system." *Board Policy 1625-Vision Areas and Goals* describes the Board's vision to include: "All schools are supported by a client-centered support system focused on efficiency and accountability for tax dollars. Maintenance is proactive, preventative and responsive. The school environment is motivational and safe." *Board Policy 2340-Controversial Issues and Academic Freedom* calls for maintaining an environment conducive to learning. *Board Policy 3275-District Provided Mobile Computing Devices* calls for an engaging learning environment. Collectively, these policies do not support an environment that address the adequate delivery of curriculum.

7315P-Development of Management of Voter Approved Bonds and School Plant Facility Levies states, "The Long-Range Planning Committee will maintain and update a 10-year facility plan that outlines the possible construction projects, including new construction and remodels, based on the process outlined in the bylaws. Land acquisition will always be considered in the 10-year plan." This calls for multi-year facilities planning, resulting in a partial rating, but falls short of requiring support of the district curriculum and program priorities.

Further, policy does not direct facilities planning linked to future curriculum and instructional trends and to the teaching-learning environment incorporated in the documented system mission and vision statements.

One characteristic was partially met; auditors awarded no points.

Criterion 5.4: Support systems focused on curriculum design and delivery

Board Policy 2300-Guidance and Counseling and *Board Policy 2305-Nutrition Services* both provide a connection between their responsibilities and student achievement. However, in other district support systems such as transportation, building maintenance, secretarial, finance, human resources, etc., there is no policy linking these services to supporting curriculum design and delivery.

Board policy does not require all support services to be focused on supporting curriculum design and delivery. The auditors did not find policy connections between support services and design and development of curriculum, or formative and summative practices within support services, or required updates to the board regarding these outcomes.

This criterion was not met; auditors awarded no points.

Criterion 5.5: Data-driven decisions for the purpose of increasing student learning

Board Policy 1315-District Planning, as mentioned earlier, calls for a continuous improvement plan that shall "Be data driven, specifically in student outcomes, and shall include, but not be limited to analysis of demographic data, student achievement and growth data, graduation rates, and college and career readiness;" and shall "Set clear and measurable targets based on student outcomes." Further, "The Board shall continuously monitor progress towards the targets for student outcomes included in the plan by using relevant data to measure growth."

While this policy begins to meet the expectation of this criterion, it does not direct the analysis to impact all curriculum areas and grade levels or establish the expectation that all operations in the district will develop requirements for data analysis that lead to improved student learning.

One characteristic was partially met; auditors awarded no points.

Criterion 5.6: Change process for long-term institutionalization of district priority goals

Board Policy 1315-District Planning requires a collaborative continuous improvement plan to improve student achievement in the district, and *6100P-Board/Superintendent* directs the superintendent to "Manage and implement change through long-range planning efforts such as continuous improvement planning and technology planning."

However, policy does not require the identification of strategies, grounded in documented assessment of program success or efficacy, to be used by the district to ensure long-term institutionalization of change. It does not direct the development of school improvement plans that address the use of specific change strategies at the building level to ensure the institutionalization of change and improved results or performance. Further, it does not direct that all district, department, and program plans incorporate procedures for change strategies to ensure the institutionalization of change for improvement and include procedures with formative and summative practices that provide data about change implementation and effectiveness.

This criterion was not met; auditors awarded no points.

Exhibit 1.1.8 presents the summary ratings for all five audit standards of auditors' analysis of the adequacy of board policies to direct curriculum design and delivery on the campus.

Exhibit 1.1.8

Summary Ratings of the Auditors' Analysis of Board Policy for All Standards
To Determine Quality and Degree of Adequacy
Coeur d'Alene Public Schools
February 2019

Standard	Number of Criteria	Number of Possible Points	Number of Points Given	Percentage of Points Relative to 70% Standard for Adequacy
One: Control	6	18	9	50%
Two: Direction	5	15	0	0%
Three: Consistency and Equity	5	15	3	20%
Four: Feedback	4	12	1	8%
Five: Productivity	6	18	0	0%
Overall Rating For all Criteria	**26**	**78**	**13**	**17%**
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As can be seen in Exhibit 1.1.8, the current policies met 13 (17%) of the 78 possible points for the 26 criteria of strong curriculum management board policies. In the area of Control, 9 of 18 points were awarded; Direction 0 of 15; Consistency and Equity, 3 of 15; Feedback, 1 of 12; and Productivity, 0 of 18. To be considered adequate, an overall score of 55 points or 70% is required. With an overall score of 13 points or 17%, auditors determined that the policies of Coeur d'Alene Public Schools did not meet the audit standard for effective governance. Many policies provided only basic direction and general language.

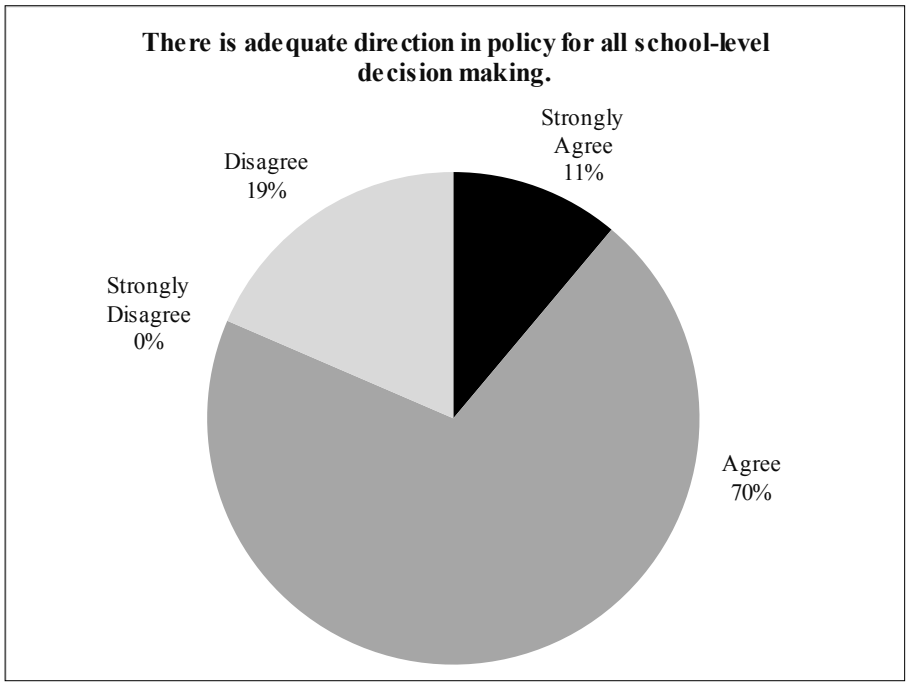
Policy and Administrative Procedures Distribution and Implementation

The final question to be addressed in the analysis of board policies and administrative procedures was to determine if existing policies and procedures are easily accessible and followed. Auditors found that links to the Board Policy Manual for Coeur d'Alene Public Schools are easily accessed on the district's website.

Exhibit 1.1.9 displays principals' response to a survey question asking if there was adequate direction in district policy for building level decision making:

Exhibit 1.1.9

School Leaders' Response to Question Regarding Policy Direction
For Building Level Decision Making
Coeur d'Alene Public Schools
February 2019



As can be seen in Exhibit 1.1.9,

- Eighty-one percent of school leaders responding to the survey agree or strongly agree that there is adequate direction in district policy for building level decision making; 19% disagree with that statement.

In interviews and surveys, district staff made the following comments about the use of policy and administrative procedures:

- "There are many policies and procedures that need to be reviewed and updated. Many do not support what is found in research and best practice." (Principal Survey)
- "Policy work has changed. The previous board had not touched much, and we are now continually evaluating. Idaho School Boards Association (ISBA) does updates. All of our policies are reviewed and out for public comment for 30 days and then brought back for action at the end of that period. This is pretty typical for this district in adoptions, etc." (Trustee)
- "Board members need to stay in their lane. I need to be in schools, and I cannot do that if we are chasing board issues." (District Office Administrator)
- "Board members have a tendency to get in the weeds, but at times they can be very supportive. (School Administrator)
- "I think we are a district of schools, rather than a school district." (District Office Administrator)
- "When I first started, I used policy quite a bit, but now I couldn't tell you how often I use policy." (School Administrator)
- "We review policy so I review as it comes out or changes." (School Administrator)

In summary, the auditors compared board policies and administrative procedures to review criteria for quality in the areas of control, direction, consistency and equity, feedback, and productivity. It was determined that board policies do not meet audit standards to direct the superintendent and staff in the effective management of curriculum and other district functions.

Finding 1.2: The organizational chart does not meet audit criteria for sound organizational management of the school system. Job descriptions do not clearly communicate roles and responsibilities associated with curriculum design and delivery.

Clarity of administrative role relationships is important to an organization in the productive grouping and management of its tasks and functions. A functional and accurate delineation of administrative relationships is generally depicted in graphic form and called an Organizational Chart or Table of Organization. An organizational chart graphically depicts the line of authority and responsibilities from the board of trustees and superintendent to campus principals and classroom teachers for producing student learning. The organizational structure should be supported by job descriptions that describe essential qualifications, tasks that must be completed in order for the organization to accomplish its mission—especially design and delivery of curriculum, and document the relationship of one position to another. Without clearly defined organizational relationships, organizational effectiveness can be compromised. Employees may lack or, over time, lose an understanding of their duties and reporting responsibilities. This can lead to gaps in coverage of essential responsibilities or duplication of effort.

To determine the quality of Coeur d'Alene Public Schools' organization structure and job descriptions, the auditors reviewed documents and policies; interviewed internal staff, including administrators, teachers, and board members; and conducted surveys of teachers and administrators.

The auditors found no board policies that require the development and revision of job descriptions. (There is an expectation for the development and use of job descriptions but none regarding the required content of written job descriptions.) They also found the current organization chart did not meet audit criteria to reflect sound general management of the school system, and job descriptions did not communicate clear linkages to curriculum.

Board Policy

Auditors examined the board policies that give direction related to the administrative and district's organization, job descriptions, roles, and responsibilities. Exhibit 1.1.3 describes the expectation in policy that the superintendent will develop an organizational chart and requires the development of written job descriptions but lacks an expectation for a clear linkage to curriculum design and delivery.

Organizational Structure

A table of organization or organizational chart is a graphic depiction of the grouping and relationships of line and staff positions at a designated level (e.g., director) and above in an organization. Each one of the positions on an organizational chart should be matched with a detailed job description. The grouping of positions in an organizational chart, according to generally accepted management principles, communicates expectations and promotes productive work relationships among members of the organization. When these principles are violated, the operations of the organization may be compromised by inefficiency as manifested in redundancy, lack of focus, and/or inaction.

Auditors were provided with an organizational chart for 2018-19 (see Appendix C). The auditors reviewed the Coeur d'Alene organizational chart and other documents and used the Curriculum Audit™ design principles to analyze the organizational structure. These Principles of Sound Organizational Management are presented in Exhibit 1.2.1. The audit expectation is that all design principles listed will be met.

Exhibit 1.2.1

Curriculum Management Improvement Model
Principles of Sound Organizational Management

Principle	Explanation
Span of Control	The range of superiors to subordinates should be 7-12 as a maximum number of persons who are supervised on a daily face-to-face-basis.
Chain of Command	A person should have only one superior to avoid being placed in a compromised decision-making situation.
Logical Grouping of Functions	The clustering of similar duties/tasks is employed in order to keep supervisory needs to a minimum (ensuring economy of scale).
Separation of Line and Staff Functions	Those administrators carrying out the primary mission of the district are not confused with those supporting it. In reporting relationships, line administrators report only to other line administrators, never staff administrators. This keeps the line of accountability for the primary mission of the district uncomplicated.
Scalar Relationships	Roles of the same title and remuneration should be depicted graphically on the same general horizontal plane.
Full Inclusion	All persons working within the district carrying out its essential functions should be depicted on the table of organization.
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The auditors understood that the leadership team working with Dr. Cook for the last eight months of this new administration has been rebuilding the organizational structure while in full movement forward. This, of course, has presented a challenge as there was no time for a pause to reorganize. The audit team respectfully analyzed the organizational chart with this in mind but came to the conclusion that the current table of organization, though a step in the right direction, failed to meet the Curriculum Management Improvement Model Principles of Sound Organizational Management.

The following is the auditors' assessment of the current Coeur d'Alene organizational chart (Appendix C) based on the six criteria in Exhibit 1.2.1.

Span of Control (Not Met)

This audit criterion expects that district administrators directly supervise(day-to-day supervision and communication) no more than 12 employees to permit adequate supervision. The organizational chart and conversations with the leadership team at the central office reveal that:

- The superintendent supervises 10 directors, a clerk of the board, and executive assistant, and works directly with 5 board members, bringing his daily interactions to at least 17 people.

  The 10 director positions that report directly to the superintendent have great diversity in the number of people they supervise from the most to the least:

  - Director of Elementary Education supervises 11 principals, an administrative assistant, an unknown number of instructional coaches, elementary counselors, an administrative assistant, and is responsible for several educational programs.
  - The Director of Secondary Education directly supervises six principals, instructional coaches, secondary counselors and college/career advisors and is responsible for a number of educational programs.
  - Director of Technology supervises network supervisors, a systems analyst, 3 technicians, 1.5 instructional technology coaches, an administrative assistant, and two coordinators.

- The Director of Special Education supervises two assistant directors, an unknown number of special ed ancillary staff, three coordinators, other programmatic services (health, Medicaid, homebound), as well as several special education programs. According to the organizational chart, it is not clear if the two assistant directors are responsible for supervision.
- Director of Title Programs supervises an administrative assistant, librarians, grants/homeless/ Indian Ed supervisor, as well as several educational programs.
- Director of Operations supervises three directors (maintenance, nutrition, and transportation), school resource officers, print shop.
- Director of Finance oversees an administrative assistant, and three sub-departments (accounts payable, payroll, assistant treasurer).

As a contrast, three of the directors supervise two or less staff members.

- The Director of Curriculum and Assessment supervises two administrative assistants, as well as overseeing curriculum design, assessments, textbooks, college and career readiness, report cards, spelling bee.
- Director of Human Resources supervises two staff members.
- Director of Communication supervises one staff member.

Most administrative spans of control at the district level appear to be within the boundaries of propriety with the exception of the superintendent, director of elementary education, and director of secondary education. The Coeur d'Alene Public Schools' organization structure does not meet the principle of span of control.

Chain of Command (Not Met)

One violation of the chain of command principle was found on the table of organization. The Assistant Directors of Special Education (Elementary and Secondary) have unclear responsibilities for supervision.

Logical Grouping of Function (Met)

All functions examined by the auditors in the organizational chart were logically grouped.

Separation of Line and Staff (Not Met)

A "line function" is one that directly advances the core work of the school organization, that of delivering teaching and learning to students. A "staff function" is one that provides services and assistance to other parts of the organization, but is not directly involved in achieving the primary mission of the organization. On the organizational chart, auditors expected to find a direct, uninterrupted line of authority extending from the board of trustees, through the superintendent and other central office officials, to campus principals, and classroom teachers. This separation is to be visually illustrated with the "line" relationship located at the center of the page. The Coeur d'Alene organization structure does not illustrate clear, uninterrupted line authority for the core business of the institution—teaching and learning. Ideally, line authority all the way to the teachers would be depicted in the center of the chart. On the Coeur d'Alene chart, principals are nested with staff assistant directors and administrative assistants under the directors of elementary and secondary education. Teachers, critical in accomplishing the district's core business of teaching and learning, are not depicted on the chart or in the central line of authority; therefore, this principle is not met.

Scalar Relationships (Not Met)

Positions that appear at the same horizontal plane or level on the organizational chart are expected to have similar authority and responsibilities and receive similar compensation. This principle is not applied in the current organizational chart with extensive differences of scope and degree of responsibility and authority, level of compensation, and authority and significance of the positions on the same horizontal plane. Positions that appear at the same level on the organizational chart are expected to receive similar compensation due to equal levels of responsibility, but there is no pay scale or range for these positions, and this was described to

the auditors as "the way it has always been." Auditors asked for a recent printout out of salaries for director positions and found that assistant directors are being compensated at a higher rate than some directors with much more responsibility. Additionally, there appear to be other positions with the title of director working for the Director of Operations that operate at another level of responsibility. Salaries were not provided for these operations director positions.

The table of organization contains numerous examples of the violation of scalar relationships, both in the graphic arrangement of the table and in the structure of reporting relationships. The Coeur d'Alene organization chart does not satisfy the principle of scalar relationships.

Full Inclusion: (Not Met)

An organizational chart depicts the relationship of one official, or one position, to others within the school district. Auditors found that the district's organization chart failed to provide singular clarity and adequate crucial functions for design and effective delivery of the district's educational programs and services. Further, not all positions involved in the instructional programs, such as assistant principals, principal assistants, and teachers are depicted on the organizational chart. The organizational chart is incomplete in that it does not depict full inclusion of all positions responsible for the implementation and delivery of the curriculum to students. Therefore, the principle of full inclusion is not met.

It must also be noted that the organizational chart presented to auditors included generic listings of responsibilities under each director that should be presented in job descriptions, not on an organizational chart. An example of this is noted under the Director of Elementary Education, which lists Curriculum/Instruction, Continuous Improvement Plan, Advanced Learning, Bully Prevention, RTI/MTSS, and K-3 Literacy. No staff members are assigned to these random programs or words so the intent is unclear. If these are responsibilities of the Director of Elementary Education, they need to be listed in the job description for that position.

Interviews

A frequent focus of interview comments included thoughts about district organization:

- "The district organization structure is good. There are people with strong leadership skills." (District Office Administrator)
- "The structure of cabinet sometimes seems insufficient." (District Office Administrator)
- "There have been many changes in district level staff. Some changes have been very good, while other changes have caused inconsistencies in district expectations, values, and, in general, the desire for learning in the district." (School Administrator)
- "Special education is very para-professional heavy in the district, and they are not always used in the way that they have been meant to be used over time." (District Office Staff)
- "We lack support from Human Resources when working with marginal staff." (School Administrator)
- "We have had such a turnover in administration that it is no longer clear." (Principal Survey)

The auditor's analysis of the district's organizational chart indicates that the Coeur d'Alene Public Schools' Organizational Chart 2018-19 does not meet all the principles of sound organizational management.

Job Descriptions

Job descriptions are clearly written summaries of duties and qualifications of persons employed by the school district. They provide information regarding the necessary background to qualify for specific jobs and how those positions function within the organization. The descriptions should include assignment of supervisory relationships and the critical components of job duties. A clear set of job descriptions supports the district's internal and external communication by explaining who performs what duties within the organization. Adequately designed job descriptions also make graphic depiction of administrative relationships on the organizational chart more readily accomplished.

Auditors analyzed 27 job descriptions provided by district personnel. Job descriptions chosen for analysis were those that had a direct relationship to teaching and learning, though the audit expectation is that all jobs in a district need to link directly to the support of teaching and learning. That is, after all, the reason for the existence of each job in a school system.

Auditors rated each job description using the following four criteria:

- Qualifications appropriate for the position, including required and preferred education and/or experience.
- Immediate links in the chain of command: a statement identifying the supervisor and a statement identifying all positions supervised by the position. No employee should have more than one supervisor.
- Functions, duties, and responsibilities—ideally detailed under broad categories.
- Relationship to the curriculum management where relevant (i.e., expectations regarding design, delivery, and/or assessment of the curriculum, relative to the position).

Auditors assigned a rating to each element using five indicators ranging from Missing to Exemplary. The rating indicators are presented in Exhibit 1.2.2.

Exhibit 1.2.2

Curriculum Management Audit Rating Indicators for Job Descriptions

Rating	Explanation
Missing	No statement made.
Inadequate	A statement made but is incomplete and missing sufficient detail.
Adequate	A more or less complete statement usually missing curricular linkages or sufficient detail regarding curricular linkages/alignment.
Strong	A clear and complete statement, including linkages to curriculum where appropriate or, if not appropriate, otherwise quite complete.
Exemplary	A clear, complete statement with inclusive linkages to curriculum indicated in exemplary scope and depth.
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Exhibit 1.2.3 presents the 27 job descriptions provided by the district and examined by the auditors with their assessment of the adequacy of each job description. For a job description to be considered strong, the four critical elements must be rated as adequate or higher. Job descriptions are sorted alphabetically by position. It needs to be noted that all job descriptions provided by the district were dated within the last five years.

Exhibit 1.2.3

Auditors' Assessment of Job Descriptions Using Audit Criteria and Indicators
Coeur d'Alene Public Schools
February 2019

Job Title	Qualifications	Links to Chain of Command	Functions, Duties, & Responsibilities	Relationship to Curriculum
*Assistant Building Principal	Strong	Adequate	Adequate	Adequate
Assistant Director of Special Education-Secondary	Strong	Adequate	Adequate	Missing
*Building Principal	Strong	Adequate	Adequate	Adequate
Director of Communications	Strong	Inadequate	Adequate	Missing
Director of Curriculum Assessment	Adequate	Inadequate	Adequate	Adequate
Director of Elementary Education	Adequate	Adequate	Adequate	Inadequate
Director of Finance	Strong	Adequate	Adequate	Missing
Director of Human Resources	Adequate	Adequate	Adequate	Missing
Director of Operations	Strong	Adequate	Adequate	Missing
Director of Secondary Education	Adequate	Adequate	Adequate	Inadequate
Director of Special Education	Adequate	Adequate	Adequate	Inadequate
Director of Technology	Adequate	Adequate	Adequate	Inadequate
Director of Title 1 and 504 Coordinator	Adequate	Adequate	Adequate	Missing
Instructional Coach	Adequate	Inadequate	Inadequate	Missing
Instructional Technology Specialist	Strong	Inadequate	Adequate	Missing
Nutrition Services Assistant	Adequate	Missing	Adequate	Missing
Principal Assistant	Strong	Inadequate	Adequate	Adequate
School Counselor	Adequate	Inadequate	Adequate	Missing
School Lead Nurse	Strong	Inadequate	Adequate	Missing
School Nurse	Adequate	Inadequate	Adequate	Missing
School Psychologist	Strong	Inadequate	Adequate	Missing
School Social Worker	Adequate	Inadequate	Adequate	Missing
Special Education Teacher	Adequate	Inadequate	Adequate	Adequate
Special Education Teacher for Visually Impaired	Adequate	Inadequate	Adequate	Adequate
Speech and Language Pathologist	Adequate	Inadequate	Adequate	Missing
*Superintendent of Schools	Adequate	Adequate	Adequate	Adequate
Teacher K-12	Adequate	Inadequate	Adequate	Adequate
Exemplary	**0**	**0**	**0**	**0**
Strong	**10**	**0**	**0**	**0**
Adequate	**17**	**12**	**26**	**8**
Inadequate	**0**	**14**	**1**	**4**
Missing	**0**	**1**	**0**	**15**

As can be seen in Exhibit 1.2.3:

- Three (11%) of the 27 reviewed job descriptions (noted with an *) were rated adequate or above in all applicable areas of analysis, indicating an adequate job description.
- No job descriptions were rated as exemplary.

- The weakest area of the job descriptions provided was in the area of linkage to curriculum; the core business of schools is teaching and learning so this is concerning. Nineteen or 70% of the reviewed job descriptions were rated as inadequate or missing in this area. Fifteen or 56% of the total job descriptions provided were missing this linkage.
- Qualifications was the strongest area of the job descriptions in Coeur d'Alene Public Schools with 100% of the job descriptions either strong or adequate.
- A bit more than half (56%) of the job descriptions were rated as inadequate or missing in links to chain of command.

The following provides insight regarding the auditors' ratings of the four criteria:

- Qualifications: In order to receive a "strong" rating in this category, "preferred qualifications" were required in at least one of the categories. The rationale for including required and preferred qualifications is to distinguish between applicants whose qualifications exceed the minimum or required qualifications. Ideally, a rubric would be used to differentiate between the applicants who meet (required) and those who exceed (preferred) qualifications for the position, giving additional credit to the latter. One hundred (100%) of the Coeur d'Alene job descriptions provided and analyzed received a rating of strong or adequate.
- Chain of Command: To attain a rating of "adequate" on this criterion, a job description must include supervisory relationships from both perspectives—the position of direct report and the position(s) supervised by the job description position. A bit over half (56%) the job descriptions reviewed by the auditors that included an entry for the direct supervisor did not include an entry to designate the supervisees (if any) of the position. Further, this criterion was considered inadequate if the position reported to multiple supervisors. Having multiple supervisors creates problems with accountability, as well as confusion on the part of both employee and supervisor. Forty-four (44%) of the reviewed job descriptions received an adequate rating on this criterion.
- Duties and Responsibilities: Most job descriptions included a section entitled "Responsibilities" or "Performance Responsibilities" and a list of specific job duties or a nesting of specific job duties under subheadings (e.g., Administration, Operations, Supervision, School Management, Professional Development, etc.). In assessing this criterion, auditors first looked at the general linkage between the job title, the primary purpose of the position, and the designated duties and responsibilities. Unless auditors identified an obvious omission of an important function related to the position title, the criterion was rated as adequate. (For example, if a line authority position (e.g., Principal, Teacher) or other position directly associated with curriculum management (e.g., Instructional Officer) did not include a duty directly related to an audit expectation (e.g., curriculum design, developing district-wide benchmark or other formative assessments), the criterion was rated inadequate.)

  Although 26 of 27 job description received an adequate rating on this criterion (96%), almost all were marginally adequate, because the responsibilities were discrete actions that did not include a general outcome or purpose of the task. For example, "verification of proper certification of staff members" could be improved by adding "to promote hiring of the most qualified staff who support teaching and learning of the written curriculum." Or "coordinating the new teacher mentoring program" could be improved by adding the general purpose of having a new teacher mentoring program.
- Curriculum Linkages: Since the core business of all education institutions is teaching and learning, all positions should have some responsibility for achieving the overarching goal. For example, the job description of the Director of Finance should include a statement clarifying why "successfully interprets the financial concerns of the district to the community" is important to maximize availability of resources to provide equitable learning opportunities for all students. Such a reminder communicates to all that the district is not in a financial management business but in the business to provide the financial resources necessary to maximize student learning. The degree to which auditors expected to see curriculum linkages was dependent upon the nature of the position. That is, the closer the position

is to impacting the teaching and learning process, the greater the expectation for the quality and number of curricular linkages. This criterion received the lowest adequate rankings, with only eight (30%) of all analyzed job descriptions earning an adequate ranking. Further, 15 job descriptions (56%) were missing any linkage to curriculum.

Exhibit 1.2.4 displays of summary of the analysis of the 27 job descriptions in Coeur d'Alene Public Schools.

Exhibit 1.2.4

Summary: Auditors' Assessment of Job Descriptions Using Audit Criteria and Indicators
Coeur d'Alene Public Schools
February 2019

	Qualifications	Links to Chain of Command	Functions, Duties & Responsibilities	Relationship to Curriculum	Totals	Percentages
Exemplary	0	0	0	0	0	0
Strong	10	0	0	0	10	9%
Adequate	17	12	26	8	63	58%
Inadequate	0	14	1	4	19	18%
Missing	0	1	0	15	16	15%
Totals	**27**	**27**	**27**	**27**	**108**	**100%**

As can be seen in Exhibit 1.2.4:

- Seventy-three (68%) of the job description indicators were rated as adequate and strong; the highest percentage of adequacy was in the functions, duties, and responsibilities area.
- The weakest area was in setting expectations for each position related to curriculum design, development, and delivery. Only 8 of 27 job descriptions (30%) were adequate in this area.

Missing Job Descriptions:

The following job descriptions were noted missing when comparing the organizational chart and job descriptions provided to the audit team: Librarians, Elementary Special Education Assistant Director, Preschool Coordinator, Advanced Opportunity Teachers, and College and Career Advisors.

Interviews

The following representative comments regarding job descriptions were obtained during interviews with district personnel:

- "We need clearly defined roles and expectations for the instructional coach." (District Office Staff)
- "Trust is a challenge. Teachers do not understand instructional coaches' roles. I heard coaches are fidelity police." (District Office Staff)
- "Lack of clarity around roles and functions of each member." (Principal Survey)
- "Our district has been through multiple superintendents over the course of the last 10 years. Our board tends to step in and make decisions that would normally be the superintendent's role as a result. Our current superintendent has impressed me tremendously and I believe he will educate our board and district office support staff on their roles. He has stated that the role of the district office staff is to support the work we do in the building. I believe we have great potential!!" (Principal Survey)
- "There is a heaping pile on every certified staff member's plate in this district, from the classroom to the superintendent's office. CdA is not an easy place to teach or lead. Though we have strong support from our community, we also have contingencies of demanding, difficult parents and a board that oversteps, making the district office a place where few stay for very long." (Principal Survey)

Concerns about hiring and quality of hires were also expressed in the interviews/surveys:

- "We wait too late to hire. We need applicant pools and to be anticipating positions before the week before school starts. Interviews need to be done early, and jobs need to be offered early." (Teacher)
- "We need to really look at the quality of substitute teachers. The district is not controlling that very well." (Teacher)
- "Instructional coaches are becoming more useful. Teachers are working with them and allowing modeling, co-teaching, and co-planning." (District office Administrator)
- "We have good people; we're not hit with major teacher shortage. I've been able to hire very good people. Coeur d'Alene is a good place to draw people, good place to live even though we can't pay well. I've hired about 100 people, and very few times felt it wasn't a quality candidate." (School Administrator)
- "We need more certified teachers. We have areas where paras- are doing instruction. The balance of teachers vs. paras- needs to switch." (District Office Administrator)
- "Many of the paras- come from a contracted agency (about 40, mostly special education). We can't force them to come to professional development and don't have sway over them. We need to be able to hire them, train them, and evaluate them." (District Office Administrator)
- "I don't have enough staff for my population." (School Administrator)
- "For the first time there are strong instructional support leaders." (Community Member)
- "We have one person to run all curriculum. He can't do that alone. Vertical and horizontal alignment is difficult." (School Administrator)
- "We have an extremely committed staff. These guys will do anything for these kids." (Central Office Administrator)

Based on the analysis reflected in Exhibits 1.2.3 and 1.2.4, the auditors found job descriptions inadequate in design to clearly communicate roles and responsibilities associated with the design and delivery of curriculum.

Summary

Auditors found some generic language on organizational structure in policy but no specific policy expectation for an organizational chart depicting the organizational structure of the district with clear lines of authority established. They also found the current organizational chart did not meet audit criteria to reflect sound organizational management of the school system. Roles depicted in job descriptions vs the organizational chart are sometimes confusing; random responsibilities and words on the organizational chart are not included in job descriptions.

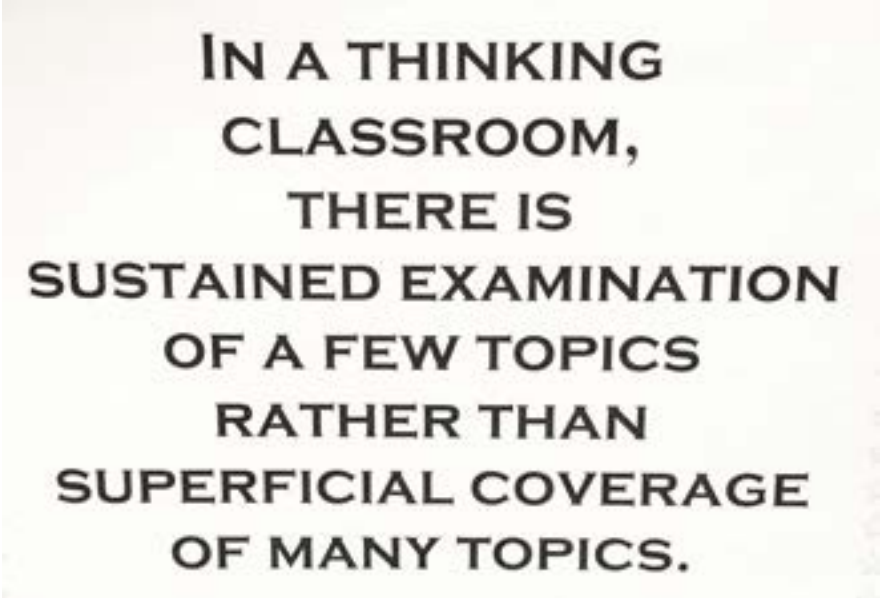
The auditors found no board policies that require the regular revision of job descriptions. Auditors concluded that clear delineation and communication of employee roles, relationships, and responsibilities are needed to support sustained quality management in Coeur d'Alene Public Schools. Several positions do not have written job descriptions, and the job descriptions that do exist do not satisfy all audit criteria. Most job descriptions do not reflect important curricular linkages to connect the position to the core business of the school district—design, development, and delivery of curriculum that promotes high levels of achievement for all students.

Finding 1.3: While auditors found that planning is occurring throughout the district, the plans do not meet most aspects of the audit standards for quality control of the design, deployment, and delivery of the curriculum and clarity for driving improvement in student achievement.

The needs of society and students are continually evolving. A characteristic of an effective school district is the ability to engage consistently in long- and short-range planning focused on the attainment of agreed upon goals and priorities. Long-range planning provides a process whereby district personnel can anticipate emerging needs, develop a framework for systematic action toward attainment of organizational goals, and strategically

focus activities that create the future. Planning, when given priority and engaged consistently throughout the school system, establishes a mechanism through which results are delivered to support strategic goals. Greater organizational focus, improved student achievement, and greater efficiency and creativity are realized when strategic goals cascade into measurable elements of those strategies. Effective planning establishes a measure of organizational accountability that keeps everyone at all levels of the organization focused on district priorities. Effective planning allows for better use of limited resources and efficiency in the use of those resources. Finally, effective planning communicates expectations throughout the system, allowing district staff and students to know what is expected of them in their work. As school districts develop their goals, priorities, and implementation plans, so must individual schools and departments within the system engage in planning that aligns their actions in support of the larger system goals.

To determine the status of planning in the Coeur d'Alene Public Schools, auditors reviewed board policies, job descriptions, various district- and school-level improvement plans, department plans, and other related documents. In addition to reviewing district documents, auditors visited all school campuses and interviewed district and building administrators, teachers, parents, and board members. Auditors also analyzed data collected from survey instruments administered to teachers and parents.



Dalton Elementary Words of Inspiration

Auditors found that planning is happening in CdA schools with the intention of beginning strategic planning in the summer of 2019. Some school plans were provided to auditors, but no department plans. The state of Idaho requires Schoolwide Improvement Plans (SWIP) for schools receiving Title I funds. Most planning documents that were provided were missing important characteristics described in Exhibits 1.3.2 through 1.3.4).

Auditors examined board policies for direction for effective planning and decision making and found the expectation of long-term planning is clear throughout policy (see Exhibit 1.1.3). Though planning is expected, there is no expectation that the school improvement plans and department plans be congruent with the district long-range or strategic plan to incorporate system-wide student achievement targets, and to be evaluated, using both formative and summative measures.

The purpose of improvement planning is to increase the quality of the student experience through teaching and learning. Improvement plans provide the framework for analyzing problems, identifying underlying causes, and addressing instructional issues in districts.

Exhibit 1.3.1 lists various plans reviewed by auditors:

Exhibit 1.3.1

Plans Reviewed by Auditors
Coeur d'Alene Public Schools
February 2019

Plan	Date
CdA Continuous Improvement Plan and Annual Reporting 2017-18	Undated
CdA Continuous Improvement Plan 2018-19	Undated
CdA Literacy Intervention Program Plan 2018-19	10/1/18
CdA Public Schools Strategic Direction Infographic (one page)	3/16
College and Career Advising Plan 2018-19	9/25/18
School District 271 Long Range Planning Committee Bond Levy Recommendation	4/25/16
School Plans for 2018-19 Atlas Growth Plan	Undated
School Plans for 2018-19 Borah Elementary	Undated
School Plans for 2018-19 Bryan	Undated
School Plans for 2018-19 Coeur d'Alene High School	Undated
School Plans for 2018-19 Canfield Middle School	Undated
School Plans for 2018-19 Fernan	Undated
School Plans for 2018-19 Hayden Meadows	Undated
School Plans for 2018-19 Lake City High School	Undated
School Plans for 2018-19 Lakes Magnet Middle (minutes from a meeting that included goals)	Undated
School Plans for 2018-19 Northwest Expedition Academy	Undated
School Plans for 2018-19 Ramsey	Undated
School Plans for 2018-19 Skyway (kindergarten notes-handwritten)	Undated
School Plans for 2018-19 Venture	Undated
School Plans for 2018-19 Winton	Undated
Schoolwide Improvement Plan (SWIP)-Atlas	6-12-18
Schoolwide Improvement Plan (SWIP)-Borah	6-12-18
Schoolwide Improvement Plan (SWIP)-Bryan	6-12-18
Schoolwide Improvement Plan (SWIP)-Fernan	6-12-18
Schoolwide Improvement Plan (SWIP)-NEXA	6-12-18
Schoolwide Improvement Plan (SWIP)-Ramsey	6-12-18
Schoolwide Improvement Plan (SWIP)-Skyway	6-12-18
Schoolwide Improvement Plan (SWIP)-Venture	6-12-18
Schoolwide Improvement Plan (SWIP)-Winton	6-12-18

As can be noted in Exhibit 1.3.1:

- Schoolwide Improvement Plans are required for schools receiving Title One funds so they are consistent in format and date submitted to the state.
- All the school plans or goals were undated and presented in a variety of formats (from handwritten, to one grade level goals/notes, to meeting minute notes that included the goals).
- No plans or goals for 2018-19 were presented for four district schools: Dalton Elementary, Harding Preschool, Winton Elementary, and Woodland Middle School.
- Of the 29 plans presented to auditors, 13 or 45% were dated.
- A one-page infographic was presented for "strategic direction," but no full strategic or long-term plan was presented, even of a historical nature.

Three different types of analyses were used by the auditors in this finding to determine the quality of the district's planning process and their plans:

- Level I addresses the planning process in general and analyzes system factors that support quality planning.
- Level II focuses on the existence and quality of a comprehensive district-wide planning document. For this analysis, auditors evaluated the *CdA Public Schools Strategic Direction Infographic* (2016) and *CdA Continuous Improvement Plan 2018-19.*
- Level III addresses the existence and quality of school and department/unit planning documents. For this analysis, auditors evaluated the school improvement plans, along with other documents related to the development and use of the plans.

Exhibits 1.3.2 to 1.3.4 display the results of auditors' analysis of the three levels of analysis for quality planning and plans.

Level I: The quality of Coeur d'Alene Public School planning does not meet audit standards to promote the focused investment of human and financial resources toward higher levels of learning for all students.

Exhibit 1.3.2 lists the audit characteristics auditors' ratings for the Level I evaluation of Coeur d'Alene Public Schools' planning processes. In order for the auditors to rate planning quality as adequate, six of the eight characteristics must receive an adequate rating.

Exhibit 1.3.2

Level I: Characteristics of Quality Planning—
Design, Deployment, and Delivery
Coeur d'Alene Public Schools
February 2019

There is evidence that…	Auditors' Rating	
	Met	**Not Met**
1. Policy Expectations: The governing board has placed into policy the expectation that the superintendent and staff collectively discuss the future and that this thinking should take some tangible form without prescribing a particular template, allowing for flexibility as needed.	X	
2. Vision/Direction: Leadership has implicit or explicit vision of the general direction in which the organization is going for improvement purposes. That vision emerges from having considered future changes in the organizational context.	Partial*	
3. Data-driven: Data influence the planning and system directions/initiatives.		X
4. Budget Timing: Budget planning for change is done in concert with other planning, with goals and actions from those plans driving the budget planning.		X
5. Day-to-Day Decisions: Leadership makes day-to-day decisions regarding the implicit or explicit direction of the system and facilitates movement toward the planned direction.		X
6. Emergent/Fluid Planning: Leadership is able to adjust discrepancies between current status and desired status, facilitates movement toward the desired status, and is fluid in planning efforts (emergent in nature).		X
7. Deliberate Articulated Actions: Staff are involved in a purposeful way through such efforts as school/unit improvement planning, professional development councils, and district task forces that are congruent with the articulated direction of the system or system initiatives.		X
8. Aligned Professional Development: Professional development endeavors are aligned to system planning goals and initiatives.		X
Total	**1**	**7**
Percentage Met	**13%**	
*Partial ratings are tallied as not met.		
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As can be noted from Exhibit 1.3.2:

One of the eight planning characteristics was rated as met, resulting in a 13% adequacy rating, below the requirement of 70%. Therefore, planning in Coeur d'Alene Public Schools does not meet audit criteria to drive system-wide decision making and change. The auditors' basis for the ratings is explained below:

Characteristic 1: Policy Expectations

In their analysis of board policies, the auditors found an expectation for continuous improvement planning at the district level based on data, developing measurable targets, and an articulated vision and mission with key indicators for monitoring performance and an end goal of improving student achievement (see Exhibit 1.1.3, analysis of Criterion 1.5). The board goals for 2018-19 include:

I. End deficit spending

II. Attract and retain quality staff

III. Academic achievement

Board goals for the superintendent include the following four objectives:

- Objective 1 - Student Achievement (including profile of a graduate, curriculum management audit, leading to future development of a strategic plan)
- Objective 2 - Community Relations (including visibility and assimilating and communicating with the community)
- Objective 3 - Student/Staff-Mental Health, Wellness, and Security (including the development and implementation of a comprehensive plan for physical safety, security and psychological wellness for students and staff)
- Objective 4 - Bond Project, New Elementary School, and Boundary Alignment (including plans for a new elementary, successful completion of a bond project, facilities maintenance planning, and developing a long-range plan)

Given the policy expectation and the actions of the board and superintendent, this characteristic was rated as adequate.

Characteristic 2: Vision/Direction

Throughout the on-site visit, auditors heard the theme of "hope" expressed in interviews with stakeholder groups. People expressed optimism in the new superintendent's vision for the district and his sense of urgency in communicating and implementing that vision. The superintendent has clearly established an expectation for change that will require ongoing planning throughout the district. Since his arrival he has established a method of assessing the status of the district, including this curriculum management audit, and taken steps to begin strategic planning in summer of 2019. He has expressed the intent to use the results of the curriculum management audit report for building a foundation for a new strategic plan to take the district into the future. Also, during the eight months of his leadership, he has established weekly meetings focused on planning for the interim. A district administrator described the process, "The superintendent's cabinet meets every Tuesday, and the Instructional Core Team meets on Wednesdays and is made up of directors. This is where planning gets done. There are long-range ideas, and we're taking short steps to reach them." This beginning work brought about the partial rating. At the time of the audit this characteristic was rated as not met but, auditors anticipate this will change within a short period of time.

Characteristic 3: Data-Driven

The auditors concluded that Coeur d'Alene Public Schools administrative leadership has communicated an expectation to become more data-driven in decision making and planning. However, the district does not have a program evaluation process in place to determine the impact of instructional programs on student learning (see Finding 4.1); nor have expectations been placed on principals or department managers/directors to create and implement ongoing improvement plans throughout the instructional and non-instructional areas. Therefore, although intent is evident, data-driven decision making has not been institutionalized in Coeur d'Alene Public Schools.

This characteristic was not met.

Characteristic 4: Budget Timing

Auditors found no evidence that planning is coordinated with the budget cycle. There is currently no guidance for budget planning or written expectation that addresses funding for district or building improvement plans or the strategies contained in the plans. Based on the absence of documentation for either budgeting or planning that links the two functions, auditors concluded that the link between planning and budgeting in the Coeur d'Alene Public Schools is undefined.

This characteristic was not met.

Characteristic 5: Day-to-Day Decisions

Auditors found insufficient evidence that board policy, the mission statement, or district and school plans were used as driving forces for day-to-day decisions. Auditors noted that, except for the intention to develop a strategic plan, planning in the district was limited. Planning did not extend to other functions within the district such as the design of curriculum to direct delivery to students; comprehensive assessment and use of data to improve student performance; professional development differentiated by identified teacher/program need; and programs designed to respond to the significant variations among students PreK-12.

This characteristic was not met.

Characteristic 6: Emergent/Fluid Planning

No processes were in place to facilitate movement of the system from its current state toward future goals. The district is planning to develop a strategic plan, but no evidence was presented that the concept of forecasting in planning practices was previously part of the district's culture.

This characteristic was not met.

Characteristic 7: Deliberate Articulated Actions

Policy-directed planning was limited. No policy or administrative action established a requirement for professional staff engagement in planning to direct system initiatives other than the development of a district continuous improvement plan. Activities in the district showed limited use of performance data to plan for changes in practices. Personnel in the district acknowledge the existence of a flat student achievement trend, but responses have been anecdotal rather than analytical in determining the causes.

This characteristic was not met.

Characteristic 8: Aligned Professional Development

During the onsite visit, auditors heard a lot about the importance of professional development in the Coeur d'Alene Public Schools and learned that time is set aside and funds expended for professional development during the school year. The auditors determined that alignment of professional development to the district's goals and initiatives is marginal; a stand-alone budget for professional development does not exist, nor does budget coding allow an assessment of how much money is spent on professional development; program evaluation of the professional development is not in place; and no single person is responsible for the district coordination of professional development (see Findings 1.2 and 3.1).

This characteristic was not met.

Interview and survey comments expand on this finding:

- "Our planning as a board is evolving. In the beginning of my time on the board, it was more about rubber stamping. But we are getting ready to do strategic planning. We have a ways to go, but we have a better vision of what we want to do." (Trustee)
- "What the boards have been missing over time was a strategic direction to allow us to always refer to our goals so we did not just act in a reactionary way." (Trustee)
- "Leadership right now is creating intentional work on planning." (Community Member)
- "We want to lay the foundation to prepare for the future." (Trustee)

To summarize, the new superintendent has clearly communicated the need for planning and is modeling that behavior. However, district-wide planning has not yet become "data-informed," primarily because the district does not have a process in place to collect and analyze data beyond superficial student achievement data. The annual budget is approved without attention to the district and school plans. Day-to-day decisions are not consistently informed by the implicit or explicit direction of the system, planning efforts are not fluid, and deliberate articulated actions are not part of the current system. Furthermore, professional development offerings are not consistently based on identified needs and planning, nor tightly aligned with district goals and priorities.

Level II: The quality of the *CdA Public Schools Strategic Direction Infographic* (2016) and *CdA Continuous Improvement Plan 2018-19* are inadequate to support focused and sustained curriculum management.

If the auditors find planning in the system, they then proceed to determine if there are plans, and if there are, they examine these plan documents for certain change characteristics. Planning was found in the district, and the district *Continuous Improvement Plan 2018-2019 School Year* was assessed. Overall, the plan was found to not meet audit characteristics to direct system change.

Exhibit 1.3.3 lists the characteristics of a quality district planning document and the auditors' assessment of adequacy. If the plan meets five of the seven characteristics, the audit standard for adequacy has been met.

Exhibit 1.3.3

Level II: Characteristics of District-wide Plan Quality
For Design, Deployment, and Delivery
Coeur d'Alene Public Schools
February 2019

Characteristics	Auditors' Rating	
	Met	**Not Met**
1. Reasonable and Clear: The plan is reasonable; it has a feasible number of goals and objectives for the resources (financial, time, people) available. Moreover, the goals and objectives are clear and measurable.		X
2. Emergent/Fluid: The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.		X
3. Change Strategies: The plan incorporates and focuses on those action strategies/ interventions that are built around effective change strategies (e.g., capacity building of appropriate staff).	Partial*	
4. Deployment Strategies: The plan clearly delineates strategies to be used to support deploying the steps and tasks outlined in the plan (e.g., orientation to the change, staff development on the proficiencies needed to bring about the change, communication regarding planned change).		X
5. Integration of Goals and Actions: All goals and actions in the plan are interrelated and congruent with one another.		X
6. Evaluation Plan and Implementation: There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results, and they are then modified as needed. There is both frequent formative evaluation and annual summative evaluation, so that plans are revised as needed.		X
7. Monitoring: Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting the outcomes that take place as the plan is designed and implemented.		X
Total	**0**	**7**
Percentage Met	**0%**	
*Partial ratings are tallied as not met.		
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As can be noted in Exhibit 1.3.3, six of the seven district-wide plan quality characteristics were rated as not met and one was rated as partially met. The following narrative provides more information on what auditors found with respect to each of the characteristics.

Characteristic 1: Reasonable and Clear

Five strategic focus areas form the basis for the district *CdA Continuous Improvement Plan 2018-19* submitted to the Idaho Department of Education. They are unchanged from 2016 as evidenced by the identical words on the one-page infographic, *CdA Strategic Direction,* published in 2016 and found on the district website. The strategic focus areas are:

1. Safe, Supportive and Vibrant Learning Environments
2. High Expectations for All
3. Quality Teachers and Instruction
4. Individualization
5. Family and Community Engagement

For each strategic focus area, two to four bullet points are provided. There are no clear measurable goals and objectives nor any link to resources. Auditors concluded that the structure of the plan and lack of detail make it unreasonable for practical use.

This characteristic was not met.

Characteristic 2: Emergent/Fluid

The *CdA Continuous Improvement Plan 2018-19* (CIP) includes no forecast data or quantifiable data upon which the strategic direction was built. Auditors found no evidence in the written plan or in interviews with administrators that the plan is an evolving, emergent, living document. In most conversations, the plan was referenced as the mandated or compliance plan, not as a guiding, closely monitored road map for improvement. The plan document itself showed no evidence that adjustments or revisions had been made since 2016.

This characteristic was not met.

Characteristic 3: Change Strategies

Specific change strategies are not included in the plan. There are a couple of references in the bullet statements to teachers being effectively trained and students and families being involved in continuous learning opportunities, but no specific strategies are provided. However, though not written, it is important to note that in response to several suicides in the district in the Spring of 2018, the district has intentionally and thoughtfully provided professional development and mental health support to students and staff this full academic year K-12; this is clear evidence that their unwritten plan is responsive to the needs of the community.

This characteristic was partially met.

Characteristic 4: Deployment Strategies

To determine the adequacy of this characteristic, auditors looked for activities and strategies that implicitly or explicitly address the recognition that successful implementation of change requires deployment (i.e., anticipation for what will be required, preparation, organization). Examples of such activities include those that help stakeholders recognize the need for change, such as team building efforts, staff retreats, and professional development on the change process. The auditors found no examples of deployment strategies.

This characteristic was not met.

Characteristic 5: Integration of Goals and Actions

Auditors found a lack of congruence among sections of the strategic direction focus areas and a lack of clear and measurable goals and objectives. This prevented any further analysis. The district's planning efforts are not aligned or congruent with each other.

This characteristic was not met.

Characteristic 6: Evaluation Plan and Implementation

The system does not have a plan to evaluate the strategic direction focus areas. Auditors found that the *Continuous Improvement Plan 2018-19* was missing an evaluation component and timeline. No formal measurement tools were cited in the plan, and there was no common alignment with student or program assessment data.

This characteristic was not met.

Characteristic 7: Monitoring

The auditors found no evidence from the planning document or interviews that a system is in place for monitoring implementation of the plan. The plan did not include a process to analyze the results of the CIP annually or to provide reports to the board on the design and implementation of the plan.

This characteristic was not met.

Interviews and surveys provided additional insights about district level planning:

- When asked about the Continuous Improvement Plan: "Probably exists but haven't been informed of it other than Invest-Inspire-Innovate." (Principal Survey)
- "The plan is more of a compliance plan than a working document." (School Administrator)
- "We need a strategic plan with vision and mission. The board needs to plan as well." (Trustee)
- "My greatest hope is kids are graduating prepared to be successful at whatever they want to be. I want to continue to see this evolution of the district to be about every kid. I want us to be aware of the mindshift that needs to take place to think about what success is for all kids. I want us to plan for growth with great facilities to meet our kids' basic needs (ac, safety, etc.)." (Trustee)
- "There have been a lot of things that have been ignored and need to be addressed in our schools." (District Office Administrator)
- "There were a lot of things that were just not connected. So, getting everyone at the table working together is a beginning." (District Office Administrator)

To summarize, Coeur d'Alene Public Schools does not have a current multiple-year planning document, and the 2018-19 CIP plan is inadequate to provide clear direction for achieving annualized objectives or to impact system-wide change and influence improvement in student performance. The plan met none of the audit quality criteria. It lacked goals and objectives, strategies for implementation, integration of goals and actions, evaluation, and monitoring.

Level III: The quality of the district's school and department improvement plans is inadequate to support focused and sustained curriculum management.

The last type of analysis conducted by auditors was to review school improvement plans. The same types of characteristics used for the district-wide plan are used in addition to the tracing of connectivity to the district-wide plan. In order for maximum impact of the planning process to be achieved, there needs to be a tight line of control that provides the necessary structure throughout district planning efforts and still allows for creativity and flexibility at all levels. When properly structured, this planning process reduces slack within the system. Slack occurs when connections among divisions, departments, and schools are not clearly defined.

It is essential that functions related to curriculum management, professional development, program evaluation, department, and school improvement plans be guided by board policy and that they adhere to the administrative procedures that provide the backbone for these operations. These connections are especially important when a district is experiencing enrollment change and transitions in administrative roles. Administrators within the system should be able to consult board policies and administrative procedures for guidance in how the planning functions of the system relate to job responsibilities and for gaining an understanding of the parameters within which they should operate. Planning efforts across all standards were reviewed (see Findings 1.3, 2.1, 3.1, 4.1, 5.1, 5.2, and 5.3).

School improvement planning is a rational approach to dealing with problems that require attention over an extended period to prepare for anticipated events and for limiting the negative impact of an uncertain future. A sound school improvement plan, representing the best judgment of stakeholders, provides the necessary blueprint for applying school and district resources to programs designed to attain and maintain high student achievement. When such planning is not conducted, goals may not be attained, and resources may be wasted on inappropriate and ineffective programs. Meanwhile, the staff must conduct day-to-day operations without adequate direction.

Exhibit 1.3.4 presents the eight characteristics of quality that the auditors used to examine school and department improvement plans. To meet audit standards, six of the eight characteristics must be met.

Exhibit 1.3.4

Level III: Rating Characteristics of Department and School Improvement Plan Quality
For Design, Deployment, and Delivery
Coeur d'Alene Public Schools
February 2019

Characteristics	Auditors' Rating	
	Met	**Not Met**
1. Congruence and Connectivity: Goals and actions are derived from, explicitly linked to, and congruent with the district plan's goals, objectives, and priorities.		X
2. Reasonable and Clear: The plan is reasonable; it has a feasible number of goals and objectives for the resources available (finances, time, people). The goals and objectives of the plan are clear and measurable.		X
3. Emergent/Fluid: The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.		X
4. Change Strategies: The plan incorporates and focuses on those action strategies/interventions that are built around effective change strategies (e.g., capacity building of appropriate staff).		X
5. Deployment Strategies: The plan clearly delineates strategies to be used to support deploying the steps and tasks outlined in the plan (e.g., orientation to the change, staff development on the proficiencies needed to bring about the change, communication regarding planned change).		X
6. Integration of Goals and Actions: All goals and actions in the plan are interrelated and congruent with one another.		X
7. Evaluation Plan and Implementation: There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results and modified as needed. There is both frequent formative evaluation and summative evaluation, so that plans are revised as needed.		X
8. Monitoring: Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting outcomes that take place as the plan is designed and implemented.		X
Total	**0**	**8**
Percentage Met	**0%**	
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As can be noted in Exhibit 1.3.4, none of the eight characteristics regarding quality for school and department plans was rated as met. The following provides more information on what the auditors found with respect to each of the characteristics.

Characteristic 1: Congruence and Connectivity

Schoolwide improvement plans in Coeur d'Alene Public Schools are produced in response to mandated federal requirements for Title I funding. The Title I Schoolwide Plan is developed to meet the Idaho Title I Continuous School Improvement Plan requirement. Fourteen district schools had also developed some form of school improvement plan for 2018-19: no plans were provided for four schools—Dalton Elementary, Harding Preschool, Winton Elementary, and Woodland Middle School. Format and title of each plan varied (from Building Goals, to Growth Plan, to Smart Goals, to Continuous Improvement, to Goals) as did the content of plans. One was submitted without a school name, one simply included handwritten notes, one was in the form of meeting minutes with the goals in the minutes; lack of consistency was clear. Of the documents that were presented as school improvement plans, 1 of the 14 plans submitted (7%) linked fully to the *CdA Continuous Improvement Plan 2018-19* strategic direction focus areas. Five of the 14 (36%) had partial links to the strategic focus areas. Inconsistency was prevalent with expectations not clearly defined for plans to be congruent with the district plan.

The nine schools that receive Title I funding all presented a Schoolwide Improvement Plan (SWIP). These plans were compliant with the requirements of state guidelines but did not meet audit criteria, so auditors did not include them in this analysis.

No department improvement plans were submitted to the auditors.

Across the district there is little planning. Formalized plans are missing for areas of critical need (e.g., curriculum management (Finding 2.1), assessment and program evaluation (Finding 4.1), professional development (Finding 3.1), instructional technology (Finding 5.2), and facilities (Finding 5.3). Overall, auditors found school improvement plans and planning processes did not meet audit quality criteria. There was inconsistency across all school plans, which showed a lack of focus, adequate specificity to direct staff action, interconnectedness, response to data analyzed, monitoring for implementation, and evaluation of the impact on student achievement. The planning process is further complicated by the absence of planning documents for district departments.

This characteristic was not met.

Characteristic 2: Reasonable and Clear

The essence of a plan is that it identifies what will happen, when it will happen, who will do the work, and what resources will be used. As a group, CdA school improvement plans do not identify these elements in sufficient detail to be useful as guides for action. There is a lack of consistency with 50% having plans without reasonable and clear objectives and 50% having a variety of stated action steps that address the goals and expected result statements. Rarely are resources cited, and consistently, the costs and funding sources for the stated activities are not included.

This characteristic was not met.

Characteristic 3: Emergent/Fluid

There is no evidence of trend analyses that impacts schools either internally or externally. The opportunity for emergent fluid planning exists within the planning process, but no evidence was provided of how this works at an individual school and if, in fact, revisions and mid-course corrections are made along the way.

This characteristic was not met.

Characteristic 4: Change Strategies

School plans did not focus on or include strategies for effective change. Most actions within the plans were not designed to initiate or sustain change over time to target specific needs. Building staff capacity was not clearly evident in school plans that were analyzed.

This characteristic was not met.

Characteristic 5: Deployment Strategies

Deployment strategies were not built into the majority (64%) of the plans presented to and analyzed by auditors. Plans were lacking activities and strategies that explicitly or implicitly recognize that successful implementation of change requires clear deployment (i.e., anticipation for what is required, clear preparation and organization, and keeping the end in mind). Specific strategies for communicating the planned changes to the school community were absent. The proficiencies needed to bring about change were not specified in all plans.

This characteristic was not met.

Characteristic 6: Integration of Goals and Actions

The integration of goals and actions within each plan are not evident. Sections of the plans were disconnected—e.g., professional development is not congruent with the stated goals, summative evaluation, and activities in each section of the plans. When goals were present, actions for each goal were cited independently of other goal statements. There was little coordination across the stated goals. Within each section of the plan, activities described were isolated actions and showed little or no connection to the other goals.

This characteristic was not met.

Characteristic 7: Evaluation Plan and Implementation

Two of the 14 plans showed an intent to evaluate and one a partial intent, but in no case was there a written plan to evaluate whether the objectives of the plan have been met (not the completion of activities). The district has the capability of generating an overwhelming amount of data relative to program effectiveness and student achievement. However, there is no systematic approach to program evaluation (Finding 4.3) and no scheduled plan for such evaluations. While schools have access to student achievement data, how a school decides to utilize that access is up to the school.

This characteristic was not met.

Characteristic 8: Monitoring

No monitoring methods within the school plans constitute a system for assessing the status of action steps while in progress or at completion. Given the immeasurability of the activities within the plans, monitoring posed a challenge. There were no methods of measurable formative assessment with linkage to any expected results or criteria establishing accomplishment. No procedures described how any monitoring data would be used to adjust design of school and department plans during deployment or redesign.

This characteristic was not met.

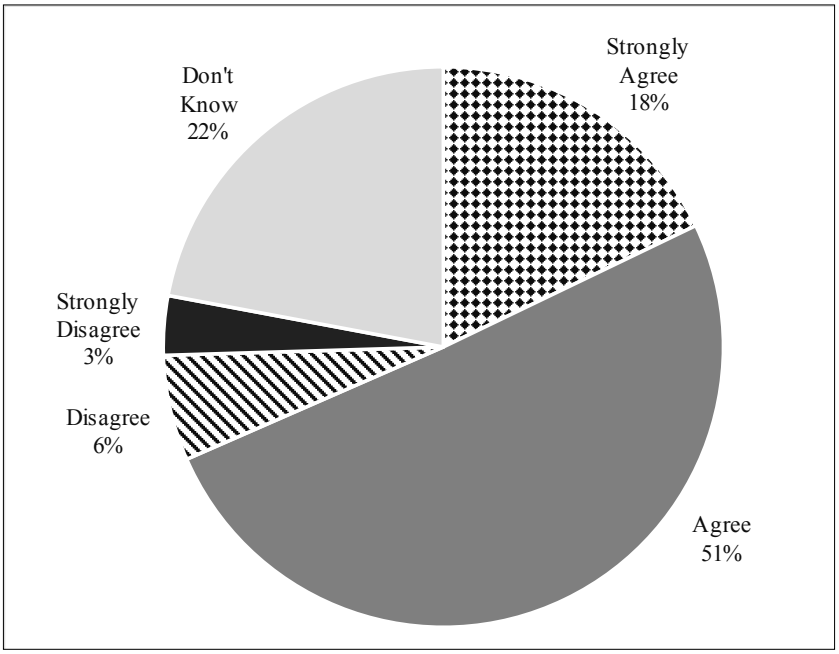
In surveys and interviews with district and building administrators, board members, and teachers, the following comments were made about district planning efforts:

- "We have a set of building goals focused on growth." (Principal Survey)
- "Our school is not required to have a plan of improvement. However, we do have a set of SMART goals that are geared towards academics each year." (Principal Survey)
- "This is a new plan, not part of the fabric of the school and our decision making." (Principal Survey)
- "We do not know if the Director of Teaching and Learning, Director of Elementary, and Director of Secondary have a shared vision." (District Office Staff)

Exhibit 1.3.5 displays CdA teachers' response to a question about their awareness of their school improvement plan.

Exhibit 1.3.5

Teacher Survey Response:
"At our school, we have a single school improvement plan that spans more than one year and is focused on a few academic goals that direct my work with students."
Coeur d'Alene Public Schools
February 2019



As noted in Exhibit 1.3.5:

- More than half (69%) of the 263 teachers responding agree or strongly agree with this statement.
- However, 22% don't know about a school plan, and another 9% disagree or strongly disagree that such a school improvement plan exists.

This demonstrates an inconsistency in the minds of teachers regarding the direction school improvement plans provide to their school campus.

Overall, the auditors determined that there are school improvement plans for most CdA schools but no department plans. Plans lack consistency in format, title, and content. Expectations have not been clearly communicated on what is needed and why. Existing plans do not link to district planning, are not reasonable and clear, do not allow for emergent thinking, do not provide clear strategies for change or deployment, do not integrate goals and actions, and do not provide direction for evaluating objectives and monitoring progress. School and department plans in Coeur d'Alene Public Schools do not meet audit criteria to provide direction to the system.

Summary of Overall Planning

Recent planning in Coeur d'Alene Public Schools has not produced a viable planned approach to curriculum and program design capable of supporting strategic actions to close existing gaps in student achievement and assure a quality education for all students. Quality plans have not historically been in place for the district, schools, departments, curriculum management, student assessment, program evaluation, professional development, performance-based budgeting, facilities, or technology.

A new beginning around planning is desired by all stakeholders, evident in their interviews and survey responses. The new superintendent and board spoke of developing a long-term strategic plan. A trustee said, "Our plan is to use the results of the curriculum audit, the Futures report for special education, the profile of a graduate to begin to develop a long-term vision and strategic plan for the district and dovetail all of that into the Board's goal setting." There seems to be a strong intent to move forward; as another trustee said, "We are motivated to make change."

STANDARD 2: The School District Has Established Clear and Valid Objectives for Students.

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

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

What the Auditors Expected to Find in the Coeur d'Alene Public Schools:

Common indicators the CMSi auditors expected to find are:

- A clearly established, board-adopted system-wide set of goals and objectives for all programs and courses at all grade levels;
- Demonstration that the system is contextual and responsive to national, state, and other expectations as evidenced in local initiatives and curriculum documents;
- Operations, processes, and tasks set within a framework that carries out the system's vision, goals, and objectives;
- Evidence of comprehensive, detailed, short- and long-range curriculum management planning;
- Knowledge, local validation, and use of current best practices and emerging curriculum trends;
- Written curriculum that addresses both current and future needs of students related to content, contexts, pacing, and cognitive challenge;
- Major programmatic initiatives designed to be cohesive;
- Provision of explicit direction for the superintendent and professional staff; and
- A framework that exists for systemic curricular change.

Overview of What the Auditors Found in the Coeur d'Alene Public Schools:

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

Auditors reviewed various documents, including board policies, job descriptions, district level meeting minutes, strategic plans, curriculum documents, planning documents, assessment documents, resource adoption process documents, and district level documents that provide direction for curriculum management functions. Auditors were presented with the Coeur d'Alene Public Schools Comprehensive Curriculum and Assessment Plan for School Year 2018-2019. While this document met one characteristic of a comprehensive plan, it did not meet the audit standard to provide direction for the design and delivery of the curriculum. Auditors found that one board policy provided some detail about curriculum development and assessments but did not provide the specificity and a framework for consistency in design, delivery, and assessment. While documents on the date examined by the audit team provided evidence of some curricular management planning, no single document provided comprehensive guidance and sound curriculum management.

The scope of the written curriculum in the core content areas is adequate in grades K-5. The scope in the core content areas in grades 6-12 is inadequate and does not provide sufficient direction for teaching and learning in Coeur d'Alene Public Schools. The auditors also found that the scope for non-core courses for grade K-5 and 9-12 was considered adequate, while the scope for non-core courses in grades 6-8 was inadequate. The auditors were provided over 377 documents as written curriculum intended to provide guidance for instruction. The

presence of written curriculum for all courses and grade levels is essential for providing teachers direction as they design classroom instruction. The auditors reviewed board policies and found one policy, *Board Policy 2100*, which states, "A written, sequential curriculum shall be developed for each course and subject area." This policy validates the need to have curriculum for every course that is offered K-12.

Auditors analyzed the written curriculum using criteria for curriculum document quality and specificity. Auditors' review of the curriculum documents available in Coeur d'Alene Public Schools indicates a lack of sufficient quality and specificity to effectively direct the written, taught and tested curriculum for student success.

- Some courses do not have curriculum documents or guides and the existing documents vary greatly in level of adequacy in addressing prerequisites, assessments tools, instructional resources, and instructional strategies.
- The standards identified in the curriculum documents varied from Idaho Content Standards, Common Core State Standards, and in the science curriculum documents, the Next Generation Science Standards.
- The format of the curriculum documents varied based on when the curriculum was written. There were as many as seven different curriculum document formats dating from 1998 to 2018 with varying dates per content area. The newest format titled Course Pacing Guide has a column that is identified as "Idaho Content Standards," but teachers may find that the standards listed are actually Next Generation Science Standards or even Common Core State Standards. This can be confusing especially when the standard is only identified by a code and no further information is provided.
- Congruence between cognitive requirements and student objectives, instructional resources, and assessments is not consistent.
- The classroom activities and assessment items show evidence of incongruence in cognitive type.

Board policies lack sufficient content and direction to guide development of the roles and responsibilities for monitoring and managing the delivery of curriculum. Policies lack sufficient direction regarding curriculum management planning, the required scope of the written curriculum, and the alignment of curriculum content to state and national standards. District job descriptions also lack sufficient direction to clearly communicate district expectations and responsibilities for managing the district's overall curriculum. Overall, the lack of a curriculum management plan in Coeur d'Alene Public Schools impacts the design, delivery, evaluation, and revision of curriculum.

Finding 2.1: While there is evidence of curricular planning, the auditors did not find a comprehensive plan or a documented process to coordinate and direct the design, evaluation, and revision of curriculum.

A school system with strong curriculum management has a comprehensive curriculum management plan with established guidelines and procedures for the design and delivery of the curriculum and a thorough system of quality control. The curriculum management plan expresses the procedural intent of district leadership and provides direction for curriculum development, implementation, evaluation, and alignment. A curriculum that is horizontally coordinated, vertically articulated, aligned to assessments, and systematically evaluated to determine its effectiveness in improving student learning can provide explicit direction to staff and result in internal consistency. A curriculum management plan provides a structure for a system to communicate its expectations on elements that are tightly held across the district and those loosely held where school campuses have authority to bring contextual variations. Tightly held means that the roles are connected to a hierarchal chain of command. Loosely held means that there is limited or no connection among organizational roles. This balance is critical not only in assuring both consistency and quality in student learning, but also in supporting autonomy and flexibility at school sites to ensure that they can meet the unique needs of their students. The audit expectations regarding those functions of curriculum management that are to be tightly held and those that may be loosely held are presented in Exhibit 2.1.1.

Exhibit 2.1.1

Tightly Held vs. Loosely Held Curriculum Management Functions and Components

CMIM Decision-Making Matrix	
Ends **(Curriculum and Aligned Assessments)**	**Means** **(Instruction and Program)**
Tightly-held **(Non-negotiable)** ***District Level***	**Loosely-held** **(Aligned to the Tightly-held but Negotiable by Teacher/Faculty)** ***School/Classroom Level***
• Vision, Mission, Goals • Philosophy and Beliefs • Curriculum Objectives—Standards/ Outcomes/Student Expectations/Objectives • Priority Standards/Outcomes/Student Expectations/Objectives • Assessments: criterion-referenced tests, benchmark assessments, diagnostic assessments, progress-monitoring tools • Program guidelines, expectations	• Differentiation of when (within the unit, grade level, or course) each student is taught certain objectives (while maintaining on-level instruction) • Processes, procedures, instructional strategies or approaches • Resources, materials, textbooks, etc. • Programs (e.g. ELL Program, Sp. Ed. Program, Intervention Programs) • Groupings • Staffing • Informal classroom assessments, school-wide assessments for progress monitoring
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Exhibit 2.1.1 shows curriculum management functions and components for the district to consider when allowing school campus administrators and educators to make independent decisions about how instruction is delivered and students are grouped, which strategies and resources are used in the delivery of instruction, and how staff is assigned. These decisions must be aligned with the tightly held functions and components of the district's goals, mission, student learning objectives, and student's assessments. A comprehensive curriculum management plan provides essential direction on how the district will align the written, taught, and tested curriculum.

To be comprehensive, the plan needs to be based on a framework that includes state and national standards, incorporates monitoring and professional development to improve curriculum-related performance of the staff, and provides equal access to the curriculum for all students. The absence of a comprehensive curriculum management plan limit the potential for the delivery of a consistent educational program.

The district has a document titled *Coeur d'Alene Public Schools Comprehensive Curriculum and Assessment Plan,* which provides some direction in the area of assessments given, curriculum revision cycle, and broad statements about "Our Curricula" and "The Process." However, it does not contain all the detailed components necessary to provide direction for a comprehensive plan. As a result, auditors reviewed various district documents with implications for curriculum management. These included board policies as well as various formal and informal documents, meeting minutes, job descriptions, and curriculum documents.

The auditors examined board policies to determine curriculum requirements and the direction of the Coeur d'Alene Public Schools. *Board Policy 2100-Curriculum Development and Assessment* provides some direction and states, "The Superintendent (or designee) is responsible for making curricular recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with the District's educational philosophy, mission statement, objectives, and goals." It goes on, "A written sequential curriculum shall be developed for each course and subject area. It shall also address content and program area performance standards, and District education goals and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and timelines for curriculum development and analysis shall be included. Analysis of the curricula will come through the use of a variety of assessments and various sources of data collection in determining the effectiveness of the planned written, taught, and tested

curriculum at all levels." *2100F1-Procedures for Instruction* provides a copy of the *"New Course Proposal"* form that includes staff providing the nature of the request, graduation requirement information, Idaho or national standards or industry standard references, district adoptions, alignment of adoptions to standards, and optional documents such as course curriculum guides, end of course assessment examples, lesson examples, and actual materials to be used. This document provides an outline expected for the district course pacing guide for new courses.

While *Board Policy 2100-Curriculum Development and Assessment* references superintendent (or designee) responsibilities, with the design to include learning objectives and goals, a written sequential curriculum for each course, a curriculum review cycle, and assessment to determine the effectiveness of the planned written, taught, and tested curriculum, the policy does not require the development of a comprehensive curriculum management plan to provide direction for the design, delivery, and evaluation of curriculum.

Key curriculum planning documents other than board policies reviewed by the auditors are listed in Exhibit 2.1.2.

Exhibit 2.1.2

Curriculum Planning Documents Reviewed by Auditors
Coeur d'Alene Public Schools
February 2019

Document	Publication Date
Coeur d'Alene Public Schools Comprehensive Curriculum & Assessment Plan 2018-2019 School Year	August 18, 2018
Coeur d'Alene Public Schools Literacy Intervention Plan 2018-2019	October 1, 2018
Coeur d'Alene Public Schools Continuous Improvement Plan 2018-2019	No Date
Coeur d'Alene Public Schools College and Career Advising and Mentoring Plan 2018-2019	September 25, 2018
Four Years of Professional Development in Coeur d'Alene Public Schools	No Date
Various Campus Smart Goals Documents, Growth Plans, SILT Plans, and Continuous Improvement Plans	Various Dates
Title 1 Schoolwide Improvement Plans (SWIP)	Various Dates
Community Review/Secondary French Draft Minutes	December 13, 2018
Ad Hoc Curriculum Committee/Secondary English Language Arts Draft Minutes	November 27, 2018
Ad Hoc Curriculum Committee/K-5 Social Studies Draft Minutes	May 15, 2018
Ad Hoc Curriculum Committee/Secondary Mathematics Minutes	November 28, 2017
Ad Hoc Curriculum Committee/Secondary English Language Arts Draft Minutes	April 30, 2018
Request for ELA Instructional Resources	September 30, 2017
K-12 English Language Arts Adoption	No Date
Crosswalk of Coursework and Primary Instructional Resources	October 15, 2018
Artifact 2.04 – Textbook or Instructional Materials Adoption Process	2017
Artifact 2.11 – Gifted and Talented Programs by School	No Date
Gifted Three Year Plan for Coeur d'Alene Public Schools	No Date
Artifact 2.10 – Special Education Programs by School	No Date
Coeur d'Alene Public Schools Course Description Handbook & Educational Planning Guide 2018-2019	No Date
Summary of Curricular Work and Assessments for 2017-2018 School Year – Middle Schools	September 7, 2017
Summary of Curricular Work and Assessments for the 2017-2018 School Year – Elementary Schools	August 31, 2017

Exhibit 2.1.2 (continued) Curriculum Planning Documents Reviewed by Auditors Coeur d'Alene Public Schools February 2019	
Document	**Publication Date**
PK-12 Philosophy World Languages	January 2019
PK-12 Philosophy Social Studies	August 2017
PK-12 Philosophy Science	August 2017
PK-12 Philosophy Mathematics	August 2017
PK-12 Philosophy Fine & Performing Arts	August 2017
PK-12 Philosophy English Language Arts	June 2018
PK-12 Philosophy Career and Technical Education	August 2017
K-12 Course Pacing Guides, Scope and Sequences, Curriculum Maps, Curriculum Guides, Units, and New Course Proposal Documents	Various Dates
Secondary Mathematics – A Presentation to the Board of Trustees	March 5, 2018
Integrated Mathematics Scope and Sequence – Major Considerations for Pacing Guides	No Date
Mathematics Parent Handbook	May 2017
Idaho Content Standards	No Date
Common Core State Standards – English/Language Arts and Mathematics	2009
Coeur d'Alene Public Schools Handbook for Parents and Students	December 10, 2018
Various Campus Handbooks	Various Dates
Coeur d'Alene Public Schools – Our Strategic Direction	March 2016

The documents listed in Exhibit 2.1.2 provided auditors with some insight into curriculum planning in the district but collectively do not provide a systemic and clear direction for staff to develop, implement, and evaluate curriculum. In reviewing district documents, auditors noted efforts planned around curriculum and instruction. The following information is a brief summary of what auditors found:

- The *Coeur d'Alene Public Schools Comprehensive Curriculum and Assessment Plan 2018-2019 School Year* document provides resources for at-risk intervention, information on the curriculum revision cycle, brief statements about the curriculum and the process for development, and lists of assessments. While this document touches on many of the curriculum management areas, it does not meet audit planning criteria for detail and clarity.
- The *Coeur d'Alene Public Schools - Our Strategic Direction* document lists under the section titled "High Expectations for All," "Expect all students, every year to grow in their learning toward meeting grade-level standards."
- The PK-12 Philosophy of Mathematics document states, "Using the Common Core Standards as a foundation, the curriculum will emphasize depth over breath with a focus on the foundational concepts and processes of mathematics."
- The PK-12 Philosophy of English Language Arts document states, "We believe well developed curriculum dedicated to reading, writing, speaking, and listening will help children to learn about themselves while also learning about those around us."

The audit team found some evidence of curriculum management planning, but district staff presented no comprehensive curriculum management plan that coordinates planning efforts system-wide. Collectively, the data sources did not reveal a comprehensive curriculum management system.

Auditors also reviewed job descriptions to determine if roles and responsibilities for the management of curriculum are clearly articulated in Coeur d'Alene Public Schools. Exhibit 2.1.3 is a summary of the curriculum management responsibilities found in district job descriptions.

Exhibit 2.1.3

Job Descriptions with Curriculum Management Requirements
Coeur d'Alene Public Schools
February 2019

Job Description	**Curriculum Management Role**
Superintendent	Primary Function: To serve as the chief administrative officer for curriculum, staff development, instruction, personnel, public relations, federal programs, transportation, maintenance, and food services. Responsibilities: • Responsible for district-wide planning for curriculum, buildings, and the general program of instruction • Responsible for recommending to the board, for its adoption, all courses of study, curriculum guides, and major changes to texts and time schedules to be used in schools
Director of Curriculum and Assessment	Primary Function: To provide guidance and leadership with the ongoing development, implementation and coordination of the District's curriculum and assessment to improve student achievement. Responsibilities: • Lead K-12 curriculum development, implementation, and monitoring • Coordinate with the K-12 assessment coordinator, e.g., end of year course tests and other standardized assessments • Chair curriculum committee meetings, assist with piloting curricular groups, help write curriculum to align with State Achievement Standards, District and State Assessments • Help develop and implement staff development plans for curriculum, instruction, and assessment programs • Work collaboratively with Directors of Elementary Ed., Secondary Ed., Special Ed., and Title 1 to ensure curriculum is taught in buildings • Coordinate efforts in curriculum for remediation, advanced learning, Title 1, Special Services, and other programs as needed • Use data to assess and evaluate programs, curriculum, and instruction
Director of Elementary Education	Responsibilities: Work with the Instructional Core Team to coordinate the curriculum, assessment, and instructional programs to improve student achievement
Director of Secondary Education	Responsibilities: Work with the Instructional Core Team to coordinate the curriculum, assessment, and instructional programs to improve student achievement
Building Principal	Primary Function: Responsible for the implementation and coordination of the school curriculum through an ongoing process of planning for innovation strategic change, and continual student achievement Performance Responsibilities: • Understands and clearly articulates to staff the connections among curriculum, assessment, and instructional practices • Implements data informed strategies that align content standards curriculum, teaching and learning, and assessment
Assistant Building Principal	Primary Function: Responsible for the implementation and coordination of the school curriculum through an ongoing process of planning for innovation strategic change, and continual student achievement Performance Responsibilities: Understands and clearly articulates to staff the connections among curriculum, assessment, and instructional practices

Exhibit 2.1.3 (continued) Job Descriptions with Curriculum Management Requirements Coeur d'Alene Public Schools February 2019	
Job Description	**Curriculum Management Role**
Principal Assistant	School Instructional Leadership: Assist instruction staff in aligning curriculum, instruction and assessment with state and local learning goals Essential Criteria of the Position: Demonstrate experience in curriculum development and assessment
Special Education Teacher in Grade K-12	Job Goal: To develop instructional materials and establish learning objectives and standards based upon District curriculum and guidelines Performance Responsibilities: Use Instructional materials adopted by the District to teach the core curriculum and employ methods that are most appropriate for meeting stated objectives Instruction: • Guide the learning process toward the achievement of curriculum goals, establishing clear objectives for lessons, units, and communicate these objectives to students • Use instructional materials adopted by the District to teach the core curriculum and employ methods that are most appropriate for meeting stated objectives
Classroom Teacher in Grade K-12	Job Goal: Develop instruction materials and establish learning objectives and standards based upon District curriculum and guidelines Planning and Preparation: Use instructional materials adopted by the District to teach the core curriculum and employ methods that are most appropriate for meeting stated objectives and individual student needs Instruction: • Guide the learning process toward the achievement of curriculum goals, establishing clear objectives for lessons, units, and communicate these objectives to students • Use instructional materials adopted by the District to teach the core curriculum and employ methods that are most appropriate for meeting stated objectives
Source: Job descriptions provided by Coeur d'Alene Public Schools	

The auditors found some references to curriculum and planning in board policies, job descriptions, and district documents. However, no single document provides guidance and direction for sound curriculum management.

Auditors examined the documents in Exhibit 2.1.2, Exhibit 2.1.3, and board policies against the 15 characteristics of a quality curriculum management plan. These characteristics are described in Exhibit 2.1.4, accompanied by the auditors' assessment of each. An "X" in the "Met" column indicates that the characteristic was met. An "X" in the "Not Met" column indicates that the characteristic was not met. "Partial" indicates that not all parts of a characteristic were present. A comprehensive curriculum management plan as described in Exhibit 2.1.4 directs not only the design of the curriculum, but also the scope and cycle of implementation and review, the roles and responsibilities of various stakeholders, the procedures for alignment, and the strategies for assessment, and using assessment data for revision and improvement. In order for the district's curriculum management planning to be considered adequate, the district's planning approach should demonstrate inclusion of at least 11 of the 15 (70%) of the components.

Exhibit 2.1.4

Curriculum Management Planning Characteristics
And Auditors' Assessment of District Approach
Coeur d'Alene Public Schools
February 2019

Characteristics:	**Auditors' Rating**	
	Met	**Not Met**
1. Describes the philosophical framework for the design of the curriculum, including such directives as standards-based, results-based, or competency-based; the alignment of the written, taught, and tested curriculum; and the approaches used in delivering the curriculum.	Partial*	
2. Directs how state and national standards will be considered in the curriculum. This includes whether or not to use a backloaded approach, in which the curriculum is derived from high-stakes tested learnings (topological and/or deep alignment), and/or a frontloaded approach, which derives the curriculum from national, state, or local learnings.		X
3. Defines and directs the stages of curriculum development.		X
4. Specifies the roles and responsibilities of the board, central office staff members, and school-based staff members in the design and delivery of curriculum.	Partial*	
5. Presents the format and components of all curriculum, assessments, and instructional guide documents.		X
6. Requires for every content area a focused set of precise student objectives/student expectations and standards that are reasonable in number so the student has adequate time to master the content.		X
7. Directs that curriculum documents not only specify the content of the student objectives/student expectations, but also include multiple contexts and cognitive types.		X
8. Directs curriculum to be designed so that it supports teachers' differentiation of instructional approaches and selection of student objectives at the right level of difficulty. This ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, and that students who have already mastered the objectives are also moved ahead at a challenging pace.		X
9. Identifies the timing, scope, and procedures for a periodic cycle of review of curriculum in all subject areas and at all grade levels.	X	
10. Specifies the overall beliefs and procedures governing the assessment of curriculum effectiveness. This includes curriculum-based diagnostic assessments and rubrics (as needed). Such assessments direct instructional decisions regarding student progress in mastering prerequisite concepts, skills, knowledge, and long-term mastery of the learning.	Partial*	
11. Describes the procedures teachers and administrators will follow in using assessment data to strengthen written curriculum and instructional decision making.		X
12. Outlines procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content.		X
13. Requires the design of a comprehensive staff development program linked to curriculum design and its delivery.		X
14. Presents procedures for monitoring the delivery of curriculum.		X
15. Establishes a communication plan for the process of curriculum design and delivery.		X
Total	**1**	**14**
Percentage Met	**7%**	
*Partial ratings are tallied as not met.		
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As noted in Exhibit 2.1.4, while auditors found some elements of curriculum planning to be partially met, there was insufficient evidence for considering 11 of the 15 characteristics adequate for meeting review criteria. The planning process in Coeur d'Alene Public Schools did not meet the audit standard for guiding curriculum development, implementation, monitoring, and evaluation.

The following provides specific information regarding each of the curriculum management plan characteristics.

Characteristic 1: Philosophical framework (Partially Met)

The auditors found one board policy, *Board Policy 2100-Curriculum Development and Assessment*, that provides some detail as to the design and development of curriculum, but not the specificity required for a complete philosophical framework. While reference is made to the aligned written, taught, and tested curriculum in the *Coeur d'Alene Public Schools Comprehensive Curriculum and Assessment Plan 2018-2019,* this document does not provide a philosophical framework. The core and non-core content areas each have produced a PK-12 philosophy document for each department (example, PK-12 Philosophy English Language Arts); these documents provide the department's unique perspective about the specific content area but do not provide an overarching philosophical framework for the district.

Characteristic 2: Curriculum approach – state and national standards (Not Met)

While most core content documents reviewed mentioned the Idaho Content Standards or Common Core Standards, the only content area to address national standards was science (Next Generation Science Standards). No other documents cited the linkage to national standards. The *Coeur d'Alene Public Schools Comprehensive Curriculum and Assessment Plan 2018-2019* notes that curricula is benchmarked nationally and grounded on evidence and research, but does not mention national standards in relation to design of curriculum. No board policy mentions national standards. No other planning documents were presented to auditors indicating that national standards are to be considered in design of curriculum documents.

Characteristic 3: Stages of curriculum development (Not Met)

The *Coeur d'Alene Public Schools Comprehensive Curriculum and Assessment Plan 2018-2019* document lacks the detail necessary to guide and direct the stages of curriculum development. No other curriculum documents were presented that provide direction for this area. *Board Policy 2100-Curriculum Development and Assessment* includes some details on curriculum development but not the specificity necessary to guide the stages of curriculum development and ensure consistency across content areas.

Characteristic 4: Roles and responsibilities (Partially Met)

Job descriptions for the Superintendent, Director of Curriculum and Assessment, Director of Elementary Education, Director of Secondary Education, Building Principal K-12, Assistant Building Principal K-12, Principal Assistant, Classroom Teacher, and Special Education Teacher all describe roles and responsibilities applicable to design and delivery of curriculum. *Board Policy 2100-Curriculum Development and Assessment* states, "The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks, new courses, and modification of existing courses before such changes are made." While all these documents provide some detail on roles and responsibilities, no documents provided to auditors had the specificity needed to meet audit criteria. Comprehensive curriculum management planning requires that roles and responsibilities are clearly communicated and included in appropriate job descriptions and district plan documents. Absent the specific assignment of duties and responsibilities associated with curriculum planning, implementation, evaluation, review, and revision, the process is left to individual discretion with no accountability.

Characteristic 5: Format and components of curriculum documents (Not Met)

The auditors reviewed course pacing guides, scope and sequence documents, unit documents, curriculum maps, curriculum guides, AP course and exam descriptions and curriculum frameworks, course syllabi, new course proposal forms, and computer lab planning calendars. Auditors found that while many of the components of each of these documents were the same from grade level to grade level and content area to content area, there were differences within the documents. Titles in curriculum documents were often in conflict with the course

descriptions and titles in the *Coeur d'Alene Public Schools Course Description Handbook and Educational Planning Guide 2018-2019* and the course titles used in the campus master schedules (example: Honors Courses vs ALP – Advanced Learning Program Courses, both of which use the same curriculum documents). Various versions of a guide format are being used for curriculum documents. Auditors found seven different formats being used. The format considered the newest is the Course Pacing Guide. Auditors found that many curriculum documents lacked assessments, prerequisites, and instructional strategies (see Finding 2.3).

Characteristic 6: Student objectives and expectations (Not Met)

This criterion requires for every content area a focused set of precise student objectives/student expectations and standards that are reasonable in number so students have adequate time to master the content. One challenge teachers in Coeur d'Alene Public Schools have is to determine what standards to use. Some documents are using Idaho Content Standards, while others could be using one of three others: Common Core State Standards, Next Generation Science Standards, or Common Core Standards. The column within the template for the course pacing guide document is titled Idaho Content Standards. Most documents have only the coding for the standards: some of those standards are linked to the right standards document, and others are not. The times for teaching the standards are generally listed in weeks and days with no information about specific standards and estimated time to teach the individual skills.

Characteristic 7: Content, contexts, and cognitive types (Not Met)

To meet this criterion, documents must not only specify the content of the student objectives/expectations, but also include multiple contexts (formats) and cognitive types. No documents referenced the use of multiple contexts, which requires understanding of the types of situations in which the learnings or objectives occur, or cognitive types.

Characteristic 8: Differentiation of instructional approaches (Not Met)

District board policies provide little guidance requiring district curriculum documents to support differentiation of instruction or differentiation of instruction to meet the individual learning needs of students. No district curriculum documents provided to auditors provided any details or expectations for differentiation when delivering the curriculum.

Characteristic 9: Periodic cycle of review (Met)

The *Coeur d'Alene Public Schools Comprehensive Curriculum and Assessment Plan 2018-2019* document calls for a "Curricular Revision Cycle" over a six-year period. The *Summary of Curricular Work and Assessments for 2017-2018 School Year Elementary and Middle School* documents also provide a "Curriculum Development/ Textbook Adoption Cycle for Y2018." This characteristic was met.

Characteristic 10: Assessment of curriculum effectiveness (Partially Met)

The auditors found that the board policies did not specify what specific assessments and procedures are to be used to measure student learning and the effectiveness of the curriculum. The scope of student assessments did not meet audit standard for core courses (see Finding 4.2). The district's 2018-19 *Comprehensive Curriculum and Assessment Plan* states: Our "Quests" are periodic or interim assessments, developed by our own grade level or course teams of teachers, and administered to students in a grade level or course several times during the school year." They are designed to be similar to existing district and state assessments and are based on the standards/curricula for the subject area. These common assessments are not intended to be a part of a student's grade, but to allow the teacher to monitor student progress in learning what is being taught and to foster changes in instruction to address student needs.

Characteristic 11: Use of assessment data (Not Met)

Auditors were not provided with a comprehensive district document that detailed procedures for use of tests and assessment data to strengthen curriculum and instruction (see Finding 4.3).

Characteristic 12: Formative and summative evaluation of programs (Not Met)

Auditors noted evidence of the analysis of assessment data with the intended use to improve student achievement. However, there was no evidence that assessment data have been used consistently for the purpose of evaluating district programs. Policy gives no clear direction requiring the use of formative or summative assessment data for the evaluation of district programs. There is no evidence that a systemic process exists in the district for determining which programs are effective and should be continued and which programs should be strategically abandoned for failing to achieve desired results.

Characteristic 13: Staff development program (Not Met)

The district provides an array of professional development opportunities for staff; however, there is no comprehensive professional development plan in place to provide direction, coordination in training, and evaluation of effectiveness in terms of student achievement (see Finding 3.1).

Characteristic 14: Monitoring the delivery of curriculum (Not Met)

There is evidence of curriculum monitoring across the district, but no formalized, consistent approach. Campus administrators indicate they are doing observations daily and weekly, but indicate there is no common protocol or focus for conducting classroom observations (see Finding 3.4).

Characteristic 15: Communication plan (Not Met)

The auditors were not presented with a communication plan for the design and delivery of the curriculum. The *Coeur d'Alene Public Schools Comprehensive Curriculum and Assessment Plan 2018-2019* notes under the section titled "The Process" that updates (curriculum and assessment) will be presented during grade level/ department collaboration, and ongoing feedback will be requested. However, no comprehensive curriculum management plan and no process for communicating design and delivery expectations in a deliberate and strategic manner were evident.

Ramsey Elementary students working on inferences

Overall, auditors found that 1 of the 15 curriculum management characteristics was met. While there is evidence of curricular planning, no documents reviewed provided a comprehensive curriculum management plan or a documented process to coordinate and direct the design, delivery, evaluation, and revision of the curriculum.

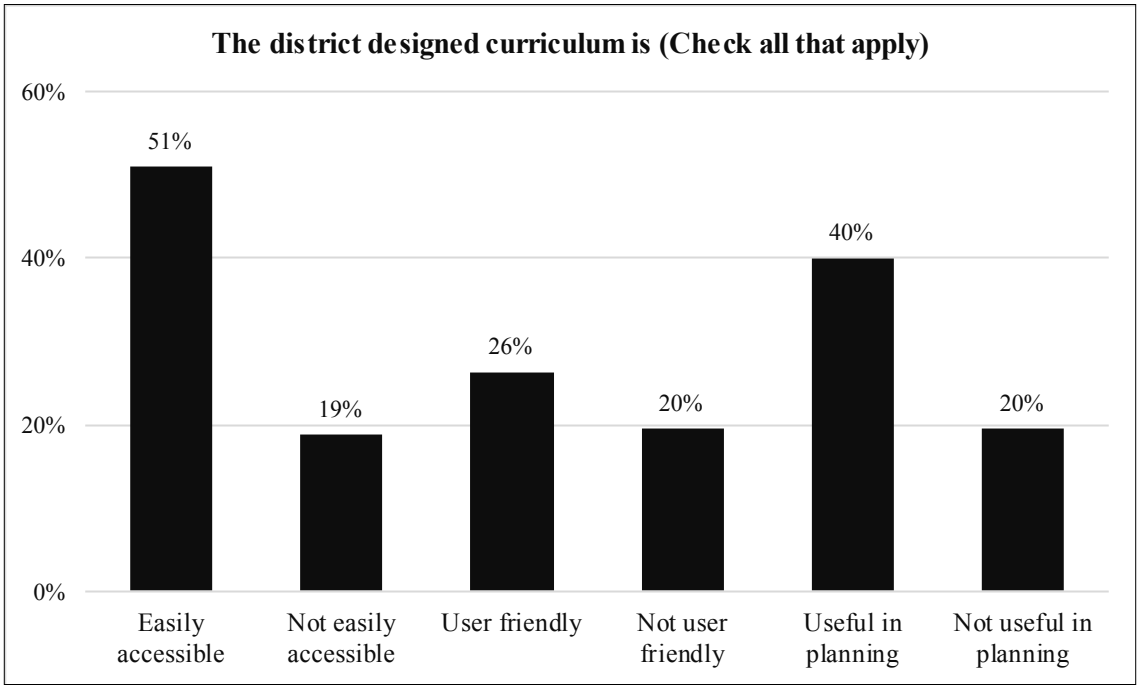
Auditors interviewed and surveyed teachers, parents, and administrators. Interviews were held with board trustees, district office administrators, parents, campus administrators, students, teachers, district office staff, community members, and support staff to determine district expectations, practices, and approaches to curriculum planning. The following are representative comments:

- "The old curriculum is 12-years-old and does not coincide with Common Core State Standards. It's not rigorous, but it's all we have so they have to use it and need to supplement, so you have teachers all over the board." (School Administrator)
- "Years ago, teachers knew the expectations for students; it's very murky now, especially for new teachers. Now a new teacher comes in, and they don't know where to go for curriculum." (School Administrator)
- "Some schools use the curriculum, some don't. ELA, there is no curriculum." (Teacher)
- "I think that there are too many areas we are trying to hit in our teaching, and we need to go deeper so that kids are really thinking." (School Administrator)
- "We wish all content areas could go through the process that math has gone through. Teachers were given time to collaborate. They studied the research about what is to be taught and how to teach that content." (School Administrator)
- "I'd like to see pacing, assessments, and checkpoints in our written curriculum to help us understand where the kids are. If we have five teachers teaching the same course we need common assessments, proficiency scales, and school-to-school consistency." (School Administrator)
- "Curriculum work seems reactive. It seems the district jumps into the work without laying the groundwork. Then there is simply cutting and pasting and not working to think about a new pathway. How does it all translate to college entry?" (Community Member)
- "With curriculum changes we need a thoughtful roll out anytime we add anything. We need to get our materials in a timely manner. We need professional development to help us. We need to quit putting things on top of each other." (Teacher)
- "While autonomy has its benefits, there may be a need for more consistency and district-wide systems to improve curriculum, instruction, and assessments." (School Administrator)

Exhibit 2.1.5 displays responses to a teacher survey question concerning accessibility and usefulness in planning of current Coeur d'Alene Public Schools curriculum documents.

Exhibit 2.1.5

Teacher Response to Online Survey
Coeur d'Alene Public Schools
February 2019



The following is noted in Exhibit 2.1.5:

- Fifty-one percent of teachers completing the survey felt that the curriculum was easily accessible; 19% responded that the curriculum was not easily accessible.
- Forty percent of teachers responding to this item indicated that the district designed curriculum was useful to them in planning, while 20% responded that it was not.
- Twenty-six percent of the teachers responding felt that the district curriculum was user-friendly; 20% felt it was not.

Summary

Overall, the auditors found that the Coeur d'Alene school district does not have a comprehensive curriculum management plan in place that provides the specificity needed to direct the design, implementation, and evaluation of the district's curriculum. The current process of curriculum management planning does not meet audit criteria. While some direction regarding curriculum design, implementation, and evaluation is communicated through board policies, job descriptions, and district curriculum documents, the direction provided lacks sufficient specificity, content, and consistency to ensure deployment of a comprehensive curriculum system in the Coeur d'Alene Public Schools.

Finding 2.2: The scope of the written curriculum in elementary core and non-core and high school non-core is adequate, while the scope in the middle school core and non-core and high school core are inadequate to direct instruction.

Clear, comprehensive, and current curriculum documents give direction for teachers concerning objectives, assessment methods, prerequisite skills, instructional materials and resources, and classroom strategies. A complete set of curriculum documents includes guides for all grade levels and courses taught in the district. This

is known as the scope of the curriculum. The lack of a curriculum document for a subject or course creates an environment in which teachers rely on other resources for planning and delivering instruction. These teacher selected resources may not align with the instructional goals of the district and/or state. In addition, they may not provide for consistency, focus, and equity across grades, courses, and schools. Focus and connectivity by the administration and the board is greatly reduced when decisions involving content and delivery are left to school sites and classrooms functioning in isolation. Fragmentation of the taught curriculum and poor student achievement is often the result.

The auditors examined over 377 documents presented by Coeur d'Alene Public Schools personnel as curriculum documents for grades kindergarten through 12. The documents reviewed included board policies, Idaho Content Standards documents, course pacing guides, scope and sequence documents, curriculum maps, new course proposal forms, course syllabi, AP course and exam descriptions, curriculum guides, Common Core State Standard documents, Next Generation Science Standard documents, units, master schedules, *Coeur d'Alene Public Schools Course Description Handbook and Educational Planning Guide 2018-2019*, various campus handbooks, *Coeur d'Alene Public Schools Comprehensive Curriculum and Assessment Plan 2018-2019 School Year*, and various curriculum department minutes and planning documents. Auditors expect to find curriculum documents for each of the courses offered in the core content areas of language arts, mathematics, science, and social studies. When auditors reviewed the course description handbook, master schedules, and curriculum documents, they noted that course titles differed from document to document. The absence of a consistent naming system for courses in the district can cause confusion among stakeholders. The course description handbook, for example, has a course titled Honors English 9; master schedules at the high schools call this course ALP English 9. Another example: Math I in middle schools is listed as Honors Math in the course description handbook; the curriculum document linked to Honors Math is Integrated Math 1. Master schedules in schools have several courses labeled with different titles than those in the course description handbook.

For curriculum scope to be adequate, 100% of the four core content areas (language arts, mathematics, science, and social studies) and 70% of non-core courses must have written curriculum. This finding addresses only the presence or absence of some form of written curriculum for each grade level and course. The quality of the written curriculum is addressed in Finding 2.3.

Overall, the auditors found inconsistent direction for written curriculum in Coeur d'Alene Public Schools. The scope of the written curriculum in elementary schools for core and non-core and high school non-core are considered adequate while middle school core and non-core and high school core are inadequate to direct instruction in the classroom.

Auditors reviewed board policy as it applied to the scope of the written curriculum. *Board Policy 2100-Curriculum Development and Assessment* states, "A written, sequential curriculum shall be developed for each course and subject area." In addition to examining board policies, the auditors reviewed the *Coeur d'Alene Public Schools Comprehensive Curriculum and Assessment Plan for 2018-2019 School Year*. This document provides a brief description of "Our Curricula" and "The Process" but did not include any specificity or detail as to the scope of the written curriculum.

Auditors were provided a variety of curriculum documents representing the scope of the written curriculum in the Coeur d'Alene Public Schools. Exhibit 2.2.1 lists the curriculum documents, district documents, and campus documents provided to the auditors. These documents were used to assess the scope of the written curriculum in Coeur d'Alene Public Schools.

Exhibit 2.2.1

List of Curriculum Documents Reviewed by Auditors
Coeur d'Alene Public Schools
February 2019

Document	Publication Date
Coeur d'Alene Public Schools Comprehensive Curriculum & Assessment Plan 2018-2019 School Year	August 18, 2018
K-12 English Language Arts Adoption	No Date
Crosswalk of Coursework and Primary Instructional Resources	October 15, 2018
Artifact 2.04 – Textbook or Instructional Materials Adoption Process	2017
Artifact 2.11 – Gifted and Talented Programs by School	No Date
Gifted Three Year Plan for Coeur d'Alene Public Schools	No Date
Artifact 2.10 – Special Education Programs by School	No Date
Coeur d'Alene Public Schools Course Description Handbook & Educational Planning Guide 2018-2019	No Date
Summary of Curricular Work and Assessments for 2017-2018 School Year – Middle Schools	September 7, 2017
Summary of Curricular Work and Assessments for the 2017-2018 School Year – Elementary Schools	August 31, 2017
PK-12 Philosophy World Languages	January 2019
PK-12 Philosophy Social Studies	August 2017
PK-12 Philosophy Science	August 2017
PK-12 Philosophy Mathematics	August 2017
PK-12 Philosophy Fine & Performing Arts	August 2017
PK-12 Philosophy English Language Arts	June 2018
PK-12 Philosophy Career and Technical Education	August 2017
K-12 Course Pacing Guides, Scope and Sequences, Curriculum Maps, Curriculum Guides, Units, and New Course Proposal Documents for English Language Arts, Mathematics, Science, Social Studies, Career and Technical Education Fine Arts and Performing Arts, Physical Education and Health, and World Languages.	Various Dates
Secondary Mathematics – A Presentation to the Board of Trustees	March 5, 2018
Integrated Mathematics Scope and Sequence – Major Considerations for Pacing Guides	No Date
Mathematics Parent Handbook	May 2017
Idaho Content Standards	No Date
Common Core State Standards in English/Language Arts and Mathematics	2009
Common Core Standards	No Date
Next Generation Science Standards	No Date
Coeur d'Alene Public Schools Handbook for Parents and Students	December 10, 2018
Various Campus Handbooks	Various Dates
All campus master schedules and course offerings	No Date

Exhibit 2.2.2 is a summary of the scope of written curriculum in core content courses at the elementary level grade K-5. The full scope document with specific schools, courses, and guides for kindergarten through fifth grade can be found in Appendix D.

Exhibit 2.2.2

Scope of the Written Curriculum in Core Content Courses, Grades K-5
Coeur d'Alene Public Schools
February 2019

Content Areas	Guides Expected	Guides Available	Percentage
English Language Arts	6	6	100
Mathematics	6	6	100
Science	6	6	100
Social Studies	6	6	100
Total Core Content Courses	**24**	**24**	**100%**
Data source: Curriculum documents presented by Coeur d'Alene Public Schools personnel			

As noted in Exhibit 2.2.2:

- Twenty four core content courses are offered at the elementary level.
- One hundred percent of the 24 expected guides were presented to auditors.

Based on this analysis, the scope of the written elementary curriculum for the four core content areas (language arts, mathematics, science, and social studies) is considered adequate to direct teaching and learning.

Exhibit 2.2.3 presents the scope of the written curriculum in core content courses in grades 6-8 based on documents provided for review. The full scope document with specific schools, courses, and guides for grade 6-8 can be found in Appendix E.

Exhibit 2.2.3

Scope of the Written Curriculum in Core Content Courses, Grades 6-8
Coeur d'Alene Public Schools
February 2019

Content Areas	Guides Expected	Guides Available	Percentage
English Language Arts	9	9	100
Mathematics	9	4	44
Science	3	3	100
Social Studies	3	3	100
Total Core Content Courses	**24**	**19**	**79%**
Data source: Curriculum documents presented by Coeur d'Alene Public Schools personnel			

As noted in Exhibit 2.2.3:

- Overall, 24 core content course are offered in grades 6-8 in Coeur d'Alene Public Schools.
- Nineteen core content courses have a written curriculum document.
- Seventy-nine percent of the core content courses offered in grades 6-8 have a written curriculum document. This does not meet the 100% requirement for adequacy.
- The five core content course without written curriculum are mathematics courses.
- It should be noted that the five courses without curriculum were titled honors or boost courses.

The auditors considered the scope of the written curriculum for the four core content areas in grades 6-8 inadequate to guide the delivery of instruction in the classroom.

Exhibit 2.2.4 presents the scope of the written curriculum in core content areas in grades 9-12 based on documents provided for review. The full scope document with specific schools, courses, and guides for grades 9-12 can be found in Appendix F.

Exhibit 2.2.4

Scope of the Written Curriculum in Core Content Courses, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Content Areas	Guides Expected	Guides Available	Percentage
English Language Arts	32	27	84
Mathematics	19	16	84
Science	25	23	92
Social Studies	20	17	85
Total Core Content Courses	**96**	**83**	**86%**
Data source: Curriculum documents presented by Coeur d'Alene Public Schools personnel			

As noted in Exhibit 2.2.4:

- Overall, 96 core content courses are offered at the high school level, according to *the Coeur d'Alene Public Schools Course Description Handbook and Educational Planning Guide 2018-2019* and master schedules for grades 9-12.
- Dual credit courses were removed from this list due to the fact that the curriculum is designed and taught by a partner institution of higher education.
- There are 83 core content courses with written curriculum.
- Eight-six percent of the core content courses have written curriculum. This does not meet the 100% audit requirement for adequacy.

Based on the scope analysis, the scope of the high school core content curriculum for grade 9-12 is considered inadequate to direct the teaching and learning process in classrooms.

Exhibit 2.2.5 presents the scope of the written curriculum in non-core content areas in grades K-5 based on documents provided for review. The full scope document with specific schools, courses, and guides for grades K-5 can be found in Appendix D.

Exhibit 2.2.5

Scope of the Written Curriculum in Non-Core Content Courses, Grades K-5
Coeur d'Alene Public Schools
February 2019

Content Areas	Guides Expected	Guides Available	Percentage
Fine Arts	12	12	100
Physical Education and Health	7	7	100
Computer Science	6	6	100
Total Non-Core Content Courses	**25**	**25**	**100%**
Data source: Curriculum documents presented by Coeur d'Alene Public Schools personnel			

As noted in Exhibit 2.2.5:

- Overall, 25 non-core content area courses in grades kindergarten-5 are offered.
- Curriculum documents were provided for 25 or 100% of these courses.

Based on this analysis, the scope of the non-core content courses in grades kindergarten-5 met the audit criteria of 100% written curriculum documents for courses offered and is considered adequate to direct teaching and learning.

Exhibit 2.2.6 presents the scope of the written curriculum in non-core content areas in grades 6-8 based on documents provided for review. The full scope document with specific schools, courses, and guides for grades 6-8 can be found in Appendix E.

Exhibit 2.2.6

Scope of the Written Curriculum in Non-Core Content Courses, Grades 6-8
Coeur d'Alene Public Schools
February 2019

Content Areas	Guides Expected	Guides Available	Percentage
World Languages	2	2	100
Physical Education and Health	3	1	33
Career and Technical Education	11	1	9
Fine Arts/Performing Arts	14	2	14
Total Non-Core Content Courses	**30**	**6**	**20%**
Data source: Curriculum documents presented by Coeur d'Alene Public Schools personnel			

As noted in Exhibit 2.2.6:

- Overall, 30 non-core content area courses are offered at the middle school level according to the *Coeur d'Alene Public Schools Course Description Handbook and Educational Planning Guide 2018-2019* and master schedules.
- Six non-core content area courses had written curriculum.
- Twenty percent of the non-core content courses have written curriculum.

Based on this analysis, the scope of the non-core content courses for grades 6-8 is considered inadequate to direct teaching and learning in the classrooms. To meet audit criteria, 70% of non-core content courses must have written curriculum. CdA middle schools have 20% or six non-core content courses with written curriculum.

Exhibit 2.2.7 presents the scope of the written curriculum in non-core content areas in grades 9-12 based on documents provided for review. The full scope document with specific schools, courses, and guides for grades 9-12 can be found in Appendix F.

Exhibit 2.2.7

Scope of the Written Curriculum in Non-Core Content Courses, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Content Areas	Guides Expected	Guides Available	Percentage
World Languages	22	22	100
Physical Education and Health	13	8	62
Career and Technical Education	42	26	62
Fine Arts	40	26	65
Total Non-Core Content Courses	**117**	**82**	**70%**
Data source: Curriculum documents presented by Coeur d'Alene Public Schools personnel			

As noted in Exhibit 2.2.7:

- World Languages had the highest percentage of non-core content courses with curriculum. One hundred percent of the guides were available for the courses taught in the high schools.
- Overall, 117 non-core content area courses are offered at the high school level, according to the *Coeur d'Alene Public Schools Course Description Handbook and Educational Planning Guide 2018-2019* and master schedules.

- Eighty-two of the 117 non-core content area courses at the high school level have written curriculum.
- Seventy percent of the non-core content area courses have written curriculum at the high school level.

Based on this analysis, the scope of the written curriculum for non-core content areas at the high school level meets the 70% audit criteria for adequacy. Thirty-five non-core content courses do not have a written curriculum.

Exhibit 2.2.8 provides a summary of the scope of the written curriculum for core content courses in grades K-12 of Coeur d'Alene Public Schools.

Exhibit 2.2.8

Scope of the Written Curriculum in Core Content Courses, Grades K-12
Coeur d'Alene Public Schools
February 2019

Content Areas	Guides Expected	Guides Available	Percentage
Elementary School K-5	24	24	100
Middle School 6-8	24	19	79
High School 9-12	96	83	86
Total Core Content Courses	**144**	**126**	**88%**
Data source: Curriculum documents presented by Coeur d'Alene Public Schools personnel			

As noted in Exhibit 2.2.8:

- Auditors identified a total of 144 core content courses in grades kindergarten-12 in Coeur d'Alene Public Schools.
- There are 126 courses with written curriculum.
- Elementary had the highest percentage of written curriculum for core content courses with 100%; High school had the next highest percentage at 86%; and middle school with 79% had the lowest percentage.
- Overall, 88% of the core content area courses in the district grades K-12 have written curriculum.
- Eighteen core content courses in Coeur d'Alene Public Schools do not have a written curriculum.

Exhibit 2.2.9 provides a summary of the scope of the written curriculum for non-core content courses in grades K-12 for the Coeur d'Alene Public Schools.

Exhibit 2.2.9

Scope of the Written Curriculum in Non-Core Content Courses, Grades K-12
Coeur d'Alene Public Schools
February 2019

Content Areas	Guides Expected	Guides Available	Percentage
Elementary School K-5	25	25	100
Middle School 6-8	30	6	20
High School 9-12	117	82	70
Total Non-Core Content Courses	**172**	**113**	**66%**
Data source: Curriculum documents presented by Coeur d'Alene Public Schools personnel			

As noted in Exhibit 2.2.9:

- Auditors identified a total of 172 non-core content courses in grades kindergarten-12 in Coeur d'Alene Public Schools.
- There were 113 non-core courses with written curriculum.

- Elementary had the highest percentage of written curriculum for the non-core content courses with 100%; high school had the next highest percentage at 70%; and middle school had the lowest percentage and the least written curriculum with 20%.
- Overall, 66% of the non-core content area courses in the district, grades K-12, have written curriculum.
- Fifty-nine non-core content courses in Coeur d'Alene Public Schools do not have a written curriculum.

Auditors interviewed board trustees, district office administrators, parents, campus administrators, students, teachers, district office staff, and support staff to determine district expectations, practices, and approaches, to curriculum planning. Online surveys were also conducted prior to the audit team arriving in the district. These surveys were sent to teachers, parent/community members, and district and campus administrators. The following are representative comments:

- When asked how teachers know what to teach: "That is different, depending on content. Some use the pacing guides and scope and sequence, others use the Idaho standards, and others use their own materials to tell them what to teach." (School Administrator)
- "Our teachers are driven by the Idaho Standards in language arts and math and rely on curriculum scope and sequence for social studies and science." (School Administrator)
- "We need ELA curriculum scope and sequence to follow and be expected to follow it." (Teacher)
- "Teachers are pulling resources for ELA from anywhere because there is no curriculum. This is causing a lot of gaps in student learning." (Teacher)
- "There is a problem right now between regular English classes and ALP classes. ALP is supposed to be more difficult, but the test for English 10 regular and English 10 ALP is the same." (Students)
- "ALP is honors, but identical with regular." (District Office Administrator)

Summary

The auditors were provided with over 377 documents as written curriculum to provide guidance for instruction in Coeur d'Alene Public Schools. The presence of written curriculum for all courses and grade levels is essential for providing teachers direction as they design classroom instruction. The auditors found one statement in *Board Policy 2100-Curriculum Development and Assessment* that indicated all courses shall have a written curriculum. No other documents specified that all courses have a written curriculum. The analysis of the written curriculum documents to determine the scope of the curriculum found that grades K-5 meet the 100% audit standard for core content courses and the 70% minimum criteria for non-core courses with 100% written curriculum in core and non-core curriculum. Grades 6-8 had the lowest percentages of written curriculum in both core and non-core curriculum with the core curriculum at 79% and non-core curriculum at 20%. The scope of grades 9-12 core written curriculum was 86% and non-core curriculum 70%. Overall, the district has 18 core content courses and 59 non-core content courses (77 total) being offered in the 2018-19 school year that currently do not have a written curriculum. The auditors concluded that the presence of a written curriculum to guide the delivery of instruction in the core content areas is inadequate at the middle and high school levels and in the non-core courses in the middle school level.

Finding 2.3: Curriculum guides for K-12 core and non-core content areas are inadequate in quality to direct teaching and learning and to ensure alignment of the written, taught, and tested curriculum.

The goal of a written curriculum is to provide a foundation for a school system's efforts to guide learning for all students. Quality curriculum documents align the written, taught, and tested curriculum. Written curriculum documents should direct instruction so that all educators are coordinated in achieving the educational priorities of the district. They focus instruction on essential learning and connect the curriculum vertically and horizontally within the system. They should be the blueprints for planning and delivering instruction to students. These documents provide direction through clearly stated learning objectives, alignment of the objectives with the tested curriculum, specified prerequisite skills needed for successful learning of new objectives, and specific alignment of objectives to instructional resources and teaching strategies. When curriculum documents are

incomplete or nonexistent, teachers do not have what is needed for planning, and instruction is likely to be inconsistent among teachers, thus resulting in less predictable basic learning among all students.

To determine the quality of the written curriculum documents and the degree to which they are used for the delivery of instruction in Coeur d'Alene Public Schools, auditors examined more than 377 curriculum documents presented for core and non-core courses in kindergarten through grade 12. In addition, auditors reviewed district policies, goals, expectations related to curriculum and instruction, and data on student achievement. Auditors also interviewed district office staff, school administrators, support staff, board trustees, parents, and teachers, and visited classrooms across the district.

To continue the review for quality curriculum guides, the auditors checked for internal consistency. This review process includes using curriculum documents to determine the student objectives/standards, instructional resources, instructional strategies, and assessments identified for teacher use when designing instruction. The content of these components must align in multiple dimensions with local and state standards. These dimensions include content, context, and cognitive type. Content refers to the skills, processes, knowledge, concepts, and vocabulary students must learn. Context refers to how students are to practice or demonstrate that learning, such as paper pencil assignments or real life scenarios. Cognitive type refers to the nature of cognitive engagement that the learning demands. Looking at alignment along all three dimensions gives teachers and administrators a more specific picture of the extent, nature, and degree of alignment. Auditors found that cognitive type is the most challenging to align with resources and assessment questions.

Board policies were reviewed for reference to requirements and direction for written curriculum (see Finding 1.1). *Board Policy 2100-Curriculum Development and Assessment* states, "The district will regularly review curricula to promote equity giving all children the opportunity to learn essential content and to provide opportunity for deeper and more complex study." It goes on, "Analysis of the curricula will come through the use of a variety of assessments and various sources of data collection in determining the effectiveness of the planned, written, taught, and tested curriculum at all levels." No other policies referenced information related to the quality of curriculum in Coeur d'Alene Public Schools.

The job description for the Director of Curriculum and Assessment states that the position will "provide guidance and leadership with the ongoing development, implementation, and coordination of the District's curriculum and assessment to improve student achievement." Further the position will use data to assess and evaluate programs, curriculum, and instruction. The Director of Elementary Education and Director of Secondary Education job descriptions note the importance of the work with the instructional core team to coordinate the curriculum, assessments, and instructional programs to improve student achievement. Campus principals and teacher job descriptions also address the importance of delivering the curriculum and participating in the opportunity to update and revised curriculum as needed.

In addition to reviewing board policies and job descriptions, auditors also reviewed planning and curriculum documents provided by Coeur d'Alene district staff to address quality. Exhibit 2.3.1 lists some of the documents reviewed.

Exhibit 2.3.1

Curriculum Documents Reviewed by Auditors
Coeur d'Alene Public Schools
February 2019

Document	Publication Date
Coeur d'Alene Public Schools Comprehensive Curriculum & Assessment Plan 2018-2019 School Year	August 18, 2018
Coeur d'Alene Public Schools Literacy Intervention Plan 2018-2019	October 1, 2018
Coeur d'Alene Public Schools Continuous Improvement Plan 2018-2019	No Date
Title 1 Schoolwide Improvement Plans (SWIP)	Various Dates
Community Review/Secondary French Draft Minutes	December 13, 2018

Exhibit 2.3.1 (continued) Curriculum Documents Reviewed by Auditors Coeur d'Alene Public Schools February 2019	
Document	**Publication Date**
Ad Hoc Curriculum Committee/Secondary English Language Arts Draft Minutes	November 27, 2018
Ad Hoc Curriculum Committee/K-5 Social Studies Draft Minutes	May 15, 2018
Ad Hoc Curriculum Committee/Secondary Mathematics Minutes	November 28, 2017
Ad Hoc Curriculum Committee/Secondary English Language Arts Draft Minutes	April 30, 2018
Request for ELA Instructional Resources	September 30, 2017
K-12 English Language Arts Adoption	No Date
Crosswalk of Coursework and Primary Instructional Resources	October 15, 2018
Artifact 2.04 – Textbook or Instructional Materials Adoption Process	2017
Artifact 2.11 – Gifted and Talented Programs by School	No Date
Coeur d'Alene Public Schools Course Description Handbook & Educational Planning Guide 2018-2019	No Date
Summary of Curricular Work and Assessments for 2017-2018 School Year – Middle Schools	September 7, 2017
Summary of Curricular Work and Assessments for the 2017-2018 School Year – Elementary Schools	August 31, 2017
PK-12 Philosophy World Languages	January 2019
PK-12 Philosophy Social Studies	August 2017
PK-12 Philosophy Science	August 2017
PK-12 Philosophy Mathematics	August 2017
PK-12 Philosophy Fine & Performing Arts	August 2017
PK-12 Philosophy English Language Arts	June 2018
PK-12 Philosophy Career and Technical Education	August 2017
K-12 Course Pacing Guides, Scope and Sequences, Curriculum Maps, Curriculum Guides, Units, and New Course Proposal Documents for English/Language Arts, Mathematics, Science, Social Studies, Physical Education and Health, World Languages, Career and Technical Education, and Fine Arts and Performing Arts	Various Dates
Secondary Mathematics – A Presentation to the Board of Trustees	March 5, 2018
Integrated Mathematics Scope and Sequence – Major Considerations for Pacing Guides	No Date
Mathematics Parent Handbook	May 2017
Idaho Content Standards	No Date
Common Core States Standards – English/Language Arts and Mathematics	2009
Next Generation Science Standards	No Date
Common Core Standards	No Date
Coeur d'Alene Public Schools Handbook for Parents and Students	December 10, 2018
Various Campus Handbooks	Various Dates
Coeur d'Alene Public Schools – Our Strategic Direction	March 2016

The following appears in the *Coeur d'Alene Public Schools Public Schools Comprehensive Curriculum and Assessment Plan 2018-2019 School Year* document that address as curriculum and curriculum development:

Our Curricula:

- Prepares students for college and workforce

- Ensures consistent expectations
- Provides clear, focused guideposts
- Is relevant to student needs and interests
- Includes rigorous content and application through higher order skills
- Builds upon strengths of current state standards
- Is benchmarked nationally and grounded on evidence and research

The Process:

- The District office will collaborate with teachers within a grade level or content area to provide professional development and leadership opportunities in
    - Curriculum Development
    - Assessment Development
- These activities will be led by content teachers, administrators, instructional coaches, and lead teachers
    - Leadership stipends are provided upon completion
- Updates will be presented during grade level/department collaboration and ongoing feedback will be requested
- Notification will be made upon district of Board approval

While curriculum and curriculum development are mentioned in this document, the essential elements necessary for quality curriculum design are missing. In the review of documents, auditors found no additional documents specifying the curriculum design elements for a quality curriculum.

Overall, policies, job descriptions, and district planning documents are inadequate in content and specificity to direct the development of written curriculum guides (see Findings 1.1 and 2.1). Auditors found that the quality of the district's core and non-core course written curriculum documents are not adequate to provide minimum direction to teachers in how to teach important curricular objectives. Auditors also found in their analysis of a small number of resource activities and assessment items that they are not always adequately aligned in content, context, and cognitive type with the objectives/standards taught per curriculum documents.

The auditors reviewed Coeur d'Alene Public Schools core and non-core course curriculum documents for kindergarten through grade 12. Auditors found seven different curriculum document formats when reviewing courses that had curriculum. For example, Elementary Language Arts documents are called Curriculum Maps; some of the science curriculum documents are call Curriculum Guides; some Career and Technical Education courses have curriculum that has been designed by the state; the course pacing guide document, which is the newest format, is scattered across all content areas. Elementary physical education has a scope and sequence document of standards for grades K-12, and the new course proposal document is being used for many courses across content areas as a curriculum document. Each of these documents has different elements and vary in specificity.

Basic Quality of Curriculum Documents

To determine the quality of the curriculum documents, each was reviewed using the criteria for assessing quality listed in Exhibit 2.3.2.

Exhibit 2.3.2

Curriculum Management Improvement Model Frame One Analysis:
Minimal Basic Components for Curriculum Document Quality and Specificity

Point Value	Criteria
Criterion One: Clarity and Specificity of Objectives	
0	No goals/objectives present
1	Vague delineation of goals/learner outcomes
2	States tasks to be performed or skills to be learned
3	States for each objective/cluster of objectives the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning
Criterion Two: Congruity of the Curriculum to the Assessment Process	
0	No assessment approach
1	Some approach of assessment stated
2	States skills, knowledge, and concepts that will be assessed
3	Keys each objective to district and/or state performance assessments
Criterion Three: Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes	
0	No mention of required skill
1	States prior general experience needed
2	States prior general experience needed in specified grade level
3	States specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grades/courses if PreK-12)
Criterion Four: Delineation of the Major Instructional Tools	
0	No mention of textbook or instructional tools/resources
1	Names the basic text/instructional resource(s)
2	Names the basic text/instructional resource(s) and supplementary materials to be used
3	States for each objective/cluster of objectives the "match" between the basic text/instructional resource(s) and the curriculum objective
Criterion Five: Clear Approaches for Classroom Use	
0	No approaches cited for classroom use
1	Overall, vague statement on approaching the subject
2	Provides general suggestions on approaches
3	Provides specific examples of how to approach key concepts/skills in the classroom
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The curriculum documents were assigned values of 0 (low) to 3 (high) on each of the five criteria. The rubric for each criterion enables auditors to quantify their evaluations in a consistent and well-defined manner. A maximum of 15 points is possible. Documents receiving a rating of 12 or more points are considered strong and adequate. The mean ratings for each criterion and the mean for the total curriculum document ratings are then calculated.

Auditors' ratings for English/Language Arts courses are summarized in Exhibit 2.3.3 in descending order by total rating:

Exhibit 2.3.3

Auditors' Ratings of K-12 English/Language Arts Guides
Coeur d'Alene Public Schools
February 2019

Curriculum Document Title	Date	1	2	3	4	5	Total Rating
		Obj.	Asmt.	Prereq.	Res.	Strats.	
AP Language and Composition	Fall 2014	2	2	1	1	2	**8**
AP Literature and Composition	Fall 2014	2	2	1	1	2	**8**
Reading is Thinking	September 22, 2017	2	1	0	2	2	**7**
Photojournalism	No Date	2	1	0	2	2	**7**
Basic English 9	No Date	2	1	0	2	1	**6**
English 9	No Date	2	1	0	2	1	**6**
Honors English 9	No Date	2	1	0	2	1	**6**
Basic English 10	No Date	2	1	0	2	1	**6**
English 10	No Date	2	1	0	2	1	**6**
Honors English 10	No Date	2	1	0	2	1	**6**
Applied English 11	No Date	2	1	0	2	1	**6**
English 11	No Date	2	1	0	2	1	**6**
Applied English 12	No Date	2	1	0	1	2	**6**
English 12	No Date	2	1	0	1	2	**6**
Boost Reading/Language Arts 6	No Date	0	1	0	2	2	**5**
Reading/Language Arts 6	No Date	0	1	0	2	2	**5**
Honors Reading/Language Arts 6	No Date	0	1	0	2	2	**5**
Boost English/Language Arts 7	No Date	0	1	0	2	2	**5**
English/Language Arts 7	No Date	0	1	0	2	2	**5**
Honors English/Language Arts 7	No Date	0	1	0	2	2	**5**
Boost English/Language Art 8	No Date	0	1	0	2	2	**5**
English/Language Arts 8	No Date	0	1	0	2	2	**5**
Honors English/Language Arts 8	No Date	0	1	0	2	2	**5**
Contemporary Issues	September 25, 2018	2	2	0	1	0	**5**
Poetry	1998	2	0	0	1	1	**4**
Poetry 2	December 1999	2	0	0	1	1	**4**
Young Adult Literature	August 29, 2018	2	1	0	1	0	**4**
Comics as Literature	December 2007	2	0	0	1	1	**4**
Kindergarten Language Arts	June 2015	2	0	0	0	1	**3**
Speech	November 21, 2016	2	0	0	1	0	**3**
Reading 1	June 2007	2	0	0	1	0	**3**
Reading 2	June 2007	2	0	0	1	0	**3**
Classic Movies in Literature	No Date	2	0	0	1	0	**3**
First Grade Language Arts	June 2015	2	0	0	0	0	**2**
Second Grade Language Arts	June 2015	2	0	0	0	0	**2**
Third Grade Language Arts	June 2015	2	0	0	0	0	**2**
Fourth Grade Language Arts	June 2015	2	0	0	0	0	**2**

Exhibit 2.3.3 (continued) Auditors' Ratings of K-12 English/Language Arts Guides Coeur d'Alene Public Schools February 2019							
Curriculum Document Title	**Date**	**1**	**2**	**3**	**4**	**5**	**Total Rating**
		Obj.	**Asmt.**	**Prereq.**	**Res.**	**Strats.**	
Fifth Grade Language Arts	June 2015	2	0	0	0	0	**2**
Introduction to Debate Semester 1	March 13, 2013	2	0	0	0	0	**2**
Introduction to Debate Semester 2	March 13, 2013	2	0	0	0	0	**2**
Honors Debate	March 13, 2013	2	0	0	0	0	**2**
Mystery Fiction	December 2006	2	0	0	0	0	**2**
Mean Rating for Each Criterion		**1.6**	**0.7**	**0.1**	**1.2**	**1.0**	
Total Mean Rating							**4.5**
Data Source: Curriculum documents presented by Coeur d'Alene Public Schools personnel							
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As can be noted in Exhibit 2.3.3:

- None of the English/language arts guides received an adequacy rating of 12 or higher. The mean score of all English language arts curriculum guides examined was 4.5.
- Advanced Placement curriculum guides in high school English received the highest total rating for English/language arts with a rating of 8, which does not meet the minimal quality rating of 12.
- The strongest overall category was "objectives" with an average score of 1.6 of the possible 3 points.

Comments related to the ratings for each criterion in Exhibit 2.3.3 follow:

Criterion 1: Clarity and specificity of objectives

Mean rating: 1.6

To obtain a 3.0 for clarity and specificity of objectives, a guide must state for each objective the sequence within a course or grade, the amount of time necessary to be spent learning, and how the objective is to be performed. The curriculum documents for elementary language arts provide only Common Core Standards or Idaho Content Standards. While the curriculum documents do outline the standards in a specific sequence, they do not mention how the standards are to be performed or the amount of time necessary for learning individual and/or clusters of objectives/standards. At the time of this audit, elementary language arts was going through the textbook/resource adoption process, and as a result curriculum documents had not been updated since 2015. Secondary English went through the adoption process during the 2017-18 school year, and the district is designing curriculum during the 2018-19 school year. As a result, grades 6-12 are using the scope and sequence documents that are provided by the newly adopted textbooks. The grades 6-8 scope and sequence documents do not have Common Core or Idaho Content Standards listed for teachers and staff. This resulted in grades 6-8 receiving a 0 score on Criterion 1.

Criterion 2: Congruity of the curriculum to the assessment process

Mean rating: 0.7

A rating of 3.0 for congruity of the curriculum to the assessment process requires that each objective or group of objectives be keyed to district and/or state performance assessments. Kindergarten through grade 5 curriculum maps did not mention any type of assessments or alignment with standards. Grades 6-12 are using textbook scope and sequences; as a result, the only assessments mentioned are quizzes used in the textbook. No information was included in the curriculum documents to provide alignment to standards.

Criterion 3: Delineation of the prerequisite essential skills, knowledge, and attitudes

Mean rating: 0.1

The only English courses that received a rating of 2.0 on Criterion 3 were the high school English Advanced Placement (AP) courses. These courses provide detailed course descriptions with prerequisites along with skills that must have been learned prior to the course and the estimated time necessary to teach the new skills. Elementary language arts courses did not provide any prerequisite information in the curriculum map documents to meet this criterion. Middle school and high school curriculum documents did not provide any standard prerequisite information, or time necessary to teach the new skills. Two courses received a 2.0 rating and 40 courses received a 0 rating for this criterion.

Criterion 4: Delineation of the major instruction tools

Mean rating: 1.2

Thirty-two courses mentioned instructional tools/resources. The majority of time the textbook was mentioned with ties to chapters or units within the textbook to be taught. Again, Advanced Placement (AP) courses provided detailed information on instructional tools and resources.

Criterion 5: Clear approaches for classroom use

Mean rating: 1.0

Elementary language art documents do not provide any specific approaches to instruction. Middle school and high school textbook scope and sequence and pacing guides do provide some information on instructional resources that are available with the textbook as well as outside resources to support the learning.

Overall, the English/Language Arts curriculum guides do not mention the specific amount of time to be spent learning objectives/standards and how they are to be performed. They also do not provide prerequisite skills/learning to mastery or suggest instructional strategies and tools for teaching the content for each core course. Overall, alignment to assessments, prerequisites, instructional resources and instructional strategies were missing in the English/language arts curriculum guides.

Auditors' ratings for mathematics courses are summarized in Exhibit 2.3.4 in descending order by total rating:

Exhibit 2.3.4

Auditors' Ratings of K-12 Mathematics Guides
Coeur d'Alene Public Schools
February 2019

Curriculum Document Title	Date	1	2	3	4	5	Total Rating
		Obj.	Asmt.	Prereq.	Res.	Strats.	
AP Calculus AB	Fall 2016	2	2	1	2	2	**9**
AP Calculus BC	Fall 2016	2	2	1	2	2	**9**
AP Statistics	Fall 2010	2	2	1	1	1	**7**
Statistics in Sports	No Date	2	1	1	1	1	**6**
Grade 1 Mathematics	August 7, 2017	2	1	0	2	0	**5**
Grade 4 Mathematics	August 7, 2017	2	1	0	2	0	**5**
Algebra 2 AB	May 22, 2013	2	0	0	1	2	**5**
Algebra 2 CD	May 22, 2013	2	0	0	1	2	**5**
Algebra 2	May 22, 2013	2	0	0	1	2	**5**
Honors Algebra 2	May 22, 2013	2	0	0	1	2	**5**
Kindergarten Mathematics	April 27, 2016	2	0	0	2	0	**4**
Grade 2 Mathematics	April 26, 2017	2	1	0	1	0	**4**
Grade 3 Mathematics	April 13, 2017	2	1	0	1	0	**4**
Grade 5 Mathematics	August 7, 2017	2	1	0	1	0	**4**
Mathematics 6	August 1, 2016	2	1	0	1	0	**4**
Mathematics 7	August 4, 2016	2	1	0	1	0	**4**
Mathematics 8	August 4, 2016	2	1	0	1	0	**4**
Pre-Calculus	June 2004	2	0	0	1	1	**4**
Honors Pre-Calculus	June 2004	2	0	0	1	1	**4**
H.O.T. Mathematics	February 18, 2018	2	1	0	1	0	**4**
Honors Mathematics 8 (Math 1 at Middle School) Math 1 (High School)	November 2018	2	0	0	1	0	**3**
Geometry	March 7, 2016	2	0	0	1	0	**3**
ALP Geometry	March 7, 2016	2	0	0	1	0	**3**
Honors Calculus	June 2004	2	0	0	1	0	**3**
Statistics	2010	2	0	0	1	0	**3**
Mean Rating for Each Criterion		**2.0**	**0.6**	**0.2**	**1.2**	**0.6**	
Total Mean Rating							**4.6**
Data Source: Curriculum documents presented by Coeur d'Alene Public Schools personnel							
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As noted in Exhibit 2.3.4:

- No mathematics curriculum guide received an adequacy rating of 12 or higher. The mean rating for all mathematics curriculum guides was 4.6 of a possible 15 points.
- Twenty-five of the 25 mathematic guides or 100% provided the Common Core or Idaho Content standards or other appropriate standards such as Advanced Placement (AP).
- The lowest quality review score was in the area of prerequisites. Most curriculum guide documents did not mention prerequisite skills needed in prior learning or the time it would take to teach the individual standards.

Comments related to the ratings for each criterion in Exhibit 2.3.4 follow:

Criterion 1: Clarity and specificity of objectives

Mean rating: 2.0

The curriculum documents for mathematics received a 2.0 rating due to the presence of Common Core Standards or Idaho Content Standards in their documents. Missing from many of the documents was the time necessary to be spent learning the individual objective or cluster of objectives/standards.

Criterion 2: Congruence of the curriculum to assessment process

Mean rating: 0.6

Kindergarten through grade 8 currently have the *Ready* and *i-Ready* adoption. Their curriculum guides take students through the *Ready* textbook/workbook, and assessments that are referenced are all tied this textbook/workbook, which is an instructional tool. Most of the high school courses do not mention assessments. Advanced Placement (AP) courses and unique courses such as H.O.T Math (Higher Order Thinking) prepare students for the *SAT* assessment.

Criterion 3: Delineation of the prerequisite essential skills, knowledge, and attitudes

Mean rating: 0.2

Advanced Placement (AP) courses provide a detailed description, including prerequisites to learning the new standards. AP guides were the only to receive a 2.0 rating, and all others received a 0 on this criterion.

Criterion 4: Delineation of the major instructional tools

Mean rating: 1.2

No guide received a score of 3 for this criterion specifying basic instructional tools for, each learning objective. Twenty of the 25 documents that were provided received a rating of 1, but did not provide the linkage to objectives and tended to generalize the use of certain instructional tools within a unit.

Criterion 5: Clear approaches for classroom use

Mean rating: 0.6

Six of the 25 mathematics curriculum documents reviewed provided general suggestions on approaches for classroom use for a rating of 2. Four guides received a rating of 1 and 15 guides provided no approaches, resulting in a rating of 0.

All mathematics curriculum documents provided the Common Core State Standards or Idaho Content Standards or the appropriate standards for AP courses. Course pacing guides with units were provided for most courses with objectives/standards outlined in a specific sequence, but without mention of a specific amount of time to be spent learning the cluster of objectives/standards. Overall, alignment to assessments, prerequisites, instructional tools, and instructional strategies were lacking in the mathematics curriculum guides.

Auditors' ratings for science courses are summarized in Exhibit 2.3.5 in descending order by total rating:

Exhibit 2.3.5

Auditors' Ratings of K-12 Science Guides
Coeur d'Alene Public Schools
February 2019

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	Total Rating
AP Chemistry	Fall 2014	2	2	1	2	2	**9**
AP Physics	Fall 2017	2	2	1	2	2	**9**
AP Biology	Fall 2015	2	2	1	2	2	**9**
AP Environmental Science	Fall 2013	2	2	1	2	2	**9**
Make It! Science	No Date	2	2	0	2	2	**8**
Environmental Science	March 13, 2000	2	0	2	1	1	**6**
Honors Anatomy Physiology	June 6, 2004	2	1	0	1	1	**5**
Aquatic Science	March 13, 2000	2	1	1	0	1	**5**
Geoscience	April 26, 2017	2	1	0	2	0	**5**
Astronomy	May 2004	2	0	0	1	2	**5**
Forensic Science	June 23, 2005	2	0	0	2	1	**5**
Kindergarten Science	June 16, 2016	2	1	0	1	0	**4**
Grade 1 Science	April 26, 2017	2	1	0	1	0	**4**
Grade 2 Science	April 26, 2017	2	1	0	1	0	**4**
Grade 3 Science	April 16, 2017	2	1	0	1	0	**4**
Grade 4 Science	April 16, 2017	2	1	0	1	0	**4**
Grade 5 Science	April 16, 2017	2	1	0	1	0	**4**
Science 8	June 12, 2016	2	1	0	1	0	**4**
Physical Science	June 12, 2016	2	1	0	1	0	**4**
Biology	June 12, 2016	2	1	0	1	0	**4**
Anatomy and Physiology	No Date	2	0	1	1	0	**4**
Zoology	September 18, 2018	2	1	0	1	0	**4**
Photography Science	January 7, 2013	1	0	0	1	2	**4**
Science 6	June 6, 2016	2	0	0	1	0	**3**
Science 7	June 12, 2016	2	0	0	1	0	**3**
Honors Physical Science	June 2004	2	0	0	1	0	**3**
Chemistry	July 2006	2	0	0	0	1	**3**
Honors Chemistry	June 2004	2	0	0	0	1	**3**
Honors Physics	No Date	2	0	0	0	1	**3**
General Science	December 2008	2	0	0	0	0	**2**
Survival Science 2: Skills for the Survivor	No Date	1	0	0	1	0	**2**
Survival Science	No Date	0	0	0	1	0	**1**
Mean Rating for Each Criterion		**1.9**	**0.7**	**0.3**	**1.1**	**0.7**	
Total Mean Rating							**4.6**

Data Source: Curriculum documents presented by Coeur d'Alene Public Schools personnel

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As indicated in Exhibit 2.3.5:

- The average total rating for K-12 science was 4.6 of a possible 15 points.
- Nine was the highest rating on four of the science curriculum guides. The four highest rated guides were Advanced Placement (AP) guides.
- No science guides met the adequacy criteria of 12 points or more.

Comments related to the rating for each criterion in Exhibit 2.3.5 follow:

Criterion 1: Clarity and specificity of objectives

Mean rating: 1.9

Thirty-one of the 32 science guides had standards from one of three sources, Common Core Standards, Idaho Content Standards, and Next Generation Science Standards. District and campus staff have to check the coding or search the standard list from all three sources to determine which set of standards apply. It further complicated matters when the column title in the guide template was Idaho Content Standards, but the standards in that column were not necessarily the Idaho standards. Auditors found while the science units outlined the standards/objectives in a specific sequence, the units did not mention a specific amount of time to be spent learning objectives or clusters of objectives/standards or how the actual standards are to be performed.

Criterion 2: Congruity of the curriculum to the assessment process

Mean rating: 0.7

A rating of 3.0 for congruity of the curriculum to the assessment process requires that each objective be keyed to district and/or state performance assessments. The majority of science curriculum guides did not reference assessments. Only a few provided any information on assessments; for example, 8th grade science provided links to teacher made assessments per unit, but this was an exception.

Criterion 3: Delineation of the prerequisite essential skills, knowledge, and attitudes

Mean rating: 0.3

Twenty-five of the 32 guides received a 0 on this criterion. The district did not provide a list of skills students are expected to learn prior to entering a given grade level or subject area nor a matrix of skills across most grade levels for each subject or time necessary to teach the new skills.

Criterion 4: Delineation of the major instructional tools

Mean rating: 1.1

Earning a rating of 3 points for this criterion requires the presence of a clear match between objectives and the text and/or instructional resource to be used in teaching the objective(s). Most of the science guides mentioned the textbooks and FOSS kits (where appropriate), but did not provide any information on the alignment of the cluster of objectives/standards to the resources.

Criterion 5: Clear approaches to classroom use

Mean rating: 0.7

In order to receive a rating of 3 points for this criterion, curriculum documents must provide specific examples of how to approach key concepts and/or skills. Auditors found a wide variation in both completeness and quality of this criterion. Most of the science guides received a 0 for this criterion with a few 1's and 2's. Advanced Placement (AP) courses once again topped the ratings with this criterion.

All science guides but one provided clusters of objectives/standards or the appropriate standards for AP courses. While course pacing guides, scope and sequences, and documents called guides were provided for most courses with standards listed for reference, the time allocations for learning were often in multi-week time frames. Overall, alignment to assessments, prerequisites, resources, and instructional strategies were lacking in the science curriculum guides causing the guides.

Auditors' ratings for social studies courses are summarized in Exhibit 2.3.6 in descending order by total rating:

Exhibit 2.3.6

Auditors' Ratings of K-12 Social Studies Guides
Coeur d'Alene Public Schools
February 2019

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	Total Rating
AP U.S. Government and Politics	Fall 2018	2	2	2	2	2	**10**
AP World History	Fall 2017	2	2	1	2	2	**9**
AP European History	Fall 2017	2	2	1	2	2	**9**
AP U.S. History	Fall 2018	2	2	1	2	2	**9**
Economics	April 28, 2016	2	1	0	2	2	**7**
Grade 1 Social Studies	January 17, 2018	2	1	0	2	1	**6**
Street Law	No Date	2	0	0	2	2	**6**
Grade 2 Social Studies	January 17, 2018	2	1	0	1	1	**5**
Grade 3 Social Studies	January 17, 2018	2	1	0	1	1	**5**
Early U.S. History 8	February 14, 2018	2	2	0	1	0	**5**
Personal Finance/Consumer Economics	No Date	2	1	0	1	1	**5**
Psychology 2	April 25, 1998	2	1	1	1	0	**5**
Kindergarten Social Studies	January 17, 2018	2	1	0	1	0	**4**
Grade 4 Social Studies	April 1, 2009	2	0	0	1	1	**4**
Grade 5 Social Studies	January 17, 2018	2	1	0	1	0	**4**
Social Studies 6	January 16, 2018	2	1	0	1	0	**4**
World Cultures 7	February 14, 2018	2	1	0	1	0	**4**
Western Civilization	January 9, 2018	2	1	0	1	0	**4**
Establishing Modern Europe	February 14, 2018	2	1	0	1	0	**4**
20th Century Africa and Middle East	May 27, 2015	2	1	0	1	0	**4**
U.S. History	April 10, 2018	2	1	0	1	0	**4**
Government	April 10, 2018	2	1	0	1	0	**4**
History of Sports and Entertainment	April 21, 1998	2	0	1	1	0	**4**
Honors World History	June 2004	2	0	0	0	1	**3**
Culture and Media	October 2016	1	1	0	1	0	**3**
Mean Rating for Each Criterion		**2.0**	**1.0**	**0.3**	**1.2**	**0.7**	
Total Mean Rating							**5.2**

Data Source: Curriculum documents presented by Coeur d'Alene Public Schools personnel

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As indicated in Exhibit 2.3.6:

- The average total rating for K-12 social studies was 5.2 of a possible 15 points.
- No social studies guides met the adequacy requirement of a total of 12 points or more.
- Criterion 1 is the highest rated in social studies with a 2.0 of 3.0 points
- Advanced Placement (AP) courses continue to rate the highest overall ratings of 10 and 9.

Comments related to the rating for each criterion in Exhibit 2.3.6 follow:

Criterion 1: Clarity and specificity of objectives

Mean Rating: 2.0

Social studies curriculum guides in grades K-12 include the objectives/standards and others appropriate standards such as AP. The social studies course pacing guides state the number of weeks to be spent teaching concepts. Auditors found that the course pacing guides did not state how the clusters of objectives/standards are to be performed and the amount of time to be spent learning.

Criterion 2: Congruity of the curriculum to the assessment process

Mean Rating: 1.0

In elementary, social studies guides assessments were mentioned in terms of textbook quizzes and informal assessments. In middle school, textbook or chapter exams were mentioned, and notes were listed in the assessment column of the guide that the common assessments needed to be developed. High school social studies mention chapter tests and resource tests. AP course and exam descriptions provide detailed specificity on assessments.

Criterion 3: Delineation of the prerequisite essential skills, knowledge, and attitudes

Mean rating: 0.3

Advanced placement course and exam descriptions provided details on the prior learning skills necessary to be successful in the next course and suggested time needed to learn the new skills. The district did not provide a list of skills students are expected to learn prior to entering the next grade or subject area nor a matrix of skills across most grade levels for each subject. Such a matrix would provide information on student objectives/standards from pre-kindergarten to grade 12.

Criterion 4: Delineation of the major instructional tools

Mean rating: 1.2

Elementary, middle school and high school social studies curriculum guides name basic instructional resources or supplementary materials to be used when teaching the content standards. Most of these guides did not provide enough specificity to receive a rating greater than 1.

Criterion 5: Clear approaches for classroom use

Mean rating: 0.7

Elementary, middle school and high school social studies curriculum documents show gaps in providing clear approaches for classroom use to guide teaching and learning.

All social studies documents provided the Common Core Standards or Idaho Content Standards or the appropriate standards for AP courses. While course pacing guides with units were provided for most courses with clusters of objectives/standards outlined in a specific sequence, no mention was made of the specific amount of time to be spent learning the cluster of objectives/standards or how the actual standards were to be performed. Overall, alignment to assessments, prerequisites, resources, and instructional strategies were lacking in the social studies curriculum documents.

Auditors' ratings for non-core courses are summarized in Exhibit 2.3.7 in descending order by total rating:

Exhibit 2.3.7

Auditors' Ratings of K-12 Non-Core Course Guides
Coeur d'Alene Public Schools
February 2019

Curriculum Document Title	Date	1	2	3	4	5	Total Rating
		Obj.	Asmt.	Prereq.	Res.	Strats.	
AP French Language	Fall 2011	2	2	2	2	2	**10**
AP German Language	Fall 2011	2	2	2	2	2	**10**
AP Spanish Language	Fall 2013	2	2	2	2	2	**10**
AP Spanish Literature	Fall 2014	2	2	2	2	2	**10**
AP Latin	Fall 2012	2	2	2	2	2	**10**
AP Art History	Fall 2015	2	2	2	2	2	**10**
AP Art Studio	Fall 2014	2	2	2	2	2	**10**
AP Music Theory	Fall 2012	2	2	2	2	2	**10**
Spanish 1 Semester	June 27, 2017	2	2	0	2	2	**8**
Computer Applications 1	March 15, 2017	2	2	0	2	2	**8**
Media Career Exploration	November 10, 2018	2	2	0	2	2	**8**
Pottery and Sculpture 3	February 12, 2012	2	2	0	2	2	**8**
CTE Tech Credit	December 18, 2018	2	2	0	2	1	**7**
Accounting 1	June 2004	2	2	0	1	2	**7**
Accounting 2	June 2004	2	2	0	1	2	**7**
Computer Graphics 1	March 15, 2017	2	2	0	1	2	**7**
Introduction to Computers	March 15, 2017	2	2	0	2	1	**7**
Mixed Chorus	May 30, 2014	2	1	0	2	1	**6**
Mixed Choir	May 30, 2014	2	1	0	2	1	**6**
Grade 2 Music	May 31, 2018	2	2	0	2	0	**6**
Health	October 11, 2016	2	1	0	2	1	**6**
Grade 3 Health	June 2005	2	1	0	2	1	**6**
Manufacturing Systems 1	July 1, 2001	2	1	0	1	2	**6**
Manufacturing Systems 2	July 1, 2004	2	1	0	1	0	**4**
Architecture Drafting	July 1, 2004	2	2	0	0	2	**6**
Painting 1	February 1, 2019	2	1	0	1	2	**6**
Concert Band	February 1, 2019	2	1	0	2	1	**6**
Symphonic Band	February 1, 2019	2	1	0	2	1	**6**
Wind Ensemble	February 1, 2019	2	1	0	2	1	**6**
String Orchestra	February 1, 2019	2	1	0	2	1	**6**
Chamber Orchestra	February 1, 2019	2	1	0	2	1	**6**
String Ensemble	February 1, 2019	2	1	0	2	1	**6**
Chamber Singers	May 30, 2014	2	1	0	2	1	**6**
Theatre 1	May 16, 2018	2	2	0	1	1	**6**
Kindergarten Physical Education	July 2006	2	0	3	0	0	**5**
Grade 1 Physical Education	July 2006	2	0	3	0	0	**5**
Grade 2 Physical Education	July 2006	2	0	3	0	0	**5**
Grade 3 Physical Education	July 2006	2	0	3	0	0	**5**
Chinese 1	February 1, 2019	2	0	0	1	2	**5**
Chinese 2	February 1, 2019	2	0	0	1	2	**5**

Exhibit 2.3.7 (continued) Auditors' Ratings of K-12 Non-Core Course Guides Coeur d'Alene Public Schools February 2019							
Curriculum Document Title	**Date**	**1**	**2**	**3**	**4**	**5**	**Total Rating**
		Obj.	**Asmt.**	**Prereq.**	**Res.**	**Strats.**	
French 1	February 1, 2019	2	0	0	1	2	**5**
French 2	February 1, 2019	2	0	0	1	2	**5**
Honors French 3	February 1, 2019	2	0	0	1	2	**5**
Spanish 1	February 1, 2019	2	0	0	1	2	**5**
German 1	February 1, 2019	2	0	0	1	2	**5**
German 2	February 1, 2019	2	0	0	1	2	**5**
Theatre 2	May 3, 2018	2	1	0	1	1	**5**
Play Production	January 18, 2018	2	1	0	1	1	**5**
Kindergarten Visual Arts	May 31, 2018	2	2	0	1	0	**5**
Grade 1 Visual Arts	May 31, 2018	2	2	0	1	0	**5**
Grade 2 Visual Arts	May 31, 2018	2	2	0	1	0	**5**
Grade 3 Visual Arts	May 31, 2018	2	2	0	1	0	**5**
Grade 4 Visual Arts	May 31, 2018	2	2	0	1	0	**5**
Grade 5 Visual Arts	May 31, 2018	2	2	0	1	0	**5**
Japanese 1	February 1, 2019	2	0	0	1	2	**5**
Japanese 2	February 1, 2019	2	0	0	2	1	**5**
Honors Japanese 3	February 1, 2019	2	0	0	2	1	**5**
Latin 1	February 1, 2019	2	0	0	1	2	**5**
Latin 2	February 1, 2019	2	0	0	2	1	**5**
Honors Latin 3	February 1, 2019	2	0	0	2	1	**5**
Spanish 1	February 1, 2019	2	0	0	1	2	**5**
Spanish 2	February 1, 2019	2	0	0	2	1	**5**
Honors Spanish 3	February 1, 2019	2	0	0	2	1	**5**
Honors German 3	February 1, 2019	2	0	0	2	1	**5**
Grade 3 Music	May 31, 2018	2	1	0	2	0	**5**
Computer Application 2	No Date	2	1	0	0	2	**5**
Computer Application 3	No Date	2	1	0	0	2	**5**
Digital Design – Introduction to Yearbook	March 15, 2017	2	1	0	1	1	**5**
Business Management Technology	June 2004	2	1	0	1	1	**5**
Money Management	No Date	2	1	0	1	1	**5**
Business Ownership	July 10, 2003	2	1	0	1	1	**5**
Web Design 1	June 13, 2018	2	1	0	1	1	**5**
Teen Living	June 2016	2	2	0	0	1	**5**
Career and Personal Development	June 2013	2	2	0	0	1	**5**
Adult Living	June 2016	2	2	0	0	1	**5**
Healthy Living, Healthy World	July 2017	2	2	0	0	1	**5**
Parenting and Child Development	June 2013	2	2	0	0	1	**5**
Nutrition and Foods	June 2012	2	2	0	0	1	**5**
Commercial Photography 1	No Date	2	0	0	1	2	**5**
Pottery and Sculpture 2	April 6, 2009	2	0	0	1	2	**5**
Web Design 2	No Date	2	1	0	0	1	**4**
Art 1	February 1, 2019	2	0	0	1	1	**4**

Exhibit 2.3.7 (continued) Auditors' Ratings of K-12 Non-Core Course Guides Coeur d'Alene Public Schools February 2019							
Curriculum Document Title	**Date**	**1**	**2**	**3**	**4**	**5**	**Total Rating**
		Obj.	**Asmt.**	**Prereq.**	**Res.**	**Strats.**	
Drawing 1	February 1, 2019	2	0	0	1	1	**4**
Stagecraft	May 3, 2018	2	1	0	1	0	**4**
Grade 1 Music	May 31, 2018	2	1	0	1	0	**4**
Grade 4 Music	May 31, 2018	2	0	0	2	0	**4**
Grade 5 Music	May 31, 2018	2	1	0	1	0	**4**
Design Technology 8	June 11, 2018	2	0	0	1	0	**3**
Art Semester	February 1, 2019	2	0	0	1	0	**3**
Choir - Year	No Date	2	0	0	1	0	**3**
Health 7	December 5, 2017	2	0	0	1	0	**3**
Kindergarten Music	May 31, 2018	2	0	0	1	0	**3**
Grade 4 Physical Education	July 2004	2	0	0	1	0	**3**
Grade 5 Physical Education	July 2004	2	0	0	1	0	**3**
Honors Art Studio	October 1998	2	0	1	0	0	**3**
Design and Studio Photography	June 1998	2	0	1	0	0	**3**
Improvisational Theatre	May 16, 2018	2	1	0	0	0	**3**
Physical Education 9	October 11, 2016	2	0	0	0	0	**2**
Physical Education 10-12	October 10, 2016	2	0	0	0	0	**2**
Walk-Fit	October 11, 2016	2	0	0	0	0	**2**
Cardo-Fit	October 11, 2016	2	0	0	0	0	**2**
Life Sports	October 11, 2016	2	0	0	0	0	**2**
Weights and Fitness	October 11, 2016	2	0	0	0	0	**2**
Women's Fitness	October 11, 2016	2	0	0	0	0	**2**
Visual Basic	June 2006	0	0	0	1	1	**2**
Kindergarten Computer Science	No Date	0	0	0	0	1	**1**
Grade 1 Computer Science	No Date	0	0	0	0	1	**1**
Grade 2 Computer Science	No Date	0	0	0	0	1	**1**
Grade 3 Computer Science	No Date	0	0	0	0	1	**1**
Grade 4 Computer Science	No Date	0	0	0	0	1	**1**
Grade 5 Computer Science	No Date	0	0	0	0	1	**1**
Glee	December 30, 2009	1	0	0	0	0	**1**
Mean Rating for Each Criterion		**1.8**	**0.8**	**0.3**	**1.0**	**1.0**	
Total Mean Rating							**5.0**
Data Source: Curriculum documents presented by Coeur d'Alene Public Schools personnel							
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As indicated in Exhibit 2.3.7:

- The average total rating for K-12 non-core curriculum documents is 5.0 of a possible 15 points.
- No non-core curriculum documents met the adequacy requirement of a total of 12 point or more.
- Criterion 1 is the highest rated in non-core curriculum documents with a 1.8 of 3.0 points
- Advanced Placement (AP) documents received the highest overall ratings of 10.

Comments related to the rating for each criterion in Exhibit 2.3.7 follow:

Criterion 1: Clarity and specificity of objectives

Mean Rating: 1.8

Seven non-core curriculum documents did not provide objectives or standards. All other non-core guides provided objectives/standards. Non-core documents did not indicate the amount of time necessary to be spent learning the objectives/standards.

Criterion 2: Congruity of the curriculum to the assessment process

Mean Rating: 0.8

Sixty or 53% of the 113 non-core curriculum documents mentioned assessments with the majority receiving a 1 rating due to lack of specificity to meet the standard for a rating of a 2. Forty-seven percent did not mention assessments.

Criterion 3: Delineation of the prerequisite essential skills, knowledge, and attitudes

Mean rating: 0.3

Fourteen or 12% of the 113 non-core curriculum documents had enough specificity to receive a rating of 1 or 2. Advanced placement course and exam descriptions provided details on the prior learning skills necessary to be successful in the next course and suggested time possible to learn the new skills. The district did not provide a list of skills students are expected to learn prior to entering the next grade or subject area nor a matrix of skills across most grade levels for each subject. Such a matrix would provide information on student objectives/standards from pre-kindergarten to grade 12. Physical education provided a kindergarten through grade 12 scope/sequence of objectives/standards to be taught, indicating the learning that must take place prior to the next course or grade level.

Criterion 4: Delineation of the major instructional tools

Mean rating: 1.0

A higher percentage of non-core curriculum documents mentioned the basic instructional tools needed to teach the courses, but did not provide the specificity to be rated a 2.

Criterion 5: Clear approaches for classroom use

Mean rating: 1.0

Elementary, middle school, and high school non-core course guides show varying details in providing the type of information needed to direct teaching and learning in the classroom.

Overall, alignment to assessments, prerequisites, resources, and instructional strategies were lacking in the non-core course curriculum documents.

A summary of the ratings of core and non-core curriculum documents in Coeur d'Alene Public Schools by criterion and content area is provided in Exhibit 2.3.8.

Exhibit 2.3.8

Summary of Curriculum Document Quality by Criterion and Content Area
Coeur d'Alene Public Schools
February 2019

Curriculum Document Title	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	Total Rating
Social Studies	2.0	1.0	0.3	1.2	0.7	**5.2**
Non-Core Content Areas	1.8	0.8	0.3	1.0	1.0	**5.0**
Mathematics	2.0	0.6	0.2	1.2	0.6	**4.6**
Science	1.9	0.7	0.3	1.1	0.7	**4.6**
English Language Arts	1.6	0.7	0.1	1.2	1.0	**4.5**
Mean Rating for Each Criterion	**1.9**	**0.8**	**0.2**	**1.1**	**0.7**	
Total Mean Rating						**4.8**
Data Source: Curriculum documents presented by Coeur d'Alene Public Schools personnel						
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As indicated in Exhibit 2.3.8:

- Overall, the social studies curriculum documents received the highest rating of all content areas, with an average rating of 5.2 points.
- Non-Core content areas were the second highest, with an average rating of 5.0 points.
- English/Language arts had the lowest average rating at 4.5 points.
- The strongest criterion rating overall was 1.9 points in Criterion 1: Clarity and Specificity of Objectives.
- The lowest criterion rating overall was 0.2 points in Criterion 3: Delineation of the prerequisite essential skills, knowledge, and attitudes.
- The total mean rating for all curriculum reviewed for quality is 4.8 points.

The auditors found that Coeur d'Alene Public Schools curriculum lacked linkages to district and state assessments, prerequisite information, resources, time for learning individual objectives or clusters of objectives/standards, and approaches to teaching strategies. When teachers plan lessons without direction from the written curriculum, the lessons may not be aligned to the Common Core Standards or Idaho Content Standards nor to district expectations.

Auditors offer the following further clarification of each criterion in Exhibit 2.3.8.

Criterion 1: Clarity and specificity of objectives

Mean Rating: 1.9

To obtain a 3 for clarity and specificity of objectives/standards, a curriculum document must state for each objective the sequence within the course or grade level, the amount of time necessary to be spent learning each objective or cluster of objectives/standards, and how the objectives/standards are to be performed. This was the highest rated of the five criteria, generally due to the presence of Common Core Standards or Idaho Content Standards for most courses offered in the district.

Criterion 2: Congruity of the curriculum to the assessment process

Mean Rating: 0.8

A 3 rating on this criterion requires tying objectives/standards to be tested to specific assessment instruments and/or specific assessment item samples. Teachers need to know what objectives will be included on required testing instruments to enable them to adequately teach the objectives to their students.

Auditors did not find in the curriculum documents a clear understanding of the Common Core Standards or the Idaho Content Standards. In many cases the objectives/standards were not stated in the documents, and teachers were left to decipher coding of these standards. Many content areas made no reference to assessments in the curriculum documents.

Criterion 3: Delineation of the prerequisite essential skills, knowledge, and attitudes

Mean rating: 0.2

A full rating of 3 points on this criterion would require documentation of prerequisite skills and/or concepts required prior to this learning. Such documentation frequently comes in the form of a curriculum scope and sequence document showing vertical articulation or progression of objectives/standards throughout the grades, kindergarten through grade 12. A small percentage of curriculum documents mentioned prerequisites, and as a result, the auditors scored this area an overall 0.2. This was the lowest rated of the five criteria.

Criterion 4: Delineation of the major instructional tools

Mean rating: 1.1

Earning a rating of 3 points for this criterion requires the presence of a clear match between objectives and the text and/or instructional resources to be used to teach the objective. Auditors found that the curriculum documents varied among content areas in providing resources aligned to the content objectives/standards taught during a given unit of time.

Criterion 5: Clear approaches for classroom use

Mean rating: 0.7

To receive a rating of 3 points for this criterion, curriculum documents must provide specific examples of how to approach key concepts and/or skills. English/Language Arts and non-core content areas were strongest in this area. The auditors found a wide variation in both completeness and quality of this criterion.

The following comments were received through interviews or the online surveys of teachers, administrators, and parents:

- "Curriculum work seems reactive. It seems the district jumps into the work without laying the groundwork. And then there is simply cutting and pasting and not working to think about a new pathway. How does it all translate to college entry?" (Community Member)
- "Our math curriculum is not a complete curriculum." (Teacher)
- "Staff sees resources as the curriculum, not the documents posted on the website." (School Administrator)
- "The community shares often that the academic rigor is not where it needs to be. They refer to it as being 'Idaho good'." (District Office Administrator)
- "Teachers don't follow the curriculum that they have. If the curriculum is too complex and so much to do, the teachers don't follow it." (Community Member)

Summary of Basic Quality of Curriculum Documents

The auditors found that the curriculum documents were inadequate to align the written, taught, and tested curriculum. Most curriculum documents used Common Core State Standards and/or Idaho Content Standards as the foundation for tasks to be performed or skills to be learned. Many curriculum documents provided the number of days or weeks to spend on a unit of instruction. Most of the curriculum documents did not

specify prerequisite skills needed for successful mastery of new objectives, nor did they specify the alignment of objectives to instructional resources, and instructional approaches or classroom strategies. When curriculum documents are incomplete or nonexistent, teachers do not have what is needed for planning, and instruction is likely to be inconsistent among teachers and across campuses, resulting in less predictable learning for all students. The mean rating for the Coeur d'Alene Public Schools curriculum guides is 4.8 for all core and non-core courses.

Internal Consistency of Written Curriculum

A clear and comprehensive written curriculum designed to meet national and state standards should provide internal consistency from the learning objectives through instructional strategies and resources to the formative and summative assessments used to diagnose progress and measure mastery of the intended district curriculum. Quality curriculum design aligns all resources to be used in curriculum delivery with the district's written curriculum. That includes clearly aligned instructional approaches that guide the teacher addressing the content, context, and cognitive complexity of objectives/standards during the instruction-learning cycle. Resources used to further learning would explicitly explain, model, and provide practice in every aspect of the objectives/standards. Assessment items and tasks used to diagnose initial acquisition, ongoing understanding, and mastery of the targeted objectives would be deeply aligned so that data gathered provide insight to support student attainment of district expectations. Effective curriculum design employs a range of thinking skills of increasing cognitive demand that meets and exceeds expectations of state and national standards. When district curriculum design meets quality criteria, district personnel and community members have confidence that the work to be accomplished by teachers and students is clearly articulated, and accountability for results is manageable.

While the basic elements of curriculum design, scope of the district curriculum (Finding 2.2), and quality (Finding 2.3) provide fundamental analysis of design quality, this part of the finding analyzes internal consistency to determine if design is consistent across resources used in curriculum delivery to accomplish the district's goals for student learning. Resource analysis includes the congruency between the following resources and district objectives in terms of content, context, and cognition: 1) instructional strategies suggested in district curriculum guides; 2) instructional support provided in district-adopted instructional texts and other resources; and 3) test items used to measure attainment of district objectives. A sampling approach was used in each of the analyses.

These analyses are presented under subheadings as follows:

- Congruence of Instructional Resources with District Objectives
- Congruence of Assessment Items in District-wide Assessments with District Objectives

Congruence of Instructional Resources with District Objectives

Congruency of instructional resources with district objectives is critical to the delivery of the written curriculum. Teachers should be able to depend on the quality of resources to support planning, delivery, and assessment of instruction. When instructional strategies and materials are congruent with the objectives, there is a greater likelihood that teachers will deliver the intended curriculum effectively. A well-designed curriculum includes instructional resources that match the cognitive domain of each learning objective for which students are held accountable, and, when feasible, includes a range of cognition that prepares the learner to integrate and use learning in multiple contexts.

To accomplish the analysis of the internal consistency in the written curriculum, the auditors used samples of objectives in elementary, middle, and high school levels in the areas of English/Language Arts and Mathematics. Auditors examined the congruency between instructional support provided in district-adopted instructional texts and district objectives in terms of content, context, and cognition in English/language arts, grades 7, 8, and 9, and mathematics, grades 3, 5, 7, 8, and 9. Elementary language arts is currently going through the textbook/resource adoption process, and it was determined that the audit team would not review the elementary language arts documents at this time. The auditors expect that resources are matched to the full content of the concept to be learned, often in more than one lesson; the context of how the student is to experience the learning; and the types of cognition, using Bloom's Revised Taxonomy of Cognitive Domains. Exhibit 2.3.9, provides a detailed description of Bloom's Taxonomy.

Exhibit 2.3.9

Revised Bloom's Taxonomy
Description of Cognitive Types

Cognitive Process Dimensions	Definition of Type	Additional Clarification Comments
Remembering	Finding or remembering information	Answers questions that stem from prompts such as *list, find, name, identify, locate, describe, memorize, or define*
Understanding	Understanding and making sense out of information	Answers questions that stem from prompts such as *interpret, summarize, explain, infer, paraphrase or discuss*
Applying	Using information in a new (but similar) situation	Answers questions that stem from prompts such *as use, diagram, make a chart, draw apply, solve, or calculate*
Analyzing	Taking information apart and exploring relationships	Answers questions that stem from prompts such *as categorize, examine, compare and contrast, or organize*
Evaluating	Critically examining information and making judgments	Answers questions that stem from prompts such as *judge, critique, defend, or criticize*
Creating	Using information to create something new	Answers questions that stem from prompts such as *design, build construct, plan, produce, devise, or invent*

English/Language Arts

A summary of the analysis of congruence between instructional resources and a sample of objectives for English/language arts is presented in Exhibit 2.3.10. In Appendix G auditors provide detailed analysis in exhibits showing the sample objectives, instructional approaches found in adopted resources, and the auditors rating of congruence in terms of content, context, and cognition.

Exhibit 2.3.10

Summary of Internal Consistency of Instructional Resources
With Selected Objectives in English/Language Arts: Grades 7, 8, and 9
Coeur d'Alene Public Schools
February 2019

Grade	Number of Objectives in Sample	Content Congruent		Context Congruent		Cognitive Congruent		Average Congruent
		#	%	#	%	#	%	%
7	2	0	0	2	100	1	50	50
8	4	1	25	3	75	1	25	42
English 1	3	2	67	3	100	2	67	78
Total	**9**	**3**	**33%**	**8**	**89%**	**4**	**44%**	**55%**

Data Source: Coeur d'Alene Public Schools curriculum documents and instructional resources provided by central office staff

As noted in Exhibit 2.3.10:

- The congruency of curriculum document resources to the English/language arts objectives for Coeur d'Alene Public Schools was 33% for content, 89% in context, and 44% for cognition across the grade levels sampled.
- English 1 received the highest congruency rating with 67% for content, 100% for context, and 67% for cognition.
- Eighth grade received the lowest overall congruency rating of 42%.
- Total congruency of the district objectives sampled and adopted textbook resources for those objectives was 55%.

Mathematics

A summary of the analysis of congruence between instructional resources and a sample of objectives for mathematics in grades 3, 5, 7, 8, and 9 is presented in Exhibit 2.3.11. A detailed analysis is presented in Appendix H.

Exhibit 2.3.11

Summary of Internal Consistency of Instructional Resources
With Selected Objectives in Mathematics: Grades 3, 5, 7, 8, and Integrated Math 1
Coeur d'Alene Public Schools
February 2019

Grade	Number of Objectives in Sample	Content Congruent		Context Congruent		Cognitive Congruent		Average Congruent
		#	%	#	%	#	%	%
3	2	2	100	2	100	2	100	100
5	4	4	100	4	100	4	100	100
7	3	3	100	3	100	3	100	100
8	4	4	100	4	100	4	100	100
Integrated Math 1	4	4	100	4	100	4	100	100
Total	**17**	**17**	**100%**	**17**	**100%**	**17**	**100%**	**100%**
Data Source: Coeur d'Alene Public Schools curriculum documents and instructional resources provided by central office staff								

As noted in Exhibit 2.3.11:

- Seventeen objectives were checked for congruency with textbook resources in mathematics, grades 3, 5, 7, 8, and 9.
- Auditors found 100% congruency of samples in all three areas: content, context, and cognition.

Congruence of Assessment Items in District-wide Assessments with District Objectives

In order to provide student learning opportunities that exercise all types of cognition and add rigor to the curriculum, assessment items are expected to demonstrate mastery in multiple contexts. Such direction provides models of assessment formats and tasks that align with the content and cognition of objectives/standards. Assessment tools used at various stages of learning help to prepare students in a range of contexts and address the range of content and cognition for which students will be held accountable. The auditors were presented with assessments that were described as "district designed and district purchased." Auditors used the assessment items that were presented in Coeur d'Alene curriculum documents to analyze congruency between the items and the objectives they measure.

English/Language Arts

Auditors were unable to do the assessment/objective analysis. Elementary English/language arts is currently going through the adoption process, and there are no common assessments in grades K-5. Secondary English/language arts went through the adoption of resources during the 2017-18 school year. District staff are directing the design and development of the curriculum for grade 6-12 this school year and will not develop common assessments until the 2019-20 school year.

Mathematics

The auditors analyzed the congruency of test items against the objectives in mathematics for grades 3, 5, 7, 8, and Integrated Math 1. Exhibit 2.3.12 presents the summary of those analyses. The detailed analyses are presented in Appendix I.

Exhibit 2.3.12

Summary of Internal Consistency of District Assessment Items
With Selected Objectives in Mathematics: Grades 3, 5, 7, 8, and Integrated Math 1
Coeur d'Alene Public Schools
February 2019

Grade	Number of Objectives in Sample	Content Congruent		Context Congruent		Cognitive Congruent		Average Congruent
		#	%	#	%	#	%	%
3	4	4	100	4	100	3	75	92
5	3	3	100	3	100	1	33	78
7	2	2	100	2	100	2	100	100
8	2	2	100	2	100	2	100	100
Integrated Math 1	2	2	100	2	100	1	50	83%
Total	**13**	**13**	**100**	**13**	**100**	**9**	**69%**	**90%**

Data Source: Coeur d'Alene Public Schools curriculum documents and instructional resources provided by central office staff

As can be noted from the data in Exhibit 2.3.12:

- The overall average congruency of assessment items in the district mathematics curriculum assessments was 100% in content, 100% in context, and 69% in cognition.
- The overall average congruency of test items in the district curriculum assessments was 90% across all grades in content, context, and cognition.
- Grades 7 and 8 have the overall congruency average with 100% of the samples analyzed.
- Grade 5 had the lowest congruency rating of 78%.

The following comments came from interviews or the online surveys of teachers, administrators, and parents:

- "If we deny kids rigor, we will ensure that poverty continues to drive achievement." (School Administrator)
- "I'd like to see pacing, assessments, and checkpoints in our written curriculum to help us understand where the kids are. If we have five teachers teaching the same course, we need common assessments, proficiency scales, and school-to-school consistency." (School Administrator)
- "Sometimes I feel in Advanced Placement (AP) classes that teachers are specifically teaching to pass the AP test, but not how to write better or be ready for college." (Student)
- "I feel like the curriculum is more driven by the adoption instead of the needs of the student." (Community Member)

Atlas Elementary student engaged in math practice assignment

Summary

Overall, Coeur d'Alene Public Schools curriculum documents did not meet the audit criteria for minimal basic components of quality and specificity needed to ensure delivery of instruction and mastery of student learning across subject areas and courses (see Recommendation 3). Further, the audit found that congruency between instructional resources and Idaho Content Standards or Common Core State Standards in English/Language Arts in two dimensions, content and cognitive type, did not meet the content specificity and cognitive rigor that Coeur d'Alene Public Schools is committed to through various planning documents in the district. In mathematics, the audit found that mathematic assessments given at a specific time during a unit of learning are misaligned in cognitive type and could hinder student learning and success on state and local assessments.

STANDARD 3: The School District Demonstrates Internal Consistency and Rational Equity in Its Program Development and Implementation.

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

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

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

What the Auditors Expected to Find in the Coeur d'Alene Public Schools:

The CMSi auditors expected to find a highly-developed, articulated, and coordinated curriculum in the school system that was effectively monitored by the administrative and supervisory staffs at the central and site levels. Common indicators are:

- Documents/sources that reveal internal connections at different levels in the system;
- Predictable consistency through a coherent rationale for content delineation within the curriculum;
- Equality of curriculum/course access and opportunity;
- Allocation of resource flow to areas of greatest need (Equity);
- A curriculum that is clearly explained to members of the teaching staff and building-level administrators and other supervisory personnel;
- Specific professional development programs to enhance curricular design and delivery;
- A curriculum that is monitored by central office and site supervisory personnel; and
- Teacher and administrator responsiveness to school board policies, currently and over time.

Overview of What the Auditors Found in the Coeur d'Alene Public Schools:

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

Auditors found a strong commitment to professional development in Coeur d'Alene Public Schools, but it was inconsistent and not guided by a clear vision and purpose, not data-driven, and was inconsistently monitored or evaluated for effectiveness in improving curriculum, instruction, and student achievement. Current planning for professional development was inadequate for coordinating initiatives across district departments and campuses, and does not support attainment of district goals or the application of effective research-based instructional practices. No comprehensive plan is in place to guide professional development in Coeur d'Alene Public Schools.

Board policy, job descriptions, and the overall generic expectation set forth for the effective delivery of instruction do not provide adequate direction for implementation of instructional strategies to meet the needs of the district's student population. Auditors found instructional practices to be predominantly large group, teacher-centered, with few effective, research-based instructional strategies in use. The cognitive demand for student work in classrooms was predominantly remembering or understanding, the lowest levels of cognitive demand.

The district does not have a formal process or expectation regarding specific requirements for monitoring the delivery of the curriculum or models of instruction. Auditors concluded that monitoring of curriculum delivery in Coeur d'Alene Public Schools is inadequate in promoting consistency and quality in curriculum and instructional practices that lead to increased student achievement for all students.

To check the perception within the district that student work is consistently at a mid to high cognitive level, auditors analyzed 1,900 samples of student work/artifacts provided by teachers in January 2019. Auditors found the students' work that was analyzed did not consistently require student thinking at the higher cognitive levels with the exception of high school ELA. Many artifacts at the elementary and middle school levels were below the reported grade level. Disparities exist between schools located in the north vs. the south in social studies and science.

The auditors concluded that the Coeur d'Alene Public Schools has policies and practices that have created equity issues related to varying graduation requirements, transfer students, and access to full-day kindergarten. Varying graduation requirements limit access to potential future career courses in the area of elective choices for students who attend Coeur d'Alene and Venture High Schools. The system's transfer policy is forcing some economically disadvantaged students to transfer to schools outside their neighborhood school. While the district is providing equity by offering full day kindergarten to students enrolled in southern elementary schools with high economically disadvantaged student populations, the system is unintentionally neglecting other economically disadvantaged students in its northern elementary schools. These areas of inequities are not exhaustive but serve as illustrative examples of where inequalities may exist within a district.

Finding 3.1: The district provides a large variety of professional development opportunities; however, a comprehensive professional development plan is not in place to provide long-range direction and assure system coordination for professional development in support of desired student achievement.

Professional development is a critical component of providing teachers and staff with the requisite knowledge and skills required to effectively meet the needs of an evolving student population and ensure the delivery of the written curriculum. In successful school districts, the primary focus of teacher professional development is on curriculum delivery: how to teach the concepts, skills, and knowledge students must master. Every professional development initiative should clearly connect to and support curriculum delivery—the main vehicle by which the client in a school district (students) receives the desired product (student learning).

A strong professional development program is guided by a comprehensive professional development plan that provides for a variety of delivery models and incorporates follow-up and support to ensure effective classroom implementation. Quality professional development supports teachers in incorporating different modalities of instruction and choosing strategies and approaches that meet the needs of different students on an individual basis. In successful school districts, administrators carefully plan and coordinate professional development throughout the system to ensure that it focuses on the curriculum and its delivery, and that trainings meet the needs of teachers and support staff. Those responsible for staff development activities delivered at the campus level must coordinate and ensure congruence with the district's professional development plan, utilize multiple forms of data to generate the plan, and consistently monitor its implementation to determine its impact on curriculum delivery and student learning. Districts that provide substantive professional development programs include a feedback mechanism that measures professional development in terms of improved student achievement and improved professional practice.

The most effective professional development is needs-based and is differentiated in response to individual teacher or staff needs. Professional development experiences should be selected based on careful analysis of data from classrooms, schools, and feeder areas to respond to demonstrated weaknesses and needs in the educational program. There is no uniform, ideal model for all professional development programs; models and approaches typically vary based on the developmental needs, the purpose(s) of the training, and how data indicate what skills or concepts are required to improve instructional competencies. Conversely, all professional development should have a clear and measurable impact on staff performance. This, in turn, strengthens and improves student achievement. There are varieties of approaches to conducting professional development: workshop-style trainings, during staff meetings, through professional learning communities,

peer-to-peer mentoring, content coaching, online interactive learning, or any number of other models. It may focus on specific content that students should acquire, new materials and resources that will facilitate teachers' delivery of instruction, effective approaches or learning activities in the classroom, subject specific instructional strategies, or how to use the district defined curriculum most effectively. Irrespective of the particular objectives for a professional development initiative, the outcomes should always be measurable in terms of more effective curriculum management and improved student achievement.

To determine the adequacy and effectiveness of professional development in Coeur d'Alene Public Schools (CdA Schools), the auditors interviewed district office administrators, school leaders, board members, and teachers. Auditors conducted surveys of parents, teachers, and administrators; visited each school campus and reviewed district documents that addressed professional development. Auditors also reviewed job descriptions of district personnel to determine district expectations relative to professional development planning and implementation. Several job descriptions were found containing references to professional development.

Exhibit 3.1.1 lists district job descriptions that reference professional development responsibilities and provides a brief summary of those responsibilities.

Exhibit 3.1.1

Positions with Professional Development Responsibilities
Coeur d'Alene Public Schools
February 2019

Position Title	Professional Development Responsibilities
Superintendent	• Serve as the chief administrative officer for staff development
Exec Director of Elementary/Secondary	• Provide leadership to principals in professional development… • Provide professional development working with the Instructional Core in a list of identified programs
Director of Curriculum and Assessment	• Develop and implement staff development plans for curriculum, instruction, and assessment
Principal	• Ensure that instructional and support staff receive quality professional development
Director of Special Education	• Facilitate …general professional growth
Director of Technology	• Assure that quality professional development opportunities exist for improving learning and teaching with technology • Supervise and manage technology staff including professional development
Assistant Director of Special Education	• Assist in providing appropriate professional development
Assistant Principal	• Support staff receiving quality professional development
Instructional Coach	• Design collaborative, job-embedded, standards based professional learning • Coach building staff • Co-teaching, modeling lessons
Instructional Technology Specialist	• Leading professional development • Coaching, modeling, mentoring • Design collaborative, job-embedded, standards based professional learning
Principal Assistant	• Participate in professional development • Assist and utilize staff development and improvement strategies…
Teacher	• No mention of responsibilities related to professional development, even as a participant or expectation for continuous learning

Within various district job descriptions, there are clear expectations that professional development activities will be planned, coordinated, and implemented within the Coeur d'Alene Public Schools. Based on the job descriptions reviewed, however, there is no clear expectation that professional development activities will necessarily be aligned with district goals and priorities or coordinated across the district. Overall, the auditors found a positive orientation to professional development in the district. Almost everyone confirmed the variety of professional development opportunities, and they described many professional development offerings. There is no consistent expectation in job descriptions that all staff will be continuous learners and expected to engage in professional development (note teacher job description).

The quality of the professional development opportunities could not be determined. Initiatives were not well coordinated. No one clear person or group is responsible for tracking all staff development initiatives, their evaluations, and their effectiveness. The district does not have a plan in place to monitor the impact of the professional development activities, nor does it consistently provide follow-up activities to ensure fidelity of implementation. Furthermore, although many principals indicated that they select certain trainings in response to a teacher's perceived and demonstrated need, based on the analysis of test data, auditors were not presented evidence that campus leaders consistently evaluate the effectiveness of building-level trainings and initiatives. The variety of professional development experiences cannot be explicitly linked to improving student achievement at various levels of the district.

To determine the adequacy of professional development in Coeur d'Alene Public Schools, the auditors used audit criteria to rate the program in areas of policy, planning and design, delivery, and assessment. These criteria, along with auditors' ratings are presented in Exhibit 3.1.2.

Exhibit 3.1.2

Curriculum Management Improvement Model Professional Development Criteria
Auditors' Assessment of Professional Development Program
Coeur d'Alene Public Schools
February 2019

Characteristics	Auditors' Rating	
	Met	Not Met
Policy		
1. Has policy that directs professional development efforts.		X
2. Fosters an expectation for professional growth.		X
3. Is for all employees.		X
Planning and Design		
4. Is based on a careful analysis of data and is data-driven.		X
5. Provides for system-wide coordination and has a clearinghouse function in place.		X
6. Has a current plan that provides a framework for integrating innovations related to mission, vision, and curriculum implementation.		X
7. Has a professional development mission in place.		X
8. Is built using a long-range planning approach.		X
9. Provides for organizational, unit, and individual development in a systemic manner.		X
10. Focuses on organizational change—professional development efforts are aligned to district goals.		X
Delivery		
11. Is based on proven research-based approaches that have been shown to increase productivity.		X
12. Provides for three phases of the change process: initiation, implementation, and institutionalization.		X
13. Is based on human learning and development and adult learning research.		X
14. Uses a variety of professional development approaches.	X	

Exhibit 3.1.2 (continued) Curriculum Management Improvement Model Professional Development Criteria Auditors' Assessment of Professional Development Program Coeur d'Alene Public Schools February 2019		
Characteristics	**Auditors' Rating**	
	Met	**Not Met**
15. Provides for follow-up coaching and on-the-job application that are necessary to ensure change in practice.		X
16. Expects each supervisor to be a staff developer of staff supervised.		X
Evaluation and Support		
17. Provides the necessary funding to carry out professional development goals.	Partial*	
18. Requires an evaluation of process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual change in behavior.		X
Total	**1**	**17**
Percentage Met	**6%**	
*Partial ratings are tallied as not met.		
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As can be seen in Exhibit 3.1.2, the current professional development programs in CdA Schools met one, or 6%, of the criteria for an effective, quality professional development program. In order for professional development to be considered adequate, at least 70% of the criteria must be met. A discussion of specific characteristics, organized by intent, follows.

Characteristic 1: Has policy that directs staff development efforts

As seen in Exhibit 1.1.5, Criterion 3.2, policies that discuss professional development exist, but they do not address all aspects of professional development programming or require a plan. No policy directs the development and implementation of a district professional development plan that is focused on effective curriculum delivery and is congruent with the district long-range plan and annual goal priorities, requires a process whereby staff are coached over time in the implementation of professional development initiatives, or calls for the regular evaluation of the impact of professional development on student achievement, using both formative and summative measures.

This characteristic was not met.

Characteristic 2: Fosters an expectation of professional growth

Auditors did not review any documents or policies that expected professional development to foster growth.

This characteristic was not met.

Characteristic 3: Is for all employees

Auditors heard discussion about this need but found no evidence that a planned system is in place to provide professional development or training for all district employees.

Some specific statements about professional development for principals included:

- "There is no system in place for mentoring principals, and I don't see my supervisor a lot." (School Administrator)
- "We have a lot of work to do in the area of instructional leadership." (District Office Administrator)
- "Professional development for administrators is non-existent. We have to look for our own professional development outside the district." (School Administrator)

- "I do wish there was a principal induction plan to participate in. I always welcome more training. It is difficult to catch up after missing a day at school for training. During the summer months would be nice." (School Administrator)

And for classified staff:

- "I believe that all staff should be included in professional development. We as certified staff grow personally and professionally to better serve our students, and sometimes I feel that investment is not benefiting our classified staff, and, therefore, not fully benefiting students." (Teacher)

This characteristic was not met.

Characteristic 4: Is based on careful analysis of data and is data-driven

Policies and documents that require professional development related to data were not presented to the auditors. Professional learning communities (PLCs) were cited as one format for professional development of teachers, but they are not consistently used. Interviews with various stakeholders attested to the lack of data utilized by teachers to influence their instruction.

This characteristic was not met.

Characteristic 5: System-wide coordination with a clearinghouse function

Auditors noted that the district offers many professional development options and opportunities, but no clearinghouse function is in place. There is no apparent mechanism for systemic organization or vetting of professional development that synchronizes trainings to eliminate repetition, address identified needs, or monitor their effectiveness. The lack of coordination may affect focus, leaving teachers without a blueprint or identifiable purpose for professional learning.

Interview comments suggest that professional development is not focused or well coordinated:

- "With professional development (PD) and curricular changes, there is often too much that is thrown at teachers, and then the district changes course before we actually had a chance to implement the PD." (Teacher)
- "PD is one of my biggest frustrations. When the district gets behind it, and there is support, the needle moves. I'm struggling with where we're going now. I need to know what we're going to do with it." (School Administrator)
- "There isn't focused professional development in the district. The only district PD is related to trauma sensitivity. Everything else is left to the campus, and we have to pay for our own." (School Administrator)

This characteristic was not met.

Characteristic 6: Plan providing a framework

The auditors found no comprehensive plan that directs and coordinates professional development efforts. When auditors asked for a professional development plan they received a listing of professional development offerings for the last four years titled "4-Years of PD in CdA." It named funding sources of the large variety of professional development offered but no other detail. Additionally, calendars of professional development activities were provided. No specifics were offered as to the purpose or nature of a plan or its framework.

Interviews and surveys provided a bit more information:

- "There is not a real clear picture on what professional learning should look like in the district." (District Office Staff)
- "There is no coherent plan for teacher learning and expectations for bringing back what we learn in professional development to the classroom or the teaching of other teachers. There is no follow-up plan for using the information learned in any of the district professional development." (District Office Staff)

This characteristic was not met.

Characteristic 7: Has a staff development mission in place

The auditors found no mission specific to professional development.

This characteristic was not met.

Characteristic 8: Is built using a long-range planning approach

Nothing in policy or practice was found addressing long-range planning for professional development.

This characteristic was not met.

Characteristic 9: Provides for organizational, unit, and individual development

Auditors found no evidence in policy that indicates an expectation that professional development occur at all levels: organizational, unit, and individual. There are no specifics as to how professional development should be structured or implemented in a systemic way.

This characteristic was not met.

Characteristic 10: Aligned with district goals

The auditors were presented with no documents requiring alignment of professional development to district goals.

This characteristic was not met.

Characteristic 11: Focus on proven research-based approaches

Although employees are encouraged to avail themselves of current trainings, no staff development plan exists to outline the provisions of a system-wide focus on research-based approaches to increase productivity.

Representative comments from educators relative to professional development based on research-based approaches:

- "The professional development that many of us have attended in Denver for PEBC has been amazing. It has given us a common language, and it is based on what is good for kids." (Teacher)
- "Several years ago, many of us were trained in International Baccalaureate (IB) methodology before a board came in and took it away from us. But they could not take away my learning, and for that I am grateful. It helped me look at kids and learning in a different way." (Teacher)
- "We need training on effective teaching practices. We are lacking that." (School Administrator)
- "With professional development we need continual collaborations about best practices in the various curriculum areas. Building collaboration is important to me." (Teacher)

This characteristic was not met.

Characteristic 12: Provides for initiation, implementation, and institutionalization

The auditors found no documents or policy that stipulate that all professional development offerings take into account the three phases of change: initiation, implementation, and institutionalization. This lack of consideration of change theory was confirmed in an interview with one building administrator who said there was "No standardized, formalized approach to this yet."

This characteristic was not met.

Characteristic 13: Is based on adult human learning and development

The auditors found no documents that direct or require professional development offerings be based on theories regarding human learning and development or adult learning. Adults, like children, experience learning in different ways, and the way adults learn plays an important role in their growth and development as professionals. It is easy to identify the knowledge and skills that teachers, classified staff, and administrators need to be

successful, but changing attitudes and behavior is more challenging. Auditors could not find evidence that adult learning needs were addressed consistently in professional development.

No document or policy addressed this characteristic specifically; the characteristic was not met.

Characteristic 14: Uses a variety of staff development approaches

The current professional development offered in Coeur d'Alene Public Schools is diverse in nature and incorporates a variety of approaches, including collaborative time in the weekly calendar, pre-service workshops from which staff can choose, new teacher mentoring, out of state conferences that teams attend together, Teacher-Leader Academy, book groups, professional learning communities (PLC), professional conferences for specific groups, some instructional coaching, and a variety of other possibilities. This occurs, however, by default rather than as a result of direction from a policy, plan, or other document.

This characteristic was met.

Characteristic 15: Provides follow-up and requires on-the-job application

This currently happens idiosyncratically across the district, particularly with trainings conducted in individual schools for classroom teachers, but auditors could not verify that it occurs consistently with all professional development offerings, nor is it required or addressed in any policy or document reviewed by auditors.

This characteristic was not met.

Characteristic 16: Expects each supervisor to be a staff developer

While most job descriptions indicate the need to provide opportunities for others' growth, only two job descriptions specifically include a duty to provide professional learning Instructional Coach and Instructional Technology Specialist as (see Exhibit 3.1.1).

This characteristic was not met.

Characteristic 17: Provides necessary funding

Certainly, significant funds have been allocated for professional development as noted in the "4-Years of PD in CdA" with lists of PD opportunities and their funding sources. However, it is unclear how the budgeting process for professional development is prioritized. Auditors were not provided with a system-wide coordinated effort for the planning or allocation of funding to target distinct needs and produce viable student achievement results; it is unclear how much of the funding is shifted to professional development. Without a cost-benefit analysis, it is impossible to determine if the funding provided results in desired outcomes (see Finding 5.1).

This characteristic was partially met (tallied as not met).

Characteristic 18: Requires an evaluation process

The auditors found no evidence that the effectiveness of professional learning activities has been evaluated in terms of specific outcomes concerning teaching practices or student learning, utilizing multiple sources of information to indicate an actual change in behavior.

This characteristic was not met.

Interviews and survey results provided additional insight into the mix of opinions toward professional development in CdA Schools.

From loving what is provided:

- "The professional development for Teacher Leader Academy is great." (Teacher)
- "We really appreciate the opportunities for professional development." (School Administrator)
- "The summer technology professional development and curriculum menu was great. It is voluntary since it is out of contract time." (Teacher)

To questioning the method of training:

- "We've had the philosophy that if we train a couple of teachers, they will go back and train everyone else. That transfer doesn't always happen due to time and the way the training changes as it moves along—it's like the game where you whisper something and by the time it goes around the circle, it's totally different." (Teacher)

To questions about what has happened historically:

- "The district expects teachers to be pretty autonomous, but if you don't know what you don't know it is up to you to figure it all out. This is hard on new teachers and on experienced teachers new to the district." (School Administrator)
- "When Lake City started with the Block there was not much training on how to teach in a Block schedule." (Community Member)
- "There is no follow-up on PD and what is provided is pretty limited. There has been no training for common core." (Community Member)
- "We've gotten a lot of new programs, but no time for practice. A lot of things are thrown at teachers without PD, even for administrators." (School Administrator)
- "We went from traditional math to integrated math without any professional development." (Community Member)
- "Social Studies curriculum had no training, but science had training on curriculum." (Teacher)

To concerns about follow-up:

- "With professional development there is no accountability or follow-up." (Community Member)

To how technology PD fits in:

- "We have done a tech kick off conference before school starts that is more of a conference base with choice for sessions (mix of presenters-tech leaders and usually held before school starts). Each tech leader has a little bit of time to go over anything new for the year and work with new teachers on using Chrome Books in your classroom." (District Administrator)
- "We have a series of three modules for tech leaders to deliver to their buildings, introducing digital citizenship, basics of cyber security, account hygiene, and use of collaboration tools (Google Classroom). Depends on the building, but some buildings use their Monday morning Collaboration time to use the tools." (District Administrator)
- "No PD in tech integration unless my school does it on their own." (School Leader)
- "I would love to see the curricular area coaches do the tech coaching. Technology needs to be embedded in everything we do, not a stand-alone." (District Administrator)

To focus areas for Monday Collaboration Time in the schools and campus and district PD opportunities:

- "Our collaboration time is incredibly important, but we do it on Monday morning, and that takes prime learning time from our kids. That needs to be rethought." (Teacher)
- "Our professional development focus has been on classroom management using book studies." (School Administrator)
- "Our Professional Development has been focused on developing a model for student engagement and a common language for our staff." (School Administrator)
- "Our Monday morning collaboration time is focused teacher-led collaboration around a problem of practice. Our book studies are being led by teachers." (School Administrator)

- "For our campus, I work with the staff to determine what we need for professional development. We have to fund our own professional development at the campus level, so I use staff meetings for PD. Sometimes I have small groups break out to work on their different needs." (School Administrator)
- "One of our focus areas this year for professional development is helping us develop strategies for dealing with trauma. We are working with Keith Orchard, understanding how the brain works, learning about triggers, and best of all developing strategies in a proactive way to work with our kids." (School Administrator)
- "We have a focus on social emotional, mental health, and school safety." (School Administrator)
- "This year the district focus for professional development is on resiliency." (School Administrator)

To the needs for professional development overall:

- "We need other options beside summer and Monday collaborative time for professional development." (Teacher)
- "We need a better mentor program. Newbie teachers get mentoring but not veteran teachers who are coming in from other places. We need mentoring as well. We need to understand the protocols, scope and sequence, workshop model, assessments, how to refer kids, report cards, and similar things that are new to us coming into the district." (Teacher)
- "I am concerned where math is going to be in a few years. We need to do the professional development for the math as well." (School Administrator)
- "We have concerns about co-teaching. We need to be sure it is clearly defined, professional development is provided, and a clear central office communication is sent out detailing the expectations for co-teaching." (School Administer)
- "There hasn't been a lot of quality professional development. We need PD around our new programs and around interventions. Teachers know there are holes but don't know what to do." (School Administrator)
- "There hasn't been a whole lot of training on how to break down the curriculum for the students in special education or students with special needs." (District Office Administrator)
- "When a new curriculum is adopted, I'd like across the board training on how to use it for everyone in the district that utilizes the curriculum." (Teacher)
- "Teacher-driven professional development needs more support. There are few opportunities to attend conferences or engage in professional development groups driven by teachers' individual needs or interests. Instead, professional development is one-size-fits-all sessions chosen by district leadership. Late start collaboration time has slowly been eaten up with whole-staff presentations and tasks. Teachers need time to meet in small groups to analyze student performance, plan, and reflect. That time was much more valuable before school leadership teams begin filling it with activities." (Teacher)
- "Speaking for the secondary school as this is where I work most, I believe we lack a coherent vision for teacher professional learning and a basic understanding of the basic components of quality professional learning. For example, if we compare the professional learning opportunities for our secondary teachers to prominent research, e.g., Desimone (2009), we lack several of the key characteristics required to support meaningful change. There have been improvements over the past few years; however, we still tend to view one-shot and/or isolated PD events as sufficient for teacher learning when the research community has consistently illustrated that it is not." (Teacher)
- "We need professional development geared toward subject matter." (Teacher)

Overall, there is a strong commitment to professional development evident in the system, but the auditors found that although a specific training in Coeur d'Alene Public Schools may be quite effective, this is not a result of coordinated, focused efforts at a system level. The district's professional development is fragmented and

not data-driven, monitored, or evaluated for effectiveness in improving instruction and student achievement. The fragmented nature of so many initiatives and different trainings across the district may, in fact, decrease effectiveness and reduce the likelihood that they will effect lasting change. What is important to the district for teachers to know and be able to do? The district needs clear systemic goals for professional development that are driven by a strategic plan and data.

Finding 3.2: Instructional strategies observed during classroom visits are not consistent with commonly accepted effective practices known to positively impact student learning. Monitoring of instruction is inconsistent and insufficient in focus to improve curriculum delivery for the success of all students.

High quality classroom instruction is vital to a district's capacity to positively influence student achievement and bridge achievement gaps across gender, race, socioeconomic variance, etc. Diversity in approaches to the delivery of curriculum and the consistent use of research-based instructional strategies, active student engagement, and varied cognitive types promote increased student achievement for all students. District administration and school leaders are responsible for determining and communicating the desired classroom practices for quality instruction and then monitoring that instruction for effective implementation. Effective school systems communicate basic expectations for instructional strategies and develop the skills of both faculty and administrative staff in identifying and utilizing research-based, effective classroom activities that actively engage students in learning and delivery of the written curriculum. School leaders, district leaders, and instructional coaches support and monitor the implementation of expected teaching practices and classroom activities in the delivery of the curriculum and synthesize the information in continuous individual and school improvement efforts.

While briefly observing classrooms on-site, auditors collected observation data to analyze the alignment between district expectations regarding instructional strategies and actual strategies implemented in classrooms across the district. This finding focuses on those classroom practices and teaching strategies observed during these visits and how district and campus leaders monitor instruction. Further, the finding provides an understanding of observed teaching strategies during these classroom visits and reflects of a typical teaching moment during any instructional day or time within the classroom. Collectively, these moments can serve to provide the organization with data to guide improvement efforts at all levels of the school system.

The auditors expected to see a wide variety of research-based instructional strategies in use in the classrooms observed in Coeur d'Alene Public Schools. They also expected consistent and focused instructional monitoring of all classes at all grade levels and courses to ensure equitable learning opportunities for students.

The auditors reviewed board policies and district documents to determine district expectations for instructional delivery, classroom materials, and instructional monitoring. They also conducted interviews with board members, district office staff, school-based personnel, and parents. In addition, parents, teachers, and principals participated in an online survey. And finally, the auditors conducted classroom observations in the district at all schools.

The auditors found that instructional strategies vary from classroom to classroom and are not consistent with research-based practices that support teaching and learning for all. Additionally, auditors found that instructional monitoring lacks focus and consistency to ensure that all students in all classrooms have the greatest opportunities for student success. Classroom observations and instructional strategies and instructional monitoring will be discussed individually and in depth in this finding.

Classroom Observations and Instructional Strategies

Auditors review of board policies found little direction regarding instructional practices as found in Exhibits 1.1.3 and 1.1.4. There is an expectation in *Board Policy 2100-Curriculum Development and Assessment* that "Curricular materials and instructional approaches will be grounded in research, implemented with fidelity…" This policy speaks to research-based instructional approaches but is inadequate in providing building leaders and instructional staff with clear and concise guidance to support classroom instruction (see Finding 1.1).

Auditors also examined job descriptions supporting instruction and found the following generalized references to instruction (see also Finding 1.2):

- Principal and Assistant Principal: "Understands and clearly articulates to staff the connections among curriculum, assessment, and instructional practices and implements data informed strategies that align content standards, curriculum, teaching and learning, and assessment."
- Principal Assistant: "Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals."
- Director of Curriculum and Assessment: "Uses data to assess and evaluate programs, curriculum and instruction."
- Director of Elementary Education: "Lead in the development, implementation and evaluation of a data-driven plan for increasing student achievement and District efficiencies to include student-based instruction, assessment and grading, etc."
- Director of Secondary Education: "lead in student-based instruction."
- Directors of Elementary, Secondary, and Curriculum and Assessment share a common goal of working together to "coordinate the curriculum, assessment, and instructional programs to improve student achievement."
- Director of Special Education: "Facilitate the instructional quality of the Special Services Program ensuring the continued development of appropriate instructional sequences…"
- Director of Technology: "Support teachers in the classroom by integrating technology to help keep students engaged and improve instruction."
- Instructional Coach: "Increase the quality and effectiveness of classroom instruction…"
- Instructional Technology Specialist: "Increase the quality and effectiveness of technology integrated classroom instruction."
- Special Education Teacher: "Designing coherent instruction."
- Superintendent: "Responsible for district-wide planning for curriculum, buildings, and the general program of instruction."
- Teacher: "Use effective questioning/discussion techniques to engage students in active learning;" and "Plan a program of study that meets the individual needs, interests, and abilities of students to include setting instructional outcomes, using resources, designing coherent instruction, designing student assessments, etc."

Some common themes running through the job descriptions include alignment of curriculum, instruction, and assessment. Two director positions expect "student-based instruction;" auditors never found a definition for what that entailed. Special education has a theme of "appropriate instructional sequences;" again, no definition or clarification was provided to auditors. Technology job descriptions call for integration of technology to keep students engaged and improve instruction. The teacher job description may be the strongest in calling for effective questioning and planning a program of study to meet the individual needs, interests, and abilities of students, including setting instructional outcomes and designing coherent instruction and assessments. Most job descriptions statements, but lack specificity to foster the implementation of effective instruction.

While some expectations for instructional strategies were found in various documents related to professional development, monitoring, and evaluation of teachers, auditors could find no system-wide expectation for the use of a common set of instructional strategies or general expectations for a cognitive model that is consistent across schools.

The auditors visited all schools in Coeur d'Alene Public Schools to observe the quality of instruction and learning. During these brief visits, averaging two to five minutes each, observations were collected for 284

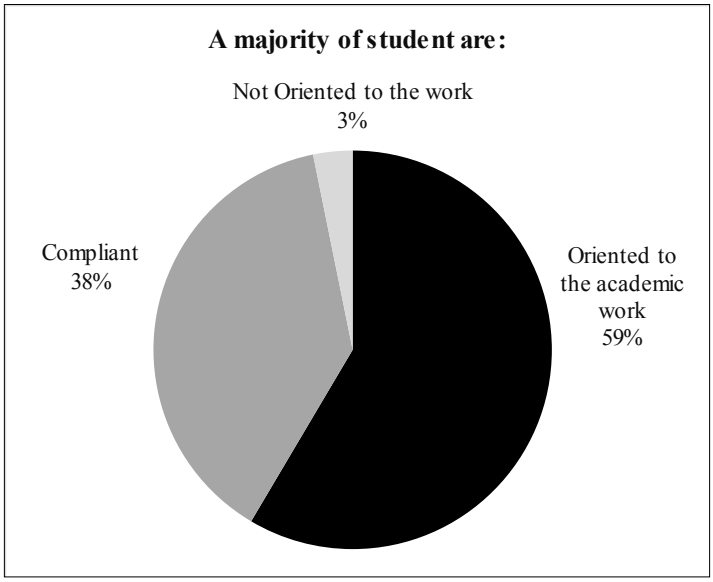
classrooms, pre-kindergarten through grade 12, including 153 elementary classrooms, 48 middle school classrooms, and 83 high school classrooms. Classroom visits were made during various times of the school day, including mornings and afternoons, and at the beginning, middle, and end of instructional class periods where students were present. The kinds of activities observed were dependent on the scheduling patterns of individual classroom teachers. Classrooms that were staffed with substitute teachers were not visited. The auditors prioritized classroom visits to core classrooms followed by elective classrooms, dependent on time available on each school campus. Auditors gained a general impression of the delivery of the curriculum and instructional strategies used by compiling the visit information collectively. The Curriculum Audit has no predetermined expectations regarding instructional practices except that the adopted curriculum be delivered through effective instruction.

Student Orientation

The first area of the auditors' focus during classroom visits was the orientation of students to their work. Student orientation refers to whether students appear to be attending to the expected work. The work could be listening and interacting with the teacher, interacting with other students, or working alone. The nature of the learning task or what the teacher was doing at the time of the classroom visit is not part of this particular focus. Auditors rated the observed level of student orientation based on students being academically engaged, compliant, or not oriented to work. Exhibit 3.2.1 depicts the auditors' observations.

Exhibit 3.2.1

Frequency of Observed Student Orientation/Academic Engagement
Coeur d'Alene Public Schools
February 2019



As can be noted in Exhibit 3.2.1, auditors observed students orientated to the work and academically engaged—that is, the student being ready and willing to participate in and be successful in the learning process—in 59% of the classrooms observed. Thirty-eight percent were compliant, and, 3% percent were not oriented to the work. Examples of students not attending to their activity or task included students with their heads down, students off task, and students playing with their smart phones. A multitude of factors contribute to a student's interest and level of engagement in learning, including teacher behaviors, the student's developmental level, locus of motivation, and interest in the content being taught, all beyond the scope of a brief classroom observation.

In addition to observing student orientation, auditors collected information regarding class type, content objectives, dominant teacher activity, dominant student arrangement, student activities, cognitive type of those activities, teacher and student use of technology (see Finding 5.4), use of effective instructional strategies, and types of differentiation in the classrooms.

Exhibit 3.2.2 presents the categories of dominant teacher and student activities into which auditors classified their observations.

Exhibit 3.2.2

Explanations of Recorded Dominant Teacher and Student Activity

Dominant Teacher Activity	Descriptions
Large Group Direct Instruction—Teacher-Centered	Teacher is presenting lesson or engaging with students on the same concept/task in a whole group format.
Large Group Direct Instruction—Student-Centered	Teacher is serving as a facilitator with students actively engaged in experimentation, asking/answering questions of each other.
Individual Instruction	Teacher is providing individual instruction to each student.
Small Group/Pairs	Teacher is engaged in direct instruction with a small group while other students are completing a different task(s).
Assisting	Teacher is moving about the classroom helping students with tasks.
Monitoring	Teacher is observing and interacting with students as they work.
Giving Directions	Teacher directs students through the lesson or activity.
Not Engaged with Students	Teacher is not actively working with students in any manner.
Other	"Other" can be noted when students are engaged in an activity other than the classifications listed above (e.g., handing out papers for the teacher, moving to the carpet, putting away material).
Dominant Student Activity	**Descriptions**
Transition	Students are in transition from one activity to the next.
Warm-up/Review	Students are engaged in a preparatory activity or reviewing previous content taught.
Reading: Whole Class or Small Groups	Students are reading in a whole or small group format.
Reading: Individual Choice	Students are reading at a desk or throughout the room on their own.
Word Work/phonological awareness	Students are working on phonological awareness
Listening	Students are listening to teacher or presenter speak.
Speaking (presenting, engaging in discussion)	Students are presenting or engaging in discussion.
Writing: high level (open ended application)	Students are writing high level responses, essays, etc.
Writing: low level (copying, highly structured)	Students are copying materials from the board, writing low level multiple choice or other forms of responses.
Worksheet: low level (practice or textbook work)	Students are working on a worksheet either individually or in groups.
Practice activity (problems algorithms)	Students are working on a practice activity, math problem, etc. either individually or in groups.
Project: high level (open-ended)	Students are developing, creating/building a project that is student directed.
Lab/hands-on	Students are doing an experiment, or engaged in a hands-on activity.
Small group collaborative work	Students are working in small groups or pairs.
Computer work	Students are working independently or in groups at a computer.
Watching Video	Students are watching a video in groups or independently.
Taking Test	Students are taking a test, quiz, etc.
Other	"Other" can be noted when students are engaged in an activity other than the classifications listed above (e.g., handing out papers for the teacher, moving to the carpet, putting away material).

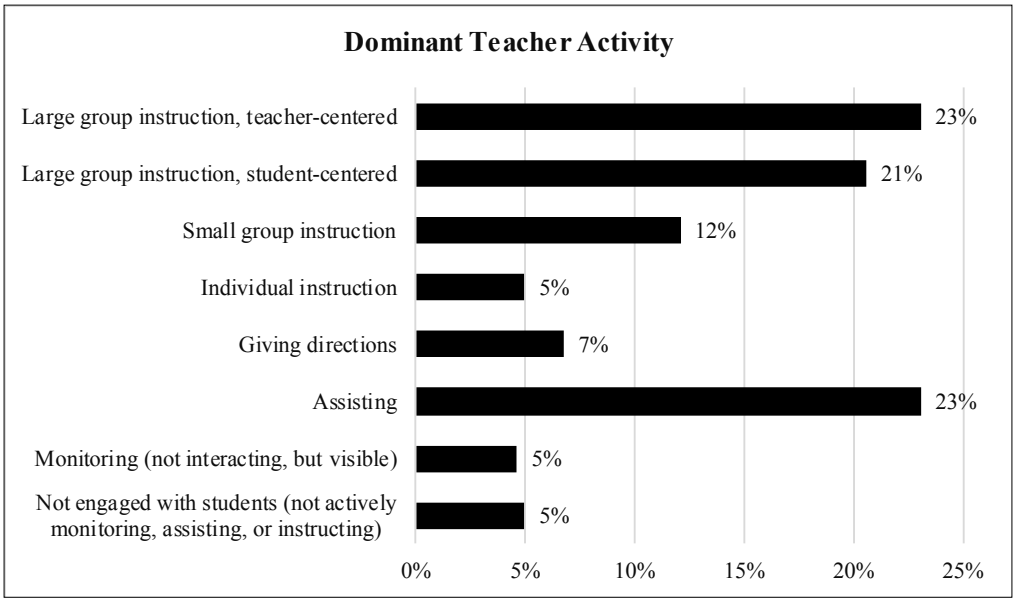
Again, it is important to note that the aspects of classroom activities auditors observed were brief, and the kinds of activities observed were dependent on the instructional patterns of individual classrooms. For example, a teacher may prefer to use the opening of a class period to generate prior knowledge and use the middle of the class period to engage students in group activities. In any event, these brief classroom visits were adequate for the purpose stated – to identify the type of instructional strategies observed at the time of the classroom visit.

Teacher Activity

Exhibit 3.2.3 shows the percentage of dominant teacher activities observed by the auditors in a total of 284 classrooms in Coeur d'Alene Public Schools. Auditors disaggregated the data by three clustered grade levels: Elementary, Middle School, and High School, in order to demonstrate the variance in the types of dominant teacher activities.

Exhibit 3.2.3

Frequency of Observed Dominant Teacher Activity across Grade Levels
Coeur d'Alene Public Schools
February 2019



The summary data in Exhibit 3.2.3 indicate the following:

- The dominant teacher activities auditors observed in the classroom across the district were large group, teacher-centered direct instruction, and teachers assisting students; 23% of the classroom teachers were delivering large group, teacher-centered instruction, and the same percentage were assisting students.
    - Auditors most frequently observed large group direct instruction: teacher-centered in middle schools with 36%, high school at 23%, and elementary with 21%.
    - The teacher activity assisting students was fairly consistent across the three levels.
- Large group, student-centered instruction ranked as the second highest teacher activity with 21% of teachers displaying this in their classrooms. The highest use of large group, student-centered instruction was found at the elementary schools with 24%, high schools with 23%, and middle schools with 11%.
- The least often observed teacher activity throughout the district was teachers not engaged with students. This was observed overall in 5% of classrooms. However, the range was from 3% to 9%. Elementary schools had the lowest percentage of teachers not engaged with students at 3%, followed by high school with 7%, and the most 9% at middle school.

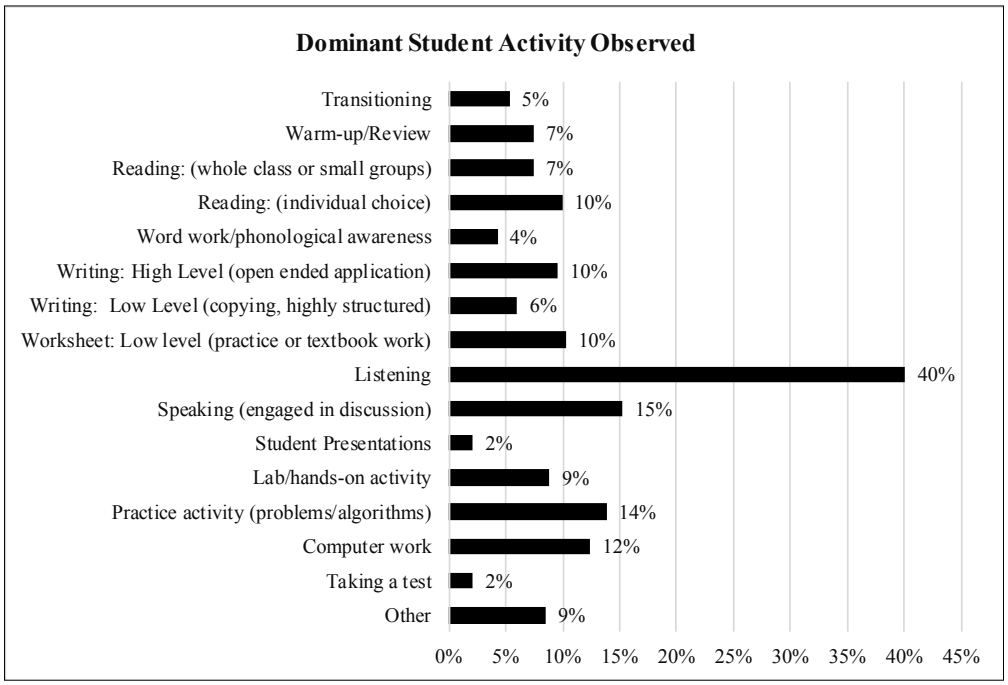
Dalton Elementary large group instruction

Student Activity

Exhibit 3.2.4 shows the percentage of dominant student activities observed by the auditors in a total of 284 classrooms in CdA Schools.

Exhibit 3.2.4

Frequency of Observed Dominant Student Activity Across Grade Levels
Coeur d'Alene Public Schools
February 2019



The summary data in Exhibit 3.2.4 indicate the following:

- The most frequently observed student activity was listening in 40% of classrooms across all schools.
- Students speaking or engaged in instruction was occurring in 15% of all classrooms

- Auditors noted that students were engaged in computer use in 12% of the classrooms visited.
- The least observed student activities at 2% were student presentations and taking a test.

Exhibit 3.2.5 further breaks down student activity by grade span (Elementary, Middle School, High School):

Exhibit 3.2.5

Frequency of Observed Dominant Student Activity by School Level
Coeur d'Alene Public Schools
February 2019

Dominant Student Activity Observed	Elementary	Middle School	High School
Transitioning	6%	9%	1%
Warm-up/Review	9%	13%	1%
Reading: (whole class or small groups)	11%	4%	2%
Reading: (individual choice)	16%	6%	2%
Word work/phonological awareness	7%	0%	0%
Writing: High Level (open ended application)	8%	13%	11%
Writing: Low Level (copying, highly structured)	8%	6%	1%
Worksheet: Low Level (practice or textbook work)	8%	15%	7%
Listening	37%	51%	41%
Speaking (engaged in discussion)	17%	11%	18%
Student Presentations	3%	4%	5%
Lab/Hands-on Activity	6%	6%	14%
Practice Activity (problems/algorithms)	15%	9%	14%
Computer Work	9%	11%	18%
Taking a Test	1%	6%	1%
Other	6%	26%	4%

As noted in Exhibit 3.2.5:

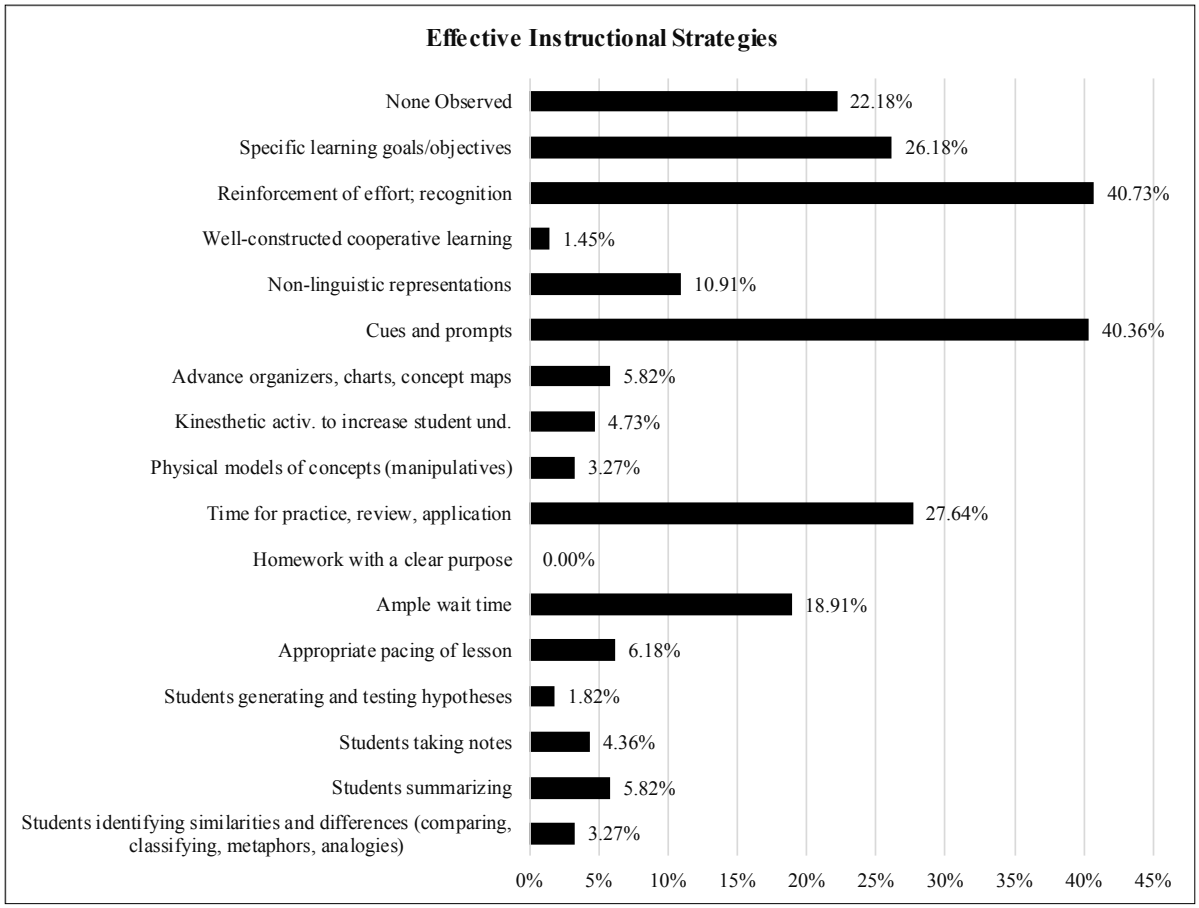
- Variations exist for all student activity types. The largest variation is noted in the area of student listening with 51% of middle school students spending the most time listening.
- It should be noted that in most classrooms a number of different activities were observed so the total percentages for each level do not total 100%; rather the percentage rankings are for the total observations in classrooms.

Effective Strategies

Lacking clear district expectations for a basic set of effective classroom instructional strategies, auditors used Robert Marzano's work in "Classroom Instruction that Works" and other research-based instructional strategies as "look fors" in classrooms. Exhibit 3.2.6 presents the data regarding the frequency of observed effective instructional strategies.

Exhibit 3.2.6

Frequency of Observed Effective Instructional Strategies by Teacher
Coeur d'Alene Public Schools
February 2019



The data from Exhibit 3.2.6 illustrate the following:

- Of greatest concern in this summary is that in 61 of 284 or 21% of classrooms observed in during the auditors' visits, no effective strategies were observed.
- The most frequently observed effective strategies were reinforcement of effort and the use of cues and prompts found in 40% of all classrooms.
- The least observed effective strategies were the following:
  - Homework with a clear purpose (0%)
  - Well-constructed cooperative learning (1.45%)
  - Students generating and testing a hypothesis (1.82%)
  - Students identifying similarities and differences (3.27%)
  - Physical models of concepts (manipulatives) (3.27%)

Cognitive Types

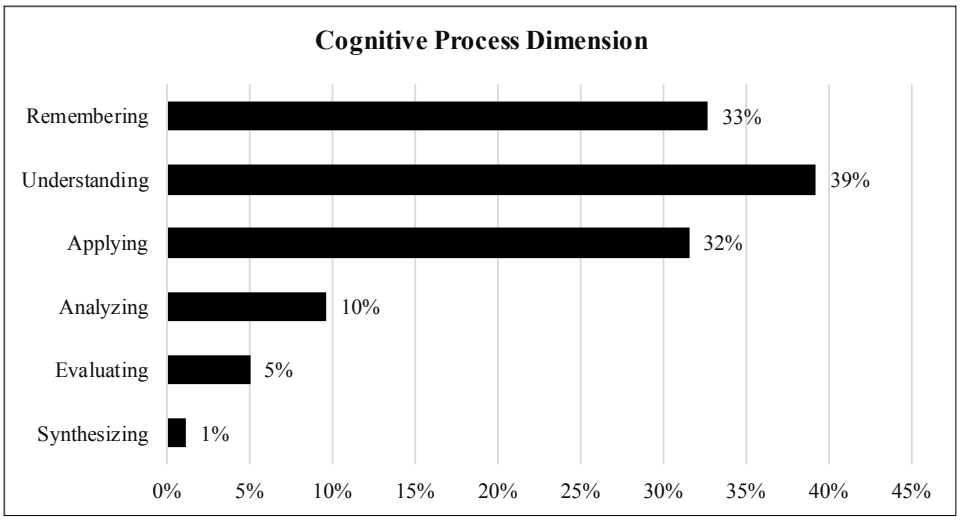
During classroom visits, among other academic indicators, auditors looked for the cognitive types students were expected to use to complete the assigned work. Again, lacking the district definition of the cognitive models to be used to describe what is consistently expected in the district, auditors used what is frequently referred to as "New Bloom's Taxonomy." The type of cognition is an indicator of the sort of thinking required of the learner to carry out a given task.

To perform the analyses of cognitive type, auditors used the framework based on the revised Bloom's taxonomy of cognitive domains as presented in Exhibit 2.3.9.

Exhibit 3.2.7 illustrates the percentage of cognition levels observed by auditors in the 284 classrooms visited across the district.

Exhibit 3.2.7

Cognitive Process Dimensions
Coeur d'Alene Public Schools
February 2019



The six cognition levels were part of the data set the audit team gathered while conducting classroom observations to determine levels of challenge for students. The summary data in Exhibit 3.2.7 indicate the following:

- In the majority of classrooms in the district (72%), the level of cognition was observed to be at the remembering and understanding levels, the lowest order of cognition.
- Thirty-two percent of classrooms district-wide were observed to be at the application level of cognition.
- Ten percent of classrooms were observed to be at the analysis level of cognition.
- Six percent of all classrooms combined were observed to be at the evaluation or synthesis levels of cognition.

As part of the data analysis process, auditors compared the cognitive types in mathematics, science, social studies, and language arts at the high school level. Exhibit 3.2.8 illustrates the percentage of cognition dimensions auditors observed in high school core content classes.

Exhibit 3.2.8

Percent of Frequency Observed by Cognitive Type
In High School Core Content Classes
Coeur d'Alene Public Schools
February 2019

Cognition Type	Mathematics	Science	Social Studies	English Language Arts
Remembering	17%	24%	40%	34%
Understanding	34%	31%	40%	33%
Applying	48%	24%	10%	18%
Analyzing	1%	14%	0%	9%
Synthesis	0%	3%	10%	4%
Evaluating	0%	3%	0%	1%

Exhibit 3.2.8 indicates the majority of all core content areas at the high school level were focused on low level cognitive tasks. Additionally:

- Application was observed approximately 48% of the time in mathematics classrooms followed by science at 24%.
- Analysis was observed in science, English language arts, and mathematics with science leading at 14%, ELA at 9%, and math at 1%.
- Synthesis, while rarely observed, was seen most frequently in social studies with 10% of those classrooms observed engaging students at the synthesis level.
- Evaluation was only observed in 3% of science classrooms and 1% of the time in English language arts.

Although these observations may not be reflective of typical instruction, auditors did not observe the majority of students engaged in rigorous instruction, if rigor is defined as the more engaging cognitive types of analysis, synthesis and evaluation. This finding was also true of the artifacts collected (see Finding 3.3).

Differentiation

Additionally, auditors collected information regarding how teachers differentiate instruction given the diverse nature of the students they teach. There are three components to differentiating instruction: process, content, and product. Differentiating instruction is the process of adjusting and modifying what skills and concepts students learn, what materials they use to learn the concepts, and/or how their learning is produced and assessed, based on the individual needs of students.

Exhibit 3.2.9 illustrates the frequency with which auditors observed teachers' differentiation of instruction in the classrooms visited across the district.

Exhibit 3.2.9

Evidence of District-wide Differentiation of Instruction
Coeur d'Alene Public Schools
February 2019

Differentiation	Yes	No	Can't Determine
Content	26%	70%	4%
Product	25%	70%	6%
Process	20%	75%	5%

Exhibit 3.2.9 illustrates that:

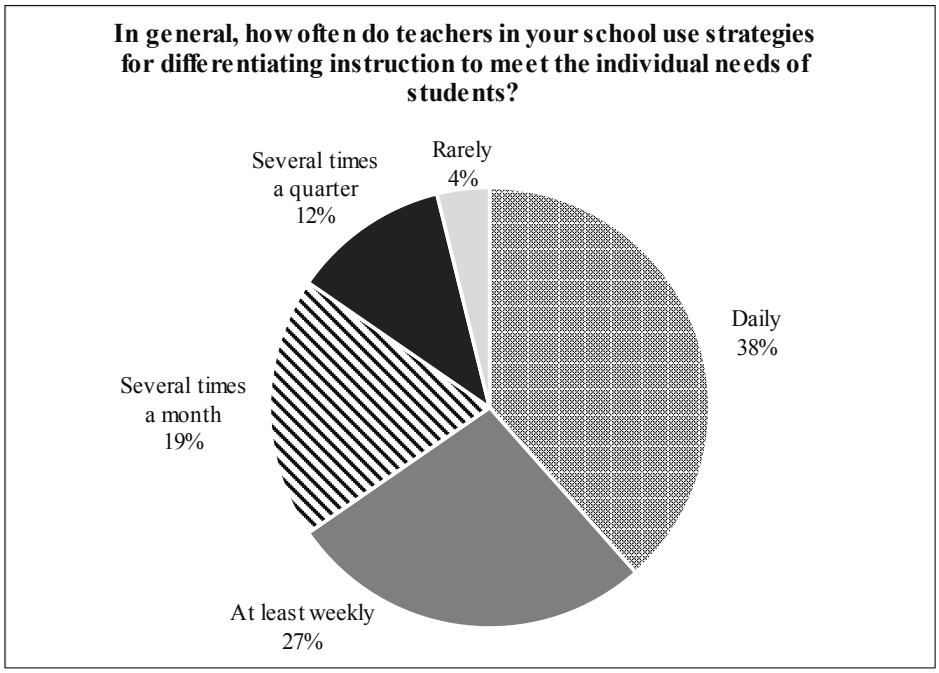
- Auditors observed differentiation of content in 26% of classrooms across the district.
- Auditors observed instances of differentiation of product in 25% of district classrooms visited and differentiation of process in 20% of the 284 classrooms visited.
- The overwhelming majority, 70-75%, of classrooms observed showed no evidence of differentiation of instruction.

When school leaders were asked in an online survey to rate the degree to which they believe that the teachers in their building differentiate instruction to meet students' individual needs, they had a different perspective than what auditors observed when visiting classrooms.

Exhibit 3.2.10 presents the responses of principals and assistant principals to an online survey regarding their perception of teachers' use of differentiated instructional strategies.

Exhibit 3.2.10

School Leaders' Perception of Teachers Differentiation of Instruction
Coeur d'Alene Public Schools
February 2019



The summary data in Exhibit 3.2.10 indicate the following:

- Thirty-eight percent of school leaders perceive that differentiation is happening on a daily basis; 27% believe that differentiation is happening at least weekly in the classrooms on their campus.
- Less than 4% of school leaders think that their teachers rarely differentiate instruction in their classrooms.

What administrators perceive to be the actual behaviors of teachers regarding differentiation of instruction distinctly differs from what auditors observed during their brief classroom visits.

Interviews and Surveys

Interviews and surveys revealed the thoughts of staff regarding instructional practices in CdA Schools. Student focus groups were held by the auditors at the middle schools and high schools. The fact that students clearly like and care about their teachers and was evident in their focus group conversations. However, they spoke clearly about their feelings and desires related to instruction:

- "Sometimes I feel teachers are teaching us to remember but not to think."
- "Engagement looks like a relationship with the teacher that is fun to be around, group conversations, not lecture every day, little small groups every day. I like the interactive classes most. School is still going to be school and never perfect because we are kids, but it could be so much more interesting if we didn't just have to sit and listen. By 7th period I am sick of school and don't want to learn anymore."
- Students discussed the pros and cons of the block schedule between the two comprehensive high schools. A consensus statement was: "Block schedule makes those bad classes where teachers just lecture really long and hard to handle."
- When asked what kind of student engagement auditors would see as they visited classrooms at their school, students felt about 25% of the classrooms would have students engaged in learning in an interesting way.
- "Sometimes I feel in Advanced Placement (AP) classes that teachers are specifically teaching to pass the AP test but not how to write better or be ready for college."
- "Math is often direct teaching and it can be boring."
- "Some teachers are more interactive with students, allow partnering, and using Google Classroom. Their classrooms are far more engaging."
- Yes but…"Using Google Classroom is sometimes an excuse for teachers to not have to teach."
- "I like small group work. Many of our teachers do not trust students to work together."
- "There are big discrepancies in classes. I'm in AP and we are learning a lot, but some other kids in regular classes are doing word searches. That is not right."

In other interviews across groups, the state of instruction received mixed reviews:

- "Education on a whole is taking a turn, and yet we keep teaching the same way. High school looks the same as when I was in high school, and it is boring." (District Staff)
- "We do a lot of direct instruction and worksheets." (District Office Administrator)
- "We have to do something different in the classrooms. Tier 1 instruction needs to improve. We have a long way to go." (District Office Administrator)
- "We don't have many Tier 2 interventions for our students. We hope to start catching kids before they fail." (School Administrator)
- "Academically, I'm concerned about academic rigor. Parents that I associate with say there is an issue with homework or lack of it." (Community Member)

- "We are working on student engagement. We are seeing a lot of traditional style, stand and deliver teaching. We are wanting to get real authentic engagement." (School Administrator)
- "Teachers are challenged with using evidence-based interventions prior to referral for evaluation." (District Office Administrator)
- "Instruction in our district has got to change. Our kids have got to scream that they deserve better. Unfortunately, I don't think they know they deserve better." (District Office Administrator)
- "I don't know if we're teaching math as high as we need, if the instruction is meeting kids where they need to be for the test. Middle school is a lot of sit and get, and kids don't get to interact much with the numbers. They don't know how to persevere through a math challenge." (School Administrator)
- "It's a teacher heavy model – we do a lot of sage on the stage kind of instruction. In some areas outside of the tested areas, we are more innovative." (District Office Administrator)

When asked what they expected auditors to see in classroom visits:

- "Hopefully, you'll see kids take ownership of their learning. Inferring, class meetings (sometimes student led), discussion, kids working in groups, flexible seating, Chromebooks, not quite 1:1." (School Administrator)
- "You'll see lot of kids on Chromebooks, standards and "I Can" objectives, mix of direct and whole group, small group, independent, some worksheets. Variety of Depth of Knowledge (DOK). (School Administrator)
- "There is a lot of technical expertise in this district that you should see." (District Office Administrator)
- "Student engagement is amazing in some places. And teachers have good relationships with kids so the kids are willing to do things for the teachers even if the teaching is uninspiring." (District Office Administrator)
- "You will see engaged kids, teachers using strong questioning techniques, strong culture, and objectives stated and posted." (District Office Administrator)
- "A lot of teachers who are implementing workshop, student centered learning, student collaboration, and some teacher directed instruction as well." (School Administrator)
- "You will see students excited to be at school." (School Administrator)
- "You will see content objectives clearly visible on the board, content tied to standards, kids engaged, strong questioning techniques, strong culture, and safe and comfortable environment." (District Office Administrator)

Some comments about the integration of technology:

- "Typically, in our classes I see students use of technology around collaborating with Google Docs and using i-Ready and i-Station." (District Administrator)
- "The purpose of students and teachers having technology is not just to consume content but to create content." (District Administrator)

Some comments about special education:

- "Co-teaching will be the focus of the special education department efforts moving forward." (District Office Administrator)
- "In resource classrooms, you would expect to see the use of appropriate academic vocabulary, high expectations for achievement, learning skills necessary to access the district curriculum, and instruction at the appropriate pace." (District Office Administrator)

There is much enthusiasm about the current work in the Workshop Model and the professional development that teachers and principals are going through. Hope for the future was evidenced in these quotes:

- "Our elementary director is working with schools to move from old, ineffective kinds of behaviors. We are doing some intensive training to help teachers see what they are doing to trigger poor student behavior." (District Office Administrator)
- "The Workshop Model has been something that we are easing into. We've told teachers we'd like you to try this using real books, real community, rigor, and to build strong relationship with kids." (School Administrator)
- "At our school we are getting closer to the expectations for implementing the Workshop Model with kids taking on the cognitive load." (School Administrator)
- "We are going through a shift in delivery. From teachers doing all the work to kids doing more of the heavy lifting and carrying more of the cognitive load." (Teacher)
- "We are learning about allowing kids to struggle so they own the learning. That is one of the big things that the Workshop Model is doing for our students' learning." (Teacher)

Coeur d'Alene High School classroom

Needs for instruction that were identified through interviews and surveys included:

- "Academic rigor is something I hear from community members is needed." (District Office Administrator)
- "The world is getting pretty flat, and the community wants their students to have a broader education." (District Office Administrator)
- "A big need for us is an understanding of the pedagogy of math. As a system we need consistent things in place across the system." (School Administrator)
- "Getting teachers to see the instructional possibilities is important." (District Office Administrator)
- "Instructional coaches are spread very thin. It is difficult to complete coaching cycles at a campus." (District Office Staff)
- "How do we support and promote differentiated learning? I don't know that we have been seeing it. It should be incorporated into our strategic plan." (Trustee)
- "There is a desire for different learning by some teachers and some community members." (District Office Administrator)

- "Instructional strategies have to change with the changes we have made in math. We need student discourse, juicy tasks, collaboration, and less teacher talk. Kids should be working, struggling, grappling to think and problem solve and learning how to think." (District Office Administrator)
- "I wish we had an Expedition learning model; we need to look at instruction in the classroom and be more innovative." (Community)
- "We would like more consistency across the district, without taking away teachers' personal gifts." (Teacher)

In summary, the observation data collected by auditors reveal a consistent pattern of direct instruction at a low cognitive level, many students listening instead of actively participating in learning discussions, minimal use of technology by students, and few research-based strategies used in classrooms to increase student achievement. One fifth of classrooms observed showed no effective strategies in use. Interviews and surveys confirmed the picture presented in classroom observations but also a desire to become increasingly focused on authentic learning and truly engaging students in learning.

Instructional Monitoring

A high-quality written curriculum is measured by how well teachers deliver the curriculum to students, how well the delivery aligns to the standards, and whether or not teachers differentiate the instruction to meet diverse students' individual needs. To ensure effective delivery of the curriculum, it needs to be monitored on a consistent basis throughout the district. Although teacher appraisals are one aspect of monitoring instruction, monitoring includes ongoing walk-throughs, reading lesson plans, sitting in on PLCs, planning with teachers, and many other important activities of instructional leadership; it is far more than simply observing teachers during instruction. To effectively monitor delivery, administrators need a clearly defined curriculum including all elements defined in Finding 2.3 that are aligned to state and local standards at the appropriate depth and complexity.

Monitoring the implementation of the district curriculum is a form of mentoring. One way to do that is through reflective dialogue "that is formative in nature, nonjudgmental, and a vehicle to promote growth."[1] A wise old saying goes, "If it is not monitored, it is optional, and if it is optional, it probably won't get done." The delivery of curriculum for a school "system" is not optional. It is an expectation that the system will give all its students what they need to know once they leave the system. In recent years, a number of models for monitoring the implementation of the curriculum have been developed. Most take the form of frequent and short visits to classrooms, looking for specific things. The basic belief, based on research, is that principals who visit classroom rooms with intention are more credible in their roles as mentor and coach. These visits also serve as an opportunity to gather data on the written curriculum, professional development that may be needed, and how to best support teachers in their work.

To determine the expectations for monitoring the district's curriculum implementation, the auditors examined board policies, job descriptions, district improvement plans, and other district documents. They also reviewed online surveys and interviewed campus leaders, teachers, and central administrators.

Monitoring begins with direction from board policy and administrative procedures, which should include purposes, guidelines, and results expected from implementation of an adopted process for monitoring instructional delivery. Board policy or administrative procedures should clearly articulate the expectation that curriculum delivery should be monitored, and all campus leaders should receive professional development in the district-adopted process and requirements for monitoring curriculum delivery.

The auditors first examined board policy and procedures to determine what written direction for monitoring of the quality of instruction exists in the district. Exhibit 1.1.5 details the board policy/procedures. *5340P-Certificated Personnel Evaluation* indicates that building administrators are expected to perform walk-throughs on a regular basis but does not identify the purpose of walk-throughs. No policy or procedure directs principals to monitor curriculum delivery on a regular basis.

[1] For more information, see Downey. C., (2009). 50 Ways to Close the Achievement Gap.

Job descriptions were also analyzed to see if expectations for monitoring the curriculum form part of any position's responsibilities. Three positions call for monitoring in some capacity: Director of Curriculum and Assessment addresses monitoring curriculum development but not curriculum delivery/or teaching; Director of Special Education is to monitor the instruction of students with disabilities; and Assistant to the Principal is responsible for monitoring the school improvement plan and effective instruction. Principals, assistant principals, and instructional coaches, the other logical positions that should include some expectation for monitoring delivery of the written curriculum, have job descriptions that are silent in this regard. In the places where monitoring is included, there is no district expectation for what this process will look like other than the minimum expectation to complete the Danielson walk-throughs. Nor is there a district expectation for providing professional development for principals (see Finding 3.1) to ensure a level of expertise in recognizing, documenting, and coaching teachers in improvement of the delivery of instruction differentiated to meet the needs of individual learners. Job descriptions for those district office positions responsible for supervising and evaluating principals are silent on evaluating the effectiveness of campus leaders in monitoring instruction at their sites.

Frequency of classroom visits

In an online survey, auditors asked principals and assistant principals how often they visited classrooms. A total of 27 school leaders responded to the question. Exhibit 3.2.11 presents their responses.

Exhibit 3.2.11

Frequency of Classroom Visits of Building Leaders
Coeur d'Alene Public Schools
February 2019

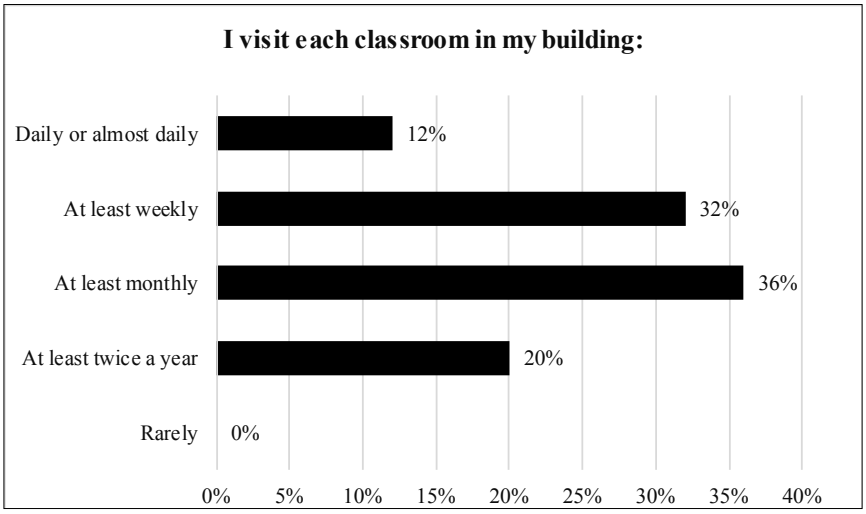


Exhibit 3.2.11 indicates that 12% of school leaders report visiting classrooms in their building daily with 32% stating that they visit classrooms at least weekly, 36% reporting at least monthly, and 20% at least twice a year. The data reflect inconsistent practices among school leaders across the district with regard to the frequency of classroom visits.

A lack of clear direction concerning monitoring responsibilities has allowed the system to become fragmented and inconsistencies in monitoring to evolve. Both in online surveys and via interviews, school leaders provided various perspectives of why they do not visit classrooms as frequently or provide as much instructional leadership as they might like:

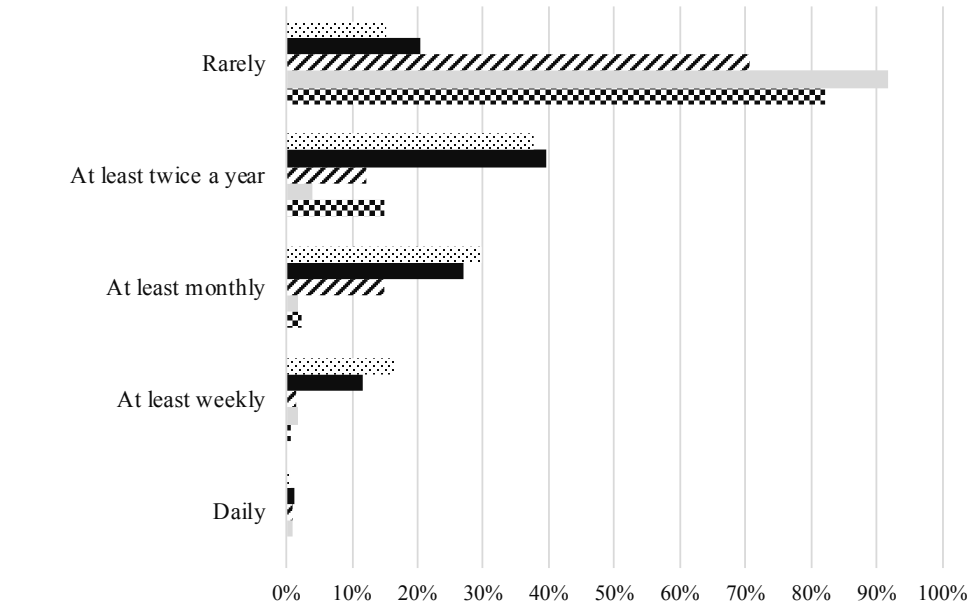
- "I want a set of guidelines for looking inside classrooms informally. I'm using the Danielson model, but I'm sure there is much more, and I want to learn more as a school leader. I know that my teaching staff are my learners, and I need to get good at helping each of them grow." (School Administrator)
- "Walk-through form is not consistent throughout the district." (School Administrator)

- "One of the biggest challenges is monitoring curriculum in our classrooms and student learning. We are working on this, and we use the Noticing and Wondering form from Danielson." (School Administrator)
- "I'm concerned about accountability. We have teachers that are not teaching the board-approved curriculum." (Community Member)
- "I need to do a better job at monitoring curriculum, classrooms, and student learning. Definitely an area I'd like to improve upon." (School Administrator)
- "There is no district walk-through form, and I don't have one for my campus." (School Administrator)
- "We don't have a common form for the district; everybody makes up their own. To be honest, I go in with my yellow pad, and I'm just taking notes." (School Administrator)

Exhibit 3.2.12 presents the number of classroom visits by campus leaders that teachers reported in the online survey.

Exhibit 3.2.12

Teachers' Perception of the Number of Classroom Visits by School Leaders
Coeur d'Alene Public Schools
February 2019



	Daily	At least weekly	At least monthly	At least twice a year	Rarely
Principal	1%	17%	30%	38%	15%
Assistant Principal	1%	12%	27%	40%	20%
Instructional Coach	1%	2%	15%	12%	71%
Content Specialist	1%	2%	2%	4%	92%
District Office Administrator	0%	1%	2%	15%	82%

Exhibit 3.2.12 illustrates that, according to teachers, principals were the campus leaders to visit their classrooms with the most frequency; 18% of the teachers reported their principals visit their classrooms daily or weekly, and 13% reported their assistant principals visit daily or weekly. Fifteen percent of teachers report instructional coaches visit their classrooms monthly, 12% report at least twice a year, and 71% report they rarely see instructional coaches in their classrooms. Content specialists and district office administrators, according to teachers, were least likely to visit their classrooms. As one teacher commented, "We do not see district administrators in our schools. They need to be visible, and it is lacking in our schools."

Instructional Support and Feedback

Exhibit 3.2.13 shows who teachers say supports/coaches them with instructional issues:

Exhibit 3.2.13

Classroom Instructional Support
Coeur d'Alene Public Schools
February 2019

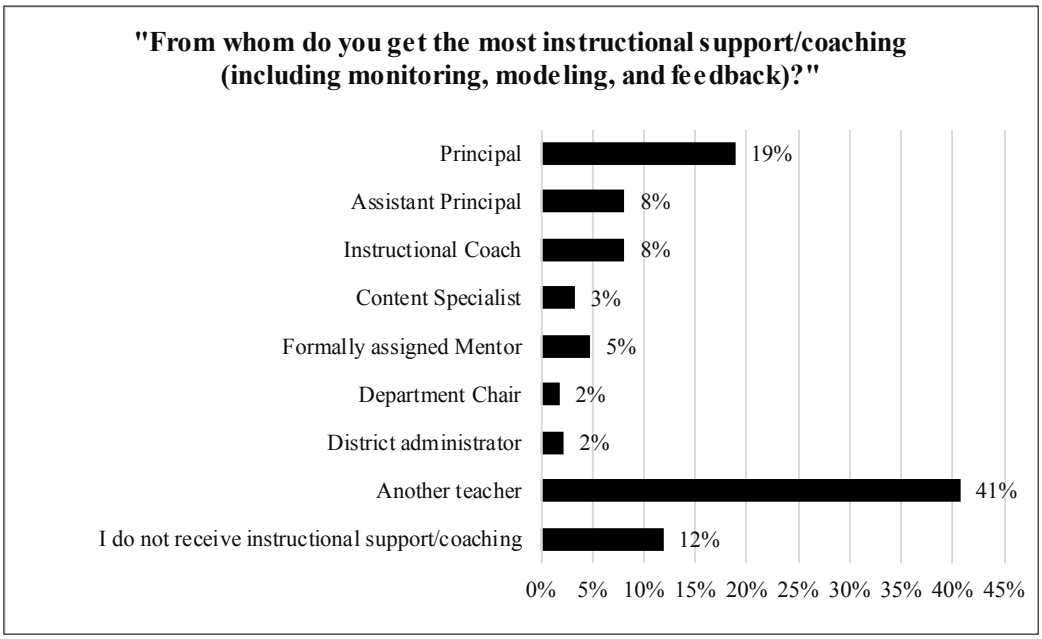


Exhibit 3.2.13 illustrates that, 41% of teachers believe the majority of their support comes from another teacher. Campus leaders (principals and assistant principals combined) provide 27% of the support that teachers report receiving; 12% of teachers report they receive no instructional support or coaching.

Teachers were also asked about the usefulness of feedback provided to them from their principals, assistant principals, coaches, or district administrators. Exhibit 3.2.14 presents these data:

Exhibit 3.2.14

Perceived Useful Feedback from Principal or Assistant Principal
As Reported by Teachers
Coeur d'Alene Public Schools
February 2019

Person Providing Feedback	No feedback given	Feedback is always useful	Feedback is somewhat useful	Feedback is not useful	Total
Principal	10.00%	64.81%	22.22%	2.96%	**270**
Assistant Principal	17.92%	60.00%	18.75%	3.33%	**240**
District Administrator	79.15%	10.64%	7.23%	2.98%	**235**
Instructional Coach	59.74%	29.00%	7.36%	3.90%	**231**
Content Specialist	82.55%	10.85%	3.77%	2.83%	**212**

As noted in Exhibit 3.2.14:

- The most useful feedback to the teachers surveyed is from their principals and assistant principals.
- Nearly 60% of the teachers reported receiving no feedback from instructional coaches.
- Feedback is rare from content specialists at 83% and from district administrators, 79%.

Protocols for Monitoring

As stated previously, monitoring of instructional delivery is a significant aspect to improving teacher instructional practices and meeting the needs of all learners. Exhibit 3.2.15 shows the responses from principals who use walk-throughs to monitor the delivery of instruction.

Exhibit 3.2.15

Principals' Monitoring of Instructional Delivery
Coeur d'Alene Public Schools
February 2019

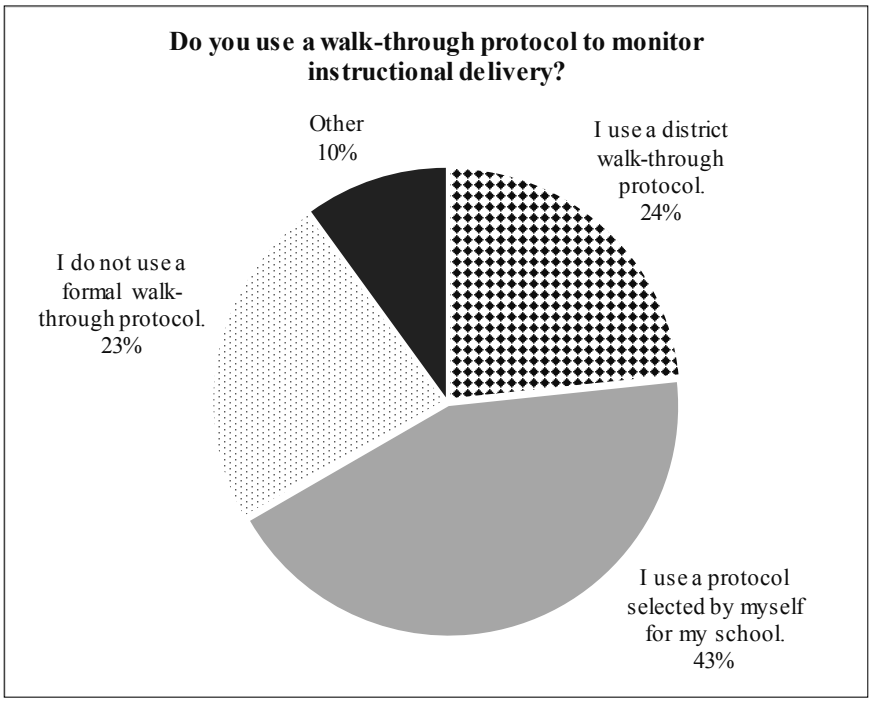


Exhibit 3.2.15 illustrates the following responses from principals:

- Twenty-four percent surveyed state that they use a district protocol to monitor teachers' instructional delivery, 43% use a protocol they have selected, 23% do not use a formal protocol.
- Approximately 10% use some other means to observe teachers with one of those respondents stating that they, "have never been informed there was a district protocol."

Interviews and surveys describe what administrators are hoping for:

- "We are working on student engagement. We are seeing a lot of traditional style, stand and deliver teaching. We are wanting to get real authentic engagement." (School Administrator)
- "We expect to see the content standard that is written on the lesson plan on the board, and then we observe for that standard. We are not using the curriculum documents to help with walk-throughs and evaluations." (School Administrator)
- "In classrooms, students should be engaged and actively learning. Students should be using technology. Students should be discussing, writing, reading, and engagement from bell to bell. We expect to see the teacher facilitating the activities in the classroom." (School Administrator)
- "I spend a lot of time determining what professional development is transferring to our classrooms and how that crosses over to our data story as a school." (School Administrator)

Summary

In summary, board policy, job descriptions, and the overall generic expectation set forth for the effective delivery of instruction do not provide adequate direction for implementation of instructional strategies to meet the needs of the district's student population. Auditors found instructional practices to be predominantly large group, teacher-centered, with few effective instructional strategies in use. The cognitive demand for student work was predominantly at the remembering/understanding cognition levels.

Principals in CdA Schools are making classroom visits and report monitoring teacher performance; data indicate inconsistencies in the frequency and purpose of classroom visits across the district. Written direction for the purposes, processes, and intent of monitoring is not adequate. Additionally, there is no formal process or district expectation that includes specific requirements for monitoring the delivery of the curriculum or models of instruction.

Due to the lack of district-wide direction and formal expectations, the type, frequency, and quality of classroom visits vary widely among campus leaders. While visibility and time spent in the classroom are important, visibility alone does not ensure alignment of instructional delivery with curriculum expectations, nor does it ensure instruction that is responsive to individual student needs. Growth of students, staff, and building leaders can only occur when appropriate professional development is offered (see Finding 3.1) and district expectations are clear regarding delivery of instruction and effective monitoring of how instruction is delivered. Auditors concluded that monitoring of curriculum delivery in Coeur d'Alene Public Schools does not meet audit standard in promoting consistency and quality in curriculum and instructional practices that lead to increased student achievement for all students.

Finding 3.3: Cognitive demands of classroom artifacts are frequently low, and contexts are predominantly of the least engaging types in all content areas and grade spans. Some artifacts are below the reported grade level at both the elementary and middle school levels.

Classrooms represent a critical juncture for school districts; it is in the classroom that the written curriculum is executed, and it is the work of the classroom that is ultimately assessed to determine student achievement. What goes on in the classroom has repercussions for the entire system. If a district has high expectations for student learning but the classroom artifacts do not reflect these expectations, it is unlikely the district will achieve its goals. It is, therefore, critical that the content of student work artifacts be aligned to the written and assessed curriculum, and that the rigor of the artifacts embodies the high expectations of the district and the demands of the high stakes tests in use.

In order to determine the degree to which classroom resources and materials were aligned to the written curriculum, auditors reviewed more than 1,900 artifacts selected and provided by schools in the Coeur d'Alene School District. School personnel were instructed to provide a completed student work sample/project that was assigned during the six weeks prior to the audit team visit and was intended to demonstrate mastery of an Idaho Content Standard. Auditors requested the collection of at least one completed student work sample/project from each core subject area teacher, including teachers of Special Education, ELL, Gifted, and other district subgroups as applicable. Each artifact was analyzed for three components: Content (Are students working to master grade level standards?), Context (How are students working with the content?), and Cognition (At what cognitive level are students asked to work with the content?). A six-week collection of artifacts is not intended to represent every event that takes place during a school year. However, the analysis can provide insight into possible areas of weakness in the three areas of analysis and can highlight gaps or inconsistencies among schools in regard to expectations.

Overall, the auditors found that the cognitive levels of the artifacts in all content areas and grade levels, except high school ELA, were overwhelmingly at the lowest levels of cognition. The least engaging contexts made up the majority of artifacts. Almost half of the elementary science and social studies artifacts either partially met or did not meet the expectations of the identified standard. Many artifacts at the elementary and middle school levels were below the reported grade level. And disparities exist between schools located in the north vs. the south in social studies and science.

Objective Content Calibration

Objective content refers to the knowledge, skills, processes, and attitudes to be taught as expressed by a student learning objective, in this case the Idaho Content Standards. In this analysis auditors examined each artifact to determine if the content skill area or concept to be mastered matched the district's stated content objectives or standards as described by the Idaho state learning standards. For example, an artifact may be intended to measure mastery of a grade 4 standard, but because the artifact lacks the intended complexity of the grade 4 standard, it actually measures mastery of a grade 3 standard. Once all artifacts have been calibrated for a content area at a specific grade level, an average of all the grade levels is calculated. For example, if there are six total artifacts intended to measure the mastery of grade 4 and 3 were determined to be at grade level, auditors would say that 50% were at grade level; the remaining three artifacts were determined to be at one grade level below, so 50% are at the 3rd grade level.

This information is then placed in a table showing the distribution of the actual grade level of the artifacts, as determined by the analysis. Then the calibrated grade levels are multiplied by the number of artifacts to determine the average level of difficulty for all artifacts in that grade level. For example, if grade 4 has 6 artifacts total and 3 are on grade level and 3 are at 3rd grade level, 3 is multiplied by 3 for a score of 9 and 3 by 4 for a score of 12. These numbers are added together for a score of 21, then divided by the total number of artifacts for 4th grade: 21 divided by 6, for an average grade level score of 3.5. It is important to note that this is not a grade equivalent score; it merely reflects the average grade level that the artifacts represent. Additionally, it should be noted that it is the activity of the artifact that is evaluated, not a student's actual work. The student's actual work may represent an even lower or higher grade level than what the artifact itself expects.

The auditors conducted content analyses in grade levels where standards were matched by grade level. For example, the Idaho Mathematics Standards provide expectations for each grade level in grades K through 8. At the high school level students from different grade levels may take a given course, and performance expectations do not necessarily build upon one another. For example Algebra I skills are critical for Algebra II but may not impact performance in geometry. In these cases analysis was conducted only for grades K through 8. Grade level calibration was conducted for the following content areas and grade levels: English language arts, grades K through 8; mathematics, grades K though 8; science, grades K through 5; and social studies, grades K through 5. In addition to these grade level content analyses, further analysis was conducted for middle school science and social studies. Additional information about this calibration is described further in this finding.

Idaho Content Standard Redundancy and Lack of Specificity

In many districts, the standards and benchmarks under which the district operates must be adapted from documents provided by the state or some other external agency. In such cases, it becomes important for districts to assess the adopted material for redundancy, adequate specificity, logical sequencing of skills, and gaps so that they may ensure appropriate spiraling of learnings through the grade levels and maximize student achievement. Adopting state standards without vetting them first can perpetuate inadequacies in the curriculum and leave the door open to multiple interpretations of the curriculum as teachers try to decide what mastery of any given standard might look like.

Exhibits 3.3.1 and 3.3.2 are intended to provide examples of both appropriate spiraling of the curriculum and redundancy of the standards within the Idaho Content Standards for Language Arts.

Exhibit 3.3.1

Appropriate Spiraling of Learning Idaho Content Standards – Language Arts

Grade Level	Standard	Description
K	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
1	RL.1.3	Describe characters, settings, and major events in a story, using key details.
2	RL.2.3	Describe how characters in a story respond to major events and challenges.
3	RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

As noted in Exhibit 3.3.1:

- The learning here is clearly spiraled from one grade to the next. The kindergarten standard employs the injunction to "identify characters, settings and major events," which marks it explicitly as an introductory standard, as does the qualifying statement that they do these things "with prompting and support."
- First, second, and third grade all build upon the introduction in kindergarten: they must describe what they've learned to identify; then they must extend that to describe how those elements interact with each other; finally, they must describe how the characters and their actions drive the story.
- Standards written with this level of specificity make it easy for teachers to decide what to teach, how to teach, and what mastery of the standard looks like.

Exhibit 3.3.2

Standard Redundancy and Lack of Specificity Idaho Content Standards—Language Arts

Grade Level	Standard	Description
3	W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
4	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
5	W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
6	W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured events sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques such as dialogue, pacing, and description to develop experiences, events and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.

As noted in Exhibit 3.3.2:

- The basic objective of the standard is identical from grade level to grade level. The only difference between grades 3, 4, and 5 and grade 6 is the small change in the wording from "clear event sequences" to "well-structured event sequences." From a teaching standpoint, this distinction would be hard to quantify or to assess. Without clear examples, a teacher would have to navigate this standard by "feel;" this leaves the door open for multiple interpretations, some of which may not conform to district expectations or align to district assessments.
- Subpoint (a) does not differ materially from grade level to grade level. From a functional standpoint, there is no difference between "establish a situation" and "orient the reader by establishing a situation." The intent and outcome of both are identical. Sixth grade requires the student to "engage" the reader, which could represent an extension or refinement of skill, but it is not specific enough to clarify how the student is to accomplish this engagement, nor how it will be assessed to determine mastery.
- Subpoint (b) is virtually identical from grade level to grade level. The only difference in the upper grades is the addition of the word "pacing," but how pacing is to manifest itself in the writing is not specifically addressed. In the absence of specific guidelines, a teacher may guess wrongly, or teachers across schools may interpret differently what mastery of this should look like.
- Subpoint (c) shows some specificity from grade 3 to grade 4, where students move from "temporal words and phrases" to "a variety of transitional words," but after that, the learning is functionally identical from grade level to grade level. Transitions are one of the most complex writing skills for students to master, so additional specificity here would be highly desirable. When are transitions used? What should they accomplish? How should the mandate of the writing assignment change so that greater complexity, which would require the use of transitions, is evident? What, in the end, will mastery of this look like?
- Subpoint (d) [not included in grade 3] is also functionally the same from grade level to grade level. In every case it requires sensory detail and concrete words to convey events. Only in grade 6 does the student also have to make sure s/he uses "relevant descriptive detail;" however, sensory details and concrete words are also forms of descriptive detail, so the material distinction here is lost.

All grade levels require the student to provide a conclusion. In grade 3, students must merely "provide a sense of closure," while in grades 4, 5, and 6 they must "provide a conclusion that follows from the narrated experiences or events." The standard is identical in grades 4-6. Conclusion, like transitions, is a more complex writing skill, which often takes years to learn well, so greater specificity here to indicate the increasing complexity of this demand as students move up the grades would be especially helpful to teachers. Otherwise, they will have to guess what mastery of this part of the standard looks like.

This sort of redundancy, where a standard is repeated from grade level to grade level without enough detail to distinguish between grades, makes it challenging for teachers to determine what specific skills they need to teach, how students need to demonstrate those specific skills to ensure their success on current and future tests, and how the learning is going to be mastered. It also creates a problem when calibrating student work artifacts. Because of the repetitive nature of the standard, a work artifact from grade 6 could easily calibrate to grade 4 or lower. Auditors found that the Idaho Content Standards often do not provide enough specificity with regard to discrete grade level objectives to ensure that mastery of the standards is clearly understood.

The redundancy and lack of specificity described in the English Language Arts Idaho Content Standards often impacted the calibration of the artifacts that were submitted for analysis. Another issue in the calibration analysis was the number of standards associated with a given artifact. Many teachers identified more than one standard for a single artifact. In some cases up to 12 standards were identified. While many ELA artifacts may demonstrate mastery of more than a single standard, it is the rare artifact that can meet the mastery expectations of such a large number of standards. This over-identification of standards can indicate a lack of understanding of what each standard means, which highlights the need for a district to clearly define and spiral the meaning of the given standards. For calibration purposes in cases where more than one standard was identified, auditors

examined each standard to determine whether the artifact measured mastery. If the artifact measured mastery of the standard, a calibration was conducted to determine the grade level. The grade level that was most frequently identified during the calibration was used to determine the grade level of the artifact. This included situations where many of the standards were not met and were identified as a content mismatch. For example, if a grade 4 teacher identified five standards and the first three standards were a content mismatch and the second two were calibrated at grade 4, then a content mismatch was recorded in the table. Exhibit 3.3.3 provides the calibration analysis for English language arts.

Exhibit 3.3.3

English Language Arts K-8 Grade Level Calibration
Coeur d'Alene School District
February 2019

Grade Level from which Artifact was Collected	Percent of Student Artifacts compared with Grade Level Standards Distributed by Grade										Average Grade Level of Student Work
	K	1	2	3	4	5	6	7	8	CM	
K	97%									3%	**K**
1	4%	94%								2%	**0.9**
2	3%	24%	73%								**1.7**
3		2%	25%	62%	2%					9%	**2.7**
4			6%	52%	36%	6%					**3.4**
5				34%	31%	31%				4%	**4**
6			3%	6%	34%	6%	38%			9%	**4.8**
7			5%	9%	14%	9%	36%	23%		5%	**5.4**
8			5%		25%		45%	10%	10%	5%	**5.4**
* For calibration purposes, Kindergarten as a level is 0											

As noted in Exhibit 3.3.3:

- All the English language arts average grade levels except kindergarten were below the identified grade level. For example, grade 5 artifacts on average measured mastery of grade 4 work.
- In grade 3, 62% of artifacts calibrated to grade 3 standards. Of the remaining artifacts 25%, calibrated one grade lower, 2% calibrated two grades lower, 2% calibrated one grade higher, and 9% were a content mismatch.
- Sixty-five percent of grade 5 artifacts were calibrated below grade level. In many cases, the redundancy of the Idaho Content Standards led to a match with a lower grade level.
- In grade 6, 9% of artifacts were content mismatches; these activities did not correspond with the intent of the objective cited, and no other standard at any grade level was a match.
- In grade 7, 23% of artifacts calibrated to grade 7 standards. Of the remaining artifacts, 36% calibrated one grade lower, 9% calibrated two grades lower, 14% calibrated three grades lower, 9% calibrated four grades lower, 5% calibrated five grades lower, and 5% were categorized as a content mismatch.
- Eighty-five percent of grade 8 artifacts were calibrated below grade level. Some artifacts did not meet the specific expectations of the grade level standards that were identified. For example, grade 8 standard RI 8.1 states, "Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text." The RI 7.1 standard states, "Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text." The artifact rubric that was provided states, "Cite at least 3 pieces of evidence from the text and fully explain how this information proves the point with supporting details and/or examples." The artifact meets the expectation for the grade 7 standard by asking students to cite more than one piece

of evidence in their analysis. It does not go one step further and ask students to identify the strongest piece of evidence in order to meet the grade 8 standard. In other cases, there was no difference between standards at lower grade levels. For example, a grade 8 artifact asks students to "write an objective summary." Standard 8.2 states, "write an objective summary;" standard 7.2 states, "write an objective summary;" Standard 6.2 states, "provide a summary of the text distinct from personal opinions or judgments." The grade 7 and 8 standards are identical, and the grade 6 standard is similar enough that it is hard to distinguish it from the grade 7 and 8 standards. As a result, this artifact would calibrate to grade 6.

Exhibit 3.3.4 provides the grade level calibration analysis for K through 8 mathematics.

Exhibit 3.3.4

Grade Level Calibration for Math K-8
Coeur d'Alene School District
February 2019

Grade Level from which Artifact was Collected	Percent of Student Artifacts compared with Grade Level Standards Distributed by Grade										Average Grade Level of Student Work
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**CM**	
K	100%										**K**
1	2%	98%									**0.9**
2	3%	3%	91%	3%							**1.9**
3				100%							**3**
4				4%	96%						**3.9**
5						100%					**5**
6							76%			24%	**6**
7							6%	88%		6%	**6.9**
8								5%	86%	9%	**7.9**
* For calibration purposes, Kindergarten as a level is 0											

As noted in Exhibit 3.3.4:

- Ninety-eight percent of grade 1 artifacts were calibrated to grade 1 standards; however, some of the artifacts did not address the standard in its entirety. For example, Standard 1.G.3 asks students to "Partition circles and rectangles into two and four equal shares; describe the shares using the words halves, fourths, and quarters." The artifact asks students to partition the shapes described in the standard but does not require them to use the vocabulary, halves, fourths and quarters.
- In grade 2, 91% of artifacts calibrated to grade 2 standards. Of the remaining artifacts 3% calibrated one grade lower, 3% calibrated two grades lower, and 3% calibrated one grade higher.
- All the artifacts for grades K, 3, and 5 were calibrated to the identified grade level. Most of the remaining grades (1, 2, 4, 7, 8) were calibrated, on average, as meeting standards just below the reported grade level.
- Ninety-six percent of grade 4 artifacts calibrated to grade 4 standards; however, some artifacts only measured mastery of part of the standard. For example Standard 4.OA.2 states, "Multiply or divide to solve word problems…" The artifact that was provided contained a multiplication sample but no word problem. The artifact missed a key component of the standard.
- Seventy-six percent of grade 6 artifacts were calibrated to grade 6 standards; however, some of these artifacts did not meet the specific expectations of the identified grade level standard. For example, Standard 6.NS.1 states, "Interpret and compute quotients of fractions, and solve word problems

involving division of fractions by fractions;" the artifact asks students to "determine the value of each expression." The artifact meets the requirements of the second part of the standard by asking students to compute but does not ask students to interpret the information and make meaning of the problem. This missing component lowers the cognitive demand of the task. When students are asked to interpret, they are asked to operate at the understanding level of cognition. Students who are asked to compute can memorize the algorithm to arrive at a solution, which is at the remembering level of cognition.

- Eighty-six percent of grade 8 artifacts were calibrated to grade 8 standards; however, key components described in the standard were frequently missing from the artifacts. For example, Standard 8.F.4 states, "Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a value of a linear function in terms of the situation it models, and terms of its graph or a table of values." The artifact asks students to identify the initial value, write a representative equation, choose a graph, and label the x and y axes. The artifact does not ask students to engage with the components of the standard that require more complex thinking such as constructing a function. By leaving out this component the artifact cannot truly measure mastery of the stated standard.
- Six percent of grade 7 artifacts were a content mismatch. Some of these artifacts covered so little of the standard that they were calibrated as a content mismatch. Often these exercises provided an introductory exercise for the given standard. For example, Standard 7.EE.2 states, "Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related." The artifact that was identified as a demonstration of mastery for this standard asked students to match equivalent expressions. While this exercise might be helpful as an introductory exercise for this standard, it did not meet the expectations stated in the standard and, as a result, would not measure mastery of the given standard. Note, sometimes these artifacts might have calibrated to a lower grade level, but typically these were brand new standards introduced at the given grade level. The use of introductory exercises to familiarize students with the content is not an unwise practice; however, teachers were asked to provide artifacts that demonstrated mastery of the standard.

Exhibit 3.3.5 displays the grade level calibrations for elementary science.

Exhibit 3.3.5

Grade Level Calibration for Science K-5
Coeur d'Alene School District
February 2019

Grade Level from which Artifact was Collected	Percent of Student Artifacts compared with Grade Level Standards Distributed by Grade							Average Grade Level of Student Work
	K	1	2	3	4	5	CM	
K	88%						12%	K
1	7%	86%					7%	0.9
2			100%					2
3				92%		4%	4%	3.1
4					96%		4%	4
5						100%		5

As noted in Exhibit 3.3.5:

- Seven percent of grade 1 artifacts were a content mismatch. Some artifacts contained information related to the identified topic but not information applicable to the standard required. For example a grade 1 artifact showed a picture of a vine. Below the picture students were expected to fill in the remainder of the word "V____." The standard identified for this exercise, LS1-1-1, stated, "Use materials to design

a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs." An additional Standard, LS1-A, was also identified, which states, "Structure and function … Plants also have different parts (roots, stems, leaves, flowers, fruits, that help them survive and grow." The artifact did not address either of these standards in a meaningful way.

- In grade 3, 92% of artifacts calibrated to grade 3 standards. Of the remaining artifacts, 4% were a content mismatch, and 4% calibrated to a grade 5 standard. In these cases the artifacts covered a topic that was identified in the grade 5 standards.
- On average, grade K, 2, 3, 4, and 5 artifacts calibrated to standards at the identified grade level. The issue described for some grade 1 artifacts, where the artifact only partially met the standard, was also present at these grade levels, but because more of the standard was addressed, these artifacts were calibrated as a content match.

Exhibit 3.3.6 displays the grade level calibrations for K though 5 social studies.

Exhibit 3.3.6

Grade Level Calibration for Social Studies K-5
Coeur d'Alene School District
February 2019

Grade Level from which Artifact was Collected	Percent of Student Artifacts compared with Grade Level Standards Distributed by Grade								Average Grade Level of Student Work
	K	1	2	3	4	5	MS	CM	
K	95%							5%	**K**
1	4%	92%						4%	**0.9**
2	4%		92%					4%	**1.84**
3		5%	5%	62%		5%		23%	**3**
4					91%			9%	**4**
5						100%			**5**

As noted in Exhibit 3.3.6:

- Four percent of grade 2 artifacts were calibrated to kindergarten standards. Because of the time of year, many teachers used the Martin Luther King Holiday in social studies units. Martin Luther King is specifically addressed under holidays in a kindergarten Standard K.SS.4.2.3. Several standards in grade 2 would support an investigation of Martin Luther King, including Standard 2.SS.4.3.2, "Identify historic and contemporary people who model characteristics of good citizenship." While some faculty provided artifacts that measured mastery of this or other grade 2 standards, several teachers identified standards that were only vaguely associated with the topic, such as Standard 2.SS.4.1.1, "Identify why rules are necessary at home, school, and in the neighborhood." These artifacts calibrated to the kindergarten level standard because of the mismatch at grade 2 and the content alignment at kindergarten. One note of interest: Martin Luther King assignments were present in social studies artifacts in most K–12 grades.
- Twenty-three percent of grade 3 social studies artifacts were a content mismatch. Some artifacts addressed part of the content but failed to match the context of the standard. For example, a grade 3 artifact asked students to describe what they saw in a rural community by filling in a table with four lists: people, places, things, and animals. The second part of the artifact asked students to define what a rural community is. The standard that was associated with this artifact, 3SS.2.3.3, stated, "Compare and contrast city/suburb/town and urban/rural." While the artifact provides students with an introductory experience in understanding a part of this standard, it does not require a demonstration of mastery because it omits the compare and contrast component as well as any content besides "rural."

- In grade 3, 62% of artifacts calibrated to grade 3 standards. Of the remaining artifacts, 5% calibrated one grade lower, 5% calibrated two grades lower, and 5% were calibrated two grades higher. Frequently, artifacts calibrated to a different grade level because the topic that was addressed was associated with that grade level. For example, goal 1.5 asks students to "Trace the role of the exploration and expansion in the development of the United States." There are no objectives for this goal until grade 6. A commercially produced grade 3 artifact provided information about this topic, and as a result calibrated to grade 6. In other situations teachers selected a content topic that was intended for a lower grade level.

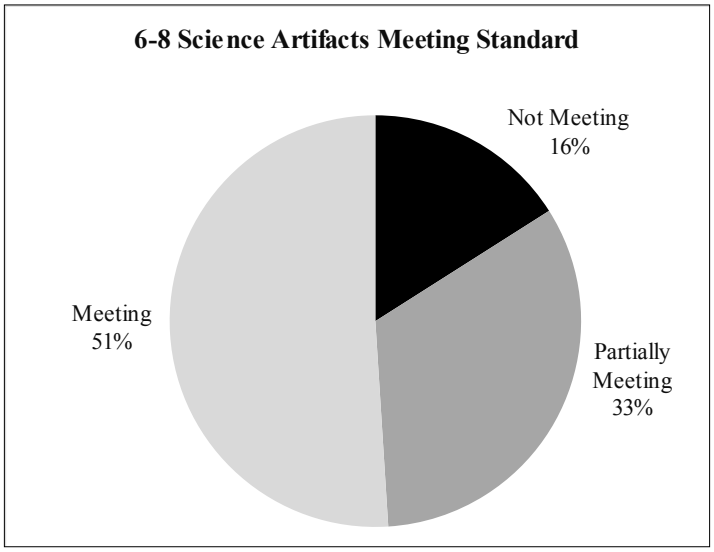
Overall, auditors found that 80% of artifacts were calibrated at grade level across all math and ELA content areas, grades K-8, and science and social studies, grades K-5. Fourteen and a half percent calibrated below grade level, 0.5% calibrated above grade level, and 5% were a mismatch for content.

Standard Alignment Analysis for multi-grade standards

In cases where an individual grade level is not identified in the standards, such as middle school science and social studies, it is not possible to provide district leaders with an accurate description of when an artifact is at, above, or below grade level. Analysis for artifacts presented in these content areas and grade levels was conducted using the standard as a basis to measure how well the artifact was measuring mastery. Artifacts were calibrated to the standards and described as measuring mastery of the standard, partially measuring mastery of the standard, or not measuring mastery of the standard. In order to meet the requirements for measuring mastery an artifact needed to: 1. Measure the content described in the standard; 2. Ask students to demonstrate the content in the same way or in a more challenging way than the standard; and 3. Ask students to interact with the content at the same level or at a higher level of cognition than the standard. Artifacts that partially measured mastery of the standard were missing at least one of these components. Artifacts that were calibrated as not measuring mastery of the standard were missing all these components. Exhibit 3.3.7 shows the results for middle school science artifacts.

Exhibit 3.3.7

Standard Calibration for Science 6-8
Coeur d'Alene School District
February 2019



As noted in Exhibit 3.3.7:

- Forty-nine percent of artifacts partially met or did not meet the identified standard(s). At times, several standards were identified by the teacher, but the artifact did not measure mastery of all or, in some cases, any of the identified standards. For example, one artifact asked students to conduct research on renewable energy. The project description includes: describing how it works, the history of the

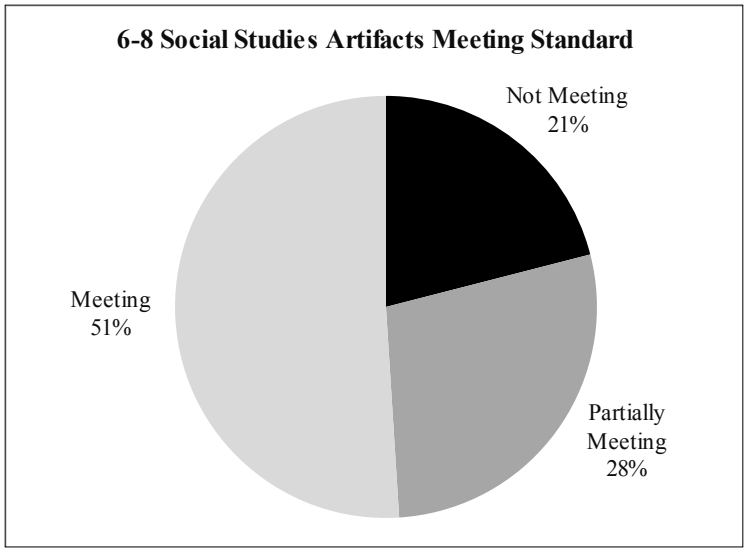
resource, advantages, disadvantages, and the future outlook for use. The project lists the following standards for which this project will demonstrate mastery: PS1-MS-3, Gather and make sense of information to describe that synthetic materials come from natural resources and impact society; ESS3-MS-3, Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment; ESS3-MS-4, Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems; and ESS3-MS-5, Ask questions to interpret evidence of the factors that cause climate variability over time." While the artifact is tangentially associated with these standards, it does not provide evidence that a student has mastered any of these standards. It asks students to gather information about natural resources (PS1-MS-3) but does not address the connection between natural resources and synthetic materials. It does not ask students to "design a method for monitoring" (ESS3-MS-3). While students might meet the standards described in ESS3-MS-4 and ESS3-MS-5, it is not clear from the project design that this would be the case for all students.

- Thirty-three percent of the science artifacts partially met the requirements of the standard. Some of these exercises provided an introductory exercise for the given standard. For example, Standard ESS2-MS-3 states, "Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions." The artifact that was identified as a demonstration of mastery for this standard asked students to mimic the formation of rock on the ocean floor using books and strips of paper. Following the exercise, students are asked to determine the location of the oldest and youngest rock, and to compare the rock patterns. This exercise provides an introductory activity for this standard but does not rise to a level that would allow the teacher to know if students had mastered all of the components of this standard. The use of introductory exercises helps to familiarize students with the content; however, teachers were asked to provide artifacts that demonstrated mastery of the content.

Exhibit 3.3.8 describes the calibration for middle school social studies.

Exhibit 3.3.8

Social Studies Grades 6-8 Standard Calibration
Coeur d'Alene School District
February 2019



As noted in Exhibit 3.3.8:

- Twenty-one percent of artifacts did not meet the requirements for mastery of the standard. In some cases, the content of the artifact was not aligned with the standard. For example, Standard WHC. 4.4.1 asks students to "Describe the role of government in population movements throughout civilization."

The artifact asks students to read a chapter in the book and answer a series of comprehension questions about the chapter. None of the questions asked students to describe the role of government. In most cases the content was either a match or partial match with the standard, but the way in which students were asked to demonstrate knowledge (context) was not aligned. This type of misalignment in context can occur if the student learning exercise is developed and then linked to the standard as opposed to the standard being consulted in order to build the student learning exercise. Misalignment can also occur if teachers are using resources that are not deeply aligned with the standard (see Finding 2). Other artifacts were calibrated as partially meeting the standard because of a lack of alignment with the cognition of the standard. For example, Standard WHC.1.6.3 states, "Analyze the characteristics of early civilizations." This standard asks students to interact with the content at one of the highest levels of Bloom's Taxonomy. The artifact associated with this standard asks grade 6 students to "Choose one artifact. Write a sentence explaining how it relates to this characteristic of civilization." While the content is addressed in the artifact, the level of cognition is *understanding* as measured by Bloom's taxonomy. The artifact does not meet the cognitive demands described in the standard.

Overall, 51% of middle school science and social studies artifacts were aligned with the standard. Thirty percent of artifacts were partially aligned with the standard, and 19% did not meet the expectations described in the standard.

Cognitive Type Analysis

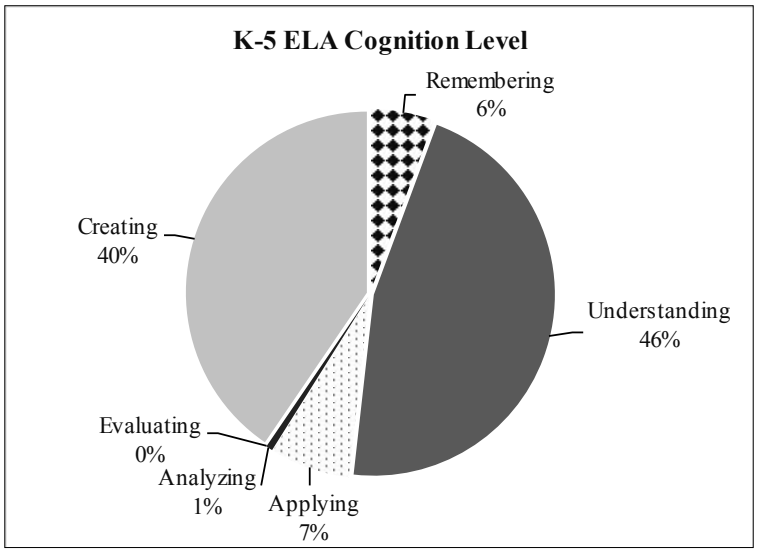
Cognitive Type is an indicator of the level of thinking required to carry out a given task. Auditors expect the cognitive types of the written, taught, and tested curriculum to be congruent so that students are not surprised by any of the cognitive demands placed on them in high stakes testing situations. The various assignments and activities collected in classrooms across the district should reveal a range of cognitive demands, so that students have ample opportunity to practice the cognitive skills they will need to be successful on national, state, and local assessments. There is a strong body of research showing that students who are the lowest performing improve dramatically when they are engaged in problem solving, critical thinking, and decision-making activities. In the simplest terms, the more students are asked to do cognitively, the more they achieve. They quite literally rise to the challenge, and districts wishing to maximize student performance actively seek to provide their students with cognitively rigorous instruction.

To perform an analysis of cognitive type, auditors used the framework based on the revised Bloom's taxonomy of cognitive domains, as presented in Exhibit 2.3.9.

Using the Revised Bloom's Taxonomy described in Exhibit 2.3.9 the auditors determined the cognitive level of each artifact. The results are displayed in grade level spans by content area. Exhibits 3.3.9 through 3.3.12 show the results for elementary artifacts.

Exhibit 3.3.9

Elementary Language Arts Cognitive Type Analysis
Coeur d'Alene School District
February 2019



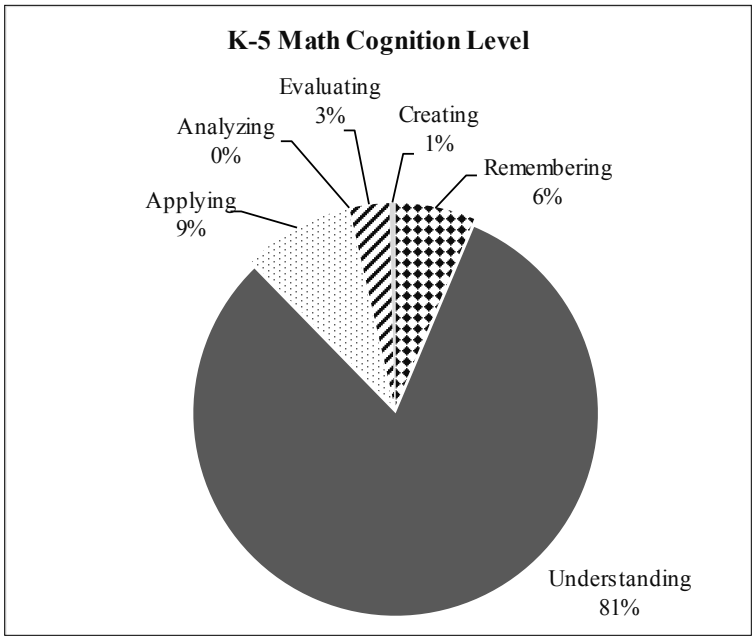
As noted in Exhibit 3.3.9:

- Fifty-two percent of artifacts asked students to operate at the remembering or understanding levels of cognition. These tasks asked student to remember information or understand the meaning or intent of the content.
- Forty-eight percent of elementary ELA artifacts were at the analyzing, applying, or creating levels of cognition. Artifacts presented students with opportunities to write in an open-ended format. These types of assignments present students with an opportunity to operate at the highest levels of cognition.

Exhibit 3.3.10 presents the cognitive level of math artifacts at the elementary level.

Exhibit 3.3.10

Elementary Math Cognitive Type Analysis
Coeur d'Alene School District
February 2019



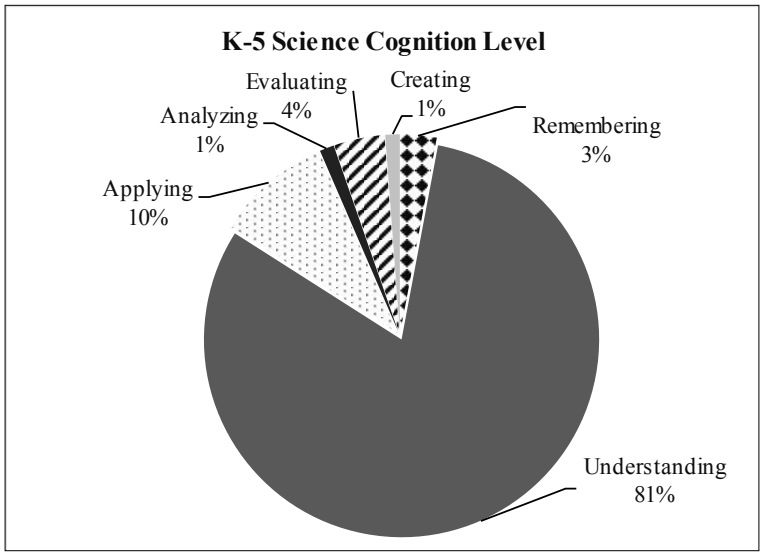
As noted in Exhibit 3.3.10:

- Eighty-seven percent of elementary math artifacts asked students to operate at the lowest levels of cognition, remembering or understanding.
- Four percent of artifacts asked students operate at the evaluating or creating levels of cognition. These artifacts often asked students to evaluate the work of another student, real or created, to determine if that student's way of thinking produced the correct answer.

Exhibit 3.3.11 presents the cognitive level of science artifacts at the elementary level.

Exhibit 3.3.11

Elementary Science Cognitive Type Analysis
Coeur d'Alene School District
February 2019



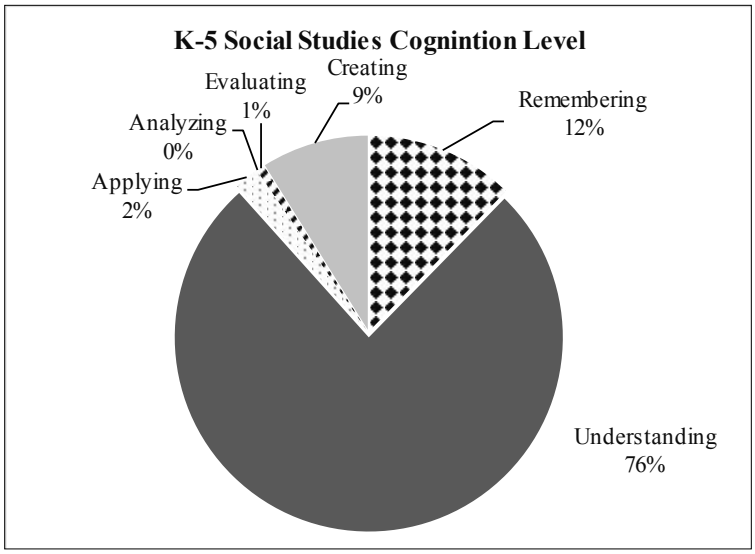
As noted in Exhibit 3.3.11:

- Ten percent of elementary science artifacts asked students to apply their content knowledge to a new or unfamiliar situation.
- Eighty-four percent of elementary science artifacts asked students to operate at the lowest levels of cognition, remembering or understanding.
- Six percent of artifacts asked students to operate at the evaluating, analyzing, or creating levels of cognition.

Exhibit 3.3.12 presents the cognitive level of social studies artifacts at the elementary level.

Exhibit 3.3.12

Elementary Social Studies Cognitive Type Analysis
Coeur d'Alene School District School District
February 2019



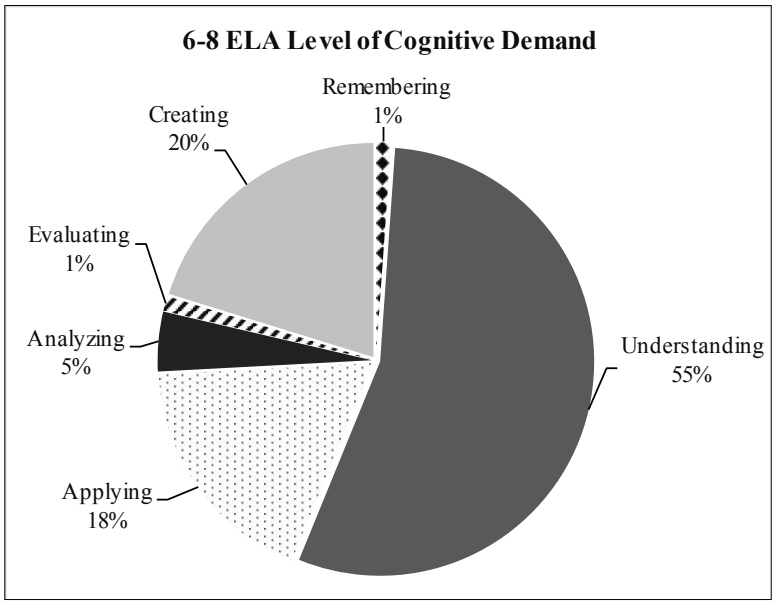
As noted in Exhibit 3.3.12:

- Eighty-eight percent of elementary social studies artifacts asked students to operate at the remembering or understanding levels of cognition.
- Ten percent of artifacts asked students to operate at the highest levels of cognition, evaluating or creating.

Exhibits 3.3.13 through 3.3.16 display the analysis results for the cognition level of artifacts at the middle school level.

Exhibit 3.3.13

Middle School Language Arts Cognitive Type Analysis
Coeur d'Alene School District
February 2019



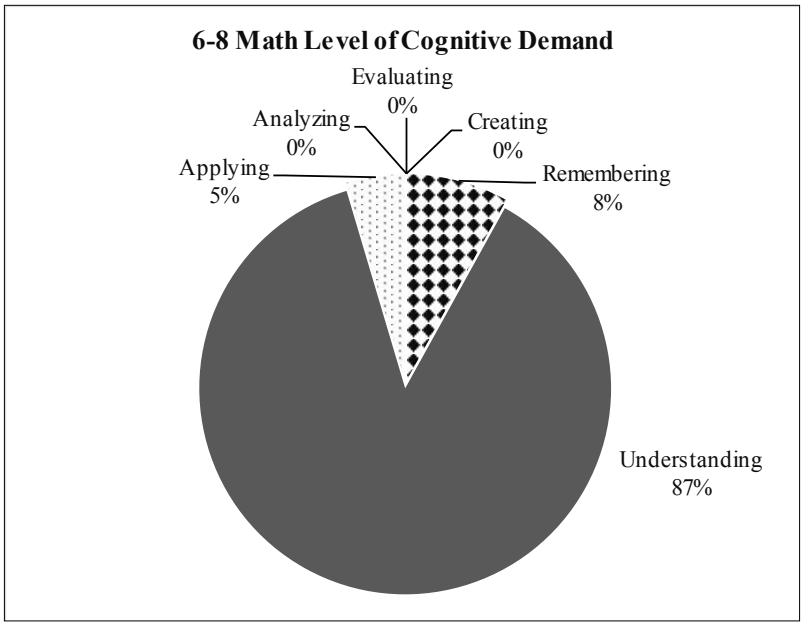
As noted in Exhibit 3.3.13:

- Fifty-five percent of middle school artifacts asked students to operate at the understanding level of cognition. Students were required to grasp ideas, summarize content presented in written material, and complete tasks that entailed understanding of material.
- Eighteen percent of ELA artifacts required students to apply content in a different or new situation.
- Twenty-six percent of artifacts required students to operate at the highest levels of cognition: analyzing, evaluating, and creating. Most often these artifacts asked students to write an argument, narrative, or informational essays in an extended format.

Exhibit 3.3.14 presents the cognitive level of math artifacts at the middle school level.

Exhibit 3.3.14

Middle School Math Cognitive Type Analysis
Coeur d'Alene School District
February 2019



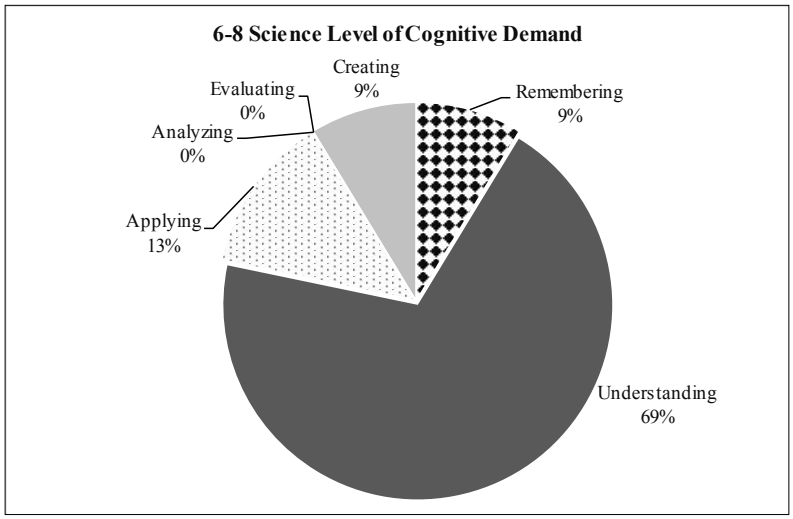
As noted in Exhibit 3.3.14:

- Eighty-five percent of artifacts asked students to operate at the lowest levels of cognition, remembering or understanding. Students were asked to remember how to execute a procedure such as solving a problem based on a formula or algorithm, or they were asked to understand a concept and execute a series of steps in order to solve a problem. While there are no specific guidelines on how much time students should be spending at each level of cognition, the absence of any mathematical exercises that ask students to work at the higher levels of Bloom's taxonomy is something district leaders may question.

Exhibit 3.3.15 presents the cognitive level of science artifacts at the middle school level.

Exhibit 3.3.15

Middle School Science Cognitive Type Analysis
Coeur d'Alene School District
February 2019



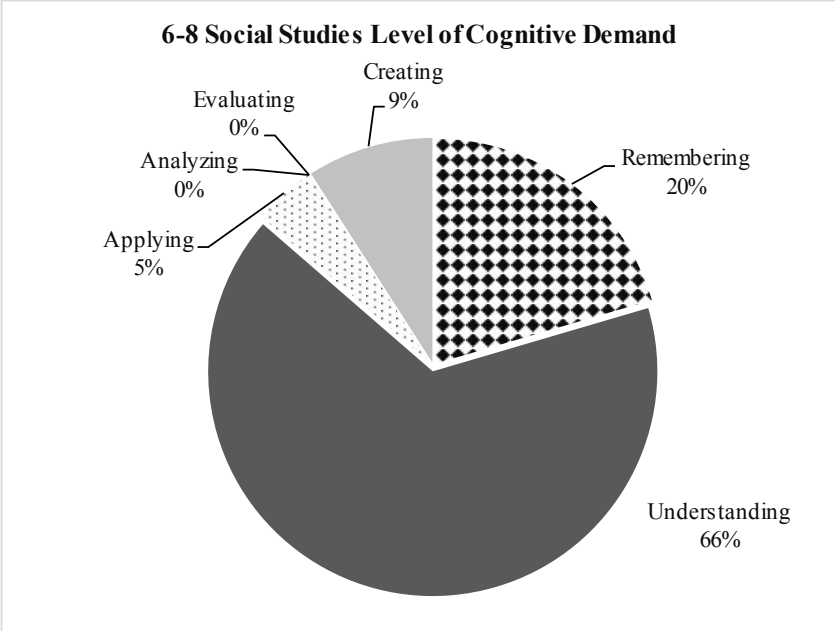
As noted in Exhibit 3.3.15:

- Seventy-eight percent of artifacts asked students to operate at the lowest levels of cognition.
- Thirteen percent of artifacts asked students to operate at the applying level of cognition.
- Nine percent of artifacts asked students to operate at the creating level of cognition.

Exhibit 3.3.16 presents the cognitive level of social studies artifacts at the middle school level.

Exhibit 3.3.16

Middle School Social Studies Cognitive Type Analysis
Coeur d'Alene School District School District
February 2019



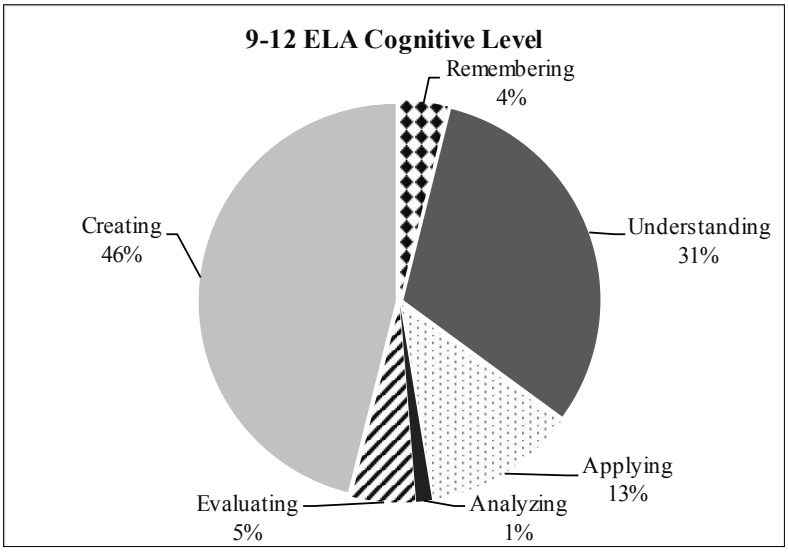
As noted in Exhibit 3.3.16:

- Eighty-six percent of middle school social studies artifacts asked students to operate at the lowest levels of cognition, remembering and understanding.
- Five percent of artifacts asked students to operate at the applying level of cognition.
- Nine percent of artifacts asked students to operate at the creating level of cognition.

Overall, the majority of artifacts at the middle school level were calibrated at the lowest levels of cognition. Exhibits 3.3.17 through 3.3.20 display the calibration results for the cognition level of artifacts at the high school level.

Exhibit 3.3.17

High School Language Arts Cognitive Type Analysis
Coeur d'Alene School District
February 2019



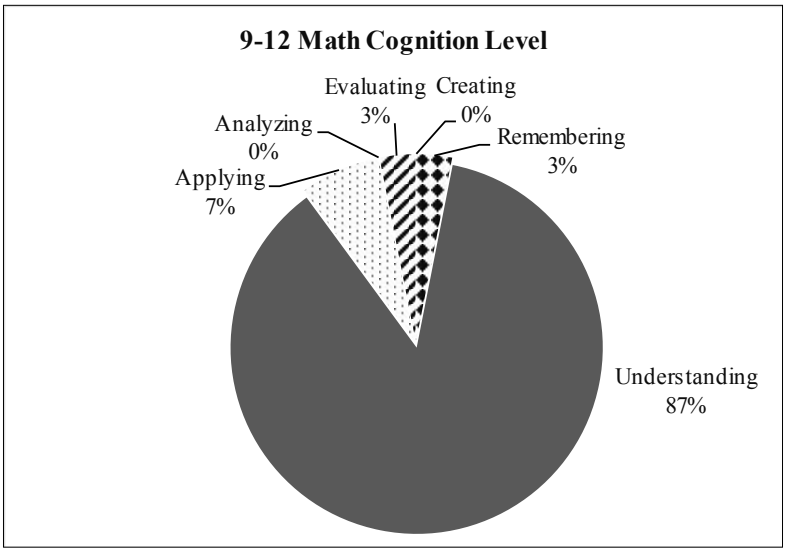
As noted in Exhibit 3.3.17:

- More than half of the high school ELA artifacts, 52%, asked students to operate at the highest levels of cognition, analyzing, evaluating, and creating.
- Thirty-five percent of artifacts asked students to operate at the remembering or understanding levels of cognition.

Exhibit 3.3.18 presents the cognitive level of math artifacts at the high school level.

Exhibit 3.3.18

High School Math Cognitive Type Analysis
Coeur d'Alene School District
February 2019



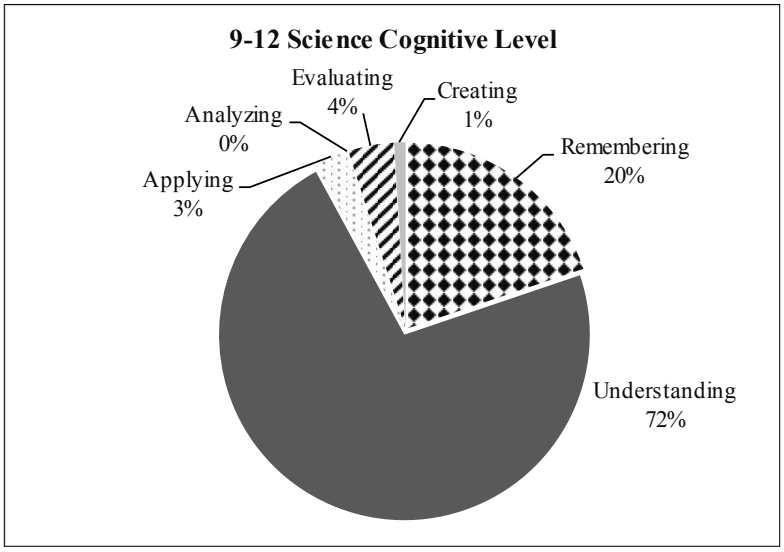
As noted in Exhibit 3.3.18:

- Ninety-seven percent of high school mathematics artifacts asked students to operate at the remembering, understanding, or applying levels of cognition.
- Three percent of math artifacts asked students to operate at the evaluating level of cognition.

Exhibit 3.3.19 presents the cognitive level of science artifacts at the high school level.

Exhibit 3.3.19

High School Science Cognitive Type Analysis
Coeur d'Alene School District
February 2019



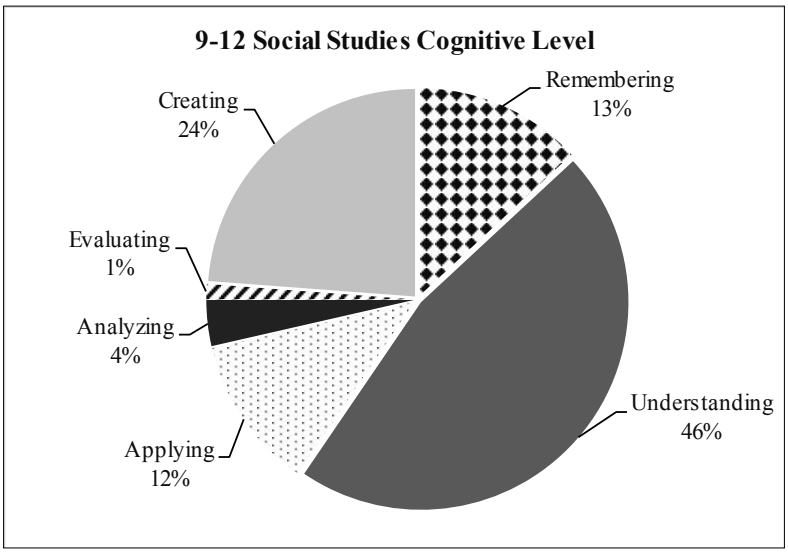
As noted in Exhibit 3.3.19:

- Ninety-two percent of high school science artifacts asked students to operate at the remembering or understanding levels of cognition.
- Five percent of science artifacts asked students to operate at the evaluating or creating levels of cognition.

Exhibit 3.3.20 presents the cognitive level of social studies artifacts at the high school level.

Exhibit 3.3.20

High School Social Studies Cognitive Type Analysis
Coeur d'Alene School District
February 2019



As noted in Exhibit 3.3.20:

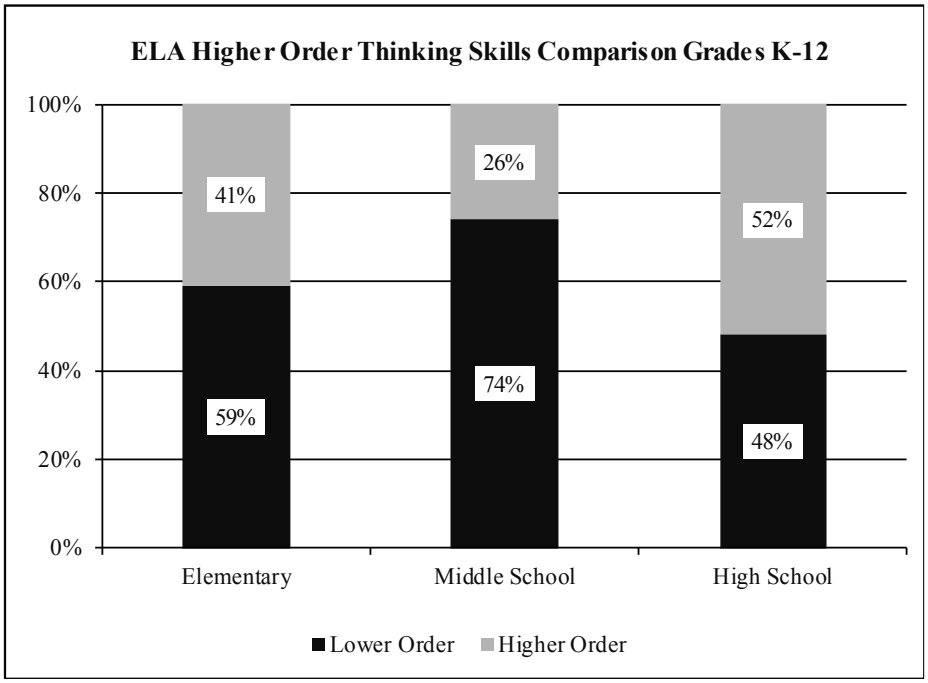
- Twenty-nine percent of artifacts asked students to operate at the highest levels of cognition: analyzing, evaluating, and creating.
- Fifty-nine percent of artifacts asked students to operate at the remembering or understanding levels of cognition.
- Twelve percent of artifacts asked students to transfer their understanding of the content to a new situation.

Overall, the artifacts at the elementary level were overwhelmingly categorized at the remembering or understanding levels of cognition. Similarly, middle and high school artifacts were primarily categorized at the lowest levels of cognition. The exception was in English language arts at the high school level; 52% of those artifacts asked students to operate at the analyzing, evaluating, or creating levels of cognition.

The next exhibits provide comparative tables that display the percentage of artifacts that require students to operate at the highest levels of cognition: analyzing, evaluating, and creating, as compared to the lowest levels of cognition: remembering, understanding, and applying. Exhibits 3.3.21 through 3.3.24 display comparative cognition levels by content area and grade span.

Exhibit 3.3.21

Language Arts Higher Order Thinking Comparison by Grade Span
Coeur d'Alene School District
February 2019



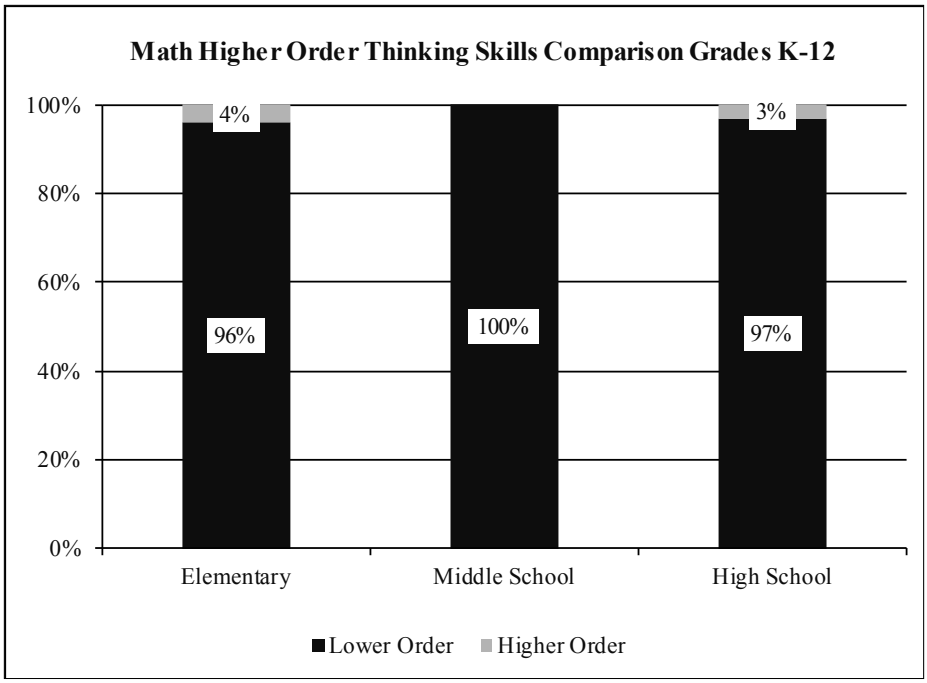
As noted in Exhibit 3.3.21:

- High school language arts artifacts had the highest percentage of artifacts that asked students to operate at the highest levels of cognition, 52%. Many of the artifacts submitted at the high school level for English language arts were final semester papers and senior thesis papers.
- The percentage of artifacts at the highest level of cognition for middle school was half as many as those presented at high school, 26% as compared to 52%.
- Fifty-nine percent Elementary school artifacts required lower order thinking skills.

Exhibit 3.3.22 presents the cognitive level comparisons for mathematics.

Exhibit 3.3.22

Mathematics Higher Order Thinking Comparison by Grade Span
Coeur d'Alene School District
February 2019



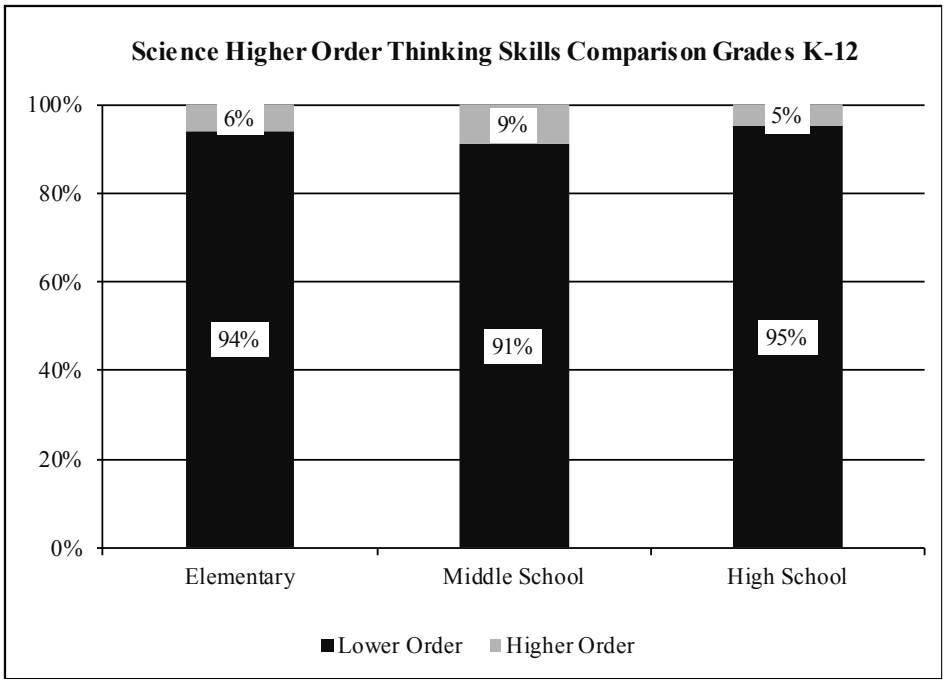
As noted in Exhibit 3.3.22:

- The vast majority of elementary (96%) and high school (97%) math artifacts asked students to engage in lower order thinking skills.
- None of the middle school mathematics artifacts asked students to engage in higher order thinking skills.

Exhibit 3.3.23 presents the cognitive level comparisons for science.

Exhibit 3.3.23

Science Higher Order Thinking Comparison by Grade Span
Coeur d'Alene School District
February 2019



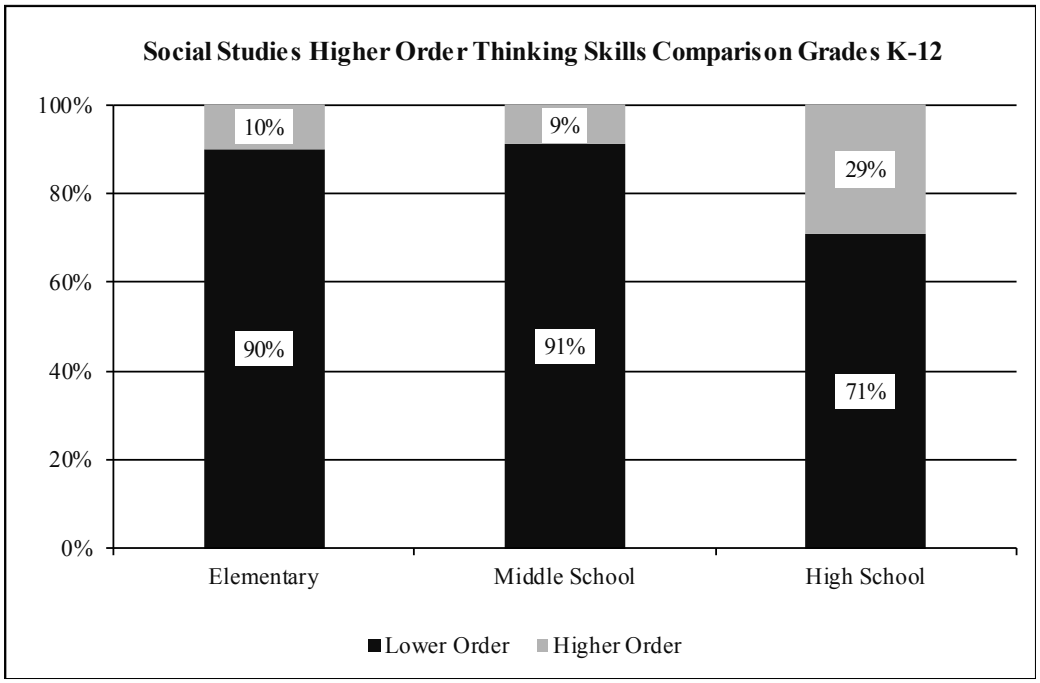
As noted in Exhibit 3.3.23:

- In every grade span higher order thinking skills were required in fewer than 10% of the artifacts found in science.
- The majority of artifacts in science were categorized as lower order thinking: elementary, 94%; middle school, 91%; and high school, 95%.

Exhibit 3.3.24 presents the cognitive level comparisons for social studies.

Exhibit 3.3.24

Social Studies Higher Order Thinking Comparison by Grade Span
Coeur d'Alene School District
February 2019



As noted in Exhibit 3.3.24:

- Twenty-nine percent of high school social studies artifacts were categorized as requiring higher order thinking skills.
- The higher order demands at the high school (29%) represented three times over the elementary level (10%) and middle school level (9%).

Overall, higher order thinking skills were found most often in the elementary (41%) and high school (52%) English language arts artifacts. Middle school ELA (26%) and high school social studies (29%) had higher percentages of artifacts that required higher order thinking than any of the remaining content areas or grade spans. No other grade span or content area required higher order thinking in more than 10% of the student work samples. The mathematics artifacts required the highest percentage of lower order thinking with samples ranging from 0% at the middle school level to 4% at the elementary level.

Kindergarten student reading at Fernan Elementary

Context Type Analysis

Context is the third area of analysis that was conducted for the artifacts submitted by the Coeur d'Alene School District. Context refers to how students are assessed. Context is an important consideration for districts because it can dramatically affect a student's ability to succeed. A multiple-choice question differs greatly from an essay question; assessments taken online are different than those requiring bubble sheets and pencils. A problem requiring a single operation to reach the answer is different from a problem requiring multiple steps. The doctrine of 'No Surprises" dictates that students be prepared ahead of time for the contexts they will likely encounter on state and national assessments, and that the students actually be taken even farther in their understanding to ensure success on high stakes tests. Practicing the ways in which a student might be assessed is one way that a district can make success more likely. In order to know what those contexts will be, districts must access released items from the assessments given in their state. It should be noted; however, that sometimes state tests do not use engaging contexts or items that are cognitively demanding, and then it is incumbent on the district to ensure that students go beyond the low expectations of the test.

Contexts also determine the level of cognitive engagement students will likely experience during a lesson. Cognitive engagement is the level at which students are intellectually interested and participating in the activity. Certain types of contexts – ways in which students are called upon to demonstrate their learning – are inherently less engaging than others and, therefore, less likely to promote retention of the material. Students identifying soil attributes using fill-in-the-blank worksheets and a textbook chapter will be less engaged than those who have workstation soil samples on which they are expected to pour water and observe and record what happens. For most students, particularly those who don't learn as readily, the second method is more likely to "stick." They will be more cognitively engaged and will, therefore, learn more. Exhibit 3.2.25 shows the types of contexts.

Exhibit 3.3.25

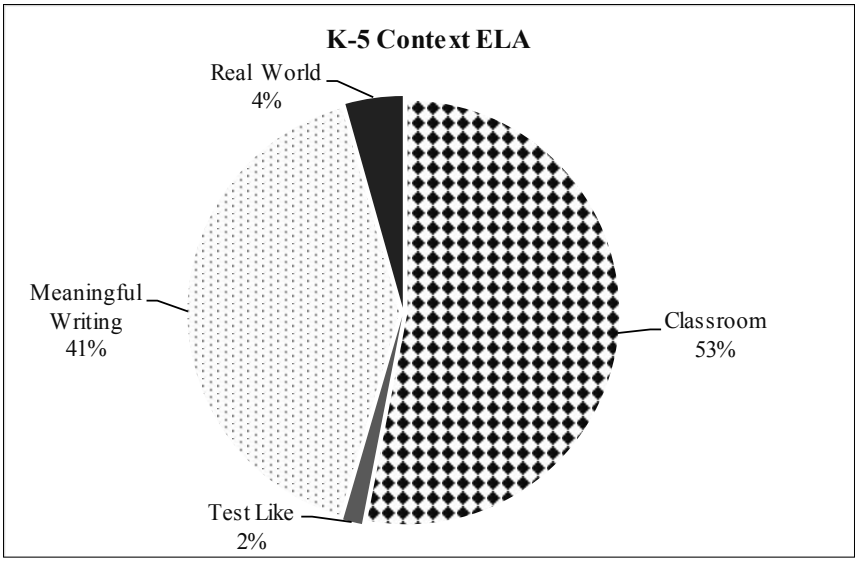
Context Types

Context	Real World/ Simulated Real World	Test-like	Classroom Activity	Meaningful Writing
Explanation	This type of context replicates activities found in the real world. It is often a hands-on activity.	This context replicates activities and tasks from released test items or from other exit exams in use by the district, such as AP exams. It allows students to practice skills prior to the test. It is important to note that quizzes and tests from a classroom setting do not necessarily fall into this category.	This context is comprised of activities that are unlikely to be found outside a classroom.	This context requires students to use higher-order thinking skills to complete the writing. The writing is usually of an extended nature.
Examples	Writing a business letter; building a ramp to measure acceleration and velocity; researching a historical period and designing costumes for a play set in that period; planning a travel itinerary; creating a budget using salary and expense information; learning songs in a target language.	Marking a bubble sheet; selecting from multiple choice items; constructing a short answer; writing an extended response; writing an essay. Fill-in-the-blank and true/false questions.	Vocabulary worksheets; answering questions at the end of a chapter; solving math problems; marking geographical features on a map; labeling parts of a cell; locating examples of figurative language in a poem; fill-in-the-blank worksheets.	Researching, formulating and defending a position; analyzing and critiquing a piece of literature; hypothesizing, testing and evaluating a theory or premise. Writing a personal narrative utilizing techniques learned in class.

Using the descriptions provided in Exhibit 3.3.25 auditors calibrated each artifact for context. The elementary results are displayed by content area in Exhibits 3.3.26 through 3.3.29.

Exhibit 3.3.26

Elementary Language Arts Context Type
Coeur d'Alene School District School District
February 2019

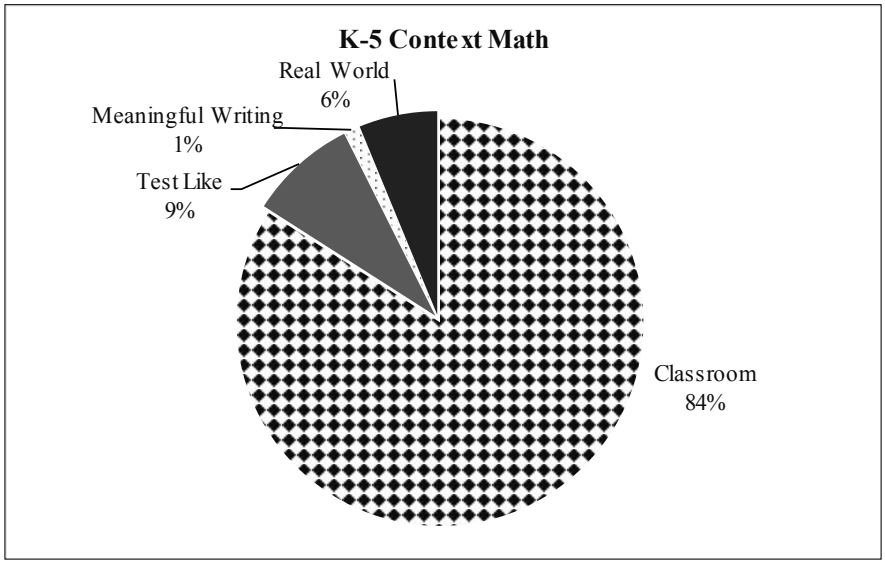


As noted in Exhibit 3.3.26:

- Meaningful Writing, asking students to write in an open-ended format, occurred in 41% of elementary ELA artifacts.
- Classroom context occurred in 53% of artifacts.
- Test-like context occurred in 2% of artifacts.
- Real World contexts occurred in 4% of artifacts.

Exhibit 3.3.27

Elementary Math Context Type
Coeur d'Alene School District School District
February 2019

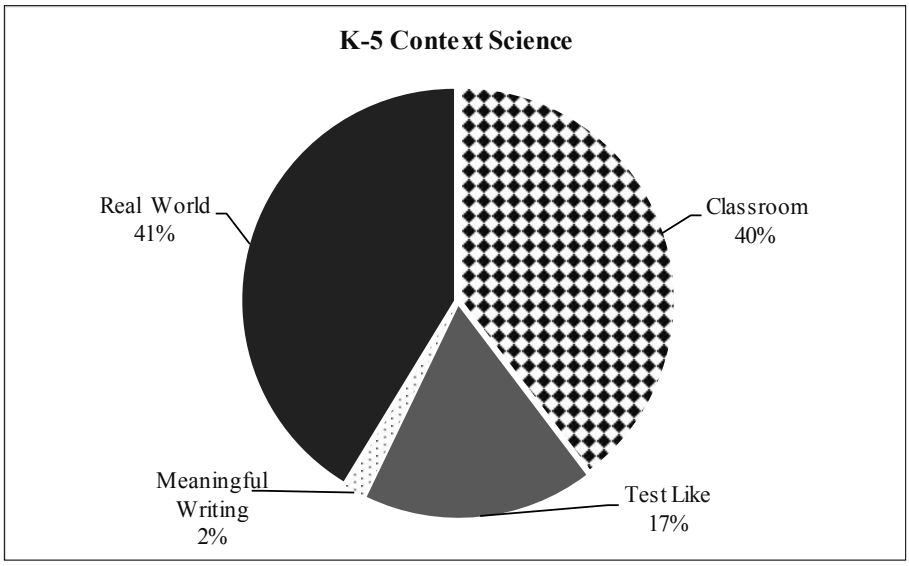


As noted in Exhibit 3.3.27:

- One percent of elementary math artifacts asked students to engage in Meaningful Writing. Typically these artifacts asked students to write about their understanding of mathematics in an extended format.
- Elementary math artifacts were overwhelmingly (93%) of the two least engaging types, Classroom and Test-like.

Exhibit 3.3.28

Elementary Science Context Type
Coeur d'Alene School District School District
February 2019

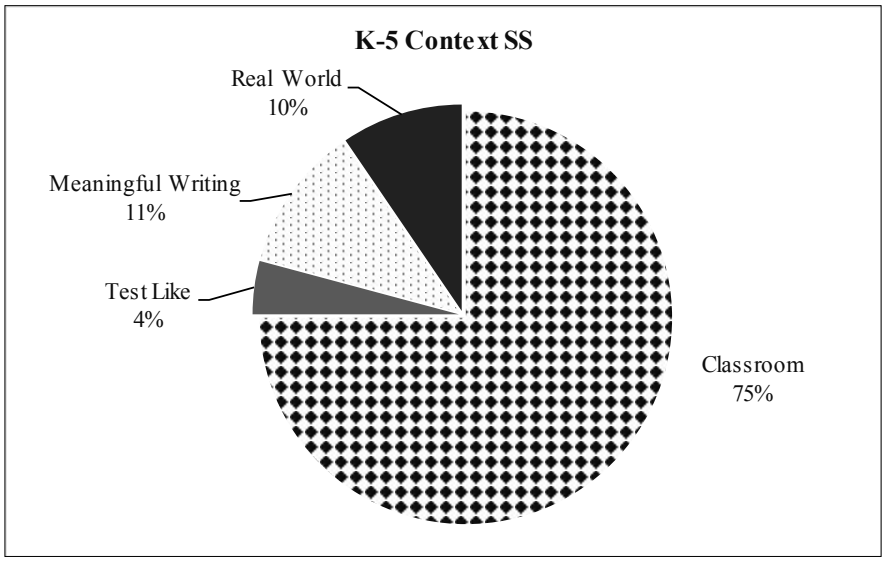


As noted in Exhibit 3.3.28:

- The elementary science artifacts were categorized as Real World 41% of the time. This means that students were engaging with the science content in situations that mimicked a real world setting. Typically, these artifacts were hands-on lab experiences.
- Forty percent of artifacts were categorized as Classroom. These exercises would typically not be found outside the classroom.
- A further 17% of contexts were Test-like, meaning they were multiple-choice items or in some other testing format.
- Only 2% of elementary science artifacts asked students to engage in Meaningful Writing.

Exhibit 3.3.29

Elementary Social Studies Context Type
Coeur d'Alene School District School District
February 2019



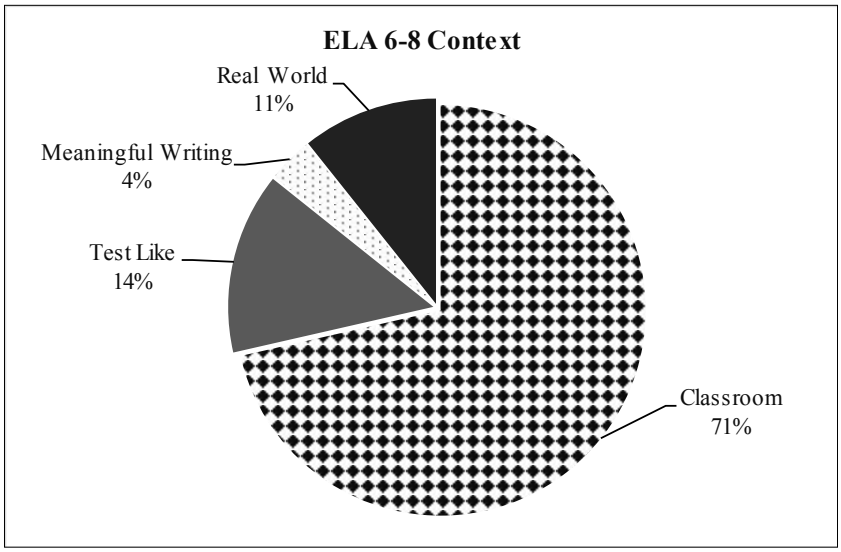
As noted in Exhibit 3.3.29:

- The majority of artifacts (79%) were of the two least engaging types, Classroom and Test-like.
- Four percent of Elementary Social Studies artifacts were Test-like. Typically, these artifacts were commercially produced items that asked students to match, circle, or fill in the answer.
- Meaningful Writing was found in 11% of artifacts.
- Real world contexts were found in 10% of elementary social studies artifacts.

Exhibits 3.3.30 through 3.3.37 present the context analysis for middle and high school artifacts.

Exhibit 3.3.30

Middle School Language Arts Context Type
Coeur d'Alene School District School District
February 2019

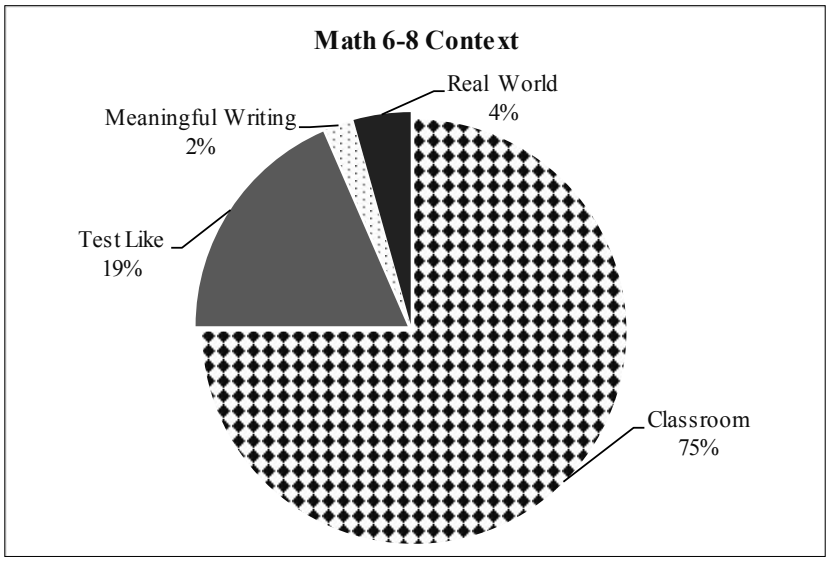


As noted in Exhibit 3.3.30:

- The majority of ELA middle school artifacts (85%) were of the two least engaging types, Classroom and Test-like.
- Eleven percent of artifacts were Real World contexts.
- Only 4% of middle school ELA artifacts provided students with opportunities to engage in Meaningful Writing.

Exhibit 3.3.31

Middle School Math Context Type
Coeur d'Alene School District School District
February 2019

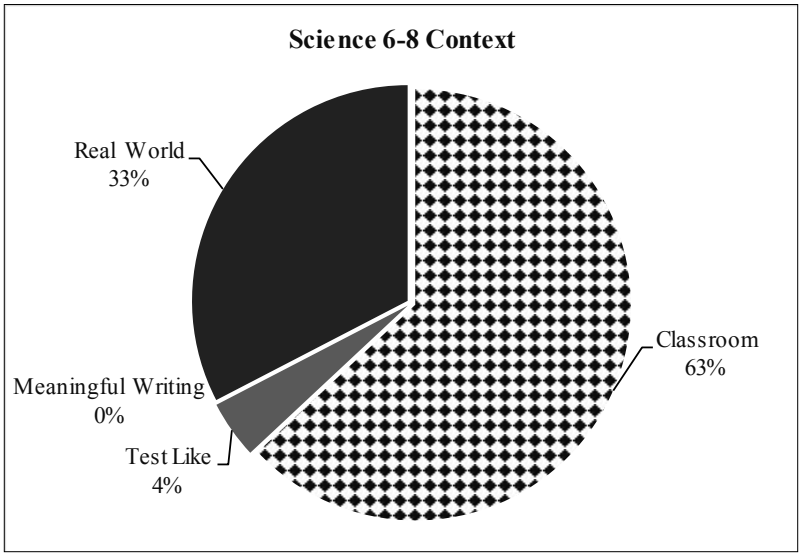


As noted in Exhibit 3.3.31:

- Seventy-five percent of math artifacts were Classroom context. There were many problem sets that used a real world scenario as a backdrop for a math problem; for example, a grade 6 problem states, "Ashley sells 70% of the 20 candy bars that she is supposed to sell for her softball team." While the exercise gives students a context for the exercise, it is not one that students will likely care about once they have solved the problem. Mathematical exercises that engage students in situations that are relevant to their lives are more likely to increase their motivation and interest. Word problems are a good way to measure a student's understanding of how to solve a problem, but in most cases they will not increase engagement.
- Test-like contexts such as multiple-choice and fill-in-the-blank questions were noted in 19% of artifacts.
- Real world contexts were noted in 4% of artifacts.
- Meaningful Writing contexts occurred in 2% of artifacts.

Exhibit 3.3.32

Middle School Science Context Type
Coeur d'Alene School District School District
February 2019

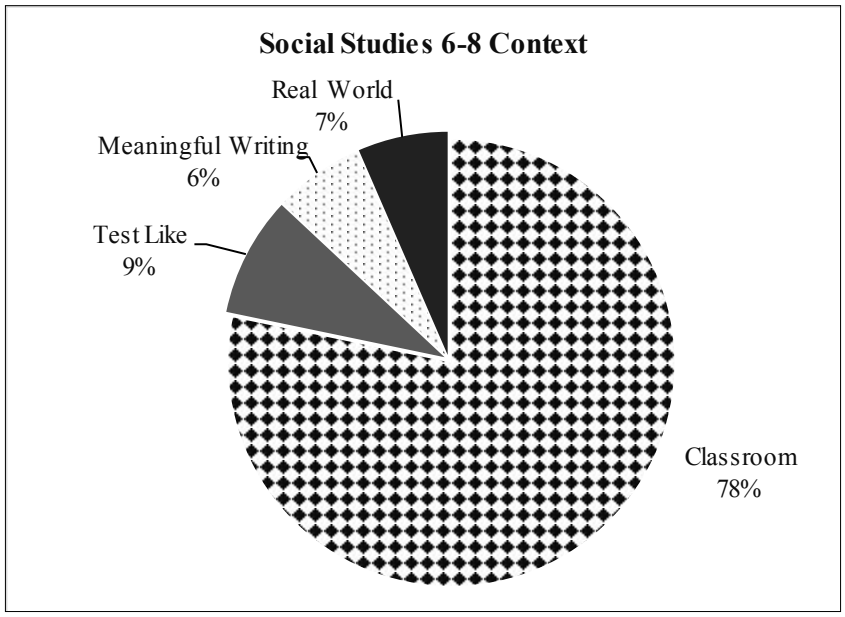


As noted in Exhibit 3.3.32:

- Thirty-three percent of middle school science artifacts mimicked Real World situations for students. For example, one 8th grade artifact asked students to construct and build a skyscraper that is able to withstand a magnitude 8 earthquake. The project takes place over several days and requires students to not only consider design and construction aspects but to write summaries of their progress as a "company," calculate building material costs, and fill out building material acquisition forms similar to what construction companies are required to do. Other science artifacts engaged students in real world scenarios that frequently allowed students to experience the content in high interest activities.
- Classroom context was noted in 63% of middle school science artifacts.
- Test-like context was noted in 4% of artifacts.

Exhibit 3.3.33

Middle School Social Studies Context Type
Coeur d'Alene School District School District
February 2019

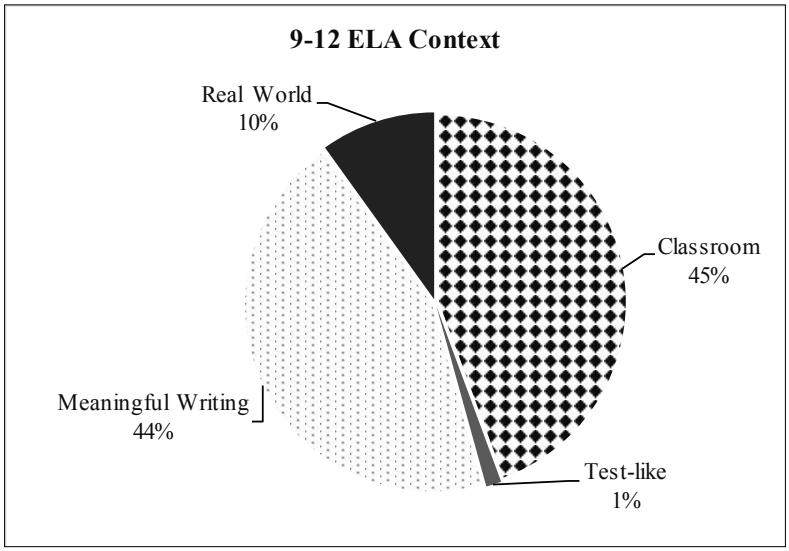


As noted in Exhibit 3.3.33:

- Classroom context was noted in 78% of middle school social studies artifacts.
- Test-like context was found in 9% of artifacts.
- Meaningful Writing was noted in 6% of Middle School Social Studies artifacts.
- Seven percent of artifacts were Real World context.

Exhibit 3.3.34

High School Language Arts Context Type
Coeur d'Alene School District School District
February 2019

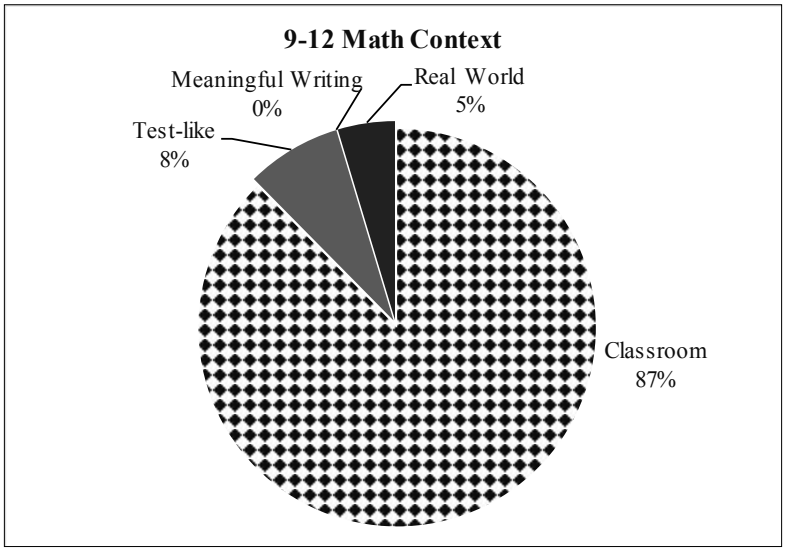


As noted in Exhibit 3.3.34:

- Meaningful Writing, in which students are asked to write in an extended format, occurred 44% of high school ELA artifacts. These experiences allow students to interact with the content deeply and are more cognitively demanding than other types of experiences such as multiple-choice questions or fill-in-the-blank.
- Classroom context occurred in 45% of artifacts.
- Test-like context occurred in 1% of artifacts.
- Real World contexts occurred in 10% of the submitted artifacts.

Exhibit 3.3.35

High School Math Context Type
Coeur d'Alene School District School District
February 2019

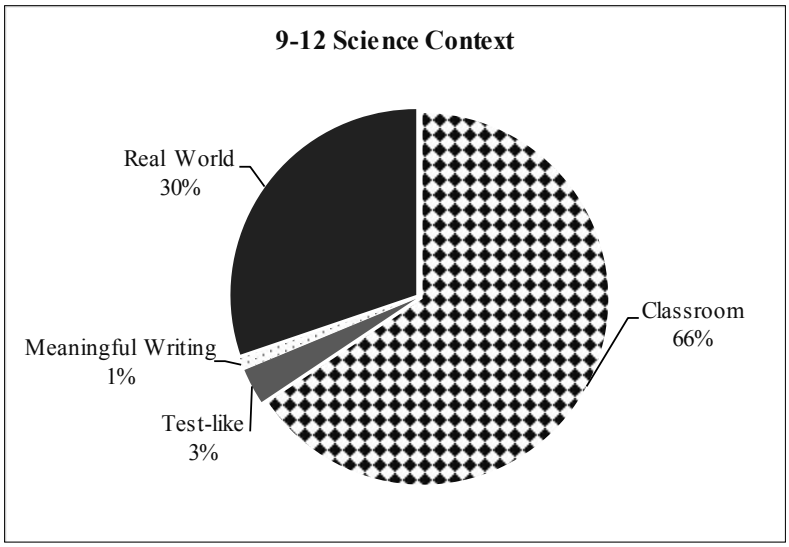


As noted in Exhibit 3.3.35:

- High school math artifacts were overwhelmingly (95%) of the two least engaging types.
- Real World contexts were noted in 5% of high school math artifacts.

Exhibit 3.3.36

High School Science Context Type
Coeur d'Alene School District School District
February 2019

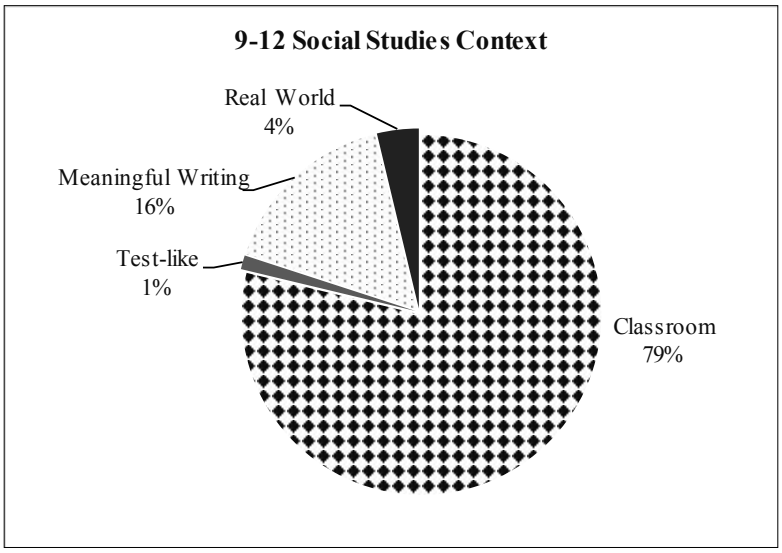


As noted in Exhibit 3.3.36:

- The majority (66%) of high school science contexts were Classroom, meaning they would be unlikely to occur outside a classroom setting.
- Three percent (3%) of contexts were Test-like, meaning they were multiple-choice, matching, or some other test format.
- Real world contexts, which are hands-on, real world situations or problems, occurred in 30% of high school science artifacts.
- Meaningful Writing, requiring students to write about science in an extended format, occurred in 1% of artifacts.
- Sixty-nine percent (69%) of high school science artifacts were of the two least engaging types.

Exhibit 3.3.37

High School Social Studies Context Type
Coeur d'Alene School District School District
February 2019



As noted in Exhibit 3.3.37:

- The majority (79%) of high school social studies contexts were Classroom, meaning they would be unlikely to occur outside a classroom setting.
- Real World contexts occurred in 4% of artifacts.
- Meaningful Writing, requiring students to write about social studies in an extended format, occurred in 16% of artifacts.
- Eighty percent (80%) of high school social studies artifacts were of the two least engaging types.

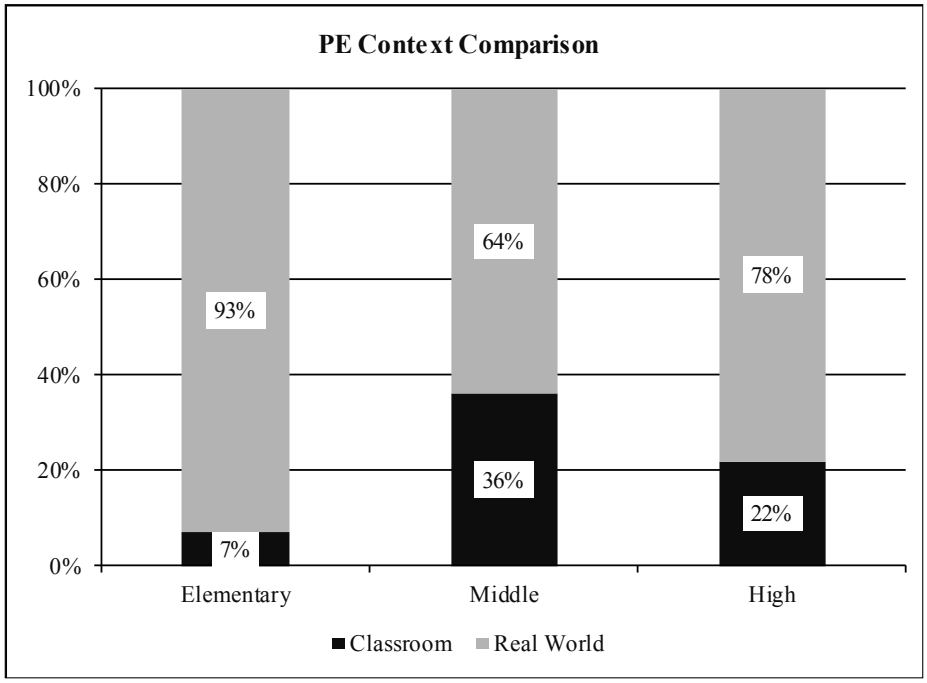
Overall, a high proportion of artifact contexts were of the least engaging types in math, science, social studies and elementary and middle school ELA. Although the majority of artifacts were categorized as Classroom or Test-like in science, some artifacts presented opportunities at all grade levels for labs and experiments that mimicked the real world. In elementary and high school ELA, artifacts were presented that allowed for meaningful writing experiences. The math and social studies artifacts at all grade levels showed very little evidence of Real World or Meaningful Writing contexts.

Non-Core Context Analysis

Submission of non-core artifacts is not an audit requirement. Coeur d'Alene teachers submitted artifacts in several other content areas. When there were enough artifacts in a given subject, a context analysis was conducted. The results for physical education, music, and art are displayed by grade level span in Exhibits 3.3.38 through 3.3.40.

Exhibit 3.3.38

Physical Education Comparison Context Type
Coeur d'Alene School District School District
February 2019

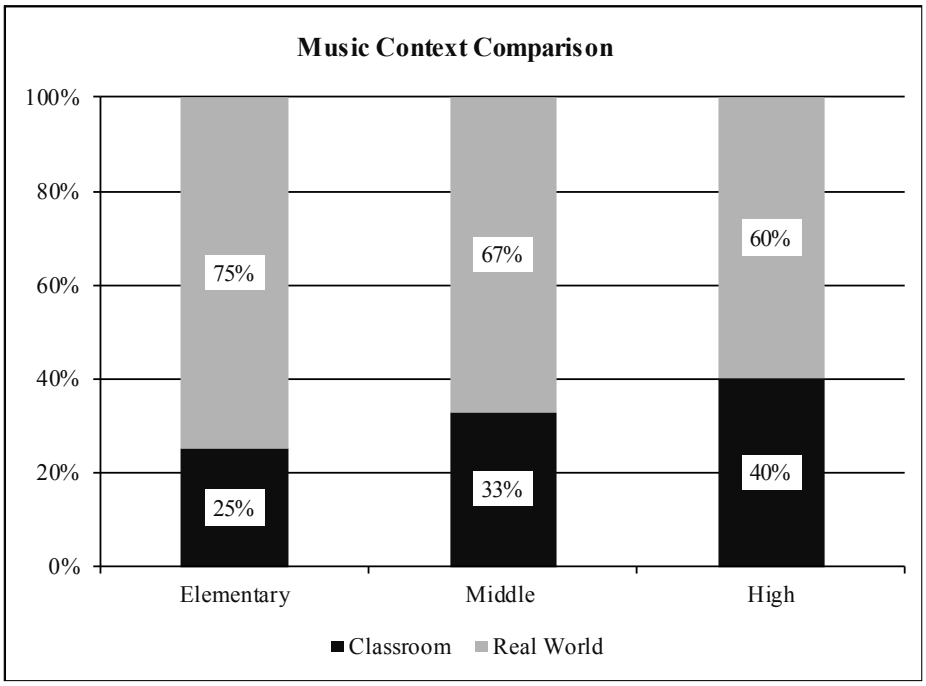


As noted in Exhibit 3.3.38:

- Real World experiences in PE were highest at the elementary level (93%) and lowest at the middle school level (64%).
- No artifacts were categorized as Test-like or Meaningful Writing.
- The majority of artifacts were of the most engaging context, Real World, at all three grade level spans.

Exhibit 3.3.39

Music Education Comparison Context Type
Coeur d'Alene School District School District
February 2019

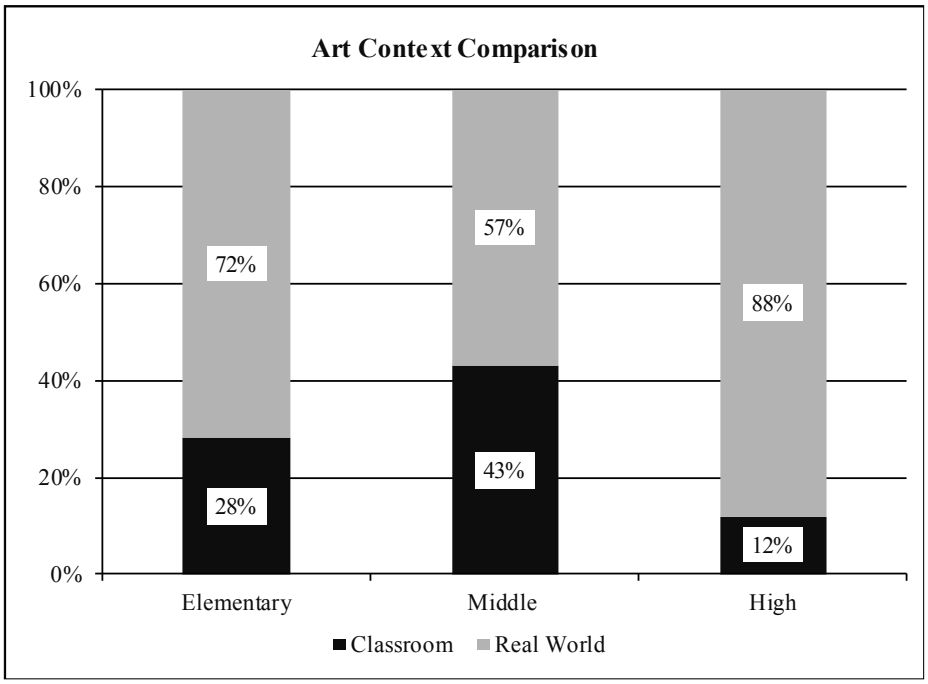


As noted in Exhibit 3.3.39:

- Forty percent of high school music artifacts were categorized as Classroom and were unlikely to be replicated in real life situations.
- Real World experiences in music were highest at the elementary level (75%) followed by middle school (67%) and high school (60%).
- No artifacts were categorized as Test-like or Meaningful Writing.

Exhibit 3.3.40

Art Education Comparison Context Type
Coeur d'Alene School District School District
February 2019



As noted in Exhibit 3.3.40:

- Real World experiences in art were highest at the high school level (88%) and lowest at the middle school level (57%).
- No artifacts were categorized as Test-like or Meaningful Writing.
- Forty-three percent of middle school art artifacts were categorized as Classroom and were unlikely to be replicated in real life situations.
- The majority of artifacts were of the most engaging context, Real World, at all three grade level spans.

The majority of PE, music and art artifacts that were presented were examples of Real World contexts. These types of experiences allow students to engage in meaningful activities with a higher level of engagement.

North South Context, Cognition Comparison

While on-site it was suggested that equity issues might exist between schools that are located in the northern part of the district and schools located in the economically disadvantaged southern part. Auditors disaggregated the artifact analyses for context (how students are learning) and cognition (at what level are students expected to learn the information) between the elementary and middle schools located in the north and those in the south.

Schools included in the southern school analysis included:

Elementary

- Borah
- Winton
- Bryan
- Fernan

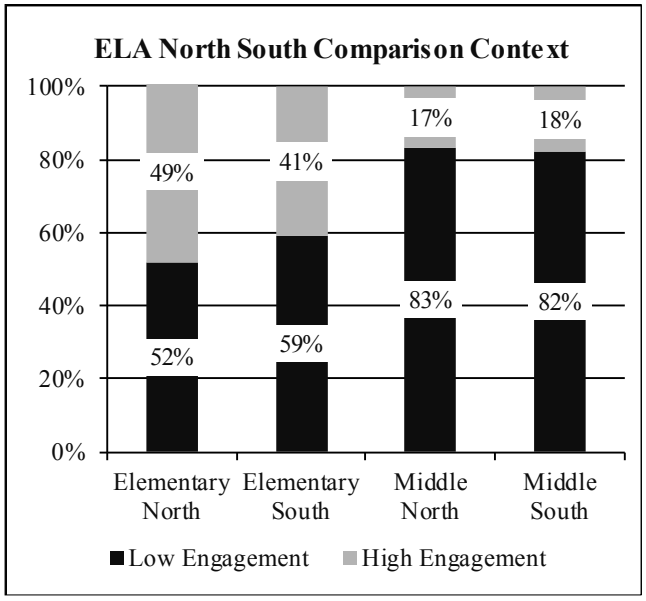
Middle School

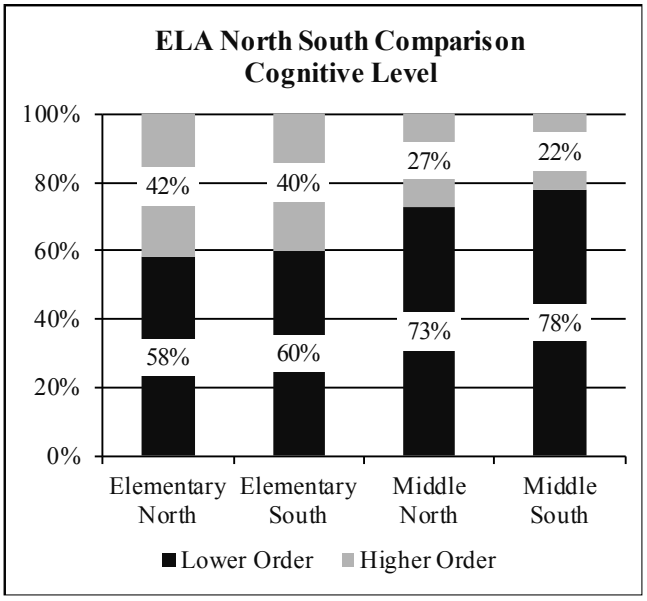
- Lakeside MS

Overall, some disparities were noted in context and cognition in social studies and science. The results for these comparisons are displayed in Exhibits 3.3.41 through 3.3.43.

Exhibit 3.3.41

English Language Arts North South Comparison Context Type and Cognition Level
Coeur d'Alene School District School District
February 2019





As noted in Exhibit 3.3.41:

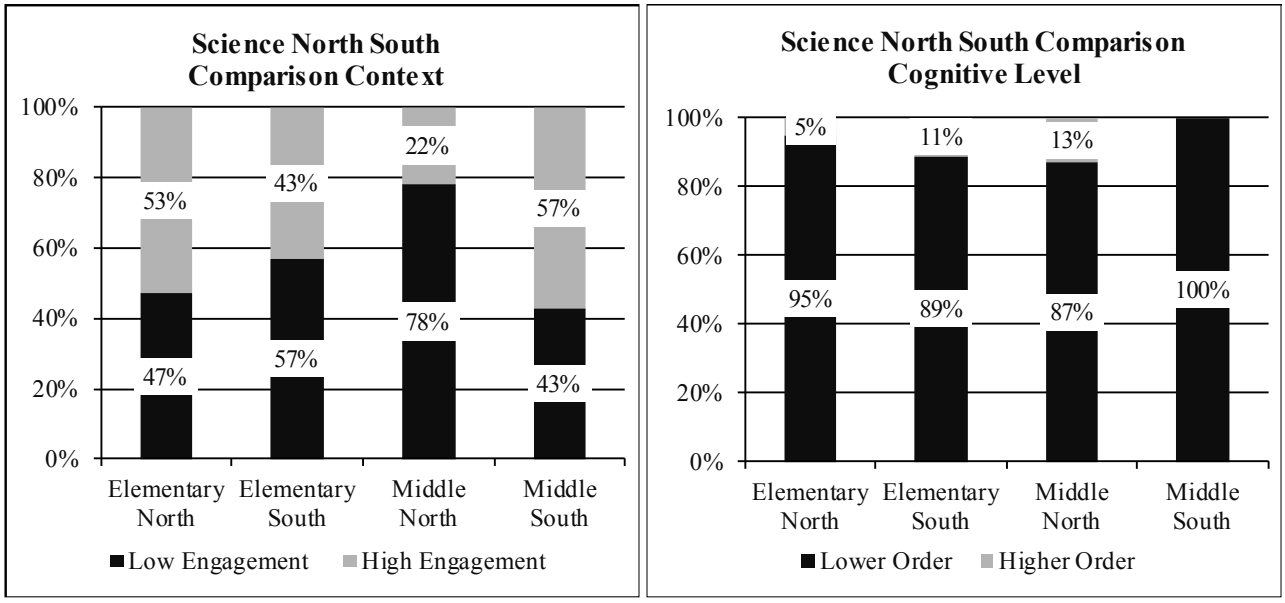
- Artifacts from the elementary schools located in the north provided students with opportunities for more engaging contexts (Real World applications and Meaningful Writing) in 49% of the artifacts as compared to 41% of artifacts for schools located in the south.
- The middle school cognitive demands of artifacts in the north were slightly higher 27% as compared to the south 22%.
- Middle school context expectations were comparable between northern schools (17%) and southern schools (18%).
- Elementary cognition demands were comparable between northern schools (42%) and southern schools (40%).

The context expectations for students are heavily dependent upon which classroom teacher a student is assigned rather than which school a student is enrolled in for English Language Arts. For example Standard W.X.1 asks students to "Write opinion pieces on topics or texts, supporting a point of view with reasons and information." In one classroom students are asked to write an opinion piece and supply evidence in an open-ended format. In another classroom students are asked to complete a worksheet that introduces the idea of writing opinion pieces. These examples are not meant to suggest that every teacher should be using the same resource or exercise to meet each standard. A district that implemented this type of requirement would not allow teachers to meet the individual needs of students. It does suggest that expectations for cognitive complexity and context need to be explicitly described by the district and backed up with comprehensive professional development experiences.

Exhibit 3.3.42 displays the results for elementary and middle school context and cognition analysis between schools located in the north as compared the south for science.

Exhibit 3.3.42

Science North South Comparison Context Type
Coeur d'Alene School District School District
February 2019



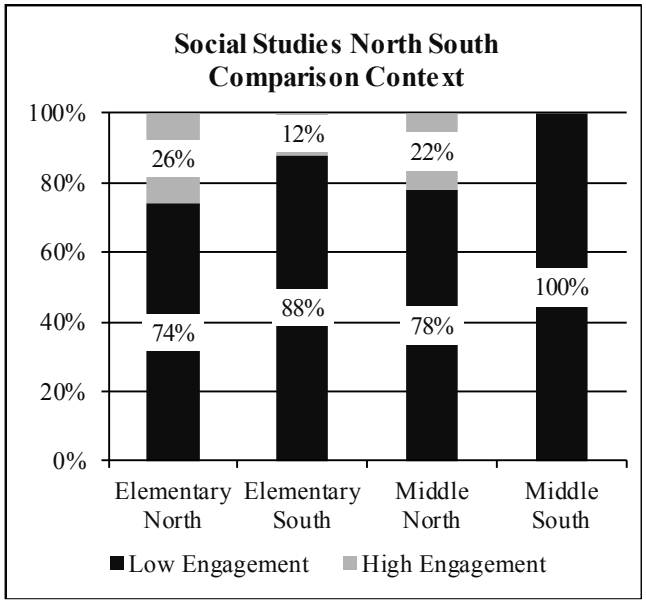
As noted in Exhibit 3.3.42:

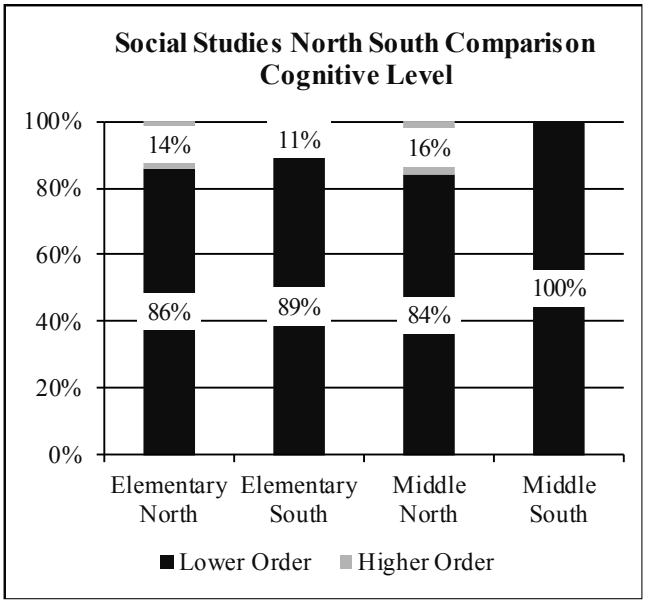
- At the elementary school level 53% of north school artifacts provided students with opportunities to interact with the content in more engaging contexts (Real World applications or Meaningful Writing) as compared to 43% of artifacts from the southern schools.
- The artifacts from the elementary southern schools were more cognitively demanding, 11% as compared to 5%.
- At the middle school level artifacts from the south were contextually engaging in 57% of the artifacts as compared to 22% in the north.
- The artifacts from the middle school in the south did not provide students with any opportunities to operate at the highest levels of cognition as compared to 13% of artifacts from the northern schools.
- Middle school science artifacts from the south were more engaging, 57% compared to 22%, but less cognitively demanding, 0% compared to 13%, than schools from the north.

Exhibit 3.3.43 presents the results for the comparison between schools located in the north as compared to schools located in the south for social studies.

Exhibit 3.3.43

Social Studies North South Comparison Context Type
Coeur d'Alene School District School District
February 2019





As noted in Exhibit 3.3.43:

- Twice as many elementary artifacts from the north contained more engaging contexts (26%) then those from elementary schools in the south (12%).
- There were no artifacts at the middle school level from the south that asked to students to engage in Real World applications or Meaningful Writing experiences, compared to 22% of artifacts presented from the north.
- Elementary artifacts were comparable for higher order thinking skills with 14% from the north and 11% from the south.
- No artifacts at the middle school level from the south required students to engage in higher order thinking, compared to 16% of artifacts presented from the north.

Overall, English language arts artifacts at the elementary and middle school levels were similar in the northern schools, compared with schools in the south. The differences in context and cognition were idiosyncratic and dependent on individual classrooms and schools as opposed to the location of the school. Middle school science artifacts from the south were more engaging, 57% compared to 22%, but less cognitively demanding, 0% compared to 13%, than those from schools in the north. Social studies artifacts in the north were higher than those from the south in cognitive demand at the elementary, 14% compared to 11%, and middle school level, 16% compared to 0%. Social studies contexts were also more engaging in northern schools, compared to southern schools at the elementary level, 26% compared to 12%, and the middle school level, 22% compared to 0%.

Summary

Overall, the auditors found that cognition levels of the artifacts in all content areas and grade levels, except high school ELA, were overwhelmingly at the lowest levels of cognition. The least engaging contexts made up the majority of artifacts in all but high school ELA. Almost half the elementary science and social studies artifacts either partially met or did not meet the expectations of the identified standard. Many artifacts at the Elementary and middle school levels were below the reported grade level. Disparities exist between schools located in the north vs. the south in social studies and science.

Overall, the content was below grade level in 14.5% of artifacts and a content mismatch in 5% of artifacts in grades K-8 math, K-8 ELA, K-5 science, and K-5 social studies artifacts. Many of the artifacts that were on level only partially fulfilled the requirements described in the standards. Middle school science and social studies artifacts partially matched or did not match the intent of the standard (49%). These findings suggest a problem with both standard specificity and horizontal coordination. Cognition levels were low in the majority of ELA, math, science and social studies artifacts in all grade spans, except high school ELA. The context of artifacts was generally of the least engaging types, Classroom and Test-like. Low cognitive demands and lack of variety in contexts will not adequately prepare students for classroom or high stakes assessments. Differences in cognitive demands and context type were present in science and social studies for schools located in the north vs. the south.

Finding 3.4: Current practices in Coeur d'Alene Public Schools are leading to inequities among schools in the areas of graduation requirements, student transfers, and full-day kindergarten.

The purpose of educational equity efforts is to provide all students with the tools necessary for academic success, even though their needs for programs or support might differ. This is accomplished when school districts ensure resources flow to the areas of greatest need. In order for a school system to deliver the appropriate programs and services to each student, school boards must adopt and actively monitor policies that promote equity. The concept of equity is distinguished from equality in an important way. Equality refers to treating people the exact same way, or impartially, while equity refers to a state of fairness that may require inequalities. In other words, equity treatment means treating un-equals unequally until they are equal. For example, under a state of equality, children with greater needs receive the same as children with fewer needs; they are treated equally. But under a state of equity, students with greater needs receive greater attention and resources to make up for the differences with children who begin with more. Equity is the more relevant and important aspect of educational success in effective school systems. These school systems recognize that if students are all treated the same, regardless of their individual challenges and needs, some of those students will be limited in their opportunities to succeed. Providing children with equal opportunities in a spirit of equity may, in fact, mean that resources and attention must be divided unequally.

Concepts of equity and equality can easily become blurred in a school system. Quite often inequalities may be hidden in data and unrecognizable at first glance. To better understand the expectations for equity in the Coeur d'Alene Public Schools, auditors examined board policy, regulations, planning documents, and other provided documents.

The auditors concluded that the Coeur d'Alene Public Schools has students with limited access to resources through inequitable policies and practices such as varying graduation requirements, student transfers, and full-day kindergarten. Varying graduation requirements limit access to potential future career courses in the area of elective choices for students who attend Coeur d'Alene and Venture High Schools. The systems' transfer policy is forcing some economically disadvantaged students to transfer to schools outside their neighborhood school. While the district is providing equity by offering full-day kindergarten to students enrolled in southern elementary schools with high economically disadvantaged student populations, the system is unintentionally neglecting other economically disadvantaged students in its northern elementary schools.

Policies provide little guidance regarding equity in the Coeur d'Alene Public Schools. Auditors noted several statements referring to "*Equal Access*" to educational opportunities; however, no policies were found related to equity within the school system.

Graduation Requirements

Graduation requirements allow students to develop a quality four-year plan based on required courses and optional courses needed to meet graduation requirements. An effective high school educational system provides opportunities for students to explore their interests through optional elective courses. Students may be able to take courses in agriculture, business, computers, physical education, construction, and much more. According to Coeur d'Alene Public Schools *Board Policy 2700*, the board shall award a regular high school diploma to every student enrolled in the district who meets the requirements of graduation established by the district. The official transcript will indicate the specific courses taken and level of achievement. The board shall establish graduation requirements which, at a minimum, satisfy those established by the Idaho State Board of Public Education.

Students who excel in their coursework should be allowed opportunities to do so by having access to relatively the same expectations and course offerings. The 2002 audit completed by CMSi addressed this concern, so auditors expected to find similar course offerings and graduation expectations at the two traditional high schools within the district. Disparities were found among graduation requirements and course offerings, limiting access to student populations.

Auditors examined the graduation requirements for Coeur d'Alene Public Schools and found that different graduation requirements exist, depending on the high school in which students are enrolled. Exhibit 3.4.1 shows the different graduation requirements by subject area at each high school within the district, compared to state requirements.

Exhibit 3.4.1

High School Graduation Credits Compared to State Requirements
Coeur d'Alene Public Schools
February 2019

School Subjects	CHS-VHS Required Semester Credits (Traditional Schedule)	LCHS Required Semester Credits (Block Schedule)	Idaho Required Semester Credits
English	8	8	8
*World History (Elective)	1	1	0
Speech/Debate	1	1	1
Science	6	6	6
Mathematics	6	6	6
Economics	1	1	1
*Humanities (2 Electives)	4	4	2
*Physical Education (Elective)	1	1	0
Health	1	1	1
U.S. History	2	2	2
U.S. Government	2	2	2
*Technology (Elective)	1	1	0
Electives	12	24	17
Total Credits	**46**	**58**	**46**

*Indicates required electives by the district

Exhibit 3.4.1 shows the Coeur d'Alene Public Schools meet the required graduation requirements set by the Idaho State Board of Education. However, high schools within the district have different graduation requirements, mainly in the area of the number of electives required for graduation. Lake City High School (LCHS) requires an additional 12 elective credits for graduation.

Auditors also examined the differences in course offerings of the three high schools. Exhibit 3.4.2 displays the number and categories of courses offered in the three Coeur d'Alene high schools.

Exhibit 3.4.2

High School Course Offerings
Coeur d'Alene Public Schools
February 2019

Courses	Coeur d'Alene High School	Lake City High School	Venture High School
English Language Arts	19	32	7
Mathematics	16	18	3
Science	15	22	4
Social Studies	12	18	4
World Languages	16	15	0
Physical Education and Health	9	12	5
Career and Technical Education	22	32	12
Fine Arts	6	14	1
Instrumental Music	14	14	0
Total	**129**	**177**	**36**
Source: Course Offerings			

Exhibit 3.4.2 shows significant variances in course offerings between Coeur d'Alene High School and Lake City High School. Lake City High School offers 48 more courses to its students than Coeur d'Alene High School. Venture High School is an academic alternative school; thus, course offerings are offered on an as needed basis according to individual student's needs for graduation.

Auditors took a closer look at specific course offering variances between the two traditional high schools. Exhibit 3.4.3 shows the advanced courses offered at Lake City High School but not offered at Coeur d'Alene High School.

Exhibit 3.4.3

High School Advanced Course Offerings Present at LCHS
Coeur d'Alene Public Schools
February 2019

Science
Honors Anatomy and Physiology
AP Environmental Science
Social Studies
AP World History
World Languages
Honors Latin 3
Fine Arts
AP Art History
AP Art Studio

A total of six advanced courses were found to be present at Lake City High School and not present at Coeur d'Alene High School as noted in Exhibit 3.4.3.

A full list of course offerings in high schools can be found in Appendix F. Exhibit 3.4.4 shows a list of career and technology elective course offerings available at Lake City High School and not offered at Coeur d'Alene High School.

Exhibit 3.4.4

Career and Technical Course Offerings Present at LCHS
Coeur d'Alene Public Schools
February 2019

Career and Technical Education
Computer Applications 2
Computer Applications 3
CTE Tech Credit
Business Management Technology
Marketing Economics
Principles of Management
Coop Education - Business
Introduction to Computers
Visual Basic
Teen Living
Career and Personal Development
Adult Living
Healthy Living, Healthy World
Human Services
Parenting and Child Development
International Cuisine
Nutrition and Foods
Fashion and Textiles

As shown in Exhibit 3.4.4, 18 electives are offered through career and technical education at Lake City High School that are not being offered to students at Coeur d'Alene High School.

Overall, the auditors found that the district's different graduation requirements limit access to various course offerings between the two traditional high schools.

Transfer Students

Choice is becoming more and more prevalent in the public school setting as districts are designing theme-based schools without defined attendance zones. Today, parents have choices beyond their neighborhood zoned public school, and choosing the right school matters to families more than ever. Parents know that kids do not come with one-size-fits-all learning needs, and they want the best education for their children. Each child has unique strengths, weaknesses, and individual needs. Some students respond well to visual learning tools, while others process information best orally. Some excel in social environments, while others are more introverted and, therefore, need to study and learn alone without social distractions. Still, some families like the practice of sending their children to their neighborhood school in a defined zone. Efficient use of school buildings requires managing student enrollments through boundary modifications, class size policies, and/or transfer policies to maximize facility capacity and prevent underutilization of available space.

School districts find themselves in precarious situations of providing a balance of zoned neighborhood schools along with some choice schools. Auditors found that the Coeur d'Alene Public Schools finds itself in this exact situation. Efficient use of school buildings requires district policies to be written in such a way to manage student enrollments to effectively utilize building space to meet the educational needs of students (see Finding 5.3). Auditors found that in an effort to provide school choice and efficiently utilize building space, transfer

policies and practices in the Coeur d'Alene Public Schools are creating inequities by creating "forced transfers." The term "forced transfer" means that when a school has been filled to capacity with choice transfer students, then any neighborhood student living in the zoned school area is forced to enroll in another school where room is available, even if the school is located on the other side of the district.

Auditors examined the number of elementary forced transfer students and their respective free and reduced lunch status from data provided by district personnel. Exhibit 3.4.5 shows the school, the number of forced transfer students, and the number of forced transfer students who are classified as free and reduced lunch.

Exhibit 3.4.5

Comparison of School, Number of Forced Transfers,
And Number of Forced Transfer Labeled Free and Reduced Lunch
Coeur d'Alene Public Schools
February 2019

Original School	Number of Forced Transfers	Number Free and Reduced Lunch	Percentage Free and Reduced Lunch
Atlas	20	7	35.00
Borah	4	4	100.00
Dalton	2	0	0.00
Fernan	4	3	75.00
Hayden Meadows	4	4	100.00
NEXA	4	1	25.00
Skyway	17	8	47.06
Winton	12	8	66.67
Total	**67**	**35**	**52.24%**

Exhibit 3.4.5 shows the Coeur d'Alene Public Schools is force transferring 67 students of which 52.24% are classified as free and reduced lunch.

Overall, auditors found that the district's transfer practices are displacing a segment of the district's economically disadvantaged population and forcing some to transfer from their home school zone.

Full-Day Kindergarten

National Education Association (NEA) recognizes that full-day kindergarten programs close achievement gaps between young children from minority and low-income families and their peers. By providing a solid foundation of learning to children from all backgrounds, full-day kindergarten programs ensure all students' academic, social, and emotional success. All children in full-day kindergarten classes demonstrate greater reading and mathematics gains than those in half-day classes. Full-day kindergarten also supports children at risk of school failure. Particularly for children who have had limited learning and social experiences, or who are at risk for later difficulties owing to developmental problems, family stress, or other factors, a high quality, full-day kindergarten program may offer the best opportunity to reduce the impact of these risks from the very beginning.

Coeur d'Alene Public Schools has made a conscious choice to provide equity to students of poverty by offering full-day kindergarten and directing the use of title funds to support the program. Auditors expected to find all students of poverty were being served through full-day kindergarten programs. Over the past four years, Coeur d'Alene Public Schools has started offering full-day kindergarten programs at selected schools, mostly to help students who may not have access to quality instruction and supports outside the school day and to support students of poverty while addressing lower-than-average reading scores. Auditors found that the four schools with the highest free and reduced lunch percentage were serving students of poverty through full-day kindergarten services.

Auditors examined the free and reduced lunch percentage and enrollments of the district's elementary schools. Exhibit 3.4.6 displays schools by enrollment and percentages of free and reduced lunch. Schools indicated with an asterisk are currently offering full-day kindergarten programs funded with title dollars.

Exhibit 3.4.6

Elementary Schools by Enrollment, and Free and Reduced Lunch Percentage
Coeur d'Alene Public Schools
February 2019

School	Enrollment	Percent Free and Reduced Lunch
*Borah	385	73.43%
*Winton	502	71.50
*Bryan	403	64.51
*Fernan	402	58.74
NEXA	309	55.21
Ramsey	713	43.33
Atlas	625	41.15
**Hayden Meadows	524	33.02
Skyway	623	31.18
**Sorensen	315	25.70
Dalton	436	17.88
Total	**5,237**	

*Indicates full-day kindergarten funded by title
** Indicates full-day tuition-based kindergarten

As noted by Exhibit 3.4.6 students are being offered full-day kindergarten at Borah, Winton, Bryan, and Fernan Elementary Schools, which have a range from 58.74% to 73.43% free and reduced lunch student populations. The remaining seven elementary schools are being offered full-day, tuition-based kindergarten services and have a range from 17.88% to 55.21% of free and reduced lunch students.

Overall, auditors found that the Coeur d'Alene Public Schools is making a valiant effort toward equity by offering services and directing funds to support full-day kindergarten at its most economically disadvantaged elementary schools. However, students of poverty from the remaining elementary schools are not being offered full-day kindergarten services.

Summary

Auditors examined board policies, district programs, and district documents to understand Coeur d'Alene Public Schools' approach to equity. Equity refers to treating un-equals unequally until they are equal. Auditors found inequities in some district practices associated with varying graduation requirements, forced transfer students, and access to full-day kindergarten. Graduation requirement differences are directly related to a wide disparity in course offerings between the two traditional high schools. Forced transfer students represent a small overall number students in the district, but more than half are students of poverty being forced to attend schools outside their neighborhood. While the district is addressing equity through offering full-day kindergarten to some economically disadvantaged students in the district, other economically disadvantaged students are not being served through this program. These areas of inequities are not exhaustive but serve as illustrative examples of where inequalities may exist within a school system (see Recommendation 1).

STANDARD 4: The School District Uses the Results from System-Designed and/or -Adopted Assessments to Adjust, Improve, or Terminate Ineffective Practices or Programs.

A school system meeting this audit standard has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives. Common indicators are:

- A formative and summative assessment system linked to a clear rationale in board policy;
- Knowledge, local validation, and use of current curricular and program assessment best practices;
- Use of a student and program assessment plan that provides for diverse assessment strategies for varied purposes at all levels—district, school, and classroom;
- A way to provide feedback to the teaching and administrative staffs regarding the effectiveness of classroom instruction, how it is evaluated and subsequently improved;
- A timely and relevant database upon which to analyze important trends in student achievement;
- The degree to which specific programs have clear vision and direction and are actually producing desired learner outcomes or results;
- A database to compare the strengths and weaknesses of various programs and program alternatives, as well as to engage in equity analysis;
- A database to modify or terminate ineffective educational programs;
- A method/means to relate to a programmatic budget and enable the school system to engage in cost-benefit analysis; and
- Organizational data gathered and used to continually improve system functions.

A school district meeting this audit standard has a full range of formal and informal assessment tools that provide program information relevant to decision making at classroom, building (principals and school-site councils), system, and board levels.

A school system meeting this audit standard has taken steps to ensure that the full range of its programs is systematically and regularly examined. Assessment data have been matched to program objectives and are used in decision making.

What the Auditors Expected to Find in the Coeur d'Alene Public Schools:

The auditors expected to find a comprehensive assessment program for all aspects of the curriculum, pre-K through grade 12, which:

- Was keyed to a valid, officially adopted, and comprehensive set of goals/objectives of the school district;
- Was used extensively at the site level to engage in program review, analysis, evaluation, and improvement;
- Was used by the policy-making groups in the system and the community to engage in specific policy review for validity and accuracy;
- Was the foci and basis of formulating short- and long-range plans for continual improvement;
- Was used to establish costs and select needed curriculum alternatives; and
- Was publicly reported on a regular basis in terms that were understood by key stakeholders in the community.

Overview of What the Auditors Found in the Coeur d'Alene Public Schools:

This section is an overview of the findings that follow in the area of Standard Four. Details follow within separate findings.

Student assessment and program evaluation planning documents provided to the auditors for review, combined with interviews and campus observations, did not provide sufficient evidence of a comprehensive student assessment and program evaluation plan. Auditors found no evidence of a systematic means of evaluating instructional programs for the purposes of making decisions about their selection, continuation, modification, and/or termination.

The scope of formal assessment in Coeur d'Alene Public Schools is inadequate when viewed across all grade levels and curriculum offerings as well as when considering the various grade level groups. Overall, the scope of formal assessment was inadequate with only 36% of core and non-core courses having some form of state or district-wide assessment.

Data use was found to be inadequate to inform curricular, instructional, and programmatic decision making to improve student achievement. Data use to guide instruction is undefined, and data are used inconsistently from campus to campus and classroom to classroom, resulting in data trends that indicate inconsistent and unfocused use of data for the purposes of improved teaching and increased learning for all students. A system-wide process for the use of data in evaluating programs prior to implementation or when making decisions about continuation, modification, or termination was not in place.

Finding 4.1: The district lacks a comprehensive student assessment and program evaluation plan to guide decisions; further expectations and procedures for the consistent and effective use of assessment data do not exist.

An effective student assessment and program evaluation system ensures that students are assessed appropriately and that the information from those assessments is utilized to make informed decisions that positively impact learning for all students. An effective system provides information that can be used at all levels of the district, from board trustees and district level administrators making significant budgeting decisions, to principals allocating resources at the campus level, to individual teachers modifying instruction for individual students. When a school district lacks a comprehensive student assessment and program evaluation plan, the decision-makers lack the data needed to make informed decisions regarding teaching and learning and instead rely on past practice or instinct.

An effective student assessment and program evaluation system also includes clear plans for how students are assessed and how the information will be utilized. The student assessment plan includes an expectation that students are assessed in all content areas (core and non-core subject areas) and at all grade levels. It also includes summative and formative assessments that provide teachers with the diagnostic information needed to adapt and improve instruction for students, both on a daily basis and over time. The program evaluation plan provides procedures and information for evaluating academic programs to determine their effectiveness as to whether they should be continued, modified, or terminated. The two plans together, along with clear and focused data use, create an effective student assessment and program evaluation system that provides an expectation for consistent and ongoing academic achievement for all students.

To determine the adequacy of the district plans for student assessment and program evaluation in the Coeur d'Alene Public Schools, the auditors reviewed board policy, job descriptions, assessment and program evaluation documents, curriculum documents, assessment materials, and data pertaining to student assessment and program evaluation. The auditors interviewed district administrators, school administrators, instructional support staff, and teachers regarding the district's student assessment and program evaluation system. They also conducted surveys to gain further information related to these areas.

School board policy speaks to student assessment in a general sense in *Policy 2100–Curriculum Development and Assessment*: "In all program areas and at all levels, staff shall routinely assess student progress toward achieving learner goals and program area performance standards." Additionally, two policies address program

evaluation to include: 1) *Policy 2100* (as noted above), "Analysis of the curricula will come through the use of a variety of assessments and various sources of data collection in determining the effectiveness of the planned, written, taught and tested curriculum at all levels." 2) *Policy 2120–Program Evaluation and Diagnostic Tests*, "…the Board shall strive to set forth…A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met."

The auditors expected to find explicit statements in board policy related to the district's philosophy and need for a comprehensive student assessment and program evaluation system that includes, at a minimum, formative and summative assessment in all areas and grade levels, requirements for program evaluation, use of data to measure curriculum effectiveness, and regular reports to the board regarding program effectiveness.

Overall, the Coeur d'Alene Public Schools board policies indicate some intent to measure student achievement and program effectiveness. However, auditors did not find evidence in policy of a planning process that includes explicit expectations and direction for comprehensive student assessment and program evaluation plans, with data analysis and use outlined.

The auditors were presented with a document titled *Coeur d'Alene Public Schools Comprehensive Curriculum & Assessment Plan 2018-2019 School Year*, which includes: a list of tests and time frames for testing, the curricular revision cycle that has a general statement related to assessment development, and a brief overview of *Quest*, the district common formative assessments. The document briefly outlines curriculum revision but does not directly address program evaluation.

Coeur d'Alene Public Schools needs a comprehensive and systematic approach to guide the assessment of student learning and the evaluation of programs across the district. Auditors found that district policy and documents provided by district personnel make references to assessment and evaluation to a limited degree but not enough to guide decision making related to improved learning for all students. They further found that while the district collects some student assessment data, district documents provided little evidence of comprehensive planning for use of those data (see Finding 4.3).

Skyway Elementary student reading

Student Assessment Plan and Program Evaluation System

The auditors looked for evidence of various components of a comprehensive student assessment and program evaluation plan within documents submitted for review. To determine adequacy auditors utilized the criteria contained in the Curriculum Audit Characteristics of a Comprehensive Student Assessment Plan and Program Evaluation Planning chart displayed in Exhibit 4.1.1.

Exhibit 4.1.1

Characteristics of a Comprehensive Student Assessment Plan
And Program Evaluation Planning and Auditors' Assessment of District's Approach
Coeur d'Alene Public Schools
February 2019

Characteristic (The plan…)	**Auditors' Rating**	
	Met	**Not Met**
1. Describes the philosophical framework for the design of the student assessment plan and directs both formative and summative assessment of the curriculum by course and grade in congruence with board policy. Expects ongoing formative and summative program evaluation; directs use of data to analyze group, school, program, and system student trends.		X
2. Includes an explicit set of formative and summative assessment procedures to carry out the expectations outlined in the plan and in board policy. Provides for regular formative and summative assessment at all levels of the system (organization, program, student).		X
3. Requires that formative, diagnostic assessment instruments that align to the district curriculum be administered to students frequently to give teachers information for instructional decision making. This includes information regarding which students need which learner objectives to be at the appropriate level of difficulty (e.g., provides data for differentiated instruction).		X
4. Provides a list of student assessment and program evaluation tools, purposes, subjects, type of student tested, timelines, etc.	Partial*	
5. Identifies and provides direction on the use of diverse assessment strategies for multiple purposes at all levels—district, program, school, and classroom—that are both formative and summative.		X
6. Specifies the roles and responsibilities of the central office staff and school-based staff for assessing all students using designated assessment measures, and for analyzing test data.	Partial*	
7. Directs the feedback process; assures the proper use of assessment data at all levels.		X
8. Specifies the connection(s) among district, state, and national assessments.		X
9. Specifies the overall assessment and analysis procedures used to determine curriculum effectiveness.		X
10. Requires aligned student assessment examples and tools to be placed in curriculum and assessment documents.		X
11. Specifies how equity issues will be identified and addressed using data sources; controls for possible bias.		X
12. Identifies the components of the student assessment system that will be included in program evaluation efforts and specifies how these data will be used to determine continuation, modification, or termination of a given program.		X
13. Provides for appropriate trainings for various audiences on assessment and the instructional use of assessment results.	Partial*	
14. Delineates responsibilities and procedures for monitoring the administration of the comprehensive student assessment and program evaluation plan and/or procedures.		X
15. Establishes a process for communicating and training staff in the interpretation of results, changes in state and local student achievement tests, and new trends in the student assessment field.		X
16. Specifies creation of an assessment data system that allows for the attribution of costs by program, permitting program evaluations to support program-based cost-benefit analyses.		X
Total	**0**	**16**
Percentage Met	**0%**	
*Partial ratings are tallied as not met.		
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To meet audit standards, auditors must rate at least 12 of 16 characteristics as met. As seen in Exhibit 4.1.1, district documents provided to the auditors did not meet audit criteria. The three partial ratings were counted as not met. The following discussion provides more information on evidence found by the auditors during this analysis.

Characteristic 1: Philosophical Framework (Not Met)

The auditors were presented with an unnamed document with a list and explanation of some of the assessments utilized in the district. The opening paragraph states, "The Coeur d'Alene School District assessment program is an ongoing process, the purpose of which is to measure student achievement. The information gathered helps our district and schools to refine instructional practices and focus curriculum. It gives parents, students and educators information about how a student is progressing." However, a philosophical framework that provides for formative and summative assessment congruent with board policy, an expectation for formative and summative program assessment and directions for the analysis and use of data was not shared with the auditors.

Interview data related to a philosophical framework for the design of a student assessment plan included this representative comment: "I think we understand alignment between curricula and instruction, not sure there's a ubiquitous understanding of assessment." (District Office Administrator)

Characteristic 2: Formative and Summative Assessment Procedures (Not Met)

The auditors did not find in any of the documents provided an explicit set of formative and summative assessment procedures at the organizational or programmatic levels of the system; nor do the documents outline the steps for administering the assessments or detail how any data resulting from the assessments should be used to inform instructional planning.

Interview comments differ in perceptions related to formative and summative assessment:

- "Almost all [courses] have assessments: common, interim, and summative for each semester. Not all are in the learning platform [student management system]." (District Office Administrator)
- "Each school is doing their own thing [common assessments], which is difficult because we have so much mobility." (School Administrator)

Characteristic 3: Formative Diagnostic Assessments (Not Met)

No evidence was presented to the auditors of guidance for system-wide use of formative diagnostic assessments for differentiating instruction. As found in the *Comprehensive Curriculum & Assessment Plan 2018-2019 School Year,* a matrix includes: iStation reading diagnostics and iReady math diagnostics to be administered in the fall, winter, and spring for grades K-5; Quest formative assessments for elementary grades, to be administered in fall, winter, and spring; and Quest formative assessments for middle and high school in science and math to be administered in the fall, end of semester one, spring, and end of semester two. The matrix does not include information regarding the use of the data obtained from these assessments.

Characteristic 4: List of Student Assessment and Program Evaluation Tools (Partially Met)

Auditors were provided district and state testing calendars with assessment dates and grade levels to be tested. Assessments posted included federally- and state-mandated assessments, as well as assessments required by the district.

The only documents that addressed program evaluation or data analysis tools for instructional decision making to be used at the district or campus level were for programs with requirements set forth by state and federal guidelines for participation in those programs (e.g., Perkins IV Measures Report, accreditation reviews). No program evaluations or tools were provided to the auditors that are approved at the district level for use with all instructional programs currently in use in the district.

Characteristic 5: Diverse Assessment Strategies (Not Met)

Auditors found no written direction for the use of diverse formative and summative assessment strategies for multiple purposes at all levels—district, program, school, and classroom.

Characteristic 6: Specification of Roles and Responsibilities (Partially Met)

The following roles and responsibilities related to student assessment, data analysis, and program evaluation were found in district job descriptions:

Student Assessment and Data Analysis/Use

- Director of Curriculum and Assessment coordinates with the K-12 Assessment Coordinator on the following: end of year course tests, *ISAT*, *IRI*, *PSAT*, *SAT*; and helps write curriculum to align with State assessments.
- Director of Secondary Education and Director of Elementary Education lead in the development, implementation, and evaluation of data-driven plans to increase student achievement.
- Building Principal implements data informed strategies that align content standards, curriculum, teaching, and learning.
- Teacher assesses student learning to guide instructional decisions.

Program Evaluation

- Building Principal uses data to assess and evaluate programs, curriculum, and instruction.

The above roles and responsibilities are general in nature and do not create a process for primary responsibility, secondary roles, and implementation responsibilities for a comprehensive student assessment program or program evaluation.

Characteristic 7: Feedback Process (Not Met)

Auditors were provided with no documentation related to the feedback process assuring the proper use of assessment data at all levels.

The following interview statement speaks to the need for a more focused and consistent feedback process: "All available [assessments] are required to be used. One of the limitations, however, is that many choose to provide their assessment on paper, so we don't have item analysis." (District Administrator)

Characteristic 8: Connection Among District, State, and National Assessments (Not Met)

Assessment calendars presented to auditors listed district, state, and national assessments. However, auditors did not find in policies, district plans, school plans, or other documents any mention of connections among the various assessments.

Characteristic 9: Specifies Procedures Used to Determine Curriculum Effectiveness (Not Met)

Auditors were provided with a curricular revision cycle that included, "Year 2: Analyze Curriculum - analyze teacher assessments and their results." However, no procedures or processes were included that indicate how in depth the analysis will be or the outcomes as a result of the analysis. Without benefit of a district-adopted curriculum management plan (see Finding 2.1), procedures to monitor curriculum effectiveness are absent.

Characteristic 10: Aligned Student Assessment Examples and Tools in Curriculum Documents (Not Met)

The auditors found no requirement for aligned student assessment examples and tools to be placed in curriculum and assessment documents.

Characteristic 11: Specification of Means of Identifying and Addressing Equity (Not Met)

Auditors found no specific reference to equity issues and control for possible bias.

Characteristic 12: Program Evaluation (Not Met)

Board Policies 2100 and 2120, as noted above, speak to program evaluation in general terms. However, the policies do not identify the components of the student assessment system that will be included in program evaluation efforts nor specify how the data will be used to determine continuation, modification, or termination of a given program.

Interview data related to program evaluation included the following:

- "Great question. [We] don't know if programs are exactly working." (Teacher)
- "We're just piecemealing right now, buying our own programs (Zoophonics)." (School Administrator)
- "We are constantly adding more things to our plate without taking anything off our plate." (Teacher)

Characteristic 13: Trainings on Assessment and Instructional Use of Assessment Results (Partially Met)

The auditors did not find evidence of a comprehensive plan to provide appropriate professional learning for staff members at all levels of the system on assessment and the instructional use of assessments. Professional development lists for the Coeur d'Alene Public Schools include *iSat* Comprehensive Assessment System training beginning in school year 2015-16 and continuing through the current school year. There is no indication who is involved in the training, whether it is mandatory, objectives for the training, or other pertinent information; additionally, the training addresses only one strand of assessments utilized in the district (see Exhibit 4.2.2).

Characteristic 14: Responsibilities and Procedures for Monitoring (Not Met)

The auditors found no district expectations or procedures for monitoring the administration of the comprehensive student assessment and program evaluation plan.

Characteristic 15: Process for Communicating with and Training Staff (Not Met)

A written expectation of planned, ongoing professional development for staff in interpretation of results and new trends in student assessment was not found in the documents presented to the auditors.

Characteristic 16: Attribution of Costs by Program (Not Met)

There is no direction or expectation for the creation of an assessment data system that allows for the attribution of costs by program, permitting program evaluations to support program-based cost-benefit analyses (see Finding 5.1).

Exhibit 4.1.1 indicates that the Coeur d'Alene Public Schools currently lacks a comprehensive, systematic and clearly communicated approach to guide quality practices for the assessment of student learning and the evaluation of programs across the district. Planning is fragmented; auditors found components of a student assessment plan, but no evidence of a program evaluation plan. Three of 16 characteristics were rated as partially met (counted as not met for calculation purposes) and 13 characteristics were rated as not met, resulting in 0% met. Without a comprehensive plan and planning process, district staff lack a means for making decisions about the effectiveness of the curriculum. Additionally, district personnel had no means of systematically evaluating instructional programs for the purposes of making decisions about selection, continuation, modification, and/or termination (see Recommendation 2).

The auditors also looked for evidence of the use of data as feedback to inform instruction and evaluate programs. The next section speaks to the auditors' findings.

Use of Assessment Data

Use of student assessment data from a variety of sources is essential for sound decision making related to teaching and student learning. Summative assessment data is used when evaluating programs or student outcomes. This form of assessment is used to determine how well a program, group, or individual achieved a

set of goals. Formative assessment, however, is used at various points during the implementation of a program or instruction in order to make immediate changes to affect outcomes.

Effective use of data includes disaggregating data consistently and in meaningful ways for district leaders to determine if all subgroups within the general population are achieving at an equitable rate and to the degree desired by the district.

To determine whether data are used in an effective and consistent manner in the Coeur d'Alene Public Schools, the auditors looked not only at board policy as referenced above and job descriptions (see Exhibit 4.1.1, Characteristic 6), but also at data reports, school board meeting minutes, school improvement plans, and administrator and teacher evaluation forms. Interviews and surveys provided additional information.

Auditors found evidence of efforts in the district to understand and use data. Available data are inconsistent across subject areas and grade levels (see Finding 4.2 for scope of assessment). Additionally, there is conflicting or no evidence of a systematic approach to the use of data for decision making regarding teaching and learning in the classroom or the selection, implementation, monitoring, or termination of instructional programs.

An effective student assessment and program evaluation system includes scheduled reports to the board of trustees outlining current and up-to-date student achievement data and program evaluation data. Auditors reviewed 30 months of school board meeting minutes for reports referencing student assessment, program evaluation, and/or use of available data. For the months July 2016 through December 2018, the following was noted in the minutes:

- Discipline data was presented in the Consent Agenda in 23 of 30 months of board meeting minutes.
- Student assessment data was referenced in board meeting minutes to include:
  - District-wide test results – *ISAT/SBAC*, *AP*, *SAT* (7/11/16)
  - 2017-18 *SAT* results (6/5/17)
  - Assessment data related to new high school math course (2/5/18)
  - *Civics Exam* results (5/7/18)
  - Testing Data Recap – *ISAT* and *SAT* (7/2/18)
  - *AP* results (8/6/18)
  - Assessment and accountability update scheduled (10/1/18), but delayed to the following month (11/5/18)
- Program evaluation information was shared twice within the 30-month period:
  - Extracurricular activities (7/11/16)
  - KTEC Snapshot Year 5 (8/8/16)
- Data Summit Report by superintendent (12/4/17)

The auditors also reviewed school improvement plans for any mention of student assessment and/or data use. Assessment was referenced in 5 of 17 school improvement plans—4 elementary and 1 high school; data use was referenced in 7 of 17 improvement plans—6 elementary and 1 high school. Four school improvement plans referenced both assessment and data use—3 elementary and 1 high school.

The auditors reviewed both administrative and teacher evaluation forms to determine whether expectations related to student assessment and data use exist. The administrative evaluation refers to assessing teacher performance and other formative feedback mechanisms to improve teacher effectiveness. It also includes a section on student achievement and growth related to Idaho Standards achievement tests and the Idaho reading inventory. The teacher evaluation form includes a component within Domain 1 called "Designing Student Assessments" and another in Domain 3 called "Using Assessment in Instruction." The teacher summative

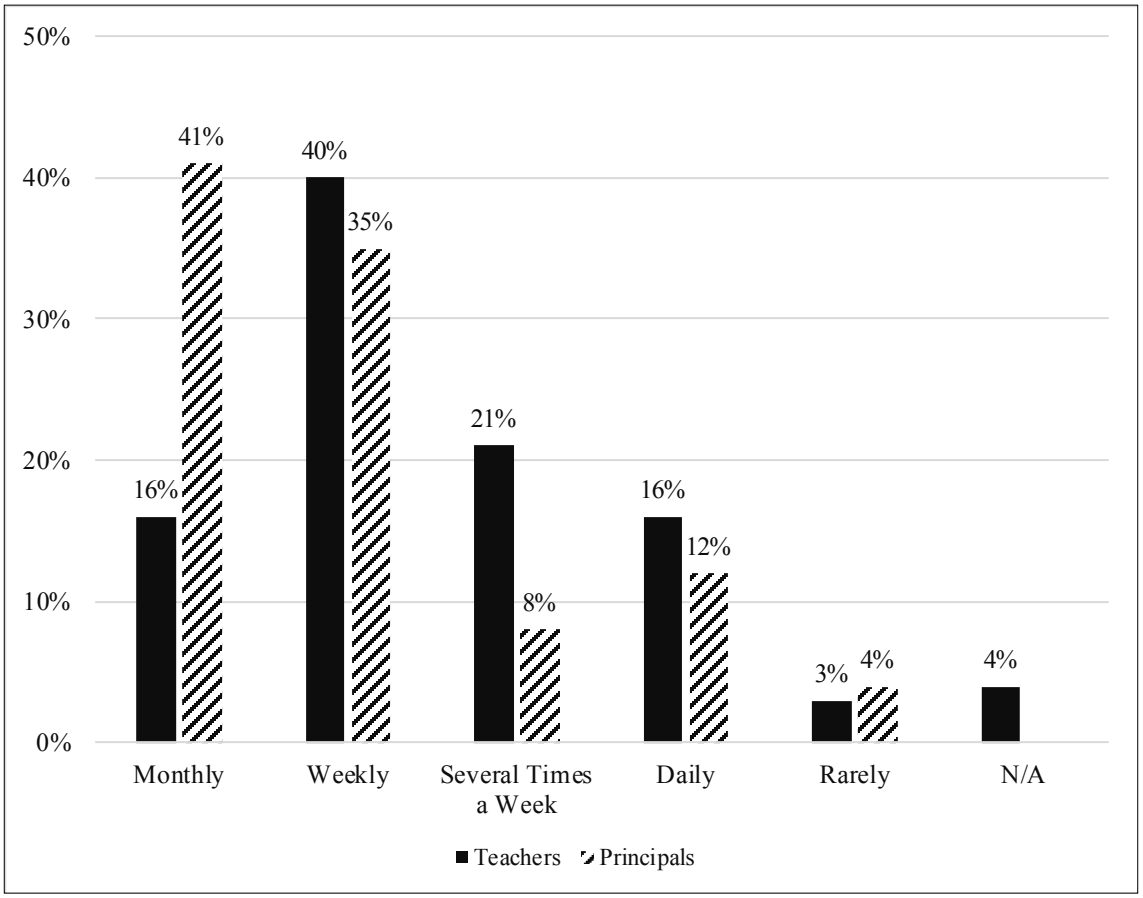
evaluation form includes a section on measurable student achievement with options for which assessments will be utilized to measure growth.

Auditors used an anonymous online survey to solicit responses from teachers and school administrators regarding the use of data for teaching and learning. Teachers and school administrators responded to statements and questions regarding student assessment and data use.

Exhibit 4.1.2 shows a comparison of teacher responses to the question, "How frequently do you use assessment results to plan instruction?" to principal responses to the question, "In general, how frequently do teachers at your school use the results of assessments to plan instruction?"

Exhibit 4.1.2

Teacher and Principal Survey Responses to Questions:
"How frequently do you use the results of assessments to plan instruction?"
"How frequently do your teachers use the results of assessment to plan instruction?"
Coeur d'Alene Public Schools
February 2019



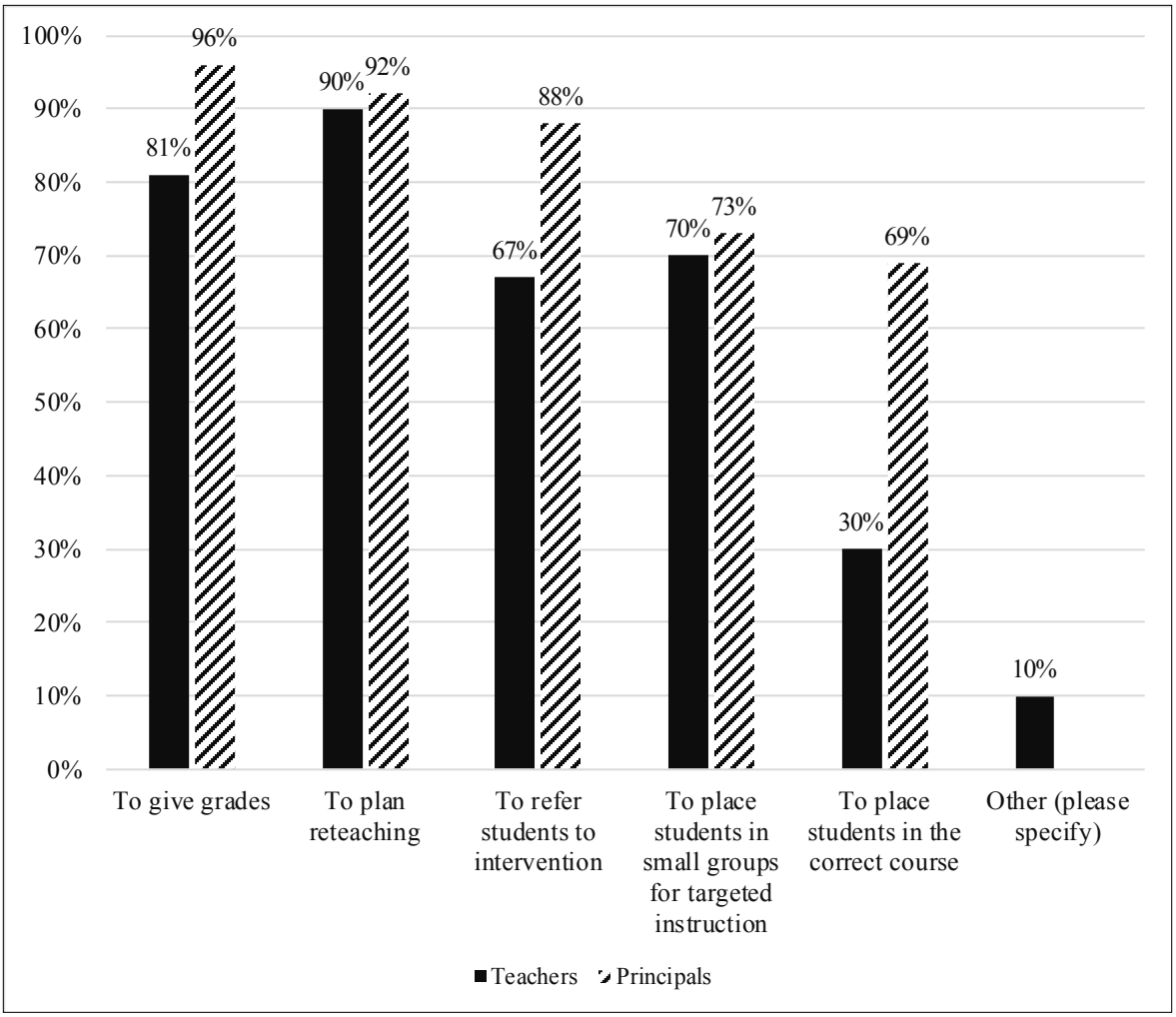
As noted in Exhibit 4.1.2:

- Over 75% of the 284 teachers who responded indicate the use of assessment data for instructional planning at least weekly (weekly, several times a week, daily), compared to 55% of the 26 principals who responded concerning teacher use of assessment data at least weekly.
- Sixteen percent of the teachers who responded indicate the use of assessment data only monthly, compared to 41% of principal respondents who indicate teacher use of assessment data on a monthly basis.
- Four percent of teacher respondents indicate the question was not applicable to their position.

Auditors also surveyed teachers and principals about how assessment data is utilized by classroom teachers with the following statement/question: teachers – "I use student assessment data for the following: (mark all that apply)," and principals – "How do teachers make use of student assessment data? (mark all that apply)." Exhibit 4.1.3 shows the survey responses.

Exhibit 4.1.3

Teacher and Principal Survey Responses to:
"I use student assessment data for the following:"
"How do teachers make use of student assessment data?"
Coeur d'Alene Public Schools
February 2019



As noted in Exhibit 4.1.3:

- Two responses indicate that teachers utilize data to affect teaching and learning in the classroom and that teacher and principal survey responses are similar:
  - Plan reteaching – teachers (90%), principals (92%)
  - Place students in targeted instruction groups – teachers (70%), principals (73%)
- One additional response indicates the use of assessment data for interventions outside the classroom; however, teacher and principal survey responses differ – teachers (67%), principals (88%).

- Survey responses also differ with 96% of all school administrators indicating teacher use of assessment data for grading purposes, while fewer teachers (81%) indicate they use assessment data for this purpose.
- Ten percent of teacher respondents marked "Other" with various remarks (e.g., "progress reports," "monitor growth," "to see if I can skip standards – already mastered").

Based on survey responses, teachers and their school administrators report that teachers are using student assessment data with varying degrees of frequency. The responses further report that most teachers utilize data to plan for reteaching. However, the survey data also indicate that 81% of teachers use assessment data for grading purposes compared to 96% of school administrators who believe teachers use assessment data for that purpose.

In addition to obtaining survey results, the auditors interviewed board members, district and school administrators, teachers, and parents about the use of student assessment data for the purpose of student achievement. Interview comments indicate that the use of student assessment data to inform instructional practices may vary just as the survey data indicates. The following interview statements were noted:

- "I don't use assessment data in my classroom." (Teacher)
- "They give tests because they are told they have to, but I've never once in my 15 years with this district seen those tests used as formative assessment." (Parent)
- "Teachers and grade levels look at data monthly to adjust small groups and instruction." (School Administrator)
- "We use assessment data to inform student schedules and supports, building goals, and professional development." (School Administrator)

Auditors found that the use of student assessment data and program evaluation data in the district is inconsistent and unfocused. Student assessment data and program evaluation data are not shared with the board in the form of reports on a consistent basis; student assessment and data use are addressed in less than half of all school improvement plans; survey data indicate the use of student assessment data being utilized to varying degrees, while teacher and principal perception of the frequency of use also differs; and finally, survey data indicate assessment data is utilized for reteaching and student placement in targeted instruction, but also for grading purposes in many district classrooms.

Summary

The Coeur d'Alene School district currently lacks a comprehensive, systematic, and clearly communicated approach to guide quality practices for the assessment of student learning and the evaluation of programs across the district. Planning is fragmented, and while the auditors found components of a student assessment plan, there is no evidence of a program evaluation plan. The district needs a consistent and focused process for the analysis and use of student assessment and program evaluation data for the purpose of improved learning for all students (see Recommendation 2).

Finding 4.2: The scope of formal student assessment is inadequate to effectively evaluate the taught curriculum and provide sufficient data for making sound instructional decisions.

Student assessment data provide the foundation for decision making regarding the effectiveness of curriculum and instruction. The scope of a district's assessments indicates the extent to which subjects and courses taught to students in each grade are covered by system-wide assessments. Assessments administered in each course and at every grade level generate valuable data that inform the district and the campus of the extent to which students have mastered the curriculum. Without data from all subjects and grade levels, district and campus leaders and classroom teachers cannot effectively evaluate curriculum and instruction within the district and the classroom. An effective assessment program requires that students are assessed in each subject and grade level using formal district-wide assessments. Such assessments provide a common measurement of learning, which helps ensure that each student is receiving a common and equitable education regardless of their school of attendance within the district.

The scope of student assessment refers to the presence of some type of formal district, state, or national assessment for every course. When reviewing assessment scope, auditors do not address the quality of those assessments or whether or not each curriculum objective for a given course is assessed. The audit expectation is that some form of formal assessment exists for 100% of courses in core content areas (English language arts, mathematics, science, and social studies) and for at least 70% of all other courses (non-core). It should be noted that the auditors do not include individual teacher made assessments in the list of formal assessments or the scope of assessments, since those types of assessments may not have district oversight or are not consistently administered across the district.

To determine the scope of student assessment, auditors examined documents provided by district staff, including board policy, assessment documents and calendars, lists of district assessments, curriculum documents, and lists of course offerings. Auditors found that, overall, the scope of formal assessment in the Coeur d'Alene Public Schools does not meet audit standards when viewed across all grade levels and curriculum offerings. However, core content courses in grades 6-8 were found to be adequate and have formal assessments for all courses taught.

Although the district does not have a formal assessment plan, *Board Policy 2100-Curriculum Development and Assessment* provides an expectation for a system of assessments as seen in Finding 4.1. The policy, however, does not explicitly address locally developed assessments or how the data from the assessments will be utilized to improve teaching and learning in the district.

In addition to board policies, auditors reviewed various documents presented by district personnel to determine the breadth of formal student assessment. The following exhibit shows a list of formal assessments administered district-wide and the grade levels at which they are administered.

Exhibit 4.2.1 lists the formal assessments administered in kindergarten through grade 12, with grade levels and descriptions for each assessment.

Exhibit 4.2.1

Summary of Pertinent Student Assessments Administered
Coeur d'Alene Public Schools
February 2019

Student Assessment	Administered in Grades	Description/Subjects
ISAT - Idaho Standards Achievement Test	ELA/Math – 3-8, HS* Science – 5, 7 ALT ELA/Math – 3-8, 10 ALT Science – 5, 7, 10, 11	Component of the statewide student assessment system. Provides ongoing monitoring of individual, school, district, and state progress.
ISAT – Idaho Standards Achievement Test – End of Course Science (Biology & Chemistry)	10-12	Biology and/or Chemistry – Students are required to participate once during high school years. (Grade 9, effective 2018-19)
Idaho Alternate Assessment – Science IPASS Portfolio	5, 7, and 10	Administered to students with significant cognitive impairments who meet participation criteria.
Idaho Alternate Assessment English Language Arts & Math	10, 11	Administered to students with significant cognitive impairments who meet participation criteria.
Idaho Alternate Assessment English Language Arts & Math	3-8	Administered to students with significant cognitive impairments who meet participation criteria.
IRI - Idaho Reading Indicator	K-3 4, 5	State benchmark reading test administered twice a year (fall & spring) in grades K-3. Extended by district to grades 4 and 5.
Civics Assessment	7-12*	State assessment required for graduation.
NWEA MAP Growth	High School	Administered to each student in a high school equivalent mathematics course. MAP Growth measures what students know and informs teachers as to next learnings.
PSAT – Preliminary Scholastic Aptitude Test	10 9, 11	Free to sophomores enrolled in public schools. Extended by district to grades 9 and 11.
ACCESS 2.0 – Idaho English Language Proficiency Assessment	K-12	Administered to students identified as English Learners.
NAEP – National Assessment of Educational Progress	4, 8, and 12	National assessment in mathematics, reading, and science.
i-Station Diagnostics	K-5	District progress monitoring for reading.
i-Ready Diagnostics	K-8	District progress monitoring in mathematics.
Quest	Elementary, Middle, and High School	District common formative assessments in science for elementary school, and science and mathematics for middle and high schools. Grade levels are not delineated.
Notes: 1) ISAT for ELA and Math is required during HS (high school) grades; local district administers in grade 10; 2) Civics Assessment is a State of Idaho requirement for graduation – students must take and pass any time from grade 7 through grade 12.		
Data Source: 2018-19 Testing Dates/Windows – Coeur d'Alene Public Schools; State of Idaho Department of Education website; Coeur d'Alene Public Schools Comprehensive Curriculum & Assessment Plan 2018-2019 School Year		

Exhibit 4.2.2 summarizes the scope of the assessment in Exhibit 4.2.1 by noting whether the assessment is a national, state, or district level assessment and at what grade level it is administered.

Exhibit 4.2.2

Matrix of Formal Assessments by Grade Level and Test
Coeur d'Alene Public Schools
February 2019

Test/Subject Area	Grade Level													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
NAEP – National Assessment of Education Progress														
Reading/Math/Science						N				N				N
ISAT – Idaho Standards Achievement Test														
English Lang Arts					S	S	S	S	S	S	S	S		
Math					S	S	S	S	S	S	S	S		
Science							S		S					
Social Studies														
ALT Eng Lang Arts*					S	S	S	S	S	S	S	S		
ALT Math*					S	S	S	S	S	S	S	S		
ALT Science*							S		S			S	S	
ISAT – Idaho Standards Achievement Test – End of Course Science														
Biology											S	A/N	A/N	A/N
Chemistry											S	A/N	A/N	A/N
Idaho Alternate Assessment*														
Science IPASS Port.							S		S			S		
English Lang Arts												S	S	
Math												S	S	
IRI – Idaho Reading Indicator														
Reading		S	S	S	S	D	D							
Civics Assessment*														
Idaho Civics									S	A/N	A/N	A/N	A/N	A/N
NWEA MAP Growth														
Mathematics											D	D	D	D
PSAT – Preliminary Scholastic Aptitude Test														
PSAT											D	S	D	
ASSESS 2.0 – Idaho English Language Proficiency Assessment														
English Language		S	S	S	S	S	S	S	S	S	S	S	S	S
i-Station (Reading) and i-Ready (Mathematics) Diagnostics														
Reading		D	D	D	D	D	D							
Mathematics		D	D	D	D	D	D	D	D	D				
Quest – Local Common Formative Assessments*														
Quest Science	D							D			D			
Quest Mathematics								D			D			

N=National Assessment; S=State Assessment; D=District Assessment; A/N=as needed
Note: 1) ISAT ALT is given to those students who meet criteria for an alternative examination; 2) ISAT End of Course Science exams in Biology and Chemistry were administered in grade 9 for the first time in school year 2018-19; 3) Idaho Alternate Assessment is administered to students with significant cognitive impairments who meet participation criteria; 4) Civics Assessment may be taken any time from grade 7 through grade 12; 5) A/N = as needed after initial test when student is unsuccessful and/or determined by when a course is offered in the district; 5) Quest – Local Common Assessments do not specify grade levels – referred only to elementary, middle, and high school.

Source: 2018-19 Testing Dates/Windows – Coeur d'Alene Public Schools; State of Idaho Department of Education website; Coeur d'Alene Public Schools Comprehensive Curriculum & Assessment Plan 2018-2019 School Year.

As noted in Exhibit 4.2.2, pre-kindergarten is not formally assessed in the Coeur d'Alene Public Schools and will not be used in the assessment scope calculations found in Exhibit 4.2.3. It was included in this exhibit to show that pre-kindergarten classes are present in the district.

Exhibit 4.2.3 shows a summary of the Coeur d'Alene Public Schools curriculum assessment program in grades K-5. To meet audit standards, the scope of the taught curriculum that is assessed must be 100% for the four academic core areas and 70% for the remaining areas of the taught curriculum. Exhibits 2.2.2 and 2.2.5 in serve as the basis of the curriculum covered at the elementary school level

Exhibit 4.2.3

Scope of Formal Assessments Administered in Kindergarten-Grade 5
Coeur d'Alene Public Schools
February 2019

Courses Offered	Courses Offered by Grade Level						Total Courses	Total Courses Assessed	Percent Assessed
	K	1	2	3	4	5			
Core Content Area Courses									
English Language Arts	X	X	X	X	X	X	6	6	100
Mathematics	X	X	X	X	X	X	6	6	100
Science	O	O	O	O	O	X	6	1	17
Social Studies	O	O	O	O	O	O	6	0	0
Scope – Core							**24**	**13**	**--**
Percent of Scope – Core									**54%**
Non-Core Content Area Courses									
Fine Arts	O	O	O	O	O	O	6	0	0
Vocal & Instrumental Music	O	O	O	O	O	O	6	0	0
Physical Education & Health	O	O	O	O	O	O	6	0	0
Computer Science	O	O	O	O	O	O	6	0	0
Scope – Non-Core							**24**	**0**	**--**
Percent of Scope – Non-Core									**0%**
Overall Scope – Core and Non-Core							**48**	**13**	**27%**
Sources: Coeur d'Alene curriculum and pacing guides; District Testing Calendar; District Assessment List									

Exhibit 4.2.3 indicates the district's assessment scope at the elementary level does not meet audit standards. The following is noted:

- The total scope of assessment for core courses in grades K-5 is 54%.
- English language arts and mathematics are assessed in all grades, kindergarten through grade 5.
- Science is assessed only at grade 5, and social studies is not assessed at any elementary grade level.
- There are no assessments for non-core subject areas.
- Overall, 27% of all courses are assessed in grades K-5. Therefore, the scope of assessment does not meet the audit standard to monitor achievement across all subject areas and grade levels taught.

Exhibit 4.2.4 shows a summary of the Coeur d'Alene Public Schools curriculum assessment program in grades 6 through 8. To be considered adequate, the scope of the taught curriculum that is assessed must be 100% for the four academic core areas and at least 70% for the remaining areas of the taught curriculum. Exhibits 2.2.3 and 2.2.6 serve as the basis of the curriculum covered at the middle school level. See Appendix K for details of the middle school assessment scope.

Exhibit 4.2.4

Scope of Formal Assessments Administered in Grades 6-8
Coeur d'Alene Public Schools
February 2019

Content Areas	Number of Courses Taught	Number of Courses Assessed	Percent of Courses Assessed
Core Subjects			
English Language Arts	9	9	100
Mathematics	9	9	100
Science	3	3	100
Social Studies	3	3	100
Scope – Core	**24**	**24**	**100%**
Non-Core Subjects			
World Languages	2	2	100
PE & Health	3	1	33
Career & Technical	11	1	9
Fine & Performing Arts	14	4	29
Scope – Non-Core	**30**	**8**	**27%**
Overall Scope	**54**	**32**	**59%**

Sources: Coeur d'Alene curriculum and pacing guides; District Testing Calendar; District Assessment List

As noted in Exhibit 4.2.4:

- The core content subjects met audit standards for assessment with 100% of the courses taught also formally assessed.
- The non-core subjects are assessed to varying degrees with 100% of world languages assessed, while only 9% of Career and Technical courses are assessed.
- Overall, 59% of all courses, core and non-core, are assessed in grades 6-8. Therefore, the scope of assessment does not meet audit standards to direct decision-making related to teaching and learning.

Exhibit 4.2.5 summarizes the scope of assessment in grades 9-12. To be considered adequate, the scope of the taught curriculum that is assessed must be 100% for the four academic core areas and at least 70% for the remaining areas of the taught curriculum. Exhibits 2.2.4 and 2.2.7 serve as the basis of the curriculum covered at the high school level. See Appendix L for details of the high school assessment scope.

Exhibit 4.2.5

Scope of Formal Assessments Administered in Grades 9-12
Coeur d'Alene Public Schools
February 2019

Content Areas	Number of Courses Taught	Number of Courses Assessed	Percent of Courses Assessed
Core Subjects			
English Language Arts	32	14	44
Mathematics	19	12	63
Science	25	11	44
Social Studies	20	5	25
Scope – Core	**96**	**42**	**44%**
Non-Core Subjects			
World Languages	22	11	50
PE and Health	13	1	8
Career and Technical	41	5	12
Fine Arts	40	10	25
Scope – Non-Core	**116**	**27**	**23%**
Overall Scope	**212**	**69**	**33%**

Sources: Coeur d'Alene curriculum and pacing guides; District Testing Calendar; District Assessment List

As indicated in Exhibit 4.2.5:

- Mathematics courses are assessed at the highest level with 63% of courses taught having a formal assessment.
- Social studies has the fewest courses assessed with only 25% of all courses taught being formally assessed.
- English language arts and science both have 44% of all courses taught being formally assessed.
- Non-core courses taught are assessed to varying degrees with world languages assessed in 50% of the courses taught, and physical education and health assessed in only 8% of courses taught.
- Overall, only 33% of all courses taught at the high school level are formally assessed. Therefore, the scope of assessment does not meet audit standards for adequacy to monitor achievement across subject areas and grade levels.

Exhibit 4.2.6 summarizes the overall scope of assessment in the Coeur d'Alene Public Schools. Appendices J, K and L provide additional detail on the scope of assessment for each level.

Exhibit 4.2.6

Summary of Scope of Formal Assessments Administered in Grades K-12
Coeur d'Alene Public Schools
February 2019

Grade Levels	Number of Courses Taught	Number of Courses Assessed	Percent of Courses Assessed
Core and Non-Core Content Areas			
K-5	48	13	27
6-8	54	32	59
9-12	212	69	33
Overall Scope	**314**	**114**	**36%**
Sources: Coeur d'Alene curriculum and pacing guides; District Testing Calendar; District Assessment List			

As seen in Exhibit 4.2.6, 36% of all courses taught in the Coeur d'Alene Public Schools are formally assessed. Therefore, 64% of the courses taught K-12 are not formally assessed.

Auditors interviewed board members, district and school administrators, teachers, and parents about various facets of student assessment. The following comments related to assessment scope were made by teachers:

- "There were no assessments so we started the year with no way to progress monitor."
- "I typically have to create my own assessments."
- "I have a collection [of assessments] from the past 10 years."

Summary

The scope of formal student assessment in the Coeur d'Alene Public Schools does not meet audit standard when viewed across all grade levels and curriculum offerings. Only 36% of the curriculum offerings in the district are formally assessed. Assessment of core content (English language arts, mathematics, science, and social studies) in grades 6-8 was found to be adequate; however, assessment of elementary core and non-core, middle school non-core, and high school core and non-core content did not meet audit standard. Adequate assessment tools were not provided to the auditors, indicating that sufficient data for instructional decision making in all areas of the curriculum and at all grade levels are not available for teaching and learning (see Recommendation 2).

Finding 4.3: Assessment trends show student achievement above the state averages in English language arts, mathematics, and science. Achievement trends indicate achievement gaps between subgroups of students and that student achievement is static.

Student assessment data enable district personnel to determine the effectiveness of the board-adopted curriculum and the success of the instructional strategies used to deliver that curriculum in relation to student academic performance. The analysis of student achievement data over multiple years provides a picture of the changes in student performance over time. It also allows a district to determine whether progress is being made toward the instructional goals of the district. The comparison of student achievement data to a set of standards and/or to other groups of students at the local and state levels helps teachers, administrators, and other stakeholders determine the effectiveness of instructional programs utilized in the district. Assessment data complete the feedback loop for the written, taught, and tested curriculum.

Data disaggregation by subgroups, related to ethnicity, socioeconomic status, second language learners, and special programs, assists district personnel in determining whether all students are achieving with equal success. When the data indicate that student groups are not achieving at desired rates, the district can take appropriate steps to close the achievement gaps. In a system with effective evaluation measures in place for

quality control, performance for all students should improve over time, and performance gaps among student subgroup populations should decrease.

To conduct a trend analysis of student achievement in the Coeur d'Alene Public Schools, the auditors reviewed state and district testing policies and procedures, assessment data from various tests, and related documents presented by the district. The auditors primarily utilized the *Idaho Standards Achievement Test* (*ISAT*) results provided by the district and Report Card data from the Idaho State Department of Education website for analyses and comparison purposes (see Exhibit 4.2.2 for the scope of assessment). The Idaho State Department of Education website says the following about *ISAT*, "These tests were created specifically to gauge each student's performance in mathematics and English language arts/literacy as he or she develops—grade by grade—the skills called for by the standards [Idaho's Content Standards], including the ability to write clearly, think critically, and solve problems." Idaho additionally measures and reports achievement on the state's science standards that are included in the auditors' analyses.

The auditors found that the Coeur d'Alene Public Schools student achievement rates on the *ISAT* have been consistently above the state average for the last three years. However, they also found achievement gaps between various subgroups of students within the district, and without successful intervention measures, it will take years to close some gaps, while others may never close without concentrated efforts. They further found that student achievement in the district is flat. Very little change, either positive or negative, was noted in the three years of student achievement data utilized for analysis purposes.

Student Performance on the ISAT

To consider trend analysis of the state assessment data, auditors used three years of data. The Idaho State Department of Education website outlines the state's academic achievement expectations for student growth as related to the *ISAT*. Idaho accountability is reported in one of four achievement levels: Level 1 (Below Basic), Level 2 (Basic), Level 3 (Proficient), and Level 4 (Advanced). Students are expected to reach a proficient or advanced level of performance on the *ISAT*. The data used for Exhibit 4.3.1 are based on proficient and advanced levels of performance for all students and all grades tested for English language arts, mathematics, and science as reported in the Coeur d'Alene Public Schools Report Card. District performance is compared to state averages.

Exhibit 4.3.1 compares district performance in English language arts, mathematics, and science to the state averages for three years.

Exhibit 4.3.1

ISAT Assessment Data for English Language Arts, Mathematics, and Science
Compared to State Averages
All Students/All Grades Tested
Coeur d'Alene Public Schools
2015-16 through 2017-18

All Students/All Grades Tested	Percent Passed: Advanced/Proficient					
	ELA		Mathematics		Science	
	State	District	State	District	State	District
2015-16	52.9	62.4	41.7	50.7	61.1	65.5
2016-17	52.0	62.0	41.8	51.6	61.0	65.7
2017-18	53.7	63.2	43.7	50.1	60.6	64.8

As noted in Exhibit 4.3.1:

- English language arts, mathematics, and science *ISAT* scores in Coeur d'Alene Public Schools have been consistently higher than state averages for the past three school years.
- Science and English language arts scores have been consistently higher than mathematics scores for both state and district during the same time period.

ISAT data indicate the Coeur d'Alene Public Schools performance in English language arts, mathematics, and science is above state averages; however, teaching and learning is static at both the state and district levels with no significant growth in any subject area during the three-year period from 2015-16 through 2017-18.

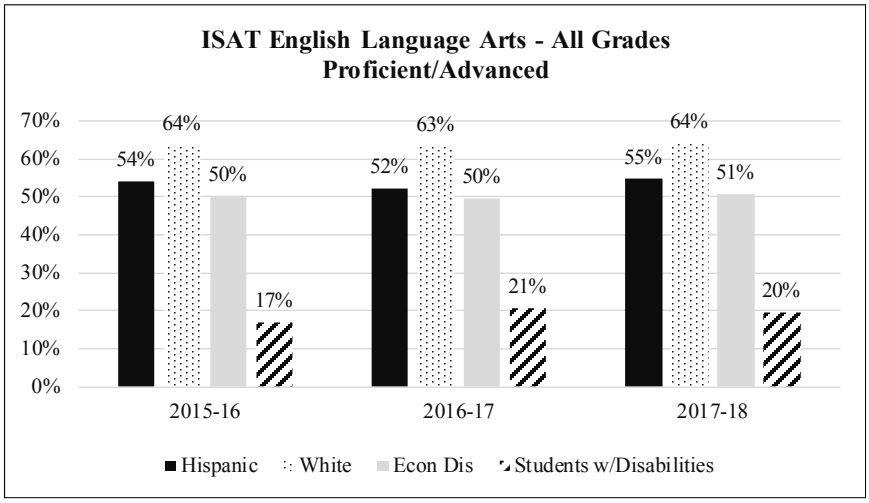
Student Achievement in Subgroups by Students

In order to better understand student performance for subgroups in the Coeur d'Alene Public Schools in the three core content areas tested, the auditors also examined disaggregated student achievement scores for various subgroups within the total student population. After analyzing the available subgroup data as found in the state Report Card, the auditors determined that several subgroups were performing at lower achievement levels than others. The comparison groups include students who are Hispanic, White, economically disadvantaged as determined by free and reduced lunch, and students identified as having disabilities. It should be noted that less than 10% of the students enrolled in Coeur d'Alene Public Schools are identified as Hispanic; however, auditors chose to include the subgroup since that is the largest student population next to White. The auditors were unable to utilize data related to English Language Learners due to the small number of identified students (less than 1%), and, therefore, Report Card data redacted the information for privacy purposes. Exhibits 4.3.2 through 4.3.4 show a comparison of the Coeur d'Alene Public Schools student performance in each of the subgroups for three years in English language arts, mathematics, and science.

Exhibit 4.3.2 shows the comparative performance data in English language arts for each of the subgroups based on proficient and advanced levels of performance.

Exhibit 4.3.2

ISAT English Language Arts Comparison for Subgroups of Students
Coeur d'Alene Public Schools
2015-16 to 2017-18



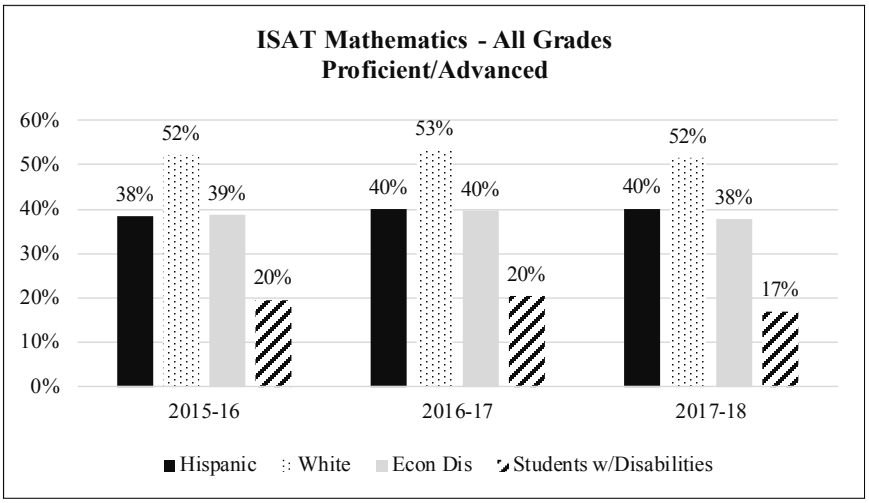
As noted in Exhibit 4.3.2:

- White students performed at a higher level than all other subgroups of students represented in English language arts.
- Students with disabilities performed at a significantly lower level in English language arts than any other subgroup of students.
- There was no significant change in scores for any of the four subgroups represented over the course of three years; student achievement remains static in English language arts.

Exhibit 4.3.3 shows the comparative performance data in mathematics for each of the subgroups of students.

Exhibit 4.3.3

ISAT Mathematics Comparison for Subgroups of Students
Coeur d'Alene Public Schools
2015-16 to 2017-18



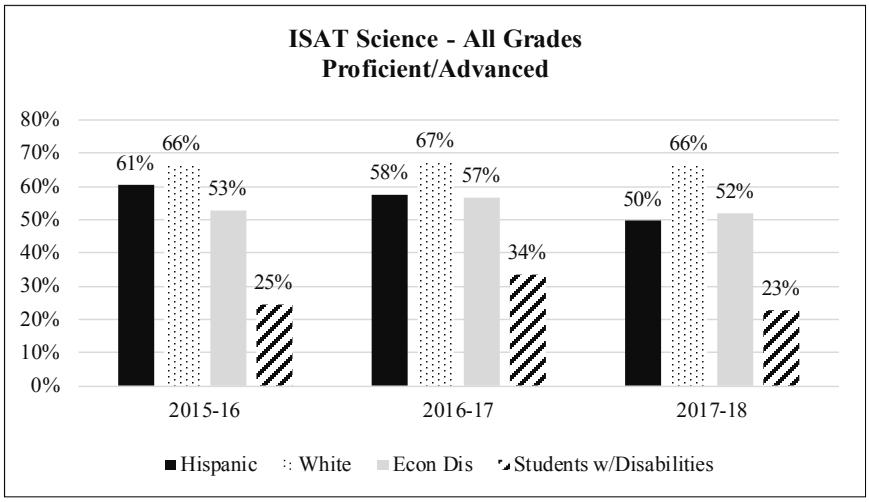
As noted in Exhibit 4.3.3:

- White students outperformed the other subgroups in mathematics all three years, with Hispanic students and economically disadvantaged students ranging from 12 to 14 percentage points below for the three years.
- Students with disabilities performed at a lower level in mathematics than all other subgroups, averaging 21 percentage points lower over the three years analyzed.
- There was no significant change in scores for any of the four subgroups represented; student achievement remains static in mathematics.

Exhibit 4.3.4 shows comparative performance data in science for each of the subgroups of students.

Exhibit 4.3.4

ISAT Science Comparison for Subgroups of Students
Coeur d'Alene Public Schools
2015-16 to 2017-18



As noted in Exhibit 4.3.4:

- Students with disabilities consistently performed below the other subgroups in science for all three years analyzed.
- White students outperformed other subgroups all three years, with Hispanic students and economically disadvantaged students performing similarly for the same period of time.
- There was no significant change in scores for any of the four subgroups represented; student achievement remains static in science.

Auditors found through data analysis that there are achievement gaps between White students and all other student subgroups examined (Hispanic, economically disadvantaged, students with disabilities) in English language arts, mathematics, and science. They further found that student achievement is flat or static in all subject areas and for all subgroups for the three years of data analyzed.

Student Achievement – Years to Parity

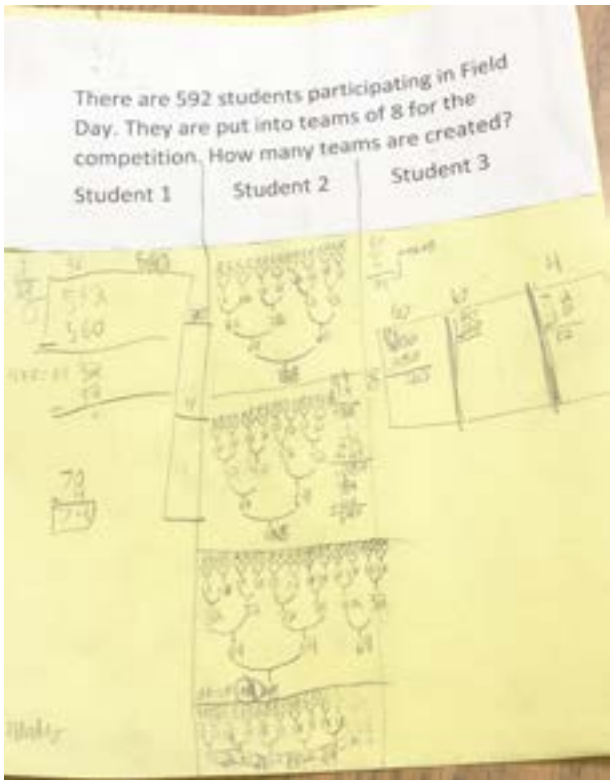
As found in Exhibits 4.3.2 through 4.3.4, there are disparities in achievement between subgroups of students in the Coeur d'Alene Public Schools. Group differences in achievement are the result of disparate, inadequate, or ineffective educational experiences, rather than ethnic or demographic characteristics. One of the expectations of the audit is that poverty, race, gender, or other ethnic or demographic differences should not predict differences in student achievement levels. Additionally, all subgroups within the student population should achieve at comparable levels demonstrating parity (equivalency in achievement), if not at the time of measurement, then at a reasonable point in the future, as a result of educational interventions.

The auditors analyzed the data to identify the existence and extent of achievement gaps among student subgroups in the Coeur d'Alene Public Schools. In this analysis auditors provide estimates of the length of time required for a low performing subgroup to achieve at the same level as a comparison group ("Years to Parity"). To arrive at estimated years to parity, auditors calculated the difference in percentage of students in the subgroup and comparison group demonstrating proficiency for each year ("Difference"). Next, they calculated the positive or negative change in that difference from one year to the next ("Change in Difference"). This figure was divided by the number of intervals (total number of years minus one) to yield "Gain by Year,." A positive number meant the achievement gap was closing, and the final year difference between the subgroup population and the comparison group was divided by the "Gain by Year" to arrive at an estimate of years to parity. A negative

"Gain by Year" meant the achievement gap was widening, and one could assume achievement of the subgroup would never reach parity with that of the comparison group without focused and ongoing intervention.

Auditors performed years to parity analyses for each subject area, including English language arts, mathematics, and science using *ISAT* data from the Idaho State Department of Education Report Card, since cohort data were unavailable upon request from the district. The data in the years to parity analysis must be viewed with caution. There is no way to know whether the rates of change that have existed in the past will remain stable. As higher levels of achievement are reached, gains are harder to realize. Students within each subgroup may also change over the years. It must also be noted that the analyses for the Coeur d'Alene Public Schools utilize data for "all students," so within the three years of analysis a group of students is added each year in the lowest grade tested, and a group of students is lost each year at the highest grade tested, resulting in the use of fluctuating groups since cohort data was not available. Despite these limitations, it is still useful to keep district administrators and staff focused on the ideal, and the "Years to Parity" analysis is one indicator of whether or not progress needs to be accelerated and/or whether different or more intensive interventions or actions by district leaders are required. These analyses also provide a template and a means for the district to focus on cohort data when made available to central office administrators within the district.

Subgroups include students who are Hispanic, economically disadvantaged as determined by free and reduced lunch, and students who are identified as having disabilities, compared to "All Students" tested. Auditors did not compare White students since data indicate their performance is equal to or above "All Students."



An assessment of three ways to solve a math problem at Fernan Elementary

The years to parity analysis for English language arts is shown in Exhibit 4.3.5.

Exhibit 4.3.5

Summary of Estimated Years to Parity in English Language Arts for All Tested Grades Comparing All Students to Hispanic Students, Economically Disadvantaged Students, and Students with Disabilities Coeur d'Alene Public Schools February 2019

Subgroup	Content Area	Grades	Percent Proficient and Advanced		
			2015-16	2016-17	2017-18
All Students	ELA	All Tested	62	62	63
Hispanic Students	ELA	All Tested	54	52	55
Difference*			8	10	8
Change in Difference:		(1st year difference - Final year difference)			0
Gain by Year:		(Change in difference)/(Number of years - 1)			0
Years to Parity:		(Final year gap/Gain by Year)			Never
*If the gap grows larger, the Years to Parity will equal "Never" (heading the wrong way)					
Subgroup	**Content Area**	**Grades**	**Percent Proficient and Advanced**		
			2015-16	**2016-17**	**2017-18**
All Students	ELA	All Tested	62	62	63
Eco Dis Students	ELA	All Tested	50	50	51
Difference*			12	12	12
Change in Difference:		(1st year difference - Final year difference)			0
Gain by Year:		(Change in difference)/(Number of years - 1)			0
Years to Parity:		(Final year gap/Gain by Year)			Never
*If the gap grows larger, the Years to Parity will equal "Never" (heading the wrong way)					
Subgroup	**Content Area**	**Grades**	**Percent Proficient and Advanced**		
			2015-16	**2016-17**	**2017-18**
All Students	ELA	All Tested	62	62	63
Students w/Disab	ELA	All Tested	17	21	20
Difference*			45	41	43
Change in Difference:		(1st year difference - Final year difference)			2
Gain by Year:		(Change in difference)/(Number of years - 1)			1
Years to Parity:		(Final year gap/Gain by Year)			43
*If the gap grows larger, the Years to Parity will equal "Never" (heading the wrong way)					

As noted in Exhibit 4.3.5, no subgroup is moving toward parity in English language arts, based on the auditors' analysis. Hispanic students, economically disadvantaged students, and students with disabilities are likely to never reach parity in a reasonable amount of time without focused intervention.

Exhibit 4.3.6 shows the results of the years to parity analysis for mathematics.

Exhibit 4.3.6

Summary of Estimated Years to Parity in Mathematics for All Tested Grades Comparing All Students to Hispanic Students, Economically Disadvantaged Students, and Students with Disabilities Coeur d'Alene Public Schools February 2019

Subgroup	Content Area	Grades	Percent Proficient and Advanced		
			2015-16	2016-17	2017-18
All Students	Mathematics	All Tested	51	52	50
Hispanic Students	Mathematics	All Tested	38	40	40
Difference*			13	12	10
Change in Difference:		(1st year difference – Final year difference)			3
Gain by Year:		(Change in difference)/(Number of years – 1)			1.5
Years to Parity:		(Final year gap/Gain by Year)			6.7
*If the gap grows larger, the Years to Parity will equal "Never" (heading the wrong way)					
Subgroup	**Content Area**	**Grades**	**Percent Proficient and Advanced**		
			2015-16	**2016-17**	**2017-18**
All Students	Mathematics	All Tested	51	52	50
Eco Dis Students	Mathematics	All Tested	39	40	38
Difference*			12	12	12
Change in Difference:		(1st year difference – Final year difference)			0
Gain by Year:		(Change in difference)/(Number of years – 1)			0
Years to Parity:		(Final year gap/Gain by Year)			Never
*If the gap grows larger, the Years to Parity will equal "Never" (heading the wrong way)					
Subgroup	**Content Area**	**Grades**	**Percent Proficient and Advanced**		
			2015-16	**2016-17**	**2017-18**
All Students	Mathematics	All Tested	51	52	50
Students w/Disab	Mathematics	All Tested	20	20	17
Difference*			31	32	33
Change in Difference:		(1st year difference – Final year difference)			-2
Gain by Year:		(Change in difference)/(Number of years – 1)			-1
Years to Parity:		(Final year gap/Gain by Year)			Never
*If the gap grows larger, the Years to Parity will equal "Never" (heading the wrong way)					

As noted in Exhibit 4.3.6:

- The Hispanic group is the only group moving toward parity in mathematics, based on the auditors' analysis. If mathematics achievement continues at the same rate, Hispanic students should reach parity in approximately 6.7 years. It must be noted, however, that students who are in middle and high school do not have 6.7 years of school remaining to actually reach parity.
- Economically disadvantaged students and students with disabilities are likely to never reach parity in mathematics in a reasonable amount of time given current practices.

The analysis for years to parity for science achievement is found in Exhibit 4.3.7.

Exhibit 4.3.7

Summary of Estimated Years to Parity in Science for All Tested Grades
Comparing All Students to Hispanic Students,
Economically Disadvantaged Students, and Students with Disabilities
Coeur d'Alene Public Schools
February 2019

Subgroup	Content Area	Grades	Percent Proficient and Advanced		
			2015-16	2016-17	2017-18
All Students	Science	All Tested	66	66	65
Hispanic Students	Science	All Tested	61	58	50
Difference*			5	8	15
Change in Difference:		(1st year difference - Final year difference)			-10
Gain by Year:		(Change in difference)/(Number of years - 1)			-5
Years to Parity:		(Final year gap/Gain by Year)			Never
*If the gap grows larger, the Years to Parity will equal "Never" (heading the wrong way)					
Subgroup	**Content Area**	**Grades**	**Percent Proficient and Advanced**		
			2015-16	**2016-17**	**2017-18**
All Students	Science	All Tested	66	66	65
Eco Dis Students	Science	All Tested	53	57	52
Difference*			13	9	13
Change in Difference:		(1st year difference - Final year difference)			0
Gain by Year:		(Change in difference)/(Number of years - 1)			0
Years to Parity:		(Final year gap/Gain by Year)			Never
*If the gap grows larger, the Years to Parity will equal "Never" (heading the wrong way)					
Subgroup	**Content Area**	**Grades**	**Percent Proficient and Advanced**		
			2015-16	**2016-17**	**2017-18**
All Students	Science	All Tested	66	66	65
Students w/Disab	Science	All Tested	25	34	23
Difference*			41	32	42
Change in Difference:		(1st year difference - Final year difference)			-1
Gain by Year:		(Change in difference)/(Number of years - 1)			-0.5
Years to Parity:		(Final year gap/Gain by Year)			Never
*If the gap grows larger, the Years to Parity will equal "Never" (heading the wrong way)					

As noted in Exhibit 4.3.7, no subgroup is moving toward parity in science, based on the auditors' analysis. Hispanic students, economically disadvantaged students, and students with disabilities are likely to never reach parity in a reasonable amount of time without focused intervention.

Exhibit 4.3.8 shows a summary of the years to parity analyses completed by auditors in Exhibits 4.3.5 through 4.3.7.

Exhibit 4.3.8

Summary of Estimated Years to Parity in All Subject Areas for All Tested Grades Comparing All Students to Hispanic Students, Economically Disadvantaged Students, and Students with Disabilities Coeur d'Alene Public Schools February 2019

Subjects on ISAT	Subgroups		
	Hispanic Students	Economically Disadvantaged Students	Students with Disabilities
English Language Arts	Never	Never	43 years-Never
Mathematics	6.7 years	Never	Never
Science	Never	Never	Never

As indicated in Exhibit 4.3.8:

- At the current rate, Hispanic students are the only subgroup who have the opportunity to reach parity within a reasonable amount of time in any subject tested (mathematics in 6.7 years) if achievement continues at the current rate. However, Hispanic students are likely never to reach parity in English language arts and science at the current rate of achievement.
- Data analysis indicates economically disadvantaged students and students with disabilities are likely never to reach parity in any tested subject at the current rate of achievement.

Summary

Student achievement in the Coeur d'Alene Public Schools is consistently higher than the state averages for English language arts, mathematics, and science. However, neither the state nor the district has made any significant gains or losses in achievement at the expected proficient and/or advanced levels for the three-year period the auditors analyzed. Student achievement is at a standstill in the district. Additionally, there are achievement gaps between White students and the other subgroups analyzed (Hispanic students, economically disadvantaged students, and students with disabilities); further analysis revealed through years to parity data that without a viable curriculum (see Findings 2.1 and 2.3), consistent and proven instructional practices (see Finding 3.2), and focused and intentional interventions (see Finding 5.4), the achievement gap will never close between subgroups of students. Finally, without the above-mentioned components in place, student achievement is likely to remain in the current inert state.

STANDARD 5: The School District Has Improved Productivity.

Productivity refers to the relationship between system input and output. A school system meeting this standard of the CMSi Curriculum Audit™ is able to demonstrate consistently improved pupil outcomes, even in the face of diminishing resources. Improved productivity results when a school system is able to create a consistent level of congruence between major variables in achieving enhanced results and in controlling costs.

What the Auditors Expected to Find in the Coeur d'Alene Public Schools:

While the attainment of improved productivity in a school system is a complex process, caused in part by the lack of a tight organizational structure (referred to as "loosely coupled"), common indicators of a school system meeting this audit standard are:

- Planned and actual congruence among curricular objectives, results, and financial allocations;
- A financial database and network that can track costs to results, provide sufficient fiduciary control, and be used as a viable database in making policy and operational decisions;
- Specific means that have been selected or modified and implemented to attain better results in the schools over a specified time period;
- A planned series of interventions that have raised pupil performance levels over time and maintained those levels within the same cost parameters as in the past;
- School facilities that are well-kept, sufficient, safe, orderly, and conducive to effective delivery of the instructional program; and
- Support systems that function in systemic ways.

Overview of What the Auditors Found in the Coeur d'Alene Public Schools:

This section is an overview of the findings that follow in the area of Standard Five. Details follow within separate findings.

Expenditures that are guided by sound curriculum planning are the basis of a district's ability to provide adequate educational programs and services. In examining the school system's budgetary processes, auditors found a traditional approach to budget development in place with no clear linkages between district strategic goals and priorities and budgetary allocations. Financial allocations are not driven by program priorities, achievement needs, or cost-benefit analysis of educational programs and services. District expenditures are exceeding revenues, and district leaders are relying on existing fund balances to balance the operating budget.

Successful technology integration provides an engaging modality that can facilitate more meaningful student learning and improve district efficiency and effectiveness. Technology planning in the Coeur d'Alene Public School system is present; however, the plan contains few components meeting audit criteria is to effectively guide the deployment of technology as a teaching and learning tool. Observed use of available instructional technology was not consistent with audit expectations of the SAMR model. Use of available instructional technology was primarily used to present information. Limited student use of instructional technology was observed.

The condition of district facilities were found to be adequate and generally well maintained to support the teaching and learning environment. Although no multi-year long-range facilities plan in place, several components of planning are evident, including an active long-range planning committee. While classroom capacity is adequate to support current student enrollments, future building projects need to be explored and attendance zones revisited to maximize efficient use of district facilities.

Effective program interventions contribute to school improvement and productivity. Several programs are in place in the Coeur d'Alene School District intended to support student learning and address gaps in student achievement. The district lacks a systemic process to improve student achievement by selecting, monitoring, and

evaluating program interventions for long-term effectiveness. District-wide processes to ensure interventions are maximizing student achievement are needed.

Finding 5.1: Decision making and budget development processes lack a systemic cost-benefit analysis aligned to the district's curricular goals and priorities.

When clear connections exist between a school system's curriculum and budgetary process, productivity is enhanced. Clear connections provide a budgetary process that is driven by a school system's curriculum needs, priorities, and goals. Connectivity between the budget and curriculum is critical, and, therefore, the final budget is a representation of how the school system allocates fiscal resources to support and implement program expectations. In high performing school districts, the budget development process establishes a tight connection between the school system's mission, goals, and curriculum, which ultimately leads to improved productivity throughout the system.

In determining the financial condition of Coeur d'Alene Public Schools auditors reviewed several documents, including board policies, financial audits, proposed and approved budgets, job descriptions, and financial documents related to the allocation and distribution of the school system's resources. Interviews were conducted with district and school administrators, teachers, and community members. During interviews, auditors gathered data regarding the budget development process, the extent of stakeholder involvement in the process, and the district's guidelines and procedures for expending the system's financial resources.

The school system's budget development and decision-making processes lack cost benefit analyses and are not connected to the school system's design and delivery of its curriculum. No formal efforts have been made to link student achievement or program results to budgetary decisions. Board policies provide little direction requiring alignment of organizational goals and priorities to budgetary decisions.

Policy and Job Descriptions

Strong financial policies are critical in guiding the budget planning and decision-making process. In order to be effective in guiding the budget planning process, a school district's policy framework needs to be specific so decisions can be made by referencing relevant policies.

Auditors found the district's financial policies associated with development of the district's budget lacked sufficient specificity and content to direct the development of the district's annual operating budget. Although board policies were found to have some connection to program-based budgeting as evaluated in Exhibit 1.1.7, overall, policies did not meet audit criteria for a program-centered budgeting process. Broad-based board policies indicated the intent to connect student achievement and program effectiveness to resource allocations; however, auditors found little evidence of specificity regarding elements that might be found in a curriculum and design centered budgeting process based on cost benefit analysis.

Auditors also examined selected job descriptions that were made available. Auditors noted job descriptions containing varying levels of responsibility for oversight of the district's budget planning and development process. Budget planning responsibilities for district-level administrators refer generally to overseeing the planning, implementation, development, and evaluation of an overall budgeting system. For example, the following statements are found in the job descriptions of the Superintendent, Director of Secondary Education, Director of Elementary Education, and Building Principal:

- Oversees the financial planning of the district and implementation of the board approved budget.
- Oversee and coordinate the budget for…
- Plans, prepares and administers the school budget according to school district guidelines.

The remaining responsibilities for various district personnel focus on meeting regulations, timelines, and compliance related to implementing and expending district budgeted funds. No job descriptions require or refer to procedures in the development of a performance-based budgeting process.

Financial Standing

The financial standing of a school system provides related data for any curriculum audit. The following general financial information was extracted from the district's Comprehensive Annual Financial Statements, adopted budgets, and information provided by district personnel.

Idaho's K-12 public schools are funded through a mix of local, state, and federal revenues. State and local governments provide the majority of funds for local school systems, and the federal government supplements these funds for targeted student populations or educational objectives, such as children in low-income families and special education. State funding is a foundation program based on Average Daily Attendance (ADA) calculated from public school data submitted to the state. ADA is established by two calculations: 1) from the first day of school through the first Friday in November, and 2) the best 28 weeks of the entire school year. Public school systems regularly pass a local tax levy to support funds needed for district general operating expenditures.

Exhibit 5.1.1 presents a summary of changes in district revenues by source as presented in the district Certified Annual Financial Reports and adopted budgets.

Exhibit 5.1.1

Summary of Revenues by Source
Coeur d'Alene Public Schools
FY2014 through FY2018

Funding Sources	FY14	FY15	FY16	FY17	FY18
Property taxes	15,242,960	13,592,480	16,617,546	15,411,609	16,571,183
Interest income	11,062	11,089	37,485	97,876	217,002
Other local revenue	140,842	251,788	205,650	290,674	177,439
State assistance and reimbursements	44,197,447	46,329,177	48,883,442	51,301,592	54,740,465
Title programs	1,615,054	1,413,863	1,444,444	1,733,240	1,802,704
Total revenues	**$61,207,365**	**$61,598,397**	**$67,188,567**	**$68,834,991**	**$73,508,793**
Change	**4.41%**	**0.63%**	**8.32%**	**2.39%**	**6.36%**
Source: CAFR from FY 2013 - FY 2018 (Includes combined general and Title funds)					

Exhibit 5.1.1 shows:

- Between fiscal year 2014 and fiscal year 2018, total district operating revenues have increased.
- Total fiscal year 2018 revenues were $12,301,428 higher than in fiscal year 2014.
- Between fiscal years 2014 and fiscal year 2018, state revenues made up 74% of the annual operating budget.
- Between fiscal years 2014 and fiscal year 2018, property taxes made up 23% of the annual operating budget.

Local revenues have increased steadily over the five-year period analyzed due primarily to increased student enrollment.

Exhibit 5.1.2 shows expenditures by category and total expenditures. These expenditures were published annually in the district's CAFR from FY2014 to FY2018.

Exhibit 5.1.2

Total Fund Expenditures by Area
Coeur d'Alene Public Schools
FY2014 to FY2018

Expenditures	FY14	FY15	FY16	FY17	FY18
Instruction Services	$39,072,332	$39,359,064	$42,502,688	$44,316,850	$46,179,897
Support Services					
Pupil Support	3,947,736	3,745,741	3,943,723	4,526,286	4,815,104
General Administration	2,338,216	2,828,384	2,963,948	2,747,955	3,245,549
School Administration	4,466,576	4,451,806	4,652,865	4,912,292	5,369,866
Business Operation	1,096,284	948,478	1,267,489	1,381,201	1,467,368
Maintenance	6,690,214	6,322,613	6,423,589	6,482,687	6,414,142
Transportation	2,472,600	2,410,065	2,346,799	2,548,043	2,730,724
Security Program	0	461,701	558,906	468,489	562,818
Other Support Services	1,047,579	1,177,670	1,272,382	1,446,283	1,642,940
Non-Instructional Services					
Community Services	10,762	12,155	10,188	11,257	28,108
Capital Outlay	980,480	259,702	153,215	388,822	139,113
Total	**$62,122,779**	**$61,977,379**	**$66,095,792**	**$69,230,165**	**$72,595,629**
Change	**5.63%**	**-0.23%**	**6.23%**	**4.53%**	**4.64%**

Source: CAFR from FY 2013 - FY 2018 (Includes combined general and Title funds)

Exhibit 5.1.2 shows:

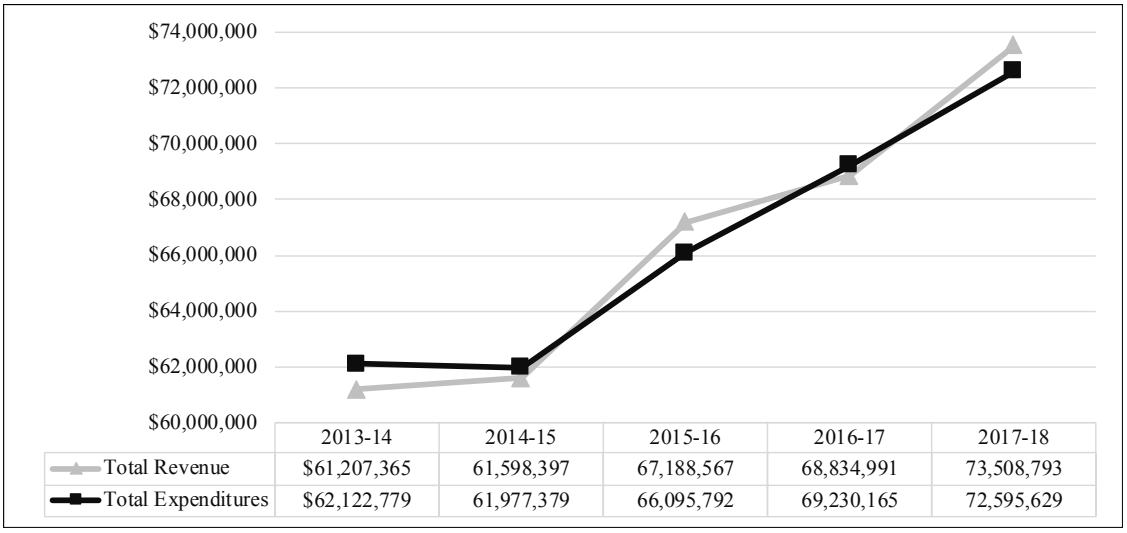
- Fiscal year 2018 expenditures were $10,472,850 (16.86%) higher than fiscal year 2014.
- Expenditures for instruction in fiscal year 2018 were $7,107,565 (18.19%) higher than fiscal year 2014.
- Expenditures for security services began in fiscal year 2015 with $461,701 and have increased by $101,117 (21.90%) in fiscal year 2018.
- Maintenance expenditures in fiscal year 2018 were $276,072 (4.13%) lower than in fiscal year 2014.
- Fiscal year 2018 capital outlay expenditures were $841,367 lower than in fiscal year 2014.
- Fiscal year 2018 transportation services were $258,124 (10.44%) higher than in fiscal year 2014.

Overall, expenditures have increased for the past five years.

Exhibit 5.1.3 presents a graphic comparison of actual district revenues and expenditures for fiscal years 2014 through fiscal year 2018.

Exhibit 5.1.3

Revenues and Expenditures Comparison
Coeur d'Alene Public Schools
FY2014 through FY2018



	2013-14	2014-15	2015-16	2016-17	2017-18
Total Revenue	$61,207,365	61,598,397	67,188,567	68,834,991	73,508,793
Total Expenditures	$62,122,779	61,977,379	66,095,792	69,230,165	72,595,629

Exhibit 5.1.3 shows district expenditures have exceeded district revenues for three of the past five years.

Financial solvency was also analyzed as part of the review of district finances. To determine solvency, auditors compared the total general and title fund expenditures to their total general and title fund revenues. The solvency ratio is calculated by dividing the school system's total fund revenues by their total fund expenditures. A desired solvency ratio is 1.03 or higher.

The school system was not able to achieve a solvency ratio greater than 1.03 for the five-year period from FY2014 to FY2018.

Exhibit 5.1.4 depicts an historical account of the total solvency ratio from FY2014 to FY2018.

Exhibit 5.1.4

District's Solvency Ratios
Coeur d'Alene Public Schools
FY2014 through FY2018

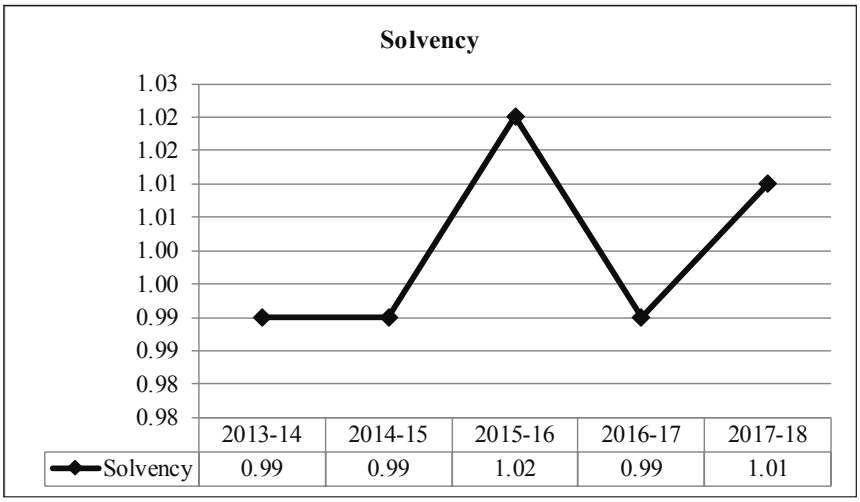


Exhibit 5.1.4 shows:

- The district's solvency ratio remained below the recommended 1.03 ratio for all five fiscal years.
- The district's solvency ratio has fluctuated from .99 to 1.02 from fiscal year 2014 through fiscal year 2018.
- The district's solvency ratio reached a high of 1.02 in 2015-16.

In addition to revenues and expenditures, auditors examined the district's combined general operating and title fund balances over the past five fiscal years. Exhibit 5.1.5 depicts a multi-year summary of district combined general and title operating fund balances over a five-year period.

Exhibit 5.1.5

Summary of General and Title Fund Balances
Coeur d'Alene Public Schools
FY2014 through FY2018

Fiscal Year	Total Fund Balance	Expenditures	Fund Balance as Percent of Expenditures	Days of Operating Expense in Fund Balance	Cumulative Percent Change Since 2013
2014	$6,591,043	$62,122,779	10.61%	39	-8.19%
2015	5,583,019	61,977,379	9.01	33	-22.23
2016	4,496,310	66,095,792	6.80	25	-37.37
2017	4,512,558	69,230,165	6.52	24	-37.15
2018	4,566,002	72,595,629	6.29	23	-36.40
Source: CAFR from FY 2014 - FY 2018: Ending Fund Balance 2013 $7,179,321 (Includes combined general and Title funds)					

Exhibit 5.1.5 shows:

- The total fund balance decreased 30.72 % from fiscal year 2014 to fiscal year 2018.
- In fiscal year 2014, the total fund balance was $6,591,043, which is 10.61% of expenditures and represents 39 days of operating income.

- In fiscal year 2018, the total fund balance was $4,566,002, which is 6.29% of expenditures and represents 23 days of operating income.
- Total fund balance has declined by $2,025,041 from fiscal year 2014 through fiscal year 2018.

Overall, the financial standing of the Coeur d'Alene Public Schools has declined since fiscal year 2014. While district revenues have increased primarily due to increased student enrollment, the district's expenditures have also increased, utilizing fund balances to offset expenditures that exceed revenues.

Budget Planning

In determining if the Coeur d'Alene Public Schools budget development process was linked to the district's policies, mission, goals, and curriculum, the auditors assessed the district's planning procedures using six CMSi components of a performance-based budget. District policies, annual budgets, and other district documents related to budgeting were reviewed. Interviews were conducted with district office and school administrators, teachers, and community members to determine the processes for budget development and implementation. Relevant survey data were also collected from community members, teachers, and school administrators.

Exhibit 5.1.6 lists the CMSi components of a performance-based budget along with the auditors' assessment of the degree to which the budget development process and implemented budget were driven by and focused on curriculum. An "X" in the "Met" column indicates that the characteristic was met, and a score of 1 point was assigned. An "X" in the "Not Met" column indicates that the characteristic was not met, and no points were assigned. A discussion of the auditors' ratings follows the exhibit.

Exhibit 5.1.6

Components of Performance-based Budget
And Adequacy of Use in the Budget Development Process
Coeur d'Alene Public Schools
February 2019

Performance-based Budget Criteria	Auditors' Rating	
	Met	Not Met
1. Tangible, demonstrable connections are evident between assessment of operational curriculum effectiveness and allocations 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 benefits of components in curriculum programming are delineated in budget decision making.		X
5. Budget requests compete for funding based upon evaluation of criticality of need and relationship to achievement of curriculum effectiveness.		X
6. Priorities in the budget are set by participation of key educational staff in the allocation and decision-making process. Teacher and principal suggestions and ideas for budget priorities are reflected and incorporated in budgeting decisions.		X
Total	**0**	**6**
Percentage Met	**0%**	
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Exhibit 5.1.6 shows the characteristics of performance-based budgeting were not met in the district's budgeting process. The expectation of the audit is that five of the six criteria must be met to ensure a curriculum-focused budget planning process and budget. A discussion of the auditors' ratings follows:

Criterion 1: Connections (Not Met)

Auditors were not presented with data verifying the effectiveness of any district program related to its costs. *Board Policy 7000-Fiscal Management* directs administration to engage in planning to develop a budget that will achieve the greatest educational returns relative to dollars spent. While a concise formula is used to distribute district revenues throughout the district through staffing, student enrollment, and Title allocations, auditors found no process in place linking evidence of program effectiveness in terms of student achievement to budgetary decisions at the district or building level.

Criterion 2: Rank Ordering (Not Met)

Auditors found no formal rank ordering of budget priorities or fund allocation aligned to supporting student achievement.

Criterion 3: Evaluation of Funding Consequences (Not Met)

Decisions to fund or not fund specific programs were made independently at the district level.

Criterion 4: Cost-Benefit Analysis (Not Met)

Auditors found no documents that would indicate cost benefit analysis was used as an essential component of the budget decision-making process. Adequacy of this criterion would require the district to have a process in place that links budget allocations to program goals and objectives and allows for the regular systemic collection, analysis, and reporting of data that track resources used, work completed, and outcomes achieved.

Criterion 5: Competition on Basis of Need and Effectiveness (Not Met)

Auditors did not identify a consistent approach for establishing connections between program funding and demonstrations of program effectiveness. To meet in this criterion would require budget requests to be competitive and based on the evaluation of criticality of need related to student achievement.

Criterion 6: Decision-Making Process (Not Met)

To meet of this criterion would require teachers and principals to fully participate in developing and recommending budget priorities for the school district. Interviews with district administrators indicate that district level budget decisions are primarily formula-driven. Auditors found no clear documentation indicating how various stakeholders are involved in establishing budget priorities for the school system.

Interviews were conducted with district and school administrators, community members, teachers, and trustees to obtain data regarding the budget development process. The following quotes are representative:

- "This is the thinnest margin I have ever seen with the amount of money going into classrooms." (District Office Administrator)
- "The large fund balance we had a few years back was from federal stimulus funds to grow the fund balance. So, we have been eating at the fund balance slowly." (District Office Administrator)
- "Other costs are building allocations. Buildings get a flat amount and then a per student allocation. They start with say $5,000, and then the amount per-student is added." (District Office Administrator)
- "They [buildings] don't budget their own staffing; HR does that." (District Office Administrator)
- "We have become so reliant on the levy. The levy covers anything that the state doesn't fund. We can reason that the state is supplemental to operating expenses." (District Office Administrator)
- "It is hard to see what is state funded and what is locally funded in this district." (Teacher)

Summary

Data found in the Comprehensive Annual Financial Reports show the Coeur d'Alene Public Schools to be expending more resources than its revenues. Expenditures exceeding revenues have resulted in inadequate solvency ratios. District leadership is relying on existing fund balances to supplement the operating budget. District policies and practices do not provide sufficient direction requiring alignment of district goals, priorities,

and student achievement to budget planning and use of district dollars. Budget allocations are not driven by curricular goals, achievement, needs, or program cost-benefit analyses (see Recommendation 8).

Finding 5.2: The district's technology plan does not meed audit criteria to guide the integration of technology in teaching and learning to increase student achievement.

Technology continues to evolve rapidly and thus increases the expectations and possibilities of using technology as a teaching and learning tool. Widespread adoption of technology changes how teachers and students access information, communicate, and collaborate. Teachers are no longer expected to simply use interactive white boards to display slide presentations, and students are no longer limited to using the internet to conduct research. Today's expectations are that teachers will use emerging technologies to aid in the delivery of instruction and engage students in their use of technology to enhance understanding and create content. The widespread emerging technology creates instructional challenges for schools, districts, and teachers. Security, equitable access, financial capacity, effectiveness, and sustainability are a few of the challenges school districts face. Teachers are confronted with the challenges of adapting their instructional pedagogy to take full advantage of the ever-changing instructional technology available to them.

School systems aspiring to deliver a quality education integrate technology into all aspects of the day-to-day operations of the district, including teaching and learning. Funding and directing the integration of technology throughout a school district is an essential part of effective management and control. A written plan that outlines expectations, goals, and guidelines for technology integration into the teaching environment is a means of ensuring consistent implementation across the system. A quality plan that is effectively implemented provides stakeholders not only with a clear framework for the design of the technology program, but also for how program results will be evaluated.

To determine the quality of technology planning and implementation in Coeur d'Alene Public Schools, auditors examined board policies, job descriptions, district and building improvement plans, and the district technology plan. Auditors also visited all school sites, including 284 classrooms, and collected data on the use of technology in teaching and learning (see Finding 3.2). Interviews were conducted with district and school administrators, teachers, trustees, and community members. Staff and community members were also surveyed regarding the planning and use of technology.

A wide variety of technology tools were found across the schools for educators and students, along with a variety of professional development opportunities (see Finding 3.1). While the necessary technology tools were available, the use of technology for instruction lacked clear direction and purpose. Auditors found the technology plan to be insufficient to guide the school system.

Policy and Job Descriptions

Auditors examined board policies to determine the direction they provide for technology planning, financing, and implementation.

In reviewing the district's policies, statements were found that included some guidance and direction for technology planning and implementation. For example, *Board Policy 1625* sets the trustees' vision for technology but lacks expected outcomes. Policy also directs the superintendent to develop a technology plan but does not address the criteria to be included. These policies are not comprehensive or specific enough to direct the development, implementation, integration, and evaluation of a district technology plan for improvement of student achievement or increased efficiency of business and management functions (see Finding 1.1).

Job descriptions directly related to technology planning, acquisition, and implementation of instructional technology, and assessing the impact on student achievement were reviewed. Auditors noted job descriptions containing varying levels of responsibility for oversight of the district's technology planning and development process. Technology planning responsibilities for district administrators refer to overseeing the planning, implementation, development, and evaluation of an overall integration of technology to engage students and improve instruction. For example, the following statements are found in the job descriptions of the Director of Technology and Instructional Technology Specialists:

- Identify, use, and evaluate appropriate technologies to enhance and support curriculum and instruction that leads to high levels of student achievement.
- Integrate strategic plans, technology plans, and policies to align efforts and resources.
- Develop technology-based resources for teaching staff, classified staff and administrators to utilize available resources effectively.

Although job descriptions direct the district in the development, implementation, integration, and evaluation of a technology plan for the improvement of student achievement and increased efficiency, the district's technology plan does not meet audit criteria to help guide the district in the proper direction.

Technology Planning

To determine the adequacy of the district's technology plan, auditors examined the Coeur d'Alene Public Schools' Technology Plan for 2016-2019 provided by the district. Auditors compared the presented technology plan against 15 criteria for technology planning. Exhibit 5.2.1 presents the technology plan quality criteria and the auditors' rating and assessment as to adequacy. An "X" in the "Met" column indicates that the characteristic was met, and a score of 1 point was assigned. An "X" in the "Not Met" column indicates that the characteristic was not met, and no points were assigned. To be considered adequate, 70% of the quality criteria must be met.

Exhibit 5.2.1

Quality Criteria for Instructional Technology Programs and Auditors' Assessment
Coeur d'Alene Public Schools
February 2019

Criteria	Auditors' Rating	
	Met	Not Met
1. Board policy or administrative regulation for instructional technology exists.		X
2. The program philosophy/vision is clearly stated.	X	
3. A comprehensive view of technology exists.		X
4. A needs assessment has been completed and evaluated		X
5. Measurable student goals and objectives exist.		X
6. An ongoing student assessment component exists.		X
7. An ongoing program assessment component exists.		X
8. Comprehensive staff trainings are related to existing standards and objectives.		X
9. Standards for hardware exist.		X
10. Standards and guidelines for software/applications exist.		X
11. Internet access standards exist.		X
12. The role of the school library/media center is stated.		X
13. A budget for program implementation/roll-out has been identified.		X
14. A budget for program maintenance has been identified.		X
15. Technology site plans are aligned with district plans.		X
Total	**1**	**14**
Percentage Met	**6.67%**	
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As indicated in Exhibit 5.2.1, the district's technology plan "Met" 1 (6.67%) of the 15 criteria. In order to meet audit standards, at least 11 (70%) of the planning criteria need to be present and rated "Met." Therefore, the Coeur d'Alene Public Schools' 2016-19 Technology Plan did not meet enough criteria to be considered adequate. The following summarizes what the auditors found with respect to each criterion.

Criterion 1: Board Policy or Administrative Regulation for Instructional Technology (Not Met)

Coeur d'Alene district policies do not provide sufficient direction for the use of instructional technology to increase the effectiveness of student learning, instructional management, staff development, and administration. Although board policy directs the superintendent to manage and implement change through planning, which includes a technology plan, there is no clear expectation for the content of such a plan that would include instructional technology development, implementation, and evaluation.

Criterion 2: Clear Statement of Program Philosophy/Vision (Met)

Board Policy 1625 outlines the board's vision for instructional technology and is accompanied by three goals, one of which is tied to increased student achievement. The goals are broad in nature and intended for the administration to determine the specificity in the amount of the increase and in what time frame the goals should be accomplished.

Criterion 3: Comprehensive View of Technology (Not Met)

The district's Technology Plan does not address incorporating technology into the teaching and learning environment. Although a technology kickoff takes place prior to the school year with instructional staff, no expectations for the instructional use of technology are monitored.

Criterion 4: Needs Assessment (Not Met)

The Technology Plan did not include a technology needs assessment.

Criterion 5: Measurable Goals (Not Met)

The district Technology Plan contained measurable goals related to the distribution of devices, increasing access capabilities, and number of hours of professional development for classroom teachers. The following is a goal statement found in the plan:

> "The total number of hours of Technology Professional Development attended by certified staff will increase by 25% each year."

None of the goals relate to an increase in student achievement.

Criterion 6: Ongoing Student Assessment (Not Met)

The district's Technology Plan did not contain specific measurable goals, objectives, or strategies for ongoing assessment of student technology use within the learning environment.

Criterion 7: Ongoing Program Assessment (Not Met)

The Technology Plan did not contain goals, strategies, benchmarks, or any evaluation methods tied to program evaluation.

Criterion 8: Staff Training and Measurable Standards (Not Met)

The Technology Plan did not contain specific pedagogical areas of focus. The district is providing some technology professional development at the beginning of the school year that staff report to be helpful; however, no expectations are tied to staff actually demonstrating the acquisition of new skills, knowledge, or competencies.

Criterion 9: Standards for Hardware (Not Met)

No hardware standards were included in the district's Technology Plan.

Criterion 10: Software Standards (Not Met)

The Technology Plan did not delineate a process for selecting and implementing software that is compatible with the schools' current networking capabilities or aligned with the district's teaching and learning environment.

Criterion 11: Internet Access Standards (Not Met)

The Technology Plan did not contain specific requirements for internet access or network support.

Criterion 12: Role of School Library (Not Met)

No specific references to the role of school libraries were noted in the Technology Plan. Auditors found no district documents that articulated the role of the school library in response to technology changing how information is accessed or how the learning environment of school libraries needs to change in response to how students access and use information.

Criterion 13: Implementation Budget (Not Met)

The Technology Plan lacked specific references relate to funding for hardware, software, training, and contingencies.

Criterion 14: Maintenance Budget (Not Met)

The Technology Plan did not contain a budget with specific allocations to meet technology maintenance needs.

Criterion 15: Site/District Plan Alignment (Not Met)

No specific references were found in the Technology Plan related to instructional use, administrator use, community use, or system readiness for technology.

The district's Technology Plan makes no specific references to the strategic plan. School plans were examined, and auditors found few technology initiatives. The use of devices was primarily for interventions that are not referenced in the Technology Plan.

Integration of Instructional Technology

Instructional technologies have the potential to enhance student engagement in their learning and expand opportunities to tailor instruction to the unique and individual needs of students. Not only is it important for students to use technology in their learning, it is also important for teachers to design instruction that utilizes available technology and to effectively model the integrated use of technology during instructional delivery. The Coeur d'Alene School District is in the stages of ramping up investments in classroom technology with a preliminary plan to provide all schools with one-to-one technology. The Coeur d'Alene Public Schools Strategic Plan includes as part of its vision for students to "Develop high interest and relevant learning experiences that include the use of technology."

Auditors visited classrooms during school site visits and noted whether technology was observed in use. The frequency of technology use was collected, and auditors categorized the activity. Exhibit 5.2.2 displays each frequency of use observed in district classrooms.

Coeur d'Alene High School Orchestra classroom

Exhibit 5.2.2

Identified Use of Technology in District Classrooms
Coeur d'Alene Public Schools
February 2019

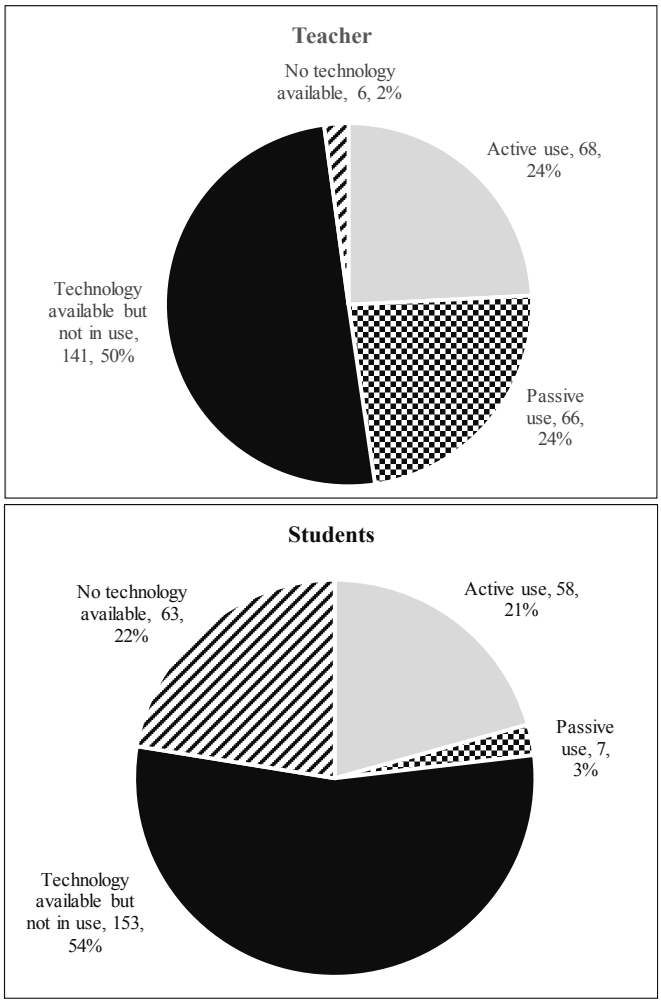


Exhibit 5.2.2 shows:

- Technology was available but not in use by teachers in 141 (50%) classrooms visited and by students in 153 (54%) classrooms visited.
- Active use of technology by teachers was observed in 68 (24%) of the classrooms visited and active student use in 58 (21%) of classrooms visited.
- No technology available for teachers was noted in only 6 (2%) of classrooms visited, and no technology available to students in 63 (22%) of classrooms visited.

During interviews, district personnel indicated that the district provides a "kickoff to technology" as professional development prior to the start of school. Auditors used the SAMR model as a means of showing progression that adopters of educational technology often follow as they implement technology in the teaching and learning environment. The SAMR model was developed by Dr. Ruben Puentedura to illustrate how technology can become more prevalent and intertwined into good teaching and learning.

Exhibit 5.2.3 shows a brief overview of the SAMR model.

Exhibit 5.2.3

Explanation of the SAMR Model of Teacher Technology Use

Level	Definition	Examples	Functional Change
Substitution	Computer technology is used to perform the same task as was done before the use of computers.	Students print out worksheet, finish it, pass it in. Teachers use technology as a substitution for an overhead.	No functional change occurs in teaching and learning. There may well be times when this the appropriate level of work as there is no real gain to be had from computer technology. One needs to decide computer use based on any other possible benefits. This area tends to be teacher-centric where the instructor is guiding all aspects of a lesson.
Augmentation	Computer technology offers an effective tool to perform common tasks.	Students take a quiz using a Google Form instead of using pencil and paper.	There is some functional benefit here in that paper is being saved, students and teacher can receive almost immediate feedback on student level of understanding of material. This level starts to move along the teacher to student-centric continuum. The impact of immediate feedback is that students may begin to become more engaged in learning.
Modification	This is the first step over the line between enhancing the traditional goings-on of the classroom and transforming the classroom. Common classroom tasks are being accomplished through the use of computer technology.	Students are asked to write an essay around the theme "And This I Believe...." An audio recording of the essay is made along with an original musical soundtrack. The recording will be played in front of an authentic audience such as parents or college admission counselors.	There is significant functional change in the classroom. While all students are learning similar writing skills, the reality of an authentic audience gives each student a personal stake in the quality of the work. Computer technology is necessary for this classroom to function allowing peer and teacher feedback, easy rewriting, and audio recording. Questions about writing skills increasingly come from the students themselves.
Redefinition	Computer technology allows for new tasks that were previously inconceivable.	A classroom is asked to create a documentary video answering an essential question related to important concepts. Teams of students take on different subtopics and collaborate to create one final product. Teams are expected to contact outside sources for information.	At this level, common classroom tasks and computer technology exist not as ends but as supports for student-centered learning. Students learn content and skills in support of important concepts as they pursue the challenge of creating a professional quality video. Collaboration becomes necessary, and technology allows such communications to occur. Questions and discussion are increasingly student-generated.

Source: Dr. Ruben Puentedura

During classroom visits, auditors collected observational data concerning how teachers were integrating the use of technology. They observed the use of technology by teachers and students and categorized the data using the SAMR model. Exhibit 5.2.4 displays the level of technology integration observed in classrooms, using the SAMR model.

Exhibit 5.2.4

Identified SAMR Model Levels of Technology Use by Teacher
Coeur d'Alene Public Schools
February 2019

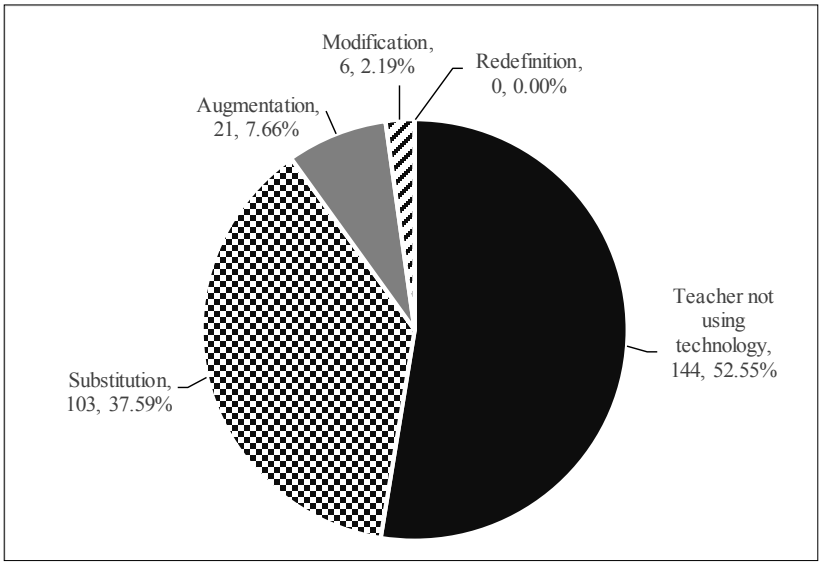


Exhibit 5.2.4 shows:

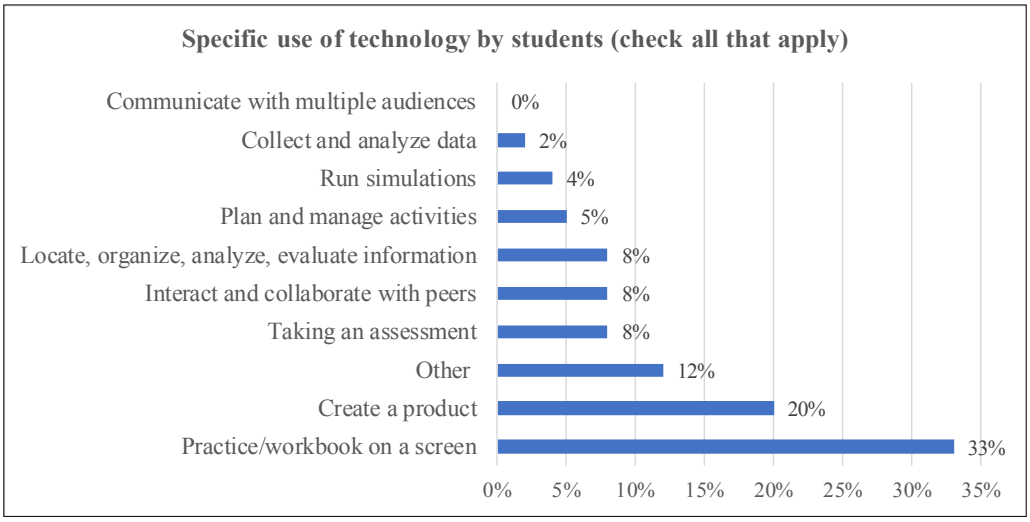
- No use of technology by teachers was observed in 144 (52.55%) of the total classrooms visited.
- Of the 130 classrooms in which technology was used by teachers, 103 teachers (79%) were using technology at the Substitution level. In majority of observations teachers were using interactive white boards as a substitute for overhead projectors.
- Augmentation, where technology was being used to accomplish common tasks, was observed in 21 (16%) of the 130 classrooms where teachers were using technology,
- Modification, where classroom tasks are transformed through the use of computer technology, was observed in 6 (5%) of the 130 classrooms where teachers were using technology.
- Redefinition, using technology to create new tasks that were previously inconceivable, was not observed by auditors in any classrooms.

Overall, classroom observation data showed that technology was mostly being utilized at the SAMR Substitution level.

During classroom visits, auditors also looked for the use of technology by students and categorized the observation data. Auditors noted students were engaged in utilizing technology in approximately 30% of classrooms. Exhibit 5.2.5 shows the frequency of use of technology by students and the types of learning activities in which they were engaged when observed by auditors.

Exhibit 5.2.5

Identified Use of Technology by Students N=100
Coeur d'Alene Public Schools
February 2019



Note: Data represents only classrooms where students were engaged in using technology.

Exhibit 5.2.5 shows:

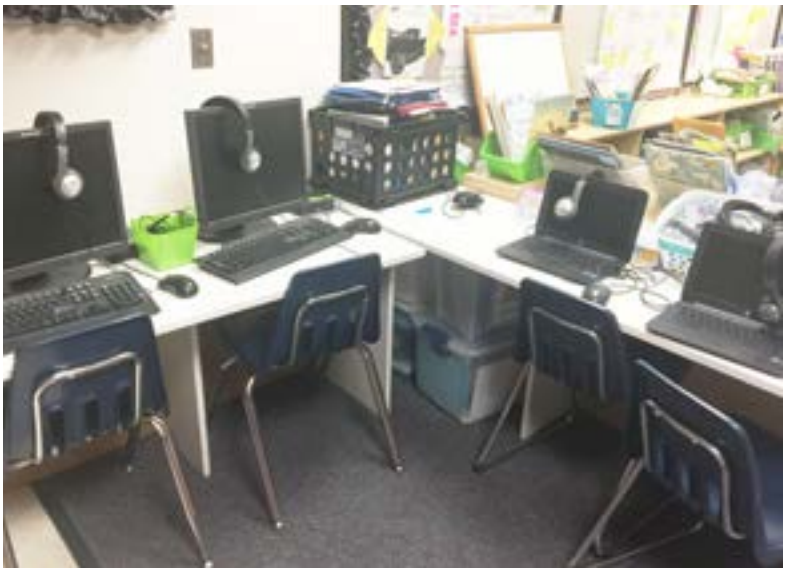
- Students using technology were involved in practice/workbook on a screen activity in 33% of the classrooms.
- Small numbers of students were observed in higher level use of technology with 20% of classrooms using technology to create a product; 8% of classrooms using technology to locate, organize, analyze, and evaluate information; 8% of classrooms interacting and collaborating with peers; 5% of classrooms planning and managing activities; 4% of classrooms running simulations; and 2% of classrooms collecting and analyzing data.
- Students using technology to communicate with multiple audiences were not observed in any classrooms.

Overall, student use of technology was not observed as a common learning tool in classrooms visited by the auditors.

During interviews, auditors were provided with information related to technology availability and technology usage in the teaching and learning environment. Following are representative of comments received:

- "We're not quite 1:1; choir, band and both gyms do not have devices: Chrome Books or iPads." (School Administrator)
- "The summer technology professional development and curriculum menu was great. It is voluntary since it is out of contract time." (Teacher)
- "We would like to be a one-to-one school with computers assigned to us that we use at school and at home. Sometimes the Chrome Book we get in the classroom is not taken care of and is very difficult to use. Students have not logged out, and other students go in and mess up your work. We would like to have our own computer." (Student)
- "We are getting more and more devices in the hands of students." (District Office Administrator)

- "We have more devices on our wireless network than we have devices available." (District Office Administrator)
- "We have more student-owned devices getting on the network, such as cell phones." (District Office Administrator)



Hayden Meadows Elementary - Unused Technology

Summary

In the Coeur d'Alene Public Schools a number of technology devices are available for use by teachers and students. Board policies are insufficient in content to direct planned deployment of instructional technology. Job descriptions lack the specificity to control and direct the development and implementation of a quality plan. A technology plan exists but lacks several components to ensure effectiveness across the teaching and learning environment. Although teachers express confidence in the use of technology within their teaching framework, limited use of instructional technology was observed in classrooms. Teachers were observed using technology primarily to present information and were not utilizing the full potential of technology to engage and enhance student learning.

Finding 5.3: The district facilities are well maintained and adequate to support the district's educational programs; however, the district lacks a systemic multi-year facility plan to address aging facilities and growth.

Providing adequate educational facilities is a major responsibility of the board of trustees and district administration. The learning environment of a school district must be clean, safe, and pleasant to support the effective delivery of the curriculum. Facilities that are well maintained and clean create a learning environment that supports and promotes the delivery of the overall instructional program. In addition to the overall condition of the facilities, equipment, fixtures, and grounds, the availability of adequate space to deliver instructional programs also impacts the effectiveness of curriculum delivery. Comprehensive facilities assessment and planning, including regular monitoring and reporting on the execution of the plan, provide direction and set priorities for district capital improvements and allow for annual plan revision and alignment with the budget allocation process. Comprehensive, long-range facility planning includes a careful analysis of many factors that can affect the efficient operation of district facilities, including enrollment trends, population shifts, demographic changes, curriculum programs, instructional practices, special programming, technology expectations, and the support services needed to maintain the system.

Auditors visited each of the district's schools and most of the classrooms where instruction was taking place to gather information on adequacy of space, instructional environment, physical condition, cleanliness of the building, and safety concerns. District policies, job descriptions, facility plans, and other documents related to

facilities and grounds were reviewed. Survey data related to facility concerns were gathered from district and school administrators, teachers, and community members. Interviews were conducted with trustees, district and school staff, and community members to obtain additional information about the impact of facilities on teaching and learning.

Auditors concluded that the Coeur d'Alene Public Schools had adequate and well-maintained facilities to support the teaching and learning environment. Multi-year facility planning has started, but a comprehensive plan is needed to adequately replace or recondition aging facilities and handle growth patterns throughout the district. Many schools are near capacity or over capacity with a few portable buildings on some school grounds.

Board Policy and Job Descriptions

Strong long-range facility need policies are critical in guiding the future planning and fiscal decision-making process. In order to be effective in guiding the facility planning process, a school district's policy framework needs to be specific so efficient fiscal decisions can be made by referencing relevant policies.

Auditors found the district's long-range planning for facilities policies associated with development of the district's future bond proposals lacked sufficient specificity and content to direct the development of a multi-year facility plan for the school district. Policies were found to have some connection to the development of a long-range planning committee and their responsibilities in the development of a 10-year facility plan to outline construction projects. Policies were lacked the specificity as to what components should be contained in the plan. Overall, policies need to be strengthened to aid the district in the development of a multi-year facility plan.

Auditors also examined selected job descriptions that were made available. Auditors noted job descriptions containing levels of responsibility for oversight of the district's facilities planning and development process. Facility planning responsibilities for district-level administrators refer generally to inspecting and advising for future construction needs and oversight of any new construction. For example, the following statements are found in the job descriptions of the Director of Maintenance and Facilities and Superintendent:

- Prepare reports regarding school plant and facility needs. Engage in capital facilities planning.
- Advise supervisor on all facility issues to include new buildings, remodeling buildings, architectural and construction projects.
- Responsible for oversight of all construction to include estimating costs of project in terms of labor, material, and overhead.

No job descriptions require or refer to procedures in the development of a multi-year facility plan containing appropriate components to guide the district in meeting future facility needs.

Facility Plan

An expectation of the audit is that the district has a comprehensive facilities plan to guide the maintenance and improvement of district facilities over time to ensure an appropriate environment for student learning. A long-range facilities master plan was not provided at the time of the audit. Auditors did find some planning documents related to components of a long-range plan and used those documents to assess the district's adequacy of facility planning efforts. Exhibit 5.3.1 lists the components associated with a quality facilities plan along with the auditors' assessment. An "X" in the "Met" column indicates that the characteristic was met, and a score of 1 point was assigned. An "X" in the "Not Met" column indicates that the characteristic was not met, and no points were assigned. A discussion of the auditors' ratings follows the exhibit.

Exhibit 5.3.1

Comparison of Facility Planning Efforts
To Audit Components of Comprehensive Long-Range Facilities Planning
Coeur d'Alene Public Schools
February 2019

Components of a Comprehensive Long-Range Facilities Plan	Auditors' Rating	
	Met	Not Met
1. Philosophical statements that reflect community aspirations and the educational mission of the district and their relationship to short- and long-range facilities goals		X
2. Enrollment projections that take into account any known circumstances that may change the pupil population		X
3. The current organizational patterns of the district and identification of possible organizational changes necessary to support the educational program	X	
4. Identification of educational programs considered by designers of capital projects for renovation or addition of school facilities	X	
5. A detailed evaluation of each facility, including assessment of structural integrity, mechanical integrity and efficiency, energy efficiency, operations and maintenance, and health and safety requirements	X	
6. Prioritization of needs for renovation of existing facilities and the provision of additional facilities	X	
7. Cost analysis of potential capital projects to meet the educational needs of the district, including identification of revenues associated with capital construction		X
8. Procedures for the involvement of all stakeholders of the school community in the development and evaluation of the long-range facilities plan	X	
Total	**5**	**3**
Percentage Met	**62.5%**	
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Exhibit 5.3.1 shows the components of a comprehensive long-range facilities plan were not met in the planning process used in the Coeur d'Alene Public Schools. The expectation of the audit is that 6 of the 8 components must be met to ensure a connected and focused long-range planning process. A discussion of the auditors' ratings follows:

Component 1: Philosophical Statement (Not Met)

Auditors were not provided any documents associated with long-range planning that contained a philosophical statement related to the educational mission of the district as it relates to short- and long-range facility goals.

Component 2: Enrollment Projections (Not Met)

Auditors were not provided documents indicating the past five years of district enrollment with projections based on demographic growth for the future. Minutes from the long-range planning committee allude to discussions of projected growth, but no real data were available to auditors.

Component 3: Organizational Patterns (Met)

Future direction with regards to changes in organizational patterns and capacity of current buildings due to projected changes in the surrounding area were not presented to auditors; however, discussions in long-range planning meeting minutes provide the district with some guidance as to future building projects that could affect organizational patterns within district boundaries.

Component 4: Identification of Educational Programs (Met)

Steady student enrollment numbers along with population shifts within district boundaries have led to building new schools, eliminating schools, and renovating schools.

Component 5: Evaluation of Each Facility (Met)

A detailed study of each facility was present and contained assessments of structural integrity, mechanical and energy efficiency, operational and maintenance, and safety requirements.

Component 6: Prioritization of Facility Needs (Met)

A priority of needs is presented by the long-range planning committee to the trustees and administration for consideration; the recommendations are for current bond projects with a priority placed on future facility needs.

Component 7: Costs Analysis of Potential Capital Projects (Not Met)

Estimated analysis of costs is presented for current bond projects but not multi-year costs associated with future construction projects based on inflation.

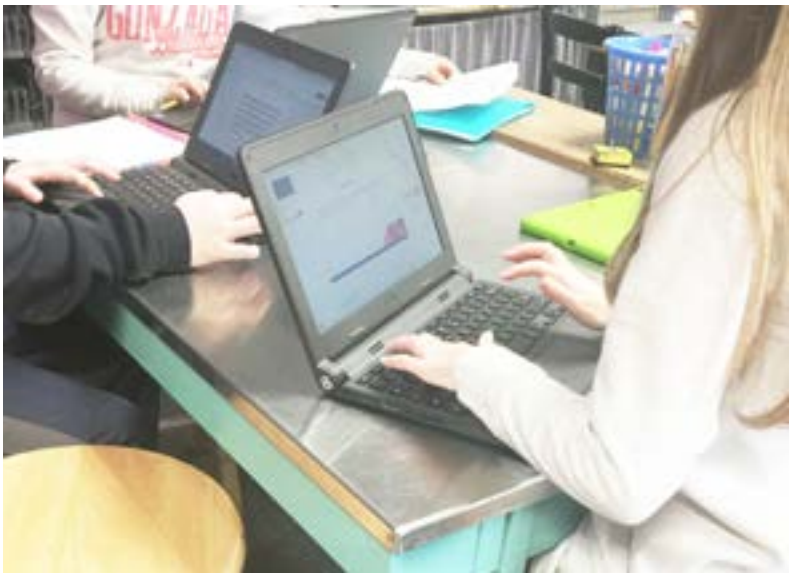
Component 8: Involvement of Stakeholders (Met)

Although a written plan was not presented by the district on how the Long-Range Planning Committee is involved in the school district, interviews with committee members and presentations to the trustees provided evidence of the continuous involvement of the community and their input concerning future growth with regards to bond projects.

Overall, the district long-range planning processes did not meet the components of a quality comprehensive long-range facility plan.

General Maintenance and Building Cleanliness

Auditors conducted a visual inspection of all school buildings. School visits included an examination of classrooms, cafeterias, offices, work areas, restroom facilities, and general inspection of the grounds. Auditors found schools to be adequately maintained with well lit and adequate space for learning.



Hayden Meadows Elementary - 5th grade technology use

In assessing the general condition of school facilities and classrooms, auditors visited all schools in the district and 284 classrooms in which instruction was occurring. During these brief observations, auditors noted the general condition of each school facility, including the adequacy of space, instructional environment, physical condition, cleanliness, safety, and security. Auditors assigned an adequacy rating to each of the six categories.

Exhibit 5.3.2 summarizes the overall condition of the 17 school facilities in the district. A facility category rated as "Adequate" is designated with the letter "A." A facility category rated as "Inadequate" is designated with the letter "I."

Exhibit 5.3.2

School Facilities Visited by Auditors and Ratings
Coeur d'Alene Public Schools
February 2019

School	Adequacy of Space	Instructional Environment	Physical Condition	Cleanliness and Maintenance	Safety	Security
Atlas Elementary	A	A	A	A	A	A
Borah Elementary	A	A	A	A	A	A
Bryan Elementary	A	A	A	A	A	A
Dalton Elementary	A	A	A	A	A	A
Fernan STEM Academy	A	A	A	A	A	A
Hayden Meadows Elementary	A	A	A	A	A	A
Northwest Expedition Academy	A	A	A	A	A	A
Ramsey Magnet	A	A	A	A	A	A
Skyway Elementary	A	A	A	A	A	A
Sorenson Magnet	A	A	A	A	A	A
Winton Elementary	A	A	A	A	A	A
Canfield Middle School	A	A	A	A	A	A
Lakes Middle School	A	A	A	A	A	A
Woodland Middle School	A	A	A	A	A	A
Coeur d'Alene High School	A	A	A	A	A	A
Lake City High School	A	A	A	A	A	A
Venture High School	A	A	A	A	A	A
Total Adequate	**17**	**17**	**17**	**17**	**17**	**17**
Percent Adequate	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

As noted by Exhibit 5.3.2 auditors rated educational facilities in the Coeur d'Alene Public Schools as adequate for space, instructional environment, physical condition, cleanliness, safety, and security. Overall, spaces were clean and conducive to learning.

Auditors conducted online surveys of school personnel. School administrators were asked to respond to the statement, "Please rate your building facilities in providing a quality teaching and learning environment." Fifteen of the 25 respondents (60%) responded "Good," and an additional 8 respondents (32%) responded "Excellent."

Comments from interviews support the auditors' ratings. The following were typical:

- "We have really good facilities. Older campuses are well maintained." (District Office Administrator)
- "Flexible seating that has been brought into the school is great for students. They are able to focus better in the classroom. Special lighting has helped as well." (Community member)
- "Just finished renovations in both high schools but that got rid of portables and we are full." (District Office Administrator)

Overall, auditors found facilities in Coeur d'Alene Public Schools were adequate to support the teaching and learning environment.

Building Capacity

One purpose of the development of a comprehensive facilities plan is to analyze data related to district and building enrollment along with building capacity to plan for changing total enrollments and shifts in residential patterns. Periodically analyzing the capacity of the district's facilities to house students and support district educational programs helps ensure the district is utilizing its financial resources in the most economical manner to achieve desired student outcomes.

Auditors examined district and building enrollment numbers and building capacities to determine if school facilities are adequate to house district programs and student enrollment. Exhibit 5.3.3 displays Coeur d'Alene Public Schools' building capacity and current enrollment for the 2018-19 school year.

Exhibit 5.3.3

Building Capacity and Student Enrollment by School
Coeur d'Alene Public Schools
2018-19

School	Capacity	Enrollment	Percent of Capacity w/ out Portables	Students in Portables
Atlas	598	625	105	120
Borah	390	385	99	0
Bryan	442	403	91	0
Dalton	390	436	112	0
Fernan	416	402	97	0
NEXA	312	309	99	0
HM	650	524	81	104
Ramsey	728	713	98	103
Skyway	572	623	109	180
Sorensen	312	315	101	0
Winton	468	502	107	0
CMS	806	844	105	0
LMS	702	696	99	0
WMS	832	844	101	120
CHS	1,584	1,435	91	0
LCHS	1,518	1,708	113	0
VHS	300	170	57	0
Total	**11,020**	**10,934**	**99%**	**627**

Exhibit 5.3.3 shows:

- Enrollment capacity for all district buildings is 11,020 students. Current enrollment is 10,934 at 99% capacity.
- The district has eight schools that are over capacity.
- The district has five schools that are currently housing between 103 to 180 students in portable buildings.

Efficient use of school buildings requires managing student enrollment through boundary modifications, class size policies, and/or transfer policies, to maximize facility capacity and prevent underutilization of available space. School enrollments that are managed between 85% and 95% ensure the most efficient use of district facilities and allow enough capacity to accommodate fluctuations in student enrollments that occur during the school year.

Discrepancies in facility capacity in the Coeur d'Alene Public Schools have been affected by many variables. The main variables appear to be associated with the district's current transfer policies as well as resident student population shifts within district boundaries. When current facilities are maximized, efficiencies can be realized. When portables are located at schools to handle overcrowded conditions while other schools have capacity, there is a resulting shift in custodial and maintenance resources, which ultimately causes operational inefficiencies.

Summary

A number of documents exist to help guide the facility planning for Coeur d'Alene Public Schools; however, a single comprehensive multiyear facility plan is absent to guide the district in future facility improvement and development. Educational facilities are well maintained to meet the needs of the teaching and learning environment in district schools. Classroom capacity across the district is at a maximum to meet enrollment needs, and thus the district's current plans for new facility construction should be continued (see Recommendation 9).

Finding 5.4: Criteria for selecting, planning, implementing, monitoring, and evaluating the abundance of district interventions are inadequate.

Effective school systems strive to ensure all students develop a deep understanding of knowledge and skills essential for continuing their education and becoming productive members of society. This is accomplished through a curriculum that develops students' knowledge and skills sequentially over time and prepares them to apply their knowledge and skills in multiple contexts. When students struggle in acquiring and applying new knowledge or skills, strategies are systemically employed to aid students in acquiring missing knowledge that will allow them to continue progressing through the curriculum successfully. Such strategies may include reteaching, using strategies and/or modalities that differ from the original instruction, and/or providing for additional intensity with supports outside the classroom.

A school system requires a systemic method for identifying when additional student learning supports are needed and addressing them in such a way as to improve the overall capacity of the organization to achieve instructional goals for all students. Auditors define this process as intervention. An intervention is a purposeful system response to the data received from various feedback sources. Interventions contribute to improved productivity by effectively developing specific actions to improve student performance.

Effective intervention design will positively affect student achievement and will address planning, implementation, and evaluation. The intervention will increase the productivity of teachers as well as the performance of students. Effective interventions are connected to a school system's needs, are well-planned, have adequate funding, and are fully implemented. The process of designing and implementing an effective intervention includes the following steps:

- Assess the current situation.
- Analyze data collected and diagnose need.
- Use data to identify the problem.
- Propose and examine alternatives.
- Select the program intervention or alternative that best addresses the problem.
- Develop a formal plan, deployment, and implementation, including measurable goals and objectives.
- Identify staff proficiencies required for implementation, staff development needed, and a clear communication plan for all audiences.
- Provide personnel, material, and fiscal resources needed to initiate and sustain the intervention.
- Use formative and summative feedback with sound and appropriate techniques for monitoring the ongoing deployment and implementation of the intervention.
- Implement the intervention with well-defined mechanisms for monitoring progress tied to intervention goals, objectives, and expectations.

- Modify or adjust the intervention, as needed.
- Regularly evaluate and determine whether to continue, modify, or terminate the program.

Interventions that do not follow this process often do not address system needs, priorities, and goals, and do not sustain productivity. The implementation of interventions is a complex process that enables staff to address the changing needs and requirements of the system to improve student performance.

Auditors examined board policies, job descriptions, district and building planning documents, and other documents related to district interventions. Auditors also gathered information from schools regarding the number and types of program interventions offered. Additionally, auditors interviewed district and school administrators, teachers, and community members about the adequacy and effectiveness of the district's program interventions targeted at improving student achievement.

Auditors found several programs in place in Coeur d'Alene Public Schools intended to support learning and address gaps in student achievement. A majority of these programs are focused on supporting other areas of student needs outside the core content areas of learning. No board policies are in place that direct interventions or establish an expectation of a systemic planned approach to the selection, implementation, and evaluation of interventions for effectiveness.

Policy and Job Descriptions

Auditors examined board policies and job descriptions that may be relevant to the implementation and evaluation of program interventions.

In their review, auditors found no board policies that included references to establishing a process for the development and implementation of program interventions. Policies did not contain sufficient content requiring a planned process for implementing interventions, identifying and allocating necessary resources, and requiring evaluation criteria based on district and program goals (see Finding 1.1).

Job descriptions directly related to program interventions planning and implementation were also reviewed. No specific statements were found in district job descriptions that included responsibilities related in overseeing expectations for selection, planning, implementation, monitoring, and evaluation of interventions.

Overall, no references were found that addressed program interventions and implementation in board policies or job descriptions.

Lake City High School - AP English Class - Few students participating

Scope of Interventions

Auditors identified various interventions being implemented in Coeur d'Alene Public Schools, as reported by building principals on program surveys. Auditors used data from these program surveys across elementary, middle, and high school campuses to determine the scope of the different interventions being offered across the district. Without clear communication and understanding of what constitutes a program intervention, the district has implemented a wide array of initiatives and activities reported as interventions.

Exhibit 5.4.1 shows the number of program interventions reported by school building. A complete list of program interventions reported by school building can be found in Appendices M and N.

Exhibit 5.4.1

Number of Program Interventions by Campus
Coeur d'Alene Public Schools
February 2019

School	Number of Programs	Percentage
Atlas	50	7.52%
Borah	54	8.12%
Bryan	44	6.62%
Dalton	53	7.97%
Fernan	57	8.57%
Hayden Meadows	60	9.02%
NEXA	53	7.97%
Ramsey	51	7.67%
Skyway	54	8.12%
Sorensen	50	7.52%
Winton	51	7.67%
Canfield Middle School	21	3.16%
Lakes Middle School	16	2.41%
Woodland Middle School	15	2.26%
Coeur d'Alene High School	9	1.35%
Lake City High School	22	3.31%
Venture High School	5	0.75%
Total	**665**	**100.00%**
Note: Duplicate interventions are included in the total		

Exhibit 5.4.1 shows:

- Elementary reported program interventions ranged from a low of 44 at Bryan to a high of 60 at Hayden Meadows.
- Secondary reported program interventions ranged from a low of 5 at Venture to a high of 22 at Lake City High School.

On a program survey schools were asked to identify the targeted area of focus for each program intervention reported.

Exhibit 5.4.2 shows the number of programs by primary area of focus.

Exhibit 5.4.2

Intervention Reported by Primary Area of Focus
Coeur d'Alene Public Schools
February 2019

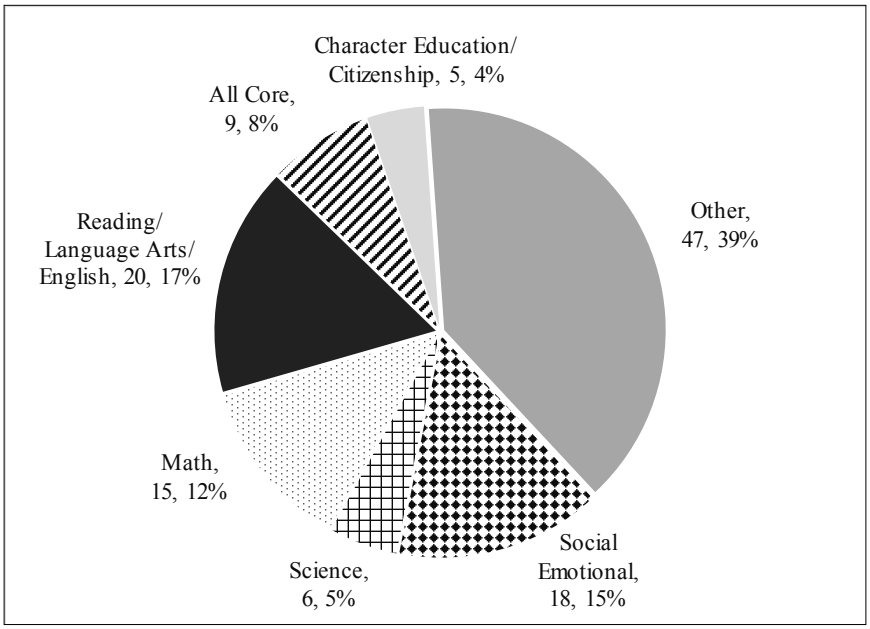


Exhibit 5.4.2 shows:

- School administrators reported that the largest intervention focus area fell outside the core content areas in the "Other" category at 39%. Many of these interventions were professional development areas for teachers with no content area focus.
- Reading/Language Arts was reported by school administrators as a primary focus of intervention at their school 17% of the time.
- School administrators identified Social Emotional interventions 15% of the time as a focus area in their schools.
- Math was identified 12% of the time as an intervention focus area by school administrators.

Overall, a wide variety of program interventions were in use in the Coeur d'Alene Public Schools. The majority were in the "Other" category; their focus on increasing student achievement could not be determined.

Intervention Design

An academic intervention is a well-planned deliberate approach intended to help students develop new skills and knowledge or build fluency in acquiring skills. Interventions are focused, intentional, explicit, and structured in such ways that engage students. The effectiveness of an academic intervention is based on how well the intervention is tailored to individual student learning needs, how quickly the intervention is provided, how effective the intervention is in meeting the student needs, and at what cost.

iReady was frequently mentioned as the one of the district's program interventions across schools at the elementary and middle school level. Auditors chose to evaluate the implementation of the iReady program intervention using seven CMSi criteria for intervention design to determine whether iReady, as implemented in the Coeur d'Alene Public Schools, had a high likelihood of successful implementation. Exhibit 5.4.3 lists the seven audit criteria along with auditors' assessment of the iReady program with regard to each of the criteria. An "X" in the "Evident" column indicates that the criterion was met, and a score of 1 point was assigned. An "X" in the "Not Evident" column indicates that the criterion was not met, and no points were assigned. In order

for an intervention design to be considered adequate, it must meet five (70%) of the audit criteria. A detailed discussion of the ratings follows in the exhibit.

Exhibit 5.4.3

Comparison of iReady
To Audit Intervention Design Criteria
Coeur d'Alene Public Schools
February 2019

Intervention Design Audit Criteria	Auditors' Rating	
	Evident	Not Evident
1. The intervention relates to a documented district need—current situation had been assessed, diagnosed, and analysis data collected and considered in the selection of the intervention.		X
2. There is evidence that a problem has been identified from data analyses, several alternatives proposed and examined, and one of the better alternatives to address the problem selected.		X
3. A formal plan with goals and measurable objectives is in place to address the identified problem. Documentation exists to define the purpose of the intervention, why it addresses the system need/problem, and how it will impact student achievement. A plan for design, deployment, and implementation of the intervention is in place.		X
4. Evidence exists that a strong deployment approach was designed, including identification of staff proficiencies needed to implement the intervention, appropriate staff development around the proficiencies, and a clear communication plan for appropriate audiences.		X
5. Human, material, and fiscal resources needed to initiate the intervention (short-term) and to sustain the intervention (long-term) are identified and in place.		X
6. Formative feedback and summative evaluation criteria are identified and are tied to intervention goals, objectives, and expectations.		X
7. A plan for monitoring the ongoing deployment and implementation of the intervention is in place and involves appropriate individuals to carry out this plan.		X
Total	**0**	**7**
Percentage Evident	**0%**	
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Exhibit 5.4.3 shows none of the seven intervention design criteria were rated as evident by the auditors. The following is a discussion of what auditors found regarding the audit criteria as they relate to the iReady program implemented in Coeur d'Alene Public Schools.

Criterion 1: Establishment of Need (Not Evident)

To meet this criterion, there must be evidence that the intervention relates to a documented district need that has been assessed, diagnosed, and analyzed using data in the selection process. While there is an indication that low assessment scores may have been the initial reason for exploring the use of iReady, no documented need was presented to auditors.

Criterion 2: Selection Basis (Not Evident)

To meet this criterion, evidence must exist that a problem has been identified from data analyses, several alternatives have been proposed and examined, and one of the better alternatives to address the problem has been selected. Auditors received no documentation of examination of multiple alternatives for addressing a diagnosed problem and selection of iReady as an intervention.

Criterion 3: Measurable Objectives (Not Evident)

To meet this criterion, a formal plan must be present and must contain goals and measurable objectives to address the identified problem. Auditors found no formal plan for implementation of iReady as a planned intervention. No documentation was presented to auditors indicating the purpose for implementing iReady, the desired student outcomes, or the goals against which the program's effectiveness would be measured.

Criterion 4: Deployment Design (Not Evident)

Meeting this criterion requires design of a strong deployment approach, including identification of staff proficiencies needed to implement the intervention, appropriate staff development around the proficiencies, and a clear communication plan for appropriate audiences. Auditors were provided with a PowerPoint related to professional development in the use of iReady as a program intervention tool. Outside the evidence of a onetime professional development on the use of iReady, auditors found no evidence to demonstrate a designed approach to deployment.

Criterion 5: Provision of Resources (Not Evident)

To meet this criterion, human, material, and fiscal resources needed to initiate the intervention (short-term) and to sustain the intervention (long-term) must be identified and in place. Auditors were not provided with budget detail related to district level support and funding to maintain the iReady software; no long-term plan was available identifying human and fiscal resources that will be necessary to sustain implementation into the near future.

Criterion 6: Feedback and Evaluation (Not Evident)

To meet this criterion, formative feedback and summative evaluation criteria must be identified and tied to intervention goals, objectives, and expectations. Some diagnostic data were made available to auditors. However, diagnostic data have not been linked to any specific criteria at either the district or school level to evaluate the program's effectiveness.

Criterion 7: Monitoring (Not Evident)

To meet this criterion, a plan for monitoring the ongoing deployment and implementation of the intervention must be in place and must identify and involve appropriate individuals to carry out the plan. No plan was provided auditors indicating how the iReady program would continue to be implemented into the future, how the use of the program would be monitored for effectiveness, or how use of the program would be modified in response to student achievement results.

Overall, the approach to the intervention design in the Coeur d'Alene Public Schools did not meet the audit criteria. No documentation was presented that would indicate iReady had been purposefully selected as an intervention based upon any specific analysis of student learning needs, or that specific goals had been established in the implementation of the iReady against which effectiveness of the intervention could be measured.

Intervention Implementation

The next area examined by auditors was delivery of the intervention. Auditors selected the iReady program to be examined against six deployment and implementation criteria. For an intervention to receive an adequate delivery rating, at least four of the six criteria must be evident. Exhibit 5.4.4 lists the criteria for effective implementation of a program intervention.

Exhibit 5.4.4

Comparison of iReady to Audit Implementation Criteria
Coeur d'Alene Public Schools
February 2019

Audit Criteria for Intervention Implementation	Auditors' Rating	
	Evident	Not Evident
1. A formal plan with goals, measurable objectives, and processes is in place and is being implemented.		X
2. Implementation of the intervention is both strategic and purposeful. The staff proficiencies needed to implement the intervention are clearly defined. Appropriate staff development based on these proficiencies takes place every year as new personnel are hired and as additional needs are identified. Continued goals for implementing the intervention and frequent progress reports are clearly communicated to all appropriate personnel.		X
3. The human, material, and fiscal resources needed to initiate and sustain the intervention are identified and allocated.		X
4. Formative and summative evaluations that are tied to intervention goals, objectives, and expectations are systematically administered to provide feedback on student progress.	X	
5. Monitoring implementation of the intervention is taking place; responsibilities and procedures for monitoring are clearly defined and assigned to the appropriate individuals to carry out this plan.	X	
6. The intervention is being modified and adjusted as needed, based upon monitoring of formative and summative evaluation data, to ensure continued quality control.		X
Total	**2**	**4**
Percentage Evident	**33.3%**	
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Exhibit 5.4.4 shows the implementation of iReady as an intervention strategy did not meet audit criteria with regard to the implementation of delivery. Only two of the six criteria were rated as evident. The following is a discussion of what auditors found regarding criterion.

Criterion 1: Plan Implementation (Not Evident)

There is no evidence of a formal plan with goals, measurable objectives, and processes in place for the implementation of iReady as an intervention.

Criterion 2: Staff Development and Communication (Not Evident)

While there is some evidence of professional development around the use of iReady as an intervention tool, no professional development plan is in place to systemically address ongoing training needs associated with the deployment of iReady, including the training of new staff or providing new training based on deployment issues.

Criterion 3: Resource Adequacy (Not Evident)

There is no evidence of district resources being allocated to support the use of the iReady program, nor was a plan found for sustaining resources needed to continue the use of iReady.

Criterion 4: Assessment Data Availability (Evident)

There is a built-in method for regularly collecting data in the iReady program for formative assessment of students. Reports are provided on a frequent basis throughout a school year assessing the results of student progress.

Criterion 5: Monitoring (Evident)

There is a mechanism for regularly monitoring the intervention progress of iReady interventions within the program. Students are regularly assessed on each skill from practiced intervention assignments.

Criterion 6: Program Modification Based on Data (Not Evident)

There is no evidence of the intervention being modified and adjusted as needed, based upon monitoring student achievement results.

Overall, the deployment and implementation of the iReady program as an intervention did not meet enough criteria to be considered adequate.

Summary

School administrators and teachers are aware that not all students learn at the same rate. Because of this, programs are implemented to aid those students who are struggling. In the Coeur d'Alene Public Schools auditors found several program interventions in schools across the district to help struggling students master the curriculum, including iReady, which is implemented in all elementary and middle schools. An effective approach to interventions ensures that students are directly benefiting from the design and implementation of selected interventions. Board policies lack sufficient content to provide expectations for the identification, implementation, assessment, and evaluation of interventions intended to improve student achievement. Auditors examined the selection and implementation of iReady in the school system as an intervention tool in identifying gaps in student learning and delivering targeted instruction. The intervention did not meet enough of the audit criteria to be considered adequate.

V. RECOMMENDATIONS OF THE CMSi CURRICULUM AUDIT™ TEAM FOR THE IMPROVEMENT OF THE COEUR D'ALENE PUBLIC SCHOOLS

Based on the four streams of data derived from interviews, documents, site visits, and online surveys, the CMSi Curriculum Audit™ Team has developed a set of recommendations to address its findings shown under each of the standards of the audit.

In the case of the findings, they have been triangulated, i.e., corroborated with one another. In the case of the recommendations, those put forth in this section are representative of the auditors' best professional judgments regarding how to address the problems that surfaced in the audit.

The recommendations are presented in the order of their criticality for initiating system-wide improvements. The recommendations also recognize and differentiate between the policy and monitoring responsibilities of the board of trustees, and the operational and administrative duties of the superintendent of schools.

Where the CMSi audit team views a problem as wholly or partly a policy and monitoring matter, the recommendations are formulated for the board. Where the problem is distinctly an operational or administrative matter, the recommendations are directed to the superintendent as the chief executive officer of the school system. In many cases, the CMSi audit team directs recommendations to both the board and the superintendent, because it is clear that policy and operations are related, and both entities are involved in a proposed change. In some cases, no recommendations are made to the superintendent when only policy is involved, or none to the board when the recommendations deal only with administration.

Audit recommendations are presented as follows: The overarching goals for the board and/or the superintendent, followed by the specific objectives to carry out the overarching goals. The latter are designated "Governance Functions" and "Administrative Functions."

Recommendation 1: Provide equal access to comparable programs, services, and opportunities to impact student achievement. Take steps to allocate equitable resources based on student needs.

A well-managed school system provides all students equal access to programs, services, and opportunities provided by the district. Fairness to all students is apparent in access to resources, effective teachers, and the distribution of financial resources. School districts that serve heterogeneous communities have students that require differentiated resources in order for all learners to be given an equal opportunity to experience success in the educational program. Ensuring academic success means providing instruction and resources to students based on their individual needs, not based on what works for the majority of students or even a formula or standardized procedure. Equity requires a comprehensive shift in prioritizing individual students and their needs, rather than system level priorities and needs. Such a shift in focus must take place at every level if the system is to realize improvement in every student's academic achievement.

At the system level, areas of inequity must be monitored and addressed through new policy directives, coordinated district and building level planning, professional development initiatives, and sometimes staffing changes. Identifying areas of inequity is achieved through data analysis and anecdotal evidence collected from district stakeholders focused on how various components of the district function as an integrated, coherent system. Areas of inequity must also be identified, monitored, and addressed at each school through data analysis, monitoring of classroom instruction, teacher evaluations, and school improvement planning. In the classroom, teachers monitor equity in similar ways but with a much smaller population, looking at assessment data for different subgroups, monitoring the effectiveness of their own instructional strategies and behaviors, and ultimately evaluating whether students are making appropriate gains in achievement despite any demographic factors that might predict failure. What is fair for one student might be unfair for another; being equitable many times means one must treat students differently according to their unique needs.

Auditors found inequities existed in the Coeur d'Alene Public Schools with no intentional plan in place to address inequities. Board policies were insufficient in requirements for annual review of equity data and the use of such data to develop a plan to correct equity issues (see Finding 1.1). Auditors found inequities in graduation requirements, transfer procedures, and implementation of full-day kindergarten (see Finding 3.5). In order not

to perpetuate but overcome the relative disadvantages that some students face when they enter the education system, the following recommendations are presented to the board and superintendent. These recommendations should be put into place and implemented over a 6 to 18 month period.

Governance Functions: The following actions are recommended to the Board of Trustees of Coeur d'Alene Public Schools:

G.1.1: Direct the superintendent to prepare for board adoption a policy framework to address the issue of equity, and prioritize it district-wide. The policy needs to accomplish the following:

- Define equity specifically in terms that clearly contrast it with equality. Specify when things are supposed to be equal (such as access to resources) and when they are supposed to be equitable (fair, just, and different to level the playing field).
- Direct the methods to be used in collecting data on equity across the district. Specify the instruments, measures, and procedures to be used to identify equity problems and determine probable causes.
- Require the disaggregation of all centrally collected assessment and program participation data by subgroups (including gender, ethnicity, language, and program participation status), and monitor their performance. Direct district leaders to pay close attention to achievement gaps that do not narrow over a reasonable amount of time (Recommendation 2).
- Require when problems with equity are evident multiple measures to evaluate reasons for achievement gaps; identify the key factors that contribute to maintaining the gaps. Determine the suitability of current efforts to ameliorate the gap, based on new data.
- Require that the factors contributing to inequities, when they are within the scope of the district's control, be targeted and eradicated, using whatever means necessary to make changes that will result in their improvement.
- Establish the importance of high quality, student-centered instruction. Describe specifically what such instruction looks like in the classroom; require teachers to adhere to the district's instructional model; and hold their supervisors responsible for coaching, monitoring, and evaluating them on implementation of the model (Recommendation 4).
- Institutionalize the importance of equity in all curriculum management functions throughout the district, including all planning, monitoring, curriculum revisions, curriculum delivery, and program development and implementation. Require that departments and schools collaborate to address equity issues from a system perspective (Recommendation 1).
- Identify professional development initiatives that are necessary to address equity issues, create a plan that outlines their accomplishments, and ensure the plan's integration with the district professional development plan (Recommendation 4).
- Establish high expectations for all students, regardless of race, income level, language proficiency, gender, or special needs status. Specifically describe how those expectations are to be actualized in the classroom.

G.1.2: Direct the superintendent to develop with principals and other administrators strategies to help students experience success in the district's educational program, and incorporate such strategies into the strategic plan and school improvement plans (see Recommendation 5).

G.1.3: Direct the superintendent to review all programs and interventions to determine equality of access and equitable distribution of resources using achievement data.

G.1.4: Require congruity of board policy intent with administrative and school-based decisions and actions. Direct the superintendent to systemically monitor all reports, the budget, planning documents, assessment data, and programming plans to ascertain the equitable treatment of all school sites and all students.

G.1.5: Direct the superintendent to review all curriculum areas, programs, and facilities to determine equality of access and equitable distribution of resources using achievement gap data and cost benefit analyses.

G.1.6: Direct the superintendent to provide frequent and annual updates regarding efforts and progress in eliminating inequities within the district, using measures congruent with methods for equity data collection defined by policy.

Administrative Functions: The following actions are recommended for consideration of the Superintendent of Coeur d'Alene Public Schools.

A.1.1: Prepare for board review and approval a policy framework to prioritize equity across the school district (**G.1.1**).

A.1.2: Establish administrative procedures clarifying, interpreting, and expanding the board policies addressed in **G.1.1**. Share the administrative procedures with the board, and ensure all district and school administrators are appropriately informed and trained.

A.1.3: Include in the development of the strategic plan a focus on equity and implementation of research-based strategies demonstrated to have the most powerful impact on closing achievement gaps. Include measurable objectives and evaluation components to clearly demonstrate changes in professional practice that link directly to leveling the playing field and improving student performance. Require all school improvement plans and department plans to be similarly constructed and aligned with the district's strategic plan to create a cohesive system of support for all efforts to achieve equity across the district (see Recommendation 1).

A.1.4: Monitor achievement by student subgroups at all levels through state assessments, district curriculum-based assessments, and formalized formative assessments, as well as national exams such as *Advanced Placement*, *SAT*, and *ACT*.

A.1.5: Require an instructional model that is centered on the individual student. The instructional model should reflect the latest research concerning effective approaches and activities for culturally, linguistically, and economically diverse students. Such approaches are typically characterized by individualized instruction at the appropriate level for each child. The adopted instructional model should reflect the district's mission and goals.

A.1.6: Confirm and align the classroom observation protocol and teacher appraisal system with the district's instructional model. Continue to train all school administrators in using classroom observation protocols and the appraisal system to monitor instruction and provide growth feedback to teachers. Monitor school administrators' use of monitoring and teacher appraisal as tools to increase productivity and improve outcomes for students in the school district as a whole, as well as to improve the performance of teachers who are struggling with differentiation and using diagnostic assessment data to drive their planning and instruction.

A.1.7: Regularly review site-based decision making for equity, particularly the decisions that impact the delivery of the educational program and equitable access to learning opportunities.

A.1.8: Oversee all reports, budgets, planning documents, assessments, programs, and interventions to ascertain the equitable treatment of all students at all school sites and alignment with district direction.

- Continue to disaggregate data pertaining to the needs of students to serve as background information in all reports, planning documents, and program plans.
- Require that budgets reflect the equitable distribution of resources.
- Require regular analysis of disaggregated data pertaining to all district practices, including program enrollment, course offerings, disciplinary actions, and academic interventions, to determine disparities and inequities.

Inequities existed in the Coeur d'Alene Public Schools system in graduation requirements, transfer procedures, and implementation of full-day kindergarten. These recommendations, if put into place over the next 6-18 month period, will aid in overcoming relative inequities that some students face when they enter the district.

Recommendation 2: Develop a comprehensive system for administering, collecting, analyzing, and disaggregating student assessment and program evaluation data to provide feedback for improvement of the curriculum design and delivery process as well as student mastery of the curriculum.

Assessment is as critical to effective instruction as curriculum. Without high quality, aligned assessment, teachers and district leaders cannot determine how effectively they are meeting the academic needs of each child. Assessment must be driven by curricular priorities and meet the needs of teachers in daily planning for group and individualized instruction, as well as the needs of building and district leaders who are evaluating and monitoring building- and district-level programs.

A comprehensive plan for student assessment and program evaluation defines for school district leaders what the priorities of assessment are, beyond the requirements of the state. A comprehensive assessment program, outlined and directed by such a plan, includes assessments of students at all grade levels in all content areas and includes both formative and summative measures. More importantly, it specifies the roles and responsibilities of school and district staff in reporting and managing data, and outlines processes and procedures for assessing individual students' progress in mastering the intended curriculum. It includes specific directions for how student assessment data are disaggregated and distributed throughout the organization so that district employees can make informed decisions about curriculum and instruction. Finally, it provides for informal and formal evaluations of programs to ensure that programs are positively impacting student achievement and are making appropriate use of district resources.

The auditors found no plan and few planning elements for assessment management in the Coeur d'Alene Public Schools (see Findings 1.3 and 4.1). The auditors also found that the scope of district-level formative and summative assessments is inadequate to provide data for improved classroom instruction in all subjects and at all grade levels (see Finding 4.2). And finally, the auditors found the use of student assessment and program evaluation data has not increased student achievement in all subjects and for all subgroups as shown in trend analyses (see Finding 4.3).

In order to strengthen student assessment and program evaluation in Coeur d'Alene Public Schools, the following steps are recommended to the board of trustees and superintendent. These actions should be completed within three to five years.

Governance Functions: The following actions are recommended to the Board of Trustees of Coeur d'Alene Public Schools:

G.2.1: Adopt policy that requires the development and implementation of a comprehensive student assessment and program evaluation plan (see also Recommendations 2 and 6). This policy should also address the scope of assessment and require an emphasis on formative measures that align in all three dimensions (content, context, and cognitive type) with the *Idaho Standards Achievement Test* (or current state assessment) in order to monitor individual student progress in mastering the curriculum through feedback for improvement.

G.2.2: Direct the superintendent to establish a schedule of board presentations regarding regular evaluations of academic programs and summaries of curriculum evaluations and modifications congruent with current policy expectations.

Administrative Functions: The following actions are recommended to the Superintendent of Coeur d'Alene Public Schools:

A.2.1: Develop and implement a comprehensive plan for student assessment. This plan should include the following elements:

1. Describes the philosophical framework for the design of the student assessment plan and directs both formative and summative assessment of the curriculum by course and grade in congruence with board policy. Expects ongoing formative and summative program evaluation; directs use of data to analyze group, school, program, and system student trends.

2. Includes an explicit set of formative and summative assessment procedures to carry out the expectations outlined in the plan and in board policy. Provides for regular formative and summative assessment at all levels of the system (organization, program, student).
3. Requires that formative, diagnostic assessment instruments that align to the district curriculum be administered to students frequently to give teachers information for instructional decision making. This includes information regarding which students need which learner objectives to be at the appropriate level of difficulty (i.e., provides data for differentiated instruction).
4. Provides a list of student assessment and program evaluation tools, purposes, subjects, type of student tested, timelines, etc.
5. Identifies and provides direction on the use of diverse assessment strategies—both format and summative—for multiple purposes at all levels: district, program, school, and classroom.
6. Specifies the roles and responsibilities of the central office staff and school-based staff for assessing all students using designated assessment measures, and for analyzing test data.
7. Directs the feedback process; assures the proper use of assessment data at all levels.
8. Specifies the connection(s) among district, state, and national assessments.
9. Specifies the overall assessment and analysis procedures used to determine curriculum effectiveness.
10. Requires aligned student assessment examples and tools to be placed in curriculum and assessment documents.
11. Specifies how equity issues will be identified and addressed using data sources; controls for possible bias.
12. Identifies the components of the student assessment system that will be included in program evaluation efforts, and specifies how these data will be used to determine continuation, modification, or termination of a given program.
13. Provides for appropriate trainings for various audiences on assessment and the instructional use of assessment results.
14. Delineates responsibilities and procedures for monitoring the administration of the comprehensive student assessment and program evaluation plan and/or procedures.
15. Establishes a process for communicating and training staff in the interpretation of results, changes in state and local student achievement tests, and new trends in the student assessment field.
16. Specifies creation of an assessment data system that allows for the attribution of costs by program, permitting program evaluations to support program-based cost-benefit analyses.

A.2.2: Develop and implement a plan that provides guidance for establishing and conducting program evaluations. Assistance from faculty with expertise in program evaluation at a nearby university is encouraged. The following elements should be included or addressed:

1. The document explains why this program was selected to be evaluated, with reasons that suggest an expected evaluation outcome.
2. The document delineates program goals, objectives, activities, individuals served, context, funding sources, staffing patterns, and expected outcomes.
3. Multiple measures of data collection are used, resulting in both quantitative and qualitative data. The report describes what data were collected from what sources and the collection methodology.
4. Reports clearly describe the program evaluation procedures, findings, and recommendations.
5. Procedures used in the evaluation process are clearly defined.

6. Program evaluation designs are practical, ethical, cost effective, and adequately address relevant political issues.
7. Reports are provided in a timely manner so that timely decisions regarding program effectiveness and continuation can be made.
8. If a sampling technique is used, it is adequate to support the conclusions that are drawn or any generalizations made to different settings or populations.
9. Individuals responsible for the program evaluation are "independent," or, if not, there is no attempt to control evaluation results.
10. Findings of the evaluation seem to be supported by the evidence reported in the evaluation document.
11. Recommendations are supported by the findings and are practical in that they are within the capacity of the organization to implement.
12. The document contains only substantive and related information.

A.2.3: Develop and implement a plan for the use of formative assessment data as feedback for decision making related to improvement of instruction and student mastery of the curriculum.

A.2.4: Direct human resources personnel to revise job descriptions so all roles and responsibilities in the administration of assessments, collection, analysis, disaggregation, and use of data are clearly defined and congruent with the processes and procedures outlined in the plan (see Recommendation 7). The job descriptions that are most essential include:

- Director of Curriculum and Assessment
- Principals
- Assistant Principals
- Instructional Specialists/Teacher Leaders

A.2.5: Develop a battery of diagnostic and open-ended formative assessment tools to evaluate student progress at all grade levels and in all content areas taught. These assessment tools and processes for administration and analysis, the same as written curriculum, should be tightly held (see Exhibit 2.1.1)—meaning they should be developed and administered under the direction of the central office, with assistance from content specialists (e.g., teachers) and modified only with approval from the director of assessment, based on the purpose of the assessment. Tight alignment in context is essential. Focus work on the creation of formative assessments that require students to respond in a variety of contexts and at challenging levels of cognition. Establish and randomly draw from two pools of assessment items in which multiple questions are available for each objective to be measured for each assessment administration. The pool used for diagnostic purposes (e.g., to determine prerequisite skills) should be available to teachers on a regular basis. The pool used to assess student mastery and/or to predict performance on high stakes tests should be inaccessible to anyone but central office personnel overseeing administration of the assessment. Keep formative assessments as authentic as possible, using common rubrics (applied consistently) to evaluate student mastery quantitatively.

A.2.6: Direct the analysis of selected formative data at the district level to facilitate monitoring individual student progress in mastering discrete curriculum objectives. This is essential; instruction cannot be differentiated when teachers cannot immediately recognize and address individual student gaps in learning.

Monitoring and using data in this fashion require a great deal of training for teachers, principals, and teacher leaders alike. Teachers are the most critical users of data, as they are the ones planning instruction. Teachers should know how to interpret data and change instruction, accordingly, which involves training in instructional modification.

A.2.7: The principal remains the instructional leader and should be intimately aware of data regarding student progress and how instruction should respond to those data, so he/she can support teacher delivery of instruction.

Teacher leaders, however, can support principals in training teachers in how to interpret data and modify instruction in response.

A.2.8: Align report card grading with formative assessments, remembering that they share a single purpose—to report student progress on mastery of the curriculum during a specific period of time. This will be easier and have increased validity if some of the formative assessments are authentic in nature. Remember that student projects and assignments can double as forms of assessment when evaluative tools accompany these assignments (rubrics, exemplars, etc.).

A.2.9: Implement the use of a comprehensive data storage system. Ensure that all streams of data are entered and can be analyzed immediately. This should include any and all assessment instruments used in grades PreK-12.

A.2.10: Continue and expand the trend analyses provided in Finding 4.3 to create a 10-year trend of performance by all students and each student group, at each grade level, and in each content area. Create another trend line by student cohort that will illustrate how the same group of students is performing over time as compared to a snapshot of how different groups of students are performing at specific grade levels. Communicate and discuss widely (among staff and with the board) any changes noted in the trends.

A.2.11: Run annual years to parity analyses (see Exhibit 4.3.5 for formula), building up to the use of a six-year data stream. Communicate and discuss widely (among staff and with the board) any changes noted in achievement gaps among student groups. Use the results as evidence in instructional and intervention planning (see Recommendation 1) and programmatic budget planning (see Recommendation 8) to promote equity—additional resources to students who have greater needs.

A.2.12: Train all personnel and teachers involved in writing and scoring assessments in the concepts of deep curriculum alignment. This involves examining high stakes and other target assessments for content, context, and cognitive type to ensure that any developed or purchased assessment instruments are as rigorous and varied in context and cognitive type as the high stakes measures.

These recommendations, if implemented within the next three to five years, should give Coeur d'Alene Public Schools a means for ensuring that the formative assessments developed and/or utilized by the district are valid, reliable, and of high quality. They should further ensure the appropriate use of data to assess student progress and evaluate programs, analyze results, and ensure such results are used to make sound decisions regarding curriculum, instruction, and effective program use. As a result, assessment and evaluation data will be available for use in informing students, parents, and other stakeholders of the district is success in educating its students.

Recommendation 3: Develop and implement a comprehensive curriculum management plan that coordinates management functions and establishes clear expectations for the deep alignment of curriculum and assessment, integration of technology, a design and delivery system for professional development, and support of the effective delivery of rigorous curriculum.

A school district with strong curriculum management has a comprehensive curriculum management plan with established guidelines and procedures for the design, delivery, and evaluation of the curriculum; integrates program planning and professional development; and provides a rigorous system of quality control. A comprehensive curriculum management plan that is implemented consistently across the district increases the likelihood of effective delivery of a well-aligned curriculum.

The auditors found that board policies are inadequate to provide for a curriculum management plan and quality control (see Finding 1.1). The district lacks a comprehensive management plan to provide for the design, delivery, and alignment of the curriculum (see Finding 2.1). The scope and quality of the district's written curriculum do not meet audit standards to effectively guide instruction (see Findings 2.2 and 2.3).

It is essential that the educational leaders of the Coeur d'Alene Public Schools design and implement a comprehensive curriculum management plan to guide the development, delivery, monitoring, and evaluation of an aligned curriculum.

Governance Functions: The following actions are recommended to the Board of Trustees of Coeur d'Alene Public Schools:

G.3.1: Develop policies that define the specific roles and responsibilities of the board of trustees, district administrators, and educators regarding curriculum.

G.3.2: Adopt a policy that requires a comprehensive curriculum management plan to guide the development and delivery of an aligned written, taught, and tested curriculum. Include the following:

- A requirement for alignment of the written, taught, and tested curriculum to standards.
- A requirement that all courses offered K-12, beginning with the four basic core courses be supported by quality written curriculum, including:
  - The expectation of K-12 articulation of learning goals and objectives;
  - A consistent format for the design of quality curriculum guiding documents; and
  - A process for the integration of technology with the design and delivery of curriculum.
- A requirement for differentiation and program integration and alignment in the written curriculum.
- A requirement of equitable curriculum access and delivery to all students.
- A requirement that all courses offered K-12 be assessed by the district for student learning.
- A requirement for a curriculum management plan that includes procedures for the design and delivery of the curriculum, a periodic review of the curriculum, professional development needs, timelines, responsibilities, monitoring, evaluation, and budgeting.
- A requirement of accountability for the design and delivery of the adopted curriculum through roles and responsibilities in job descriptions.
- Formal board adoption of all curricula prior to implementation.

G.3.3: Require regular and timely reports and evaluations of curriculum development and the alignment to district goals and priorities for improving student performance.

G.3.4: Direct the superintendent to design a comprehensive, long-range professional development plan to provide the framework for all stakeholders as an integral part of the curriculum development, implementation, and assessment. Ensure that the plan is coherent in that it does not fragment, but unifies the design and delivery of the written, taught, and tested curriculum.

G.3.5: Commit adequate resources to support ongoing curriculum development, professional development, implementation, monitoring, and evaluation activities.

G.3.6: Direct the superintendent to annually review and report on the effectiveness of the implementation of the curriculum management plan.

G.3.7: Establish through policy that curriculum and assessment are system-wide decisions, and the delivery of the curriculum is a site-based decision.

G.3.8: Require that planning within and among departments be aligned to the curriculum management plan.

G.3.9: Require that campus-level planning be linked to the implementation of the curriculum management plan and district goals.

Administrative Functions: The following actions are recommended to the Superintendent of Coeur d'Alene Public Schools:

A.3.1: Assist the board of trustees in creating required policies to ensure a comprehensive curriculum management system.

A.3.2: Design a comprehensive curriculum management plan to include the following elements (see also Exhibit 2.1.4):

- **A philosophical framework for the design of curriculum:** The philosophical framework is key in communicating the expectations of staff regarding teaching and learning in the district. The same philosophical framework should be used throughout the district to ensure consistency. The framework should include the written, taught, and tested curriculum, as well as approaches that are expected to be used in delivering the curriculum.
- **A periodic cycle of review:** Continuous improvement is accomplished through a periodic cycle that includes identifying time for every subject area, every course, and every grade level to be systemically reviewed. A written curriculum guide must be available for every course. The district needs procedures for the review and revision of curriculum to ensure consistency across the district in what is expected for every course, courses are up to date and relevant, and the expected level of rigor is evident to those delivering the curriculum. Additionally, resources to be used in delivering the courses should be assessed for rigor, relevance, and be aligned to the expected content standards and formative and summative assessments. Establish and implement a four-year curriculum review cycle that includes the design of curriculum guides.
- **Stages of curriculum development:** The stages of curriculum development should be defined and clearly communicated, with directions for developing and revising curriculum. The district should focus on deep alignment of the curriculum.

  Curriculum Development Process

  - Using student assessment data, choose one curriculum area that needs addressing first to write a model curriculum.
  - Appoint a curriculum design team that spans the K-12 teaching staff. Select a small number of individuals, and provide extensive training in curriculum and assessment design prior to development of a written curriculum. Share with the team the audit criteria mentioned above. Emphasize alignment with district beliefs and goals, state and national standards, and the numerous assessments against which students will be evaluated.
  - Establish curriculum review teams to critique the curriculum guides as they are drafted and revised by the design team. In addition to teachers who teach the discipline under review, include principals, educators trained in the integration of technology, special education educators, gifted education educators, and district leaders responsible for curriculum development and design.
  - Submit curriculum to the board for adoption.

  Design Curriculum

  - Review the latest research, recognized standards, and best practices on what works in each discipline.
  - Establish goals and objectives for the discipline that are linked to the district's mission, beliefs, and goals and are aligned with national and state content standards;
  - Align objectives to be learned with Idaho Content Standards and Common Core State Standards and all required assessments that any student might be taking over time. Include examples from this wide array of assessments in the guide so that teachers can see the format of the test item and teach for contextual alignment. Give a timeline for learning and a standard for mastery for each objective.
  - Clarify objectives and make certain each one is specific to ensure clear communication from one user to another and from grade to grade and course to course within that discipline. Determine the prerequisite skills or concepts needed to learn the objectives for each grade level, including kindergarten. Place the prerequisites in curriculum documents so that teachers can see what students were taught the previous year and what they need to know in subsequent years. This will aid in the articulation and assessment of learnings.

- Spiral learning objectives. The Idaho content standards are frequently redundant and lack the necessary specificity to provide teachers with a clear set of skills that logically build from year to year. This lack of specificity leads to issues with horizontal coordination because each teacher interprets mastery of the standard differently. For example, a grade 4 personal narrative written by a student in classroom A may be deemed as having met the requirements for mastery, while in classroom B it would meet the expectations for mastery at the grade 3 level.
    - Student artifacts in the Coeur d'Alene School District were frequently idiosyncratic and highly dependent upon how the classroom teacher interpreted mastery of a given standard. This was true for content—what was being taught, context—the format of the learning exercise, and cognition—the cognitive level at which students were asked to interact with the material. In order to ameliorate these issues, the auditors recommend that the current standards are rewritten as specific learning objectives that provide adequate specificity and logical sequencing of skills from grade to grade and course to course. Begin with English language arts, followed by social studies, science and math. See Exhibit 3.3.1 for an example.
- Incorporate rigor through expectations of higher order cognitive process and knowledge dimensions and use of effective instructional strategies – including those specific to the content area.
- Integrate instructional technology into the instructional resources and strategies.
- Develop specific examples of how to approach key concepts or skills in the classroom, including a variety of techniques for teaching special education, English language learners, and gifted and talented students.

Revise the Curriculum

- Incorporate feedback from the curriculum review team.
- Evaluate the curriculum's effectiveness in terms of student achievement.
- Revise field-tested curriculum guides based on feedback.
- Ensure easy availability of written curriculum documents for all teachers teaching the designated subjects.
- Submit curriculum to the board for adoption.
- Remove outdated curriculum guides from online tools and hard copies.

- **Roles and responsibilities:** All persons in the district should know their roles and responsibilities relative to curriculum management. Teaching and learning constitutes the main work of the district. The expectation is that design, implementation, and evaluation of curriculum will result in high student achievement. Assign specific district personnel with responsibility for planning, directing, and coordinating improved curriculum design for kindergarten through grade 12. Reflect these responsibilities within the district's job descriptions and job evaluations.
- **Format components of curriculum documents:** Communicate the required components that are to be included in each curriculum guide. Required components ensure consistency across content areas and grade levels. The minimal basic components for curriculum document quality and specificity that should be included in curriculum guides are listed in Exhibit 2.3.2.

Format Decision Making

- Review current curriculum guide format and revise to include all audit criteria.
- Include information such as a statement of purpose for the guide, how to use the guide, how the guide is organized, a table of contents, and a glossary of commonly used terms.
- State beliefs and underlying research within the discipline as well as strategies for teaching the discipline that are aligned with district goals and beliefs.

- Include the scope and sequence across levels and courses for each content area. The scope and sequence should be included in all guides for each subject area/discipline.

- **Curriculum approach:** Determine which approach the district will use in aligning curriculum: backloading, a process where the high stakes test determines what is taught in the curriculum; or frontloading, a process where the curriculum is written first and then assessment items are written.
- **Student objectives/standards:** Student objectives or standards should be available for every course. Curriculum is designed and delivered based on what students should know and be able to do. The Idaho Content Standards, Common Core State Standards, or Next Generation Science Standards should form the basis for developing student expectations or learnings. Establish time ranges for teaching of each objective. Require that objectives be specific, measurable, and able to be covered in a reasonable time frame, and that teachers understand how to deliver the objectives so students master the content.
- **Dimensions of content, context, and cognition:** It is imperative that students receive content that includes multiple contexts and is cognitively engaging at high levels for deep learning. Student objectives and expectations must include the three dimensions of content, multiple contexts, and rigorous cognitive engagement.
- **Differentiation of instructional approaches:** Differentiation of instructional strategies addresses the needs of individuals and groups of students. Define differentiation and provide support, including professional development to help meet the needs of diverse learners in their classrooms. Curriculum that supports differentiation ensures that students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, and that students who have mastered the objectives are also moved ahead at a challenging pace.
- **Instructional resources and strategies:** Develop specific examples of model lessons on how to approach key concepts or skills in the classroom to provide teachers with exemplars of teaching. Design real world applications for student activities within the curriculum to ensure clear understanding of concepts and higher levels of rigor within the lesson. Refer to the tightly held vs loosely held concept in Exhibit 2.1.1 that allows teachers autonomy in the "how" of teaching (instructional strategies).
- **Use of assessment data:** Provide the procedures and expectations for teachers and administrators to follow when they use data to make instructional decisions and to strengthen the written curriculum.
- **Formative and summative evaluation of programs:** Provide procedures for conducting evaluation of programs and their corresponding curriculum content. Both formative and summative evaluation of programs must be included.
- **Professional development:** Ensure that a professional development plan is developed and linked to curriculum design and delivery. Professional development must be offered at the central office level and to principals, teachers, and all support staff.
- **Monitoring the delivery of the curriculum:** Develop procedures for monitoring the delivery of **curriculum:**
  - Specify student orientation to the work when observed.
  - Determine the curriculum objective(s) and the cognitive level of the objective(s) that is being taught.
  - Compare taught objectives to the district curriculum for congruence.
  - Determine effective teaching practices taking place.
  - Specify other objectives and teaching practices observed on walls, charts, whiteboards, center, etc.
  - Determine if feedback will be provided to teacher.
- **Communication plan:** Establish a communication plan that shares the process of curriculum design and delivery. The communication plan must convey a clear and consistent message that the curriculum

management plan is the district expectation for how curriculum will be designed, implemented, and evaluated in Coeur d'Alene Public Schools.

A.3.3: Establish procedures for the selection of instructional resources that are aligned to the written curriculum.

A.3.4: Establish procedures for the selection of programs and interventions to support and enhance student achievement and their evaluation.

A.3.5: Establish a process for integrating technology into the curriculum, including professional development needed by all users to effectively use the technology provided.

A.3.6: Recommend to the board of trustees a comprehensive professional development policy for all employees to support the design and delivery of curriculum and district priorities. Such a policy should include a professional development mission and comply with the 18 quality criteria for staff development provided in Exhibit 3.1.2.

A.3.7: Design a comprehensive long-range professional development plan that includes the 18 quality criteria for staff development.

A.3.8: Provide the financial resources needed to accomplish the elements of curriculum design, implementation, ongoing evaluation, and professional development (see Recommendation 8).

In summary, following the steps outlined above will move the district's written, taught, and tested curriculum in closer alignment and increase the overall expectations for student cognitive engagement, thereby reducing the likelihood that student performance on tests is predicted by demographic factors rather than by classroom instruction. It is estimated that this work will begin immediately, and over a period of three to five years, each core content area will go through a full cycle of design and implementation. A key element in curriculum quality is maintaining unwavering focus on how design supports and facilitates delivery; written curriculum must not only integrate content with contexts and rigor that are more challenging and deeper than the tests, it must provide teachers with tools they need to teach most effectively in a manageable format. The current written curriculum requires refinement in more deeply aligning to the taught and tested curriculum and to the Common Core Standards and the Idaho Content Standards.

Recommendation 4: Develop, implement, and monitor plans for comprehensive professional development, identification of a basic instructional model that emphasizes higher order thinking skills, differentiated instruction, and the use of instructional technology for classroom use.

Curriculum design is the work that is done to produce the written curriculum (and referred to in Recommendation 3), the documents that express what concepts, skills, knowledge, and the processes students are expected to master at a particular grade level or at the end of a given course. Curriculum delivery is instruction with a focus on teaching the written curriculum. Instruction includes the teaching in every classroom, principals' monitoring of instruction, and all students learning the intended content. Professional development represents the linking of curriculum design and delivery, since the most successful professional development is aimed at supporting teachers with strategies and skills to effectively deliver the curriculum.

Auditors are recommending strategies to overcome the findings related to Standard 3: the need for a comprehensive professional development plan for the district; lack of generic research-based instructional practices; student work/artifacts of low cognitive demand and in contexts that were the least engaging in most core content area; and the need for consistent monitoring of instruction.

The auditors recommend the following specific steps to address the district's issues with consistency and monitoring components and processes across the district. These steps will help district leaders prioritize the work that needs to be done and focus all involved personnel on common goals, thereby rendering the attainment of those goals more likely. The recommended steps are organized into the following sections:

I. Professional Development Plan

II. Delivery of Instruction

III. Monitoring of Instruction

I. Professional Development Plan

The goal of a quality professional development program is to increase the capacity of staff members to improve student achievement in a systemic and coordinated manner. This is accomplished by developing the skills of teachers, administrators, and support personnel in the effective delivery of the curriculum, and employing instructional strategies that address the needs of all students. A comprehensive professional development plan is long-term, focused on student achievement data, and based on the curriculum and district goals. The auditors found no policy that directs the development and implementation of a district professional development plan focused on effective curriculum delivery and congruent with the district long-range plan and annual goal priorities; requires a process whereby staff are coached over time in the implementation of professional development initiatives; or expects the regular evaluation of the impact of professional development on student achievement. Auditors also found that the current professional development offerings, while both district- and site-driven, often vary from campus to campus. Both classroom observations and artifact analysis data indicate that teachers across the district are interpreting standards in different ways, often offering low level activities and student experiences. Coeur d'Alene Public Schools does not have a comprehensive professional development plan for systemically developing all district employees (see Finding 3.1). A cohesive, thoughtful, and well-designed, research-based professional development plan needs to address district priorities to ensure best teaching practices are implemented across the district. This recommendation provides for a comprehensive professional development plan with administrative guidance to focus professional development activities based on district goals and coordination at all levels of the district.

Governance Functions: The following actions are recommended to the Board of Trustees of Coeur d'Alene Public Schools:

G.4.1: Develop and adopt a local policy that describes the district's expectation and goals and directs professional development efforts regarding the following:

- Assessing professional development needs in relation to student learning, teacher needs, shifting demographics in student population, and technology.
- Planning, coordinating, implementing, and evaluating professional development activities in relation to student learning and achievement.

G.4.2: Direct the superintendent to develop administrative procedures to implement the professional development policy across the district.

G.4.3: Direct the superintendent to develop a long-range professional development plan. The plan should include a minimum of three years with annual updates that ensure tight linkage to system priorities. The plan should also include the following components (see also Exhibit 3.1.2):

- A process to provide for organizational, site, and individual staff development in a systemic manner;
- The inclusion of all employees;
- An expectation that professional development is needs driven, supported by data;
- A process to provide professional development based on needs supported by data, as noted above;
- A focus on research-based approaches and activities that have historically shown an increase in productivity;
- A means to include district employees in the development, implementation, and review process for the professional development plan;
- A process to provide for the three phases of the change process: initiation, implementation, and institutionalization;
- A component to require follow-up and on-the-job application to ensure improvement;

- An evaluation process that is ongoing, focuses on all levels of the school district, includes multiple sources of information, and is based on actual behavior noted in the classroom;
- A process for district-wide coordination for all professional development activities; and
- The necessary funding to carry out the professional development goals.

G.4.4: Direct the superintendent to annually report on the comprehensive professional development plan to ensure that the program is meeting board of trustees' policy and is aligned with district-wide goals. The annual report should include:

- An overview of the process used to assess the professional development needs (data, needs assessment, survey results, etc.);
- A review of the identified professional development needs and the student learning needs these will address;
- A review of what the district as a whole and each campus site are working to accomplish from the professional development activities;
- A compilation of the primary professional development activities offered at both the district and site levels;
- A review of data regarding teacher, campus leaders, and other staff member participation in quality professional development by content area and/or department; and
- A review of evaluation procedures to measure the effectiveness of professional development activities in relation to planned outcomes for both students and teachers.

Administrative Functions: The following actions are recommended to the Superintendent of Coeur d'Alene Public Schools:

A.4.1: Assist the board with the development of the recommended policy.

A.4.2: Develop administrative procedures to implement the professional development policy district-wide.

A.4.3: Assign to a senior member of the curriculum delivery staff the responsibility for overseeing the development of a comprehensive, long-range professional development plan as described above (**G.4.3**) for your review and approval. Attention should be given to establishing a reasonable plan with regard to number of priorities and timelines.

A.4.4: Support the role of the principal as a campus leader in providing professional development for campus personnel; the principal should also work cooperatively with district and site staff who share the responsibility for professional development.

A.4.5: Support the professional development of campus leaders to ensure their capacity to monitor the implementation of the curriculum to meet the cognitive needs of all learners across the district.

A.4.6: Assign a senior member of the curriculum delivery staff the responsibility to evaluate and report annually on the professional development process as described above (**G.4.3**).

A.4.7: Provide the resources and funding necessary to create a quality professional development program for all employees of the district.

Instruction to students improves when teachers and support personnel receive quality training that is translated into action in the classroom. An effective professional development program has a well-designed plan for the effective delivery of written curriculum. The staff is aware of the plan and understands the importance of ongoing, quality professional development activities. Additionally, an effective professional development program is monitored and assessed regularly to ensure that student achievement is positively impacted.

II. Delivery of Instruction

The element of instructional delivery is a critical part of promoting high expectations for students, achieving deep alignment between the written and taught curriculum, and providing teachers, particularly inexperienced teachers, with support in selecting ways to teach the assigned objective(s). Flexibility should be allowed in how teachers approach a particular objective, but a well-developed district-adopted instructional model provides teachers with research-based options that align to the district's ethos and mission.

The written curriculum should include sample instructional strategies for each performance standard as well as the contexts and cognitive types that align to the assessment structure in use. Recommended instructional strategies should incorporate a mastery learning approach, which provides for differentiation of instruction based on informal and diagnostic assessment, along with reteaching and sufficient practice to embed new learning into long-term memory and promote transfer of knowledge to novel problems. Differentiation includes instructional strategies for remediation, sheltering content for access by English Language Learners, enrichment, compacting and acceleration, and strategies that are effective with culturally and economically diverse student populations. A district-adopted instructional model should be explicitly incorporated within curriculum design rather than a stand-alone add on, and should align to the district's educational philosophy.

Auditors found little direction in policy, job descriptions, or observation or evaluation protocols for district expectations of an instructional model. There was no common understanding of expectations for instructional practice across the district. In their visits to classrooms throughout the district, auditors found that instructional practices were dominated by large group, teacher-centered instruction primarily focused on remembering and understanding types of cognition: many students listening instead of actively participating in learning discussions, minimal use of technology by students, few research-based strategies used in classrooms to increase student achievement, and one fifth of classrooms observed showing no use of effective strategies.

An analysis of student artifacts from across the district indicated that the cognition levels of the artifacts in all content areas and grade levels, except high school ELA, were overwhelmingly at the lowest levels of cognition. Almost half the elementary science and social studies artifacts either partially met or did not meet the expectations of the identified standard. Many artifacts at the elementary and middle school levels were below the reported grade level. And disparities exist between schools located in the north vs. the south in social studies and science (see Findings 3.2 and 3.3).

To ameliorate the findings, auditors present the following recommendations:

Governance Functions: The following action is recommended to the Board of Trustees of Coeur d'Alene Public Schools:

G.4.5: Direct the superintendent to draft new policies for consideration, revision, and subsequent adoption by the board to accomplish the following:

- Working with various stakeholders across the district, develop the district's philosophical approach to instructional practices.
- Prescribe the nature and characteristics of instruction sought in the district's classrooms. Include specific expectations for research-based teacher activities including: best practice strategies observed in district classrooms; highly effective strategies and activities, included in curriculum documents; instructional strategies that meet the diverse needs of all disaggregated student groups; varied instructional methods that match national, state, and local standards and objectives; and data from Findings 3.2 and 3.3.

Administrative Functions: The following actions are recommended to the Superintendent of Coeur d'Alene Public Schools:

A.4.8: Assist the board of trustees in developing the policies described above.

A.4.9: Define the instructional models expected to be used in classrooms across the district. This is *not* intended to be a prescriptive, tightly-held requirement. Rather, the instructional model is intended to provide a clear

picture of what district leaders want and expect effective and rigorous instruction to look like. The model should encompass the following:

1. Strategies/Approaches: Describe the ways in which district-adopted curriculum is expected to be delivered. In other words, the types of teaching practices district leadership expects to see and that are proven effective should be specifically described in writing and adopted in policy to ensure implementation. Suggested practices should be research-based, developmentally appropriate, as well as relevant, and might include:
   - Ensuring that the learning objective and language objective are evident to students and that the students understand what they should be able to know and do.
   - Implementing higher-order, open-ended questioning that helps students see the "big picture" of the concepts, knowledge, and skills being taught, as well as facilitating a deeper understanding on the part of students.
   - Ensuring student work (in the form of worksheets, projects, or any other method used for students to express their learning) are utilizing higher-order thinking skills, not simply remembering and understanding.
   - Differentiating instruction to meet the individual needs of all students.
   - Using small group activities, paired tasks, and well-designed cooperative learning strategies.
   - Using sheltered strategies, such as SIOP, to provide English language learners access to core curriculum and to support their English language development across all content areas.
   - Comparing/contrasting new concepts, knowledge, and skills with concepts, skills, and experiences already familiar to students.
   - Engaging students in experimental inquiry, problem-solving, and investigation—all hands-on methods of applying or discovering new knowledge and concepts.
   - Having students set their own learning goals, develop strategies for attaining them, and monitor their own progress toward meeting those goals.
   - Engaging students in metacognitive activities, whereby they analyze their own thought processes in approaching test questions, assignments, new information, etc.
   - Using nonlinguistic ways to support comprehension of, identification with, and the retention of new concepts or knowledge, such as pictures, graphic organizers, outlines, etc.
   - Tailoring instruction to the social-emotional, cultural, economic, and linguistic diversity present in every classroom, recognizing and valuing differences and similarities, and emphasizing the benefits of cultural and linguistic pluralism.
   - Implementing strategies for use of instructional technology by students[2] (consider the work of International Society for Technology in Education) and by teachers[3].
2. **Instructional Planning and Monitoring of Learning:** Describe expectations for how teachers are to use student performance/achievement data to plan instruction based on their specific academic needs.
3. **Monitoring of Curriculum Delivery** (see Finding 2.1): Require monitoring for teaching strategies and practices expected to be used in the classroom. The aim is to provide teachers with specific feedback regarding what type of strategies they were using, their effectiveness, and how that strategy could have been more effective or how perhaps another could have been used to improve student achievement.
4. **Student Work Samples/Artifacts**: It is in the classroom that the written curriculum is executed, and it is the work of the classroom that is ultimately assessed to determine student achievement. What

[2] For more information, https://www.iste.org/standards/for-students

[3] SAMR model of tech integration https://www.schoology.com/blog/samr-model-practical-guide-edtech-integration

goes on in the classroom has repercussions for the entire system. If a district has high expectations for student learning but the classroom artifacts do not reflect these expectations, it is unlikely the district will achieve its goals. It is, therefore, critical that the content of student work artifacts be aligned to the written and assessed curriculum, and that the rigor of the artifacts embodies the high expectations of the district and the demands of the high stakes tests in use (see Finding 3.3). It is for these reasons that the auditors recommend the periodic collection of student work samples and the following analyses.

a. **Examine Cognition Levels:** Determine if the artifacts are meeting district expectations for cognitive demand. Are students being asked to understand a concept or analyze the content in a way that promotes higher order thinking?

b. **Determine the Context:** Examine how students are interacting with the content. Certain types of contexts – ways in which students are called upon to demonstrate their learning – are inherently less engaging than others and, therefore, less likely to promote retention of the material. Contexts also determine the level of cognitive engagement students will likely experience during a lesson. Cognitive engagement is the level to which students are intellectually interested in participating in the activity. Activities that mimic tests such as multiple-choice and fill-in-the-blank questions, as well as activities that are rarely seen outside of the classroom, are less engaging. Real World applications and Meaningful Writing experiences allow students an opportunity to engage with the content in a way that sparks interest. See Exhibit 3.3.26 for further explanation of contexts.

c. **Look for differences between student work samples:** Are students at one school consistently asked to engage with content at a higher cognition level than students at another school? Do some classroom teachers use highly engaging contexts to explore a concept, while others use less engaging activities?

III. Instructional Monitoring

Monitoring instruction is primarily about how well the curriculum is delivered to students, how well the delivery remains in alignment to the state standards and the written curriculum, and whether or not the instruction is being differentiated to meet individual student needs. Monitoring the implementation of the district curriculum is a form of mentoring. One way to do that is through reflective dialogue—dialogue "that is formative in nature, nonjudgmental, and a vehicle to promote growth."[4] A wise old saying goes, "If it is not monitored, it is optional, and if it is optional, it probably won't get done." The delivery of curriculum for a school system is not optional. It is an expectation that the system has for what all students need to know when they leave the system. In recent years, a number of models for monitoring the implementation of the curriculum have been developed. Most take the form of frequent and short visits to classrooms, looking for specific things. The basic belief, based on research, is that principals who visit classrooms with intention are often more credible in their roles as mentor and coach. These visits also serve as an opportunity to gather data on the written curriculum, professional development that may be needed, and how to best support teachers in their work. Monitoring is about supporting and facilitating quality and effective curriculum delivery, not just documenting a visit to the classroom.

Principals in CdA Schools are making classroom visits and report monitoring teacher performance, but data indicate inconsistencies in the frequency and purpose of classroom visits across the district. Written direction for the purposes, processes, and intent of monitoring is only partially adequate and its effectiveness idiosyncratic. Additionally, there is no formal process or district expectation that includes specific requirements for monitoring the delivery of the curriculum or models of instruction. Auditors offer the following recommendations relative to monitoring of curriculum and instruction.

Governance Functions: The following actions are recommended to the Board of Trustees of Coeur d'Alene Public Schools:

[4] For more information, see Downey. C., (2009). 50 Ways to Close the Achievement Gap.

G.4.6: Direct the superintendent to develop policies for adoption to align the monitoring of the curriculum delivery with the teacher evaluation system. The purpose of monitoring and evaluation should be defined in terms of student achievement.

G.4.7: Develop the district philosophy of monitoring curriculum delivery. Determine the role of the campus administrator as the instructional leader by determining the components necessary to effectively monitor curriculum delivery (e.g., teacher evaluation, related walk-throughs, and instructional walk-throughs) in alignment with the instructional framework of the district.

G.4.8: Direct the superintendent to define the responsibilities for the monitoring of teachers in regard to the delivery of the curriculum. Identify specific roles and responsibilities for each position in the monitoring process, and include those responsibilities in job descriptions (see Finding 1.2).

G.4.9: Direct the superintendent to develop a process for the creation of an ongoing revision of instructional monitoring tools. The tools should allow campus administrators to facilitate and improve the instructional program through feedback that fosters growth of staff in the delivery of the curriculum.

G.4.10: Direct the superintendent to provide focused professional development to provide ongoing support for monitoring of instructional practices. Design training for entering new teachers and administrators on the instructional practices supported by the district and monitoring expectations.

G.4.11: Appropriate adequate resources to support the ongoing monitoring and teacher evaluation training for both teachers and administrators.

G.4.12: Require an annual report to the board on the improvement of teacher monitoring and evaluation efforts in relation to student achievement.

Administrative Functions: The following actions are recommended to the Superintendent of Coeur d'Alene Public Schools:

A.4.10: Revise board policies that reflect comprehensive monitoring and evaluation programs for all employees who support the delivery of the district curriculum. Policies should define individual, campus, and district responsibilities for monitoring and teacher evaluation.

A.4.11: Revise system planning documents to reflect the newly created district monitoring requirements for delivery of curriculum. Specifically link monitoring components to the adopted evaluation system and incorporate how those will affect teacher growth and impact student achievement. Include a process to update documents on a regular basis. Monitoring guidelines should:

- Define the purposes of monitoring (for example, learning environments, instructional activities, room arrangements, strategies utilized, curriculum that is being delivered, pacing, etc.).
- Specify the following: (1) who will be monitoring, e.g., principals, assistant principals, district curriculum staff, coaches/skills specialists, lead teachers, and/or teacher teams; (2) what are their responsibilities; (3) what feedback is shared, and how will it be shared; (4) how should it occur and with what frequency; (5) what are the minimum expected requirements for monitoring?
- Establish clear expectations for types of walk-throughs to be conducted: evaluative, based on teacher performance; instructional, to collect ongoing data for analysis and review to determine professional development needs; or growth-oriented, focused on developing reflective practitioners.
- Designate which data from instructional walk-throughs will be used for district-level feedback for the purpose of determining professional learning needs, monitoring delivery of the curriculum, etc., and which data will be used for teacher evaluations, instructional coaching, and improvement at the campus level.
- Set district goals with definitive expectations based on the indicators in the instructional walk-through form. Require campus administrators to set campus goals aligned with district goals, and periodically

review data with teachers to set grade level or department goals. Determine a timeline for evaluation of district and campus goals.

A.4.12: Define the instructional walk-through process to include the following characteristics:

- A research-based model that addresses the different skill levels of teachers;
- A focus on the delivery of the curriculum, which includes the identification of effective instructional strategies;
- Frequent, short classroom visits; and
- An opportunity for reflective thought and dialogue (feedback).

Consider two other purposes and types of monitoring that supplement the non-supervisory classroom walk-throughs: CMSi SchoolView trend data collection and Examining Student Work data collection for calibrating student work. CMSi SchoolView is simply classroom observational data collected frequently over time to see if dominant teacher and student activities, the objectives taught, and the student work displayed all reflect the district's instructional model. Examining Student Work is a method for collecting student work to calibrate it against the district and state standards and expectations to check alignment and determine whether the work is above or below level. All three methods for collecting data are for different purposes, and all three comprise one facet of monitoring that contributes to valuable district-level and campus-level feedback for decision making.

A.4.13: Specify that monitoring is the primary responsibility of the campus leader (principal). Assistant principals and other instructional personnel on campus can assist in this task.

A.4.14: Revise the principal and assistant principal job descriptions and board policy to include specific expectations for monitoring based on the redesigned instructional model.

A.4.15: Require district administrators to monitor principals under their supervision to ensure that instructional monitoring and evaluation occur as outlined in district procedures. Require that the monitoring and evaluation data be analyzed in terms of student achievement.

A.4.16: Design and revise professional development to monitor the delivery of the curriculum and to enhance the employee evaluation program. Provide training to and require attendance and participation of all instructional staff (district curriculum/instruction leaders, campus administrators, and classroom teachers) on the new instructional model to ensure effective implementation. Provide additional training to district instructional leaders, campus administrators, coaches, and content specialists on effective coaching, feedback, and instructional leadership to further develop capacity in regard to improving instruction through a consistent instructional walk-through and teacher evaluation process.

A.4.17: Develop timelines for analysis of district level data and individual campus data. Hold periodic data discussions with campus administrators (principals) to determine if classroom instruction and student achievement are in alignment. Based on results of the instructional walk-through process, evaluate for effectiveness, and adjust goals as needed.

A.4.18: Develop an evaluation process to ensure consistent implementation across all campuses and the district, and evaluate in terms of whether or not the implementation of the instruction model is impacting student achievement.

A.4.19: Develop administrative procedures to be current with the revised and/or new board policies to ensure written and clear expectations for monitoring the delivery of the curriculum.

A.4.20: Report annually to the board the progress of monitoring procedures in relation to student achievement.

These recommendations, when fully implemented, should allow the district to experience improvements in job performance related to professional development, effective instructional practices and delivery of the curriculum, and monitoring the delivery of instruction to ensure increased student achievement. Additionally, the steps will support creation of a systemic approach to implementation of a high quality instructional model for teaching and learning in Coeur d'Alene Public Schools.

Recommendation 5: Refine the Coeur d'Alene Public Schools planning processes to focus human and financial resources toward achieving the institutional mission and goals.

Short-term and long-range planning is critical to maintain vigilant focus on the predetermined goals and mission of an institution. Without planning, the worthwhile actions of competent employees may still fail to achieve the intended outcomes because they lack a detailed roadmap that leads to the destination.

The three levels of planning analysis conducted by the auditors and reported in Finding 1.3 reveal that planning and plans in the Coeur d'Alene Public Schools do not meet audit criteria overall to provide clear and coordinated direction for achieving maximum benefit of resource expenditure. District-wide planning as a concept is planned for Spring/Summer of 2019; however, at the time of the audit, annual planning documents were not in place—at the district level, for each campus, or for district departments. Auditors found little evidence that the school improvement plans that are in place are actually used for day-to-day planning guidance. Few elements of planning for curriculum management or assessment and program evaluation were evident (see Findings 2.1 and 4.1). Further, the district does not currently have a master plan for professional development (see Finding 3.1); a comprehensive plan for the use of technology as a teaching tool (see Finding 5.2); or a multiple-year facility plan to provide direction for long-range facilities needs and ongoing maintenance of existing facilities (see Finding 5.3).

As indicated in Findings 1.1 and 1.3, the Coeur d'Alene Public Schools board has adopted several policies that collectively require planning and plans at the district level. However, planning in the district must become more focused. Accordingly, the following specific actions are recommended to the board of trustees and the superintendent. Full implementation of these recommendations should take from two to three years.

Governance Functions: The following actions are recommended to the Coeur d'Alene Public Schools Board of Trustees:

G.5.1: With assistance from the superintendent, adopt new and/or revise existing board policies to provide clear, concise, and comprehensive direction to district administration to:

1. Engage in long-term strategic planning that provides overarching goals for the district to attain its mission.
2. Engage in formal curriculum and assessment management planning, and create comprehensive plans that serve as reference documents for campus and district office employees to promote focus and increase the probability of success (see Recommendations 2 and 3).
3. Develop and implement a comprehensive plan for professional development that provides a framework for the provision of quality professional development across the district for all employees (see Recommendation 4).
4. Create and implement a performance-based budget development process that inextricably links planning and plan priorities to the allocation of resources (see Recommendation 8).
5. Create and implement a long-term facilities plan (see Recommendation 9).
6. Submit an annual summative evaluation of all plans to the board for review and discussion. This could be accomplished at a regular board meeting or at a board retreat as a springboard for planning and budget development for the next school year.

G.5.2: With assistance from the superintendent, engage in a three- to five-year strategic planning process (**G.5.1**). Design the process to include broad-based input from internal and external district stakeholders, and provide data for decision making, including but not limited to this curriculum management audit report and other current, broad-based or focused reports and studies. The board may want to secure the services of a consultant for this process, perhaps from ISBA. Allow approximately six months for development of the multi-year strategic plan and an annualized plan, and synchronize the process with the annual budget development cycle.

G.5.3: Provide political and financial resources for implementation of the following administrative actions.

Administrative Functions: The following actions are recommended to the Superintendent of Coeur d'Alene Public Schools:

A.5.1: Assist the board in drafting new and revising existing board policies as referenced in **G.5.1**.

A.5.2: Develop administrative procedures to further detail and provide guidance for the board policies related to planning (see also Recommendation 6). Administrative procedures should stipulate that the respective planning process or plans include Curriculum Audit quality characteristics as designated:

- District-wide planning to include department and school plans—Exhibits 1.3.2-1.3.4;
- Curriculum management planning—Recommendation 3;
- Assessment and program evaluation management planning—Recommendation 2;
- Professional development planning—Recommendation 4;
- Facilities planning—Recommendation 9;
- Technology planning—Recommendation 3.

A.5.3: Designate district-wide oversight of planning to a district office administrator at the director or higher level. This person should serve as a consultant or resource for all planning in the district to ensure alignment and full coverage of all major efforts as well as non-duplication.

A.5.4: Work closely with the board president in developing a strategic plan for the district as described in **G.5.2**, ensuring that all of the Curriculum Audit characteristics outlined in Exhibit 1.3.3 are addressed. The plan should include major initiatives the district will undertake to achieve the desired outcomes, but not get too far into the weeds regarding the details. For example, communicate the district's vision of the use of emerging technologies as a learning tool (see Finding 5.2) for guidance in developing a comprehensive technology plan outlined in **A.5.5 (6.)** below. Develop strategies and measurable goals for the annual iteration of the new strategic plan.

A.5.5: Working within the board policy and administrative procedures framework, create a new comprehensive planning process that requires clear and explicit connections between all planning efforts and the Coeur d'Alene Public Schools priorities as reflected in **A.5.2**. Within this framework:

1. Expand the comprehensive district-wide planning process to include the characteristics displayed in Exhibit 1.3.2 that were rated as not met (e.g., using data that go beyond student achievement data; budget planning done in concert with other planning; determining where major decisions should be made (campus or district office); and aligning professional development to planning).
2. Work with Coeur d'Alene Public Schools' principals and district administrators to develop a standard format for all campus plans to include, at a minimum, the elements provided in Exhibit 1.3.4. Provide professional development to principals and campus staff in the planning and plan development process, including how to write measurable objectives, establish criteria for evaluating outcomes and objectives, conduct formative plan evaluation, and document intra-year revisions/strategies necessitated by changes in the environment, etc. Emphasize that these plans are to become authentic guidance documents. Direct principals, via job descriptions (see Recommendation 7) and the performance review process, to monitor plan implementation and to apprise the superintendent of any major problems or delays in reaching goals.
3. Work with department directors and coordinators to develop a standardized format for improvement plans, and develop plans for all departments that provide staff (support) functions. The focus of these plans should be continuous improvement of the processes provided by the unit ("plan, do, study, act") not improvement in student achievement. The expectation is that improved staff processes will support the line (campus) efforts in improving student learning, even though indirectly. For example, the human resources department might choose "improve the quality of new Coeur d'Alene Public Schools' teachers by reducing the average amount of time required for hiring teachers" as a goal, with the expectation

that doing so will have a positive impact on student achievement. Require the same implementation, monitoring, and evaluation steps described above.

4. Develop curriculum and assessment management plans that incorporate the elements displayed in Recommendations 2 and 3. These plans are critical to provide comprehensive planning coverage for all aspects of offering a mandated district-wide, high-quality, aligned PreK-12 grade curriculum to students attending all campuses. Submit the plans to the Coeur d'Alene Public Schools board for approval. Assign the new executive directors of curriculum design and delivery to lead the development, implementation, management, and evaluation of the plans.
5. Appoint a professional development advisory committee to assist the development of a comprehensive professional development plan under the direction of the Executive Director of Curriculum Delivery. The foundation of this plan must be the overarching goals of Coeur d'Alene Public Schools and the identified professional needs of individuals and groups of employees (e.g., teachers, administrators, staff) required to successfully achieve the goals. Focus should be on implementing high impact practices in the classroom for improved learning by all students, content needs as required, as well as monitoring of delivery of such practices (see Recommendation 4).
6. Direct the director of technology to work with the technology committee, as well as internal and external stakeholders, to revise the district's technology plan to reflect the district's vision for the use of technology as a teaching and learning tool as included in the district's new strategic plan outlined in **A.5.4**.

A.5.6: Schedule informal and formal conversations with key internal stakeholders (e.g., the executive directors of curriculum design and delivery, principals, directors, teachers) regarding the importance and value of having a written plan that is truly a roadmap to reach the desired destination in the most expeditious (effective and efficient) manner (route) possible. The auditors concluded that people understand they are required to have a plan, but few value the plans as dynamic, ever-changing documents for continual reference and guidance.

A.5.7: Working with the board president, establish an annual schedule to present evaluation results of all major plans in an open public meeting. The report should include how progress toward goals and objectives is to be used as feedback for improvement and subsequent year goals.

The implementation of these recommendations on planning and those found in Recommendations 2, 3, 4, and 9 will create a well-articulated direction for the future of Coeur d'Alene Public Schools. The linkage of district, schools, and department planning, with clearly defined direction and feedback through a program evaluation system, will ensure systemic coordination, that the resources of the district are used in the most productive way to carry out the mission of the school system, and will create an intentional infrastructure to support continual improvement of teaching and learning in CdA Schools.

Recommendation 6: Adopt new and/or revise existing board policies and administrative procedures to communicate, clarify, and expand governance expectations.

The fundamental responsibility of a governing board is to establish and maintain basic control over all aspects of the school district. Two important components of this effort are quality board policies and administrative regulations/procedures that express the superintendent's expectation for how the district's mission should be accomplished and selection, development, and organization of the district's most valuable resource—people (see Recommendation 7). Both of these are critical for effective system curriculum management.

The auditors found that adequate board policies and administrative procedures are not in place to provide clear direction for curriculum management functions throughout Coeur d'Alene Public Schools (see Finding 1.1).

The auditors present these recommendations for establishing greater control over curriculum management and related functions of the organization. These actions should be completed within the next 12 to 18 months.

Governance Functions: The following actions are recommended to the Board of Trustees for Coeur d'Alene Public Schools:

G.6.1: Develop and adopt board policies that meet the Curriculum Audit criteria of the management of an aligned written, taught, and assessed curriculum. At a minimum, those policies should address the criteria of sound curriculum management found in Exhibits 1.1.3 through 1.1.7.

G.6.2: Direct the superintendent to work with other district office personnel to review current administrative procedures to eliminate, simplify, update, and create others that are needed to provide clarification and further direction to staff regarding the implementation of board policies. Administrative procedures are particularly useful if the "how" of implementation (not just the outcome) of a board policy is key; when a board policy is vague or stated in broad terms; and/or if precise implementation is important for legal and/or student impact reasons.

G.6.3: Schedule a series of board retreats or special meetings with the superintendent to review board policies to facilitate a clear understanding of the responsibilities of the board and those of the superintendent and his team. Such an activity will be a good review for seasoned board members and important initial training for new board members. The conversation should focus on four questions:

1. Do current board policies reflect all the board's collective expectations about curriculum management and related functions? If no, what changes are needed? **G.6.1**
2. What board directives/governance expectations are not being addressed by the board?
3. Is the board assuming responsibilities that should be handled by the superintendent?
4. Is the superintendent assuming responsibilities that should require board approval? The board may want to contract with Idaho School Boards Association (ISBA) for a facilitator of these discussions that should probably be scheduled over a three- to six-month period.

G.6.4: Direct the superintendent to present a plan that includes a timeline for completion and the resources needed to implement the administrative functions outlined below. Commit adequate resources and political support for timely implementation. Require regular board updates on progress.

Administrative Functions: The following actions are recommended to the Superintendent of Coeur d'Alene Public Schools:

A.6.1: Assist the board in developing new, revising existing, and adopting board policies referenced in **G.6.1**.

A.6.2: Assign content specialists (upper management) to review all policies to identify where administrative procedures are needed. Consider current administrative procedures in this work, but don't be driven by their presence. Develop required administrative procedures as well as those determined important to provide clarification, interpretation, and expansions for the implementation of board policies. Continue to use the same lettering system used for current policies to promote a clear linkage between administrative procedures and policies. Require that a hard copy of all administrative procedures be incorporated into the hard copy of board policies maintained in the superintendent's office, as well as electronic copies. Establishing a close juxtaposition between policies and procedures is important to facilitate the probability that a person researching a particular topic can rely upon finding all critical information in the same location or in close proximity.

A.6.3: Work with the board president and ISBA (if you choose to use them in this capacity) to schedule and plan the board policy retreats/special meetings described in **G.6.3** for a clear understanding of board and management responsibilities.

A.6.4: Develop a standard process for the timely development and distribution of new and revised board policies and administrative procedures to internal stakeholders. Assign this responsibility to a specific person to ensure it gets done. Provide face-to-face interpretation sessions and training in electronic access to super-users. The superintendent's leadership group should be responsible for leading these sessions.

In summary, these policy recommendations, if implemented during the next 12-18 months, will establish clear parameters for management of the educational program, operations, and related functions to support effective coordination of responsibilities and to communicate expectations regarding the actions recommended in this report.

Recommendation 7: Revise, adopt, and implement a table of organization and job descriptions that provide for control of district functions, support schools in their delivery of curriculum, and lead to improved student learning.

The selection, development, and organization of the district's most valuable resource—people—is one of the most critical priorities for an effective system. Successful organizations have an organization chart and accompanying job descriptions that provide structure and working parameters for a logically organized, clearly focused, and efficient administrative team. Quality control and productivity depend on clear communication of the responsibilities and relationships in the organization. Effective relationships among leadership positions support the smooth operations of schools and help sustain the focus on student learning, while facilitating and encouraging increased accountability. Such a structure also makes collaboration easier and supports school-level decision making, as school leaders and personnel know who is responsible for which function and where to solicit needed support at the district level.

The current organization chart does not yet meet all the principles of sound organizational management for the deployment of human resources. Span of control is exceeded for several positions; a clear line of authority extending from the board of trustees through the superintendent to campus principals and teachers is not depicted; scalar relationships are not depicted; and full inclusion is not met. Job descriptions for some positions are missing, and most job descriptions that are available do not provide expectations for involvement in the design, development, and delivery of curriculum, the real work of a school system (see Finding 1.2).

The auditors recommend a set of changes to the organizational chart that will help ameliorate the problems identified in Finding 1.2. The suggestions include implications for reorganization and the expansion of some roles and responsibilities. These recommended changes are designed to conform to the principles of organizational management used in the Curriculum Audit and should be completed within the next 9-18 months to establish clear parameters for operations and job performance.

Governance Functions: The following actions are recommended to the Board of Trustees of Coeur d'Alene Public Schools:

G.7.1: Direct the superintendent to draft, for board consideration and adoption, a policy requiring the development of an annually updated organizational chart that represents a functional and accurate graphical depiction of administrative relationships.

G.7.2: Direct the superintendent to develop a revised organizational chart in order to illustrate modifications in line and staff functions, revised span of control, and scalar relationships.

G.7.3: Direct the superintendent to draft, for board consideration and adoption, revised policies that require all job descriptions to include clear and concise statements of qualifications; links to the chain of command; functions, duties, and responsibilities of each unique position; and the relationship to curriculum design and delivery.

G.7.4: Direct the superintendent to review, revise, and develop, as necessary, job descriptions to ensure that all employees are covered by a current and complete statement of job qualifications and responsibilities.

G.7.5: Direct the superintendent to present a plan that includes a timeline for completion and the resources needed to implement the administrative functions outlined below. Commit adequate resources and political support for timely implementation. Require regular board updates on progress.

Administrative Functions: The following actions are recommended to the Superintendent of Coeur d'Alene Public Schools:

Job Descriptions

A.7.1: Support the board in developing policies as defined in **G.7.1** and **G.7.3**.

A.7.2: Develop job descriptions for all positions currently without them, and revise all existing district job descriptions to meet the minimum criteria as analyzed in Exhibit 1.2.4. Modify the format for writing and communicating job responsibilities; include expected outcome, rather than a simple activity, by writing statements that cover "What, How, and Why" (e.g., "Deliver the district-approved curriculum using differentiated strategies to promote learning by all students"). Incorporate a statement in each job description that clearly communicates to each employee the reason for the position's existence is to support the core work of the district—teaching and learning.

A.7.3: Ensure no contradictions between job descriptions and the current organization chart regarding position titles or reporting relationships. All district documents, such as business cards, letterhead, etc., should include the correct titles.

A.7.4: Date and place all job descriptions on an automatic five-year review/revision cycle or earlier as driven by changes in statute, case law, or internal need.

A.7.5: Submit new and revised job descriptions to the board for approval. This can be accomplished in "bundles" rather than waiting until all are complete in the initial revisions.

A.7.6: Immediately notify any employee whose job description has changed, and incorporate a discussion of new/revised/unchanged job descriptions into the annual performance review process, requiring each supervisor to review the respective job description with each employee. Provide a copy of the job description to the employee, clarify (if necessary), and secure the signature of the employee, designating receipt. This process should occur annually.

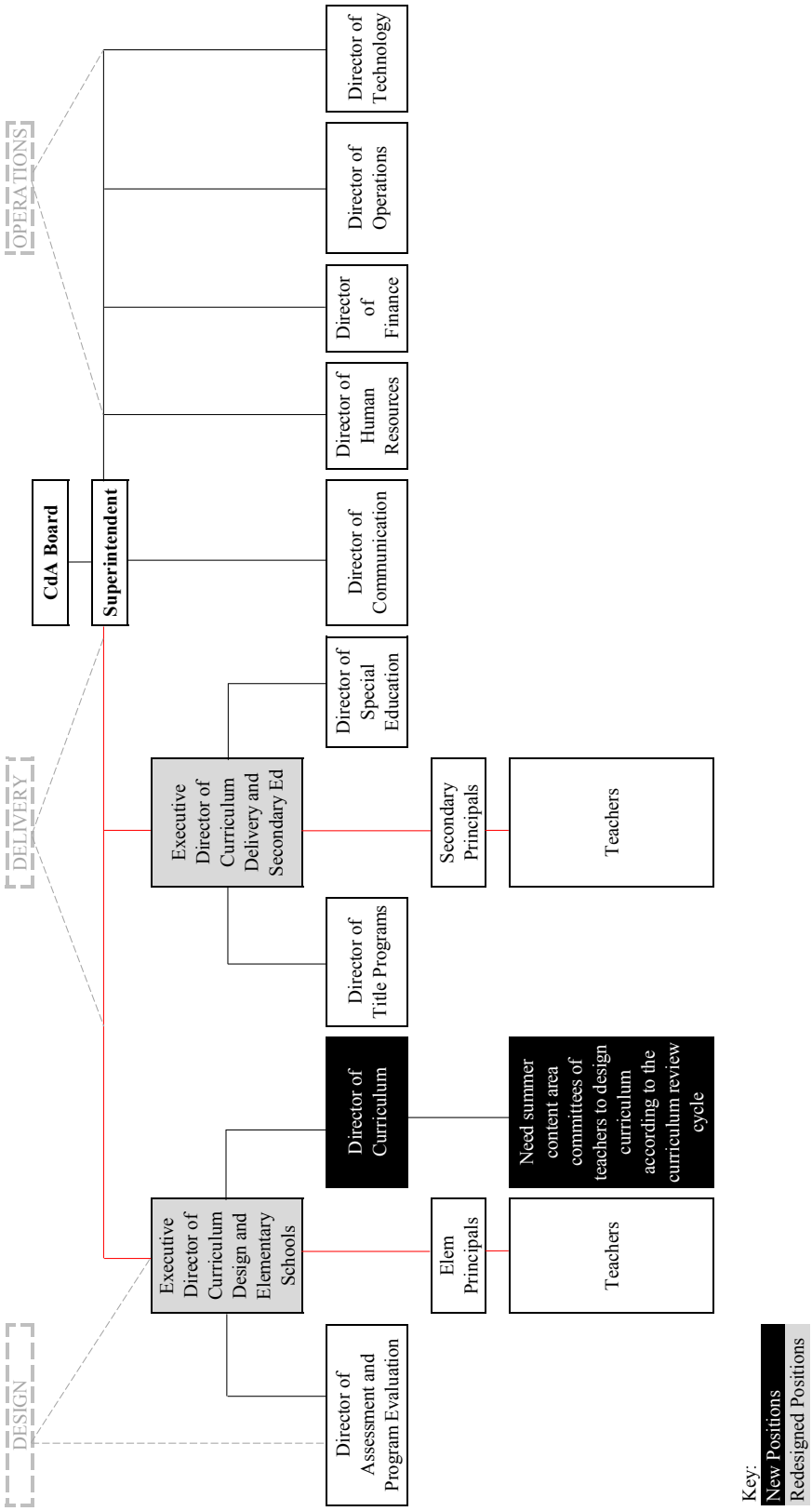
A.7.7: Conduct a comprehensive review of the relationship between job descriptions and the respective annual performance appraisal criteria to ensure close alignment for accountability purposes.

Organizational Chart

A.7.8: Develop a revised organization chart in order to illustrate modifications in line and staff functions, span of control, chain of command, logical grouping of functions, scalar relationships, and full inclusion as outlined in Exhibit 1.2.1 and the auditors' analysis of the organization chart for Coeur d'Alene Public Schools.

Exhibit R.7.a

Recommended Table of Organization
Coeur d'Alene Public Schools
February 2019



In revising the organizational chart, consider the following suggestions to increase the focus and alignment of the work of the organization on curriculum, instruction, and improving student achievement.

1. Review Exhibit 1.2.1 and the resulting analysis of the Coeur d'Alene organization chart. Take action on correcting the deficiencies noted.
2. Be aware that the current organization is very thin at the district level for the number of students being educated in the system. Auditors have two recommendations for reorganizing to better meet the needs of a growing district in service to the education of young people. The first recommendation, found in Appendix O, would divide the organization into two main parts under the leadership of the Superintendent; an Assistant Superintendent for Teaching and Learning would take responsibility for design and delivery of curriculum, and the operations side of the organization would be the responsibility of an Executive Director for Operations.
3. The alternative recommendation is found above in Exhibit R.7.a. This would serve as a first step in moving to Appendix O. This begins to divide the organization into the two parts for efficiency purposes: Curriculum Design and Delivery on the left and Operations that support teaching and learning on the right. It also reduces the number of direct reports to the superintendent so that he can focus on his primary function as defined by his job description ("provide leadership and direction," "serve as the chief administrative officer…," and "oversee…," all in service to developing systems, working in the community, and supporting teaching and learning of the students of CdA Schools.
4. Create an uninterrupted "line" of authority that is clear from the board, through the superintendent and other central office administrators, to campus principals, and to teachers. (Teachers are not on the current organizational chart.) This is noted on the chart with a red line connecting each of those levels.
5. Realign the current directors of elementary and secondary to the new positions of Executive Director of Curriculum Design and Elementary Schools and Executive Director of Curriculum Delivery and Secondary Schools. Rewrite job descriptions for these positions and all positions under them, including all job responsibilities and following the recommendations noted above in **A.7.2** through **A.7.4** and in Finding 1.2. Both positions will be responsible for immediate development of the curriculum management plan for the system (see Exhibit 2.1.4 and Recommendation 3) and rethinking professional development to focus on the instructional core (see Recommendation 4). These positions will focus on Recommendations 1, 2, 3, 4, and 5 as well as serving as consultants to implementing Recommendations 6, 7, 8, and 9.
6. Reassign the current Director of Curriculum and Assessment to a new position focused on program evaluation and assessment, Director of Program Evaluation and Assessment. The purpose of this position is to work closely with the Director of Curriculum in completing the work of Recommendation 2. This position needs to be fully developed based on the needs presented throughout the findings (see Findings 4.1, 4.2, 4.3, 5.1, and 3.1 as well as Recommendations 1, 2, 3, 4, 5, and 8). The assessment and program evaluation work that must be completed is critical the future of the district.
7. Add a position of Director of Curriculum purposed with a total focus on the recommendations for curriculum and instruction and directly responsible for planning the development and improvement of curriculum; helping to continuously evaluate the appropriateness and quality of the curriculum; directing the design of curriculum; selecting instructional materials to support the delivery of curriculum; ensuring alignment and coordination of the curriculum among levels and across the school system; and other responsibilities as identified in Recommendation 3.
    a. Based on the proposed curriculum review cycle (and content being addressed in the immediate future) in the curriculum management plan, immediately develop content curriculum teams of teachers who are committed to redesigning their area of the curriculum. The primary work of these teams will be done during the summer with study throughout the year in preparation for design work. Allocation of funds for this work must be attended to in Recommendation 8.

b. For the long term, consider the need and capacity of the system for adding content specialists to help support this work. This could even be done on a temporary basis during the study and design year with the expectation of rotating back into classrooms if this makes more sense financially and delivers the desired end product.

8. Linkage of instructional technology to curriculum design is another area that needs to be fully developed with the Director of Technology expected to work closely with the curriculum design group in any roll out of new curriculum. What is expected in classroom practice for the content area? What professional development is needed to support teachers, students, and campus administrators? How does the use of technology support transformational thinking about how students are learning and processing what they are learning? (See Finding 5.2.)

9. Item of note on the table of organization: Scalar lines of positions need to have similar responsibilities, authority, and level of compensation. There needs to be a full analysis of this including contract days, responsibility level, and pay since currently there is no pay scale and some Assistant Directors are being compensated at a higher rate than directors with much more responsibility. All organizational charts need to depict those scalar lines (see Exhibit R.7.a and Appendix O).

Clearly communicate that in this reorganization district staff needs to develop a collaborative culture in understanding the interrelationship of each administrative position and the importance of acting in a manner that supports the schools, not as individuals, but as a group. Clear communication, up and down and across the organization, needs to be an expectation for action.

A.7.9: Present a copy of the revised organization chart with rationale for the restructure to the board at a public meeting, and provide opportunities for discussion. Establish an annual timeline for reporting any changes in the organizational chart to the board, as well as all internal and external stakeholders. Post the organizational chart on the district website for easy access.

Restructuring the overall work of an organization is a complex task that requires careful planning, clear job descriptions, professional development, and support. The auditors recognize that the task of eliminating and/or significantly revising line and staff positions is difficult and that complete revision of the organization chart may take time and rely on attrition, as well as reassignment of personnel. It is recommended that these changes be in place within 18 months of receipt of the audit.

Recommendation 8: Design and implement a comprehensive, performance-based budget development process that emphasizes cost-benefit analysis, linking district and campus resources toward the attainment of curricular goals and strategic priorities.

Tight connectivity between the budget process and curricular goals is critical. When expenditures are linked to the school system's educational priorities, the school system's design and delivery of the curriculum is greatly enhanced. Alignment of resources provides a system that produces the effective and efficient attainment of desired results. A comprehensive, systemic budget development process that is performance-based helps ensure the budget represents the school system's strategic priorities toward increased student achievement. Additionally, cost-benefit analysis of desired results allows for the opportunity to reallocate funds to enhance the attainment of curricular goals and strategic priorities.

The school system's current budget development process is placing the district in a position of financial concern due to a slow decline in its fund balance over the past five years. Auditors found no evidence of efforts to tightly connect student achievement or program performance feedback to budgetary decisions. Therefore, regardless of whether or not a program is accomplishing the desired results, the program continues to be funded. Budgetary programs are funded based on campus or district decisions with no connectivity to the district's curricular goals and/or student achievement results. Without data acquired from a comprehensive cost-benefit analysis process, programs cannot be purposively selected, altered, or strategically abandoned from the current teaching and learning environment (see Finding 5.1).

Auditors recommend steps to bring the budget development process in line with expectations for a comprehensive performance-based budget process, improving tight linkages to district and campus resources in attaining curricular goals and strategic priorities.

Governance Functions: The following actions are recommended to the Board of Trustees of Coeur d'Alene Public Schools:

G.8.1: Direct the superintendent to design and prepare for board adoption a comprehensive set of financial policies that link cost to program results, and provide safeguards, ensuring that financial planning is based on curricular goals and strategic priorities. Policies need to require performance standards and benchmarks, which help to ensure cost-effectiveness. Policies will serve as guidelines to the board and superintendent for efficient and effective use in allocating district resources. Use the criteria in Exhibit 5.1.6 as a guide.

G.8.2: Direct the superintendent to establish a three-year timeline to bring about systemic change in the school system's financial decision-making process.

G.8.3: Provide the superintendent with a timeline and decision-making framework that will provide direction and parameters for developing an annual operating budget. The decision-making framework should include the following components:

- A statement outlining the board's understanding of current context and realities as they exist in Coeur d'Alene Public Schools. The statement should include the following:
  - A summary of the current issues, external trends, and challenges confronting the school district;
  - A summary of progress made toward attainment of the board's strategic goals; and
  - A multi-year budget assumption, which includes enrollment, revenue, expenditures, and fund balance trends and projections.
- A broad statement of the board's desired results as a direct response to the expenditure of district financial resources. This should be a statement of desired ends and not a statement defining the means to achieve the ends.
- A statement identifying strategies or actions that should not be used by the district in attaining desired ends and goals.
- It is recommended that the timeline and decision-making framework be established at least 16 months before formal adoption of the annual operating budget.
- It is recommended that the budget timeline and decision-making framework be publicly communicated, including posting to the district's website.

G.8.4: Direct the superintendent to include a cost-benefit analysis for each program in the district, with an evaluation cycle (every three years as a minimum) to ensure programs and interventions used in the district are effective in achieving desired student achievement results. The cost analysis should include setting a minimum required student achievement standard in order to maintain a program/intervention.

G.8.5: Review and revise, as necessary, the District Strategic Plan (strategic/long-range planning process) to ensure that budget planning is linked to multi-year strategic goals (Recommendation 5).

G.8.6: Adopt a comprehensive set of financial policies that require continuous auditing of the district's financial status and establishment of a link between budget allocations and their impact on individual curriculum programs. Actual costs and benefits should be assigned to the curricular areas to provide a more detailed record of decision making and planning.

G.8.7: Retain within the role of the superintendent the oversight of financial decision making along with the responsibility of overseeing the mission of the organization. This ensures a comprehensive picture of the system as well as connectivity between program and budget.

Administrative Functions: The following actions are recommended for consideration of the Superintendent of Coeur d'Alene Public Schools.

A.8.1: Develop for board consideration a comprehensive set of financial policies that support clear linkages between district programs/curricular priorities and financial decisions.

A.8.2: Design strategies for including budget decision making as part of the overall systematic planning process. Budget development is not an independent task performed annually. Financial planning needs to be an ongoing process to ensure that budget allocations are based on curricular priorities and program objectives that are specified in the strategic plan.

A.8.3: Ensure a comprehensive system of student assessment and program evaluation (described in Recommendation 2) is fully implemented to ensure the availability of data that can be used in making decisions regarding the allocation of financial resources.

A.8.4: Establish administrative procedures and prepare documents that communicate the budget process and goals throughout the system, and require that budget and staffing proposals reflect a direct connection to established district goals. Establish a communications link during regularly scheduled leadership meetings to enhance the sharing of budget/cost information, achievement data, and evaluation of program effectiveness. Such linkages will facilitate cost-benefit analysis of programs and help inform future budget decisions.

A.8.5: Appoint a Budget Planning Team[5] that will be responsible for developing budget options organized by program, evaluating incremental levels of funding for programs, rank ordering program increments for funding, and recommending a priority ranking of program budget increments to the superintendent and board within the framework and assumptions established by the board. The Budget Planning Team must include key district leadership, teachers, and principals.

A.8.6: Develop a three-year plan for full implementation of performance-based budgeting, and establish linkages with performance data. The major steps of implementing performance-based budgeting include the following:

- Identify various educational activities or programs, and group them into broad areas of need or purpose served. Examples could include elementary instruction, middle school instruction, high school instruction, instructional support programs, special education services, district administration, professional development, technology, and maintenance. Divide the organization into the most logical, but least number necessary, subgroups based on the existing operating structure.
- Assemble all budgetary information related to each curricular or program area identified. Combine assessment information on student achievement, coupled with related leading and lagging performance indicators, to permit a more accurate evaluation of the connection between expenditures and results. Clarify criteria for establishing basic and needs-driven allocation planning for the various divisions, and communicate those to budget developers.
- Build budget "packages" within each of the subgroups by the priority with which they deliver the objectives of the area of need or purpose. For example, any given program could be defined and packaged into units, which provide programs and services at (1) 90% of last year's budget, (2) 100% of last year's budget, and (3) 105% of last year's budget level. These percentages will differ over time as the system becomes more sophisticated and data-driven.
- Assign the responsibility of preparing budget packages for each of the identified subgroups to specific administrators. Each budget package needs to represent a level of activity that builds sequentially on the previous package. Budget packages should be concise and meaningful and be developed with broad district-wide input.
- Use organizational performance data and appropriate involvement of staff (including principals, directors, coordinators, and teachers) to define current and desired levels of services and program objectives.

[5] For detailed information about the performance-based budgeting process, consider the following reference: *School Budgeting for Hard Times: Confronting Cutbacks and Critics.* (Corwin Press, 2011).

- Attach a goal statement to each program area or package that states the purpose it serves. Each budget request shall be described to permit evaluation of the consequences of funding or non-funding in terms of performance results.
- Goal statements and budget packages are compiled and given to appropriate staff to gather data to describe service levels, program outputs, and cost benefits.
- Budget packages, including costs, are compiled into a worksheet with instructions for evaluating and ranking.
- Past cost information, especially expenditures as a percentage of the budget, is coupled with performance data, and recommendations are made to guide preliminary budget building estimates.
- Budget packages are given to the Budget Planning Team for evaluation and ranking. Budget requests need to compete with each other for funding based upon evaluation or priority of need and relationship to achievement of program effectiveness. Compiled results are published in a tentative budget and program packages listed in order of ranked priority.
- Prior to finalizing budget options for consideration by the board, seek input on preliminary budget options from key district stakeholders, including faculty, staff, and the community. Refine budget options in consideration of input received from stakeholder groups.
- Build the capital outlay and improvement budget from a zero base each year. Develop multi-year projections for capital improvements, including life-cycle replacement and preventive maintenance costs. Prioritize needs based on health, safety, and impact on the learning environment and protection of capital investments. Capital needs change annually and do not reoccur once met and paid for.
- Finalize budget allocations based on the decision-making framework established by the board, including board approved budget assumptions and program funding priorities and ranking by the Budget Planning Team, and recommend to the board.
- The board reviews recommendations, evaluates priorities, establishes which programs and services are to be funded and at what level, and adopts the budget.

A.8.7: Provide ongoing training and consultation to all district administrators, principals, and other key staff during the transition to a performance-based budgeting process.

With a performance-based approach to budgeting, both programmatic and finances are integrated and, therefore, monitored simultaneously. This process needs to be developed carefully and systematically during the next three years.

Recommendation 9: Design and implement a long-range facility planning process to provide for short-term and long-term facility and maintenance needs.

Providing and maintaining adequate educational facilities are major responsibilities of the board of trustees and district administration. The teaching and learning environment of a school district must be clean and safe with adequate space to support the effective delivery of the curriculum. School building designs need to provide adequate space and flexible use to support and enhance teaching and learning. Facilities need to be maintained in a manner that conveys to all stakeholders that the educational setting is a high priority.

Long-range facility planning is a must for effective use of funding to aid in increasing academic effectiveness and operational efficiency. Maximizing school building usage helps to create operational efficiencies. For school districts with multiple buildings serving the same grade levels, this means attendance zones and policies affecting campus enrollments need to be visited periodically. Planning should be based on careful analysis of factors that affect learning environments such as enrollment trends, population shifts, curriculum needs, instructional practices, technology expectations, and the support services needed to maintain the system. Multi-year long-range facility planning ensures that a district is prepared for future economic and financial conditions.

While some components of a multi-year capital improvement plan are present, Coeur d'Alene Public Schools lacks a long-range facility plan to guide decision making regarding future facility needs. Teaching and learning facilities were found to be adequate in terms of space, physical condition, cleanliness, and general safety. Current classroom capacities across the district are adequate to meet enrollment needs. However, in light of population changes, shifts in community housing, and the intra-transfer policy procedure, the district's current attendance boundaries and school utilization need to be reviewed to ensure long-term academic effectiveness and operational efficiencies (see Finding 5.3).

Auditors provide the following recommendations for the development and implementation of a multi-year long-range facility planning process to provide for short-term and long-term facility and maintenance needs.

Governance Functions: The following actions are recommended to the Board of Trustees of Coeur d'Alene Public Schools:

G.9.1: Direct the superintendent to design and prepare for board adoption policies that clearly define expectations for the development and periodic revision of a multi-year long-range (at least 10 years) educational facilities plan. Require the development of methods and procedures to coordinate district facility planning with local government and related comprehensive community plans.

G.9.2: Direct the superintendent to develop administrative regulations/procedures regarding long-range planning for facility needs and for prioritizing and addressing maintenance needs in the school district.

G.9.3: Direct the superintendent to annually update existing data contained in the multi-year long-range facility plan.

G.9.4: Direct the superintendent to revise the district's intra-transfer policy to ensure equitable and efficient use of district facilities.

Administrative Functions: The following actions are recommended to the Superintendent of Coeur d'Alene Public Schools:

A.9.1: Work with appropriate staff to develop policies that define the roles of district administrators regarding the development of long-range planning to address the facility and maintenance needs of the school district, and present those policies to the board for review and adoption (see Recommendation 6).

A.9.2: Work with appropriate staff members to develop administrative procedures regarding long-range planning for facility needs and for prioritizing and addressing maintenance needs for the school district (see Recommendation 6).

A.9.3: Conduct a review of and revise the data associated with the long-range planning committee. Include in the review and revision a multi-year long range facility plan that includes the following:

- Philosophical statements that reflect community aspirations and the educational mission of the district and their relationship to short- and long-range facilities goals.
- Enrollment projections that take into account any known circumstances that may change the pupil population.
- The current organizational patterns of the district and identification of possible organizational changes necessary to support the educational program.
- Identification of educational programs considered by designers of capital projects for renovation or addition of school facilities.
- A detailed evaluation of each facility, including assessment of structural integrity, mechanical integrity and efficiency, energy efficiency, operations and maintenance, and health and safety requirements.
- Prioritization of needs for renovation of existing facilities and the provision of additional facilities.
- Cost analysis of potential capital projects to meet the educational needs of the district, including identification of revenues associated with capital construction.

- Procedures for the involvement of all stakeholders of the school community in the development and evaluation of the long-range facilities plan.
- Development and implementation of a process that ensures a continuing analysis and evaluation of the district's facility needs.

A.9.4: Compile facility plans and recommendations with facility planning and maintenance, and present them to the board with a detailed cost analyses and evaluation to support recommendations.

These recommendations, if implemented during the next 12-18 months, will establish clear parameters for development and implementation of a multi-year long-range facility planning process to provide for short-term and long-term facility and maintenance needs and help to justify future bond needs.

VI. APPENDICES

Appendix A

Auditors' Biographical Data

Kay Coleman, M.Ed.

Kay Coleman is an independent consultant and retired school leader having served in the roles of Assistant Superintendent for Educational Services in two urban districts in Phoenix, Arizona, as well as Executive Director of a BOCES in rural Colorado. Over her 40-year career in education she was a classroom teacher, reading specialist, elementary principal, director of curriculum and instruction in urban and suburban areas, and director of an aspiring principal program at Arizona State University. Mrs. Coleman's areas of expertise are curriculum development, professional development, instructional leadership, program evaluation, and early literacy. She conducts workshops and seminars nationally and is a certified trainer in the Downey Walk-Through process, Deep Alignment of Curriculum, 50 Ways to Close the Achievement Gap, Examining Student Work, and the Curriculum Management Audit process. She has served as principal investigator of several systemic change projects in mathematics through the National Science Foundation and the U. S. Department of Education, as well as a contributing author on a number of books on teaching mathematics and literacy.

Mrs. Coleman earned her B.A. and M.Ed. from Arizona State University and completed her Curriculum Management Audit (CMA) training in Texas in 1992. She has served as an auditor of 25 school districts in 9 states and is a Lead Auditor for Curriculum Management Solutions, inc. She personally experienced an audit in three of her own districts in 1989, 1994, and 2001.

Kelly Cross, Ed.D.

Kelly Cross is a Clinical Associate Professor in the College of Education at Boise State University. She is Program Coordinator of the Educational Leadership Program and Associate Director of the Center for School Improvement and Policy Studies. Dr. Cross also serves as Principal Investigator for the Idaho Special Education Support and Technical Assistance (SESTA) Project for the state of Idaho. She conducts statewide teacher evaluation reviews and trainings and is a curriculum developer. Dr. Cross has been a licensed Curriculum Auditor since 2003 and has served on 10 audit teams. She earned her Doctorate in Curriculum and Instruction from Boise State University and her Specialist Degree in Educational Leadership from the University of Idaho.

Robbin Gesch, M.Ed.

Robbin Gesch is retired from Round Rock ISD in Texas where she served as Chief of Teaching and Learning. During her tenure in RRISD, Ms. Gesch served as the Director of Student Support Services, Director of Curriculum, Lead Elementary Language Arts Specialist and Chief of Teaching and Learning. She holds a Bachelor of Science in Elementary Education from Texas Tech University and a Masters in Education from Angelo State University. Ms. Gesch has taught at the elementary and middle school levels in the areas of language arts and reading and served as an elementary, middle, and high school counselor. Prior to working in Round Rock ISD, she served as the Executive Director of Curriculum, Assessment, and Federal Programs in San Angelo ISD.

Appendix A (continued)
Auditors' Biographical Data

Sarah Mitchell, Ed.D.

Sarah Mitchell is the Director of Secondary Education for the Frontier Regional and Union #38 School Districts. She has over 30 years of professional experience in the field of education, including teaching students in grades PK through college. In her current role as the Director of Secondary Education, Dr. Mitchell supervises curriculum development, student assessment and testing programs, district professional development, and is responsible for writing and managing her district's state and federal grants. At the University of Massachusetts, Dr. Mitchell received her B.S. in Animal Science, her Masters degree in Environmental Health Sciences, and her Doctorate in Education, Policy, Research, and Administration. She completed her Curriculum Management Audit training in Arizona in 2007 and has served on audit teams in eight states.

Ronnie Thompson, M.Ed.

Ronnie Thompson is currently Superintendent for the Liberty-Eylau Independent School District in Texarkana, Texas. He formerly served as Superintendent for Hooks ISD and Assistant Superintendent for the Texarkana Independent School District in Texarkana, Texas. He has also served as Executive Director of School Improvement, Associate Principal, Assistant Principal, and a classroom teacher. Mr. Thompson is an experienced teacher in the Career and Technology field and has served as an adjunct professor of education at Texas A&M University-Texarkana. He has a total of 28 years of experience in education. He has extensive experience in all aspects of district operations: curriculum and instruction, financing, personnel, staff development, strategic planning, special programs, leadership, and student services.

Mr. Thompson is a graduate of Texas A&M University in Business Management and received his Masters Degree in Educational Administration from Texas A&M University-Texarkana. He completed his Curriculum Management Audit Training in Arizona in 2008.

Susan N. Van Hoozer, M.Ed.

Sue Van Hoozer has been an educator for over 40 years. She was a teacher at the elementary level and taught developmental and remedial reading in middle school and high school in several districts in Texas. Mrs. Van Hoozer was an elementary principal, high school assistant principal, and high school principal in San Angelo, Texas. She worked in human resources and served as Executive Director of Schools, supervising principals for the San Angelo Independent School District. Mrs. Van Hoozer also worked as an Administrative Services Specialist for Education Service Center, Region 15 in San Angelo, Texas, where she provided technical assistance and professional development for principals, superintendents, and school trustees. She also taught in the Education Department at Angelo State University in San Angelo, Texas.

Mrs. Van Hoozer received her B.S. and M.Ed. degrees from Angelo State University. She completed audit training in Tucson, Arizona, in 2004, and has served as an auditor in 23 districts in 12 states and also is a Lead Auditor.

Appendix B

List of Curriculum Documents Reviewed by Auditors
Coeur d'Alene Public Schools
February 2019

Document Title	Publication Date
1.05 Samples of Internal Memoranda requested	Varied
2013-2014_Audited_Financial_Statements	11/21/18
2014-2015_Audited_Financial_Statements	11/21/18
2015-2016_Audited_Financial_Statements	11/21/18
2016-2017_Audited_Financial_Statements	11/21/18
2017-2018 Audited Financial Statements	11/21/18
2018-19 Bldg. Budget Allocations - Final	2/4/19
2018-19 Bond _ BCEF Calculations 8-28-18	12/21/18
2018-19 Building Condition Eval - Ten Year Plan	12/21/18
2018-19 Building Enrollment Capacities and enrollment	12/21/18
2018-19 Forced Transfer Data	2/5/19
2018-2019 Testing Dates/Windows	2018
4 Years of PD in CdA	2015-2019
Ad Hoc Curriculum Committee/K-5 Social Studies Draft Minutes	5/15/18
Ad Hoc Curriculum Committee/Secondary English Language Arts Draft Minutes	11/27/18
Ad Hoc Curriculum Committee/Secondary English Language Arts Draft Minutes	4/30/18
Ad Hoc Curriculum Committee/Secondary Mathematics Minutes	10/28/17
Agenda SPARCC	2/5/19
All campus master schedules and course offerings	Undated
Annual Superintendent Objectives	2018
Artifact 2.04 – Textbook or Instructional Materials Adoption Process	2017
Artifact 2.10 – Special Education Programs by School	Undated
Artifact 2.11 – Gifted and Talented Programs by School	Undated
Assessment List prepared by CdA	Undated
Assessments _ Graduation Rate	2/5/19
Background information about the district (Schools, Demographics, Maps, Community Info)	January 2018
BLDG SQ Footage 9-21-16	12/21/18
Board of Trustee Goals and Objectives	2018
Budget Planning Overview	11/21/18
Building _ Site Info Sq. footage 5-08-14	12/21/18
CAPS Update (CdA Public Schools and CdA Education Association)	12/21/18
CdA Assessment Reports for IRI	Undated
CdA Board Minutes for the past three years	Varied
CdA Continuous Improvement Plan 2018-19	Undated
CdA Continuous Improvement Plan and Annual Reporting 2017-18	Undated
CdA Literacy Intervention Program Plan 2018-19	10/1/18
CdA Public Schools Strategic Direction Infographic (one page)	3/16
Coeur d'Alene Board Policies (325 policies, procedures, and forms)	2013-2019
Coeur d'Alene Job Descriptions-27 job descriptions presented for review)	January 2015-May of 2018 (2 undated)
Coeur d'Alene Public Schools College and Career Advising and Mentoring Plan 2018-2019	9/25/18

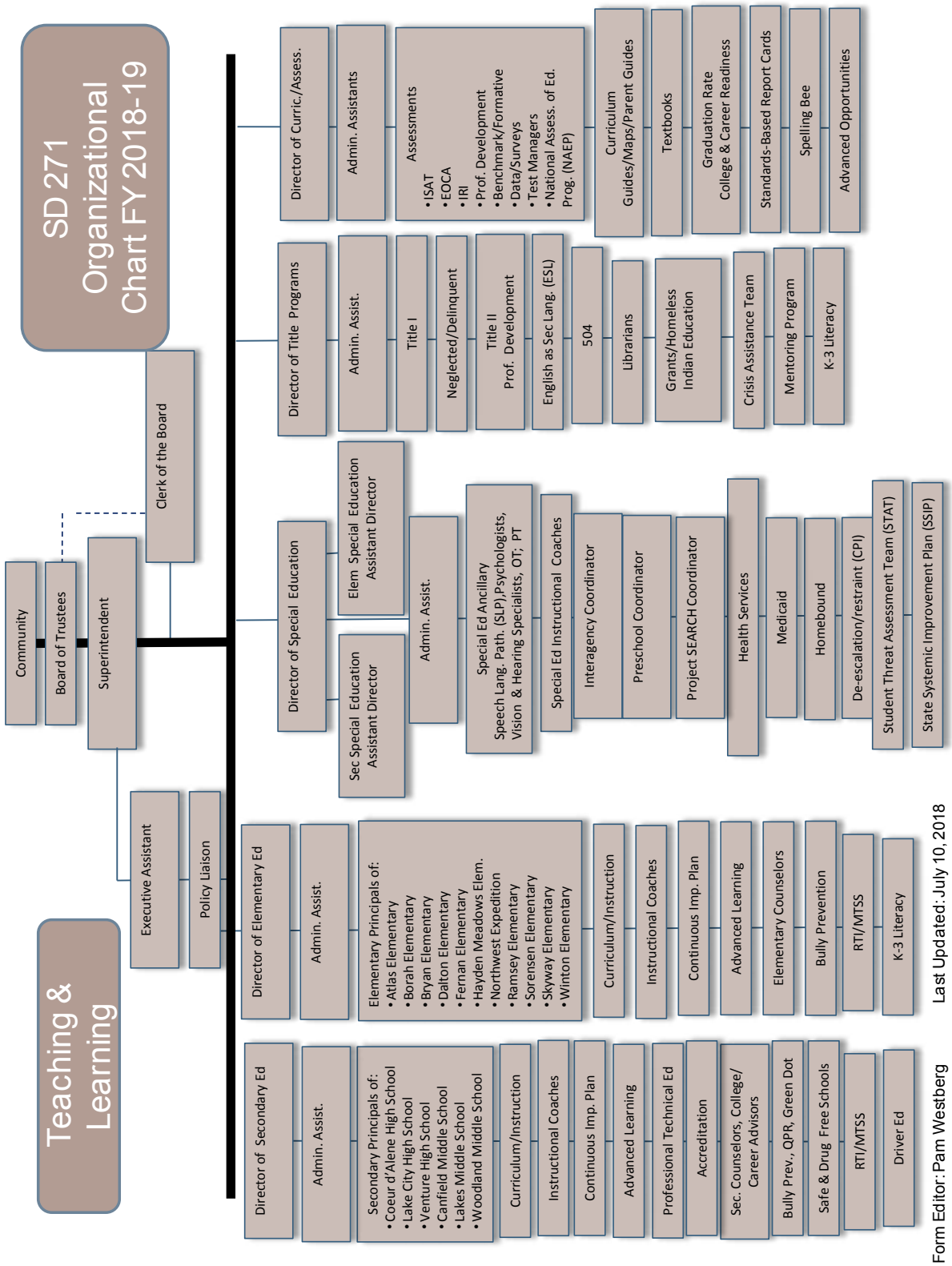
Appendix B (continued) List of Curriculum Documents Reviewed by Auditors Coeur d'Alene Public Schools February 2019	
Document Title	**Publication Date**
Coeur d'Alene Public Schools Comprehensive Curriculum & Assessment Plan 2018-2019 School Year	8/18/18
Coeur d'Alene Public Schools Continuous Improvement Plan 2018-2019	Undated
Coeur d'Alene Public Schools Course Description Handbook & Educational Planning Guide 2018-2019	Undated
Coeur d'Alene Public Schools Handbook for Parents and Students	12/10/18
Coeur d'Alene Public Schools Literacy Intervention Plan 2018-2019	10/1/18
Coeur d'Alene SD End-of-Year Report_final SY2018	2/10//19
Coeur d'Alene SD Mid-Year Report_final SY2018	2/10//19
College and Career Advising Plan 2018-19	9/25/18
Common Core Standards – All content areas	Varied
Common Core State Standards in English/Language Arts and Mathematics	2009
Community Review/Secondary French Draft Minutes	12/13/18
Comprehensive curriculum and assessment plan	August 2018
Cost of Interventions Listed on Comprehensive Curriculum and Assessment Plan	2/6/19
Crosswalk of Coursework and Primary Instructional Resources	10/15/18
Crosswalk of Internal Courses Meeting Graduation Requirements	October 2017
Deferred Maintenance Line Item Nov 2018	12/21/18
Demographic Data for each school	2019
District Improvement Plan	2/14/19
District Technology Plan 2016-2019	1/25/19
Elementary Enrollment	1/7/19
Employment contracts	Varied
Evaluation Forms-Administrator	March 2018
Evaluation Forms-Teacher	October 2017
Explanation of use of nationally-normed assessments	February 2019
FINAL_Long_Range_Planning_Recommendation	1/21/19
Final_LRPC_review_of_2017-2018_board_report	1/21/19
Forced Transfers with Lunch Rate and Ethnicity	2/5/19
Four Years of Professional Development in Coeur d'Alene Public Schools	Undated
Full and Half-Day Kindergarten	2/6/19
Full-Day Kindergarten _ Full-Day Kindergarten	2/6/19
Funding-Formula-FY18	2/4/19
FY17 CDASD Final Report 2017	11/21/18
Gifted Three Year Plan for Coeur d'Alene Public Schools	Undated
Gym _ Cafe Sq Ft and Occupancy (1)	12/21/18
High-School-Graduation-Minimum-Requirements	2/6/19
History of the School System	1/14/19
i-Ready Diagnostic-Growth_Math_All-Schools_02062019	2/10//19
Idaho Content Standards	Undated
Idaho State Department of Education FAQ for Assessment	December 2016
Idaho's Accountability Indicators - Academic Achievement	Undated
Improvement History by FY	12/21/18
Individual campus Collaboration Schedules for 2018-19	Varied

Appendix B (continued) List of Curriculum Documents Reviewed by Auditors Coeur d'Alene Public Schools February 2019	
Document Title	**Publication Date**
Initial Background Information (history, community, vision mission, governance structure, history of superintendents, financial background)	2019
Instructional initiative documents-17 documents provided (ASCA, Sources of Strength, PEBC, Math 1 Implementation Plan, TRU Results,	Varied
Integrated Mathematics Scope and Sequence – Major Considerations for Pacing Guides	Undated
iReady-Student Access	2/10/19
K-12 Course Pacing Guides, Scope and Sequences, Curriculum Maps, Curriculum Guides, Units, and New Course Proposal Documents for English Language Arts, Mathematics, Science, Social Studies, Career and Technical Education Fine Arts and Performing Arts, Physical Education and Health, and World Languages.	Various Dates
K-12 English Language Arts Adoption	Undated
Letterhead-Graduation_Rate_Growth_SY2018	2/10/19
Library Collection Statistics	6/4/18
Master Articles 2018-19	Undated
Mathematics Parent Handbook	5/2017
Memoranda - Various referencing assessment	2018-19
Next Generation Science Standards	Undated
PK-12 Philosophy Career and Technical Education	August 2017
PK-12 Philosophy English Language Arts	June 2018
PK-12 Philosophy Fine & Performing Arts	August 2017
PK-12 Philosophy Mathematics	August 2017
PK-12 Philosophy Science	August 2017
PK-12 Philosophy Social Studies	August 2017
PK-12 Philosophy World Languages	January 2019
Program Surveys completed by all school principals for the audit	Jan 30, 2019
Random administrative evaluations and teachers evaluations with names redacted	Varied
Ready Math Professional Development Welcome - Key Implementers	2/6/19
Request for ELA Instructional Resources	8/30/17
Salary Schedules	Varied
SAT School-Day Results SY2015, 2016, 2017, 2018	2015-16 thru 2017-18
School District 271 Long Range Planning Committee Bond Levy Recommendation	4/25/16
School Improvement Plans for 2018-19-for 14 schools	Undated
Schoolwide Improvement Plan (SWIP)-for 9 schools	6/12/18
Science ISAT: Total Proficient or Advanced (by schools)	2015-16 thru 2017-18
SD 271 2018-19 Organizational Chart	2018
Secondary Enrollment	12/6/18
Secondary Mathematics – A Presentation to the Board of Trustees	3/5/18
Social, Emotional Programs for 2018-19 PowerPoint	2018
SPARCC Minutes	2/5/19
SPARCC Worksheet	Feb 5, 2019
State of Idaho Report Cards for ISAT	2015-2018
Statewide Accountability Rankings (by schools)	September 2018

Appendix B (continued) List of Curriculum Documents Reviewed by Auditors Coeur d'Alene Public Schools February 2019	
Document Title	**Publication Date**
Strategic Direction Infographic	Jan 21, 2019
Student Access to i-Ready	Feb 10, 2019
Student work/artifacts (1,900 artifacts were examined)	February 2019
Summary of Curricular Work and Assessments for 2017-2018 School Year – Middle Schools	9/7/17
Summary of Curricular Work and Assessments for the 2017-2018 School Year – Elementary Schools	8/31/17
Summary of District Transfers with Ethnicity and Lunch Code	Feb 5, 2019
Superintendent-Parent Advisory & Resource Community Council (SPARCC) minutes	2018-2019
Survey Monkey Surveys for Parents, Teachers, and School Leaders	Feb 2019
SY 2018-19 Testing Dates Calendar-State Dept of Ed.	Updated January 2019
Technology Dept SMART Goals	Feb 7, 2019
Title 1 Schoolwide Improvement Plans (SWIP)	Various Dates
Unnamed document explaining state/district assessments	Undated
Various Campus Handbooks	Various Dates
Various Campus Smart Goals Documents, Growth Plans, SWIP Plans, and Continuous Improvement Plans	Various Dates
What is the Idaho Standards Achievement Test (ISAT)?	Undated

Appendix C

Organizational Chart



Appendix D

Exhibits 2.2.2 and 2.2.5 Scope of the Written Curriculum, K-5
Coeur d'Alene Public Schools
February 2019

Course Title							School Sites														
	K	1	2	3	4	5	Atlas Elementary	Borah Elementary	Bryan Elementary	Dalton Elementary	Fernan STEM Academy	Hayden Meadows Elementary	Northwest Expedition Academy	Ramsey Magnet School of Science	Skyway Elementary	Sorenson Magnet School of the Arts and Humanities	Winton Elementary	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of Curriculum Doc.
English Language Arts																					
Kindergarten English Language Arts	X						X	X	X	X	X	X	X	X	X	X	X	11	Yes	Kindergarten Foundational Skills Scope and Sequence	June 2015
First Grade English Language Arts		X					X	X	X	X	X	X	X	X	X	X	X	11	Yes	First Grade Curriculum Map	June 2015
Second Grade English Language Arts			X				X	X	X	X	X	X	X	X	X	X	X	11	Yes	Second Grade Curriculum Map	June 2015
Third Grade English Language Arts				X			X	X	X	X	X	X	X	X	X	X	X	11	Yes	Third Grade Curriculum Map	June 2015
Fourth Grade English Language Arts					X		X	X	X	X	X	X	X	X	X	X	X	11	Yes	Fourth Grade Curriculum Map	June 2015
Fifth Grade English Language Arts						X	X	X	X	X	X	X	X	X	X	X	X	11	Yes	Fifth Grade Curriculum Map	June 2015

Appendix D (continued)
Exhibits 2.2.2 and 2.2.5 Scope of the Written Curriculum, K-5
Coeur d'Alene Public Schools
February 2019

Course Title							School Sites														
Mathematics																					
Kindergarten Mathematics	X						X	X	X	X	X	X	X	X	X	X	X	11	Yes	Kindergarten Course Pacing Guide and Scope and Sequence	April 27, 2016
Grade 1 Mathematics		X					X	X	X	X	X	X	X	X	X	X	X	11	Yes	First Grade Course Pacing Guide and Scope and Sequence	August 7, 2017
Grade 2 Mathematics			X				X	X	X	X	X	X	X	X	X	X	X	11	Yes	Second Grade Course Pacing Guide and Scope and Sequence	April 26, 2017
Grade 3 Mathematics				X			X	X	X	X	X	X	X	X	X	X	X	11	Yes	Third Grade Course Pacing Guide and Scope and Sequence	April 13, 2017
Grade 4 Mathematics					X		X	X	X	X	X	X	X	X	X	X	X	11	Yes	Fourth Grade Course Pacing Guide and Scope and Sequence	August 7, 2017
Grade 5 Mathematics						X	X	X	X	X	X	X	X	X	X	X	X	11	Yes	Fifth Grade Course Pacing Guide and Scope and Sequence	August 7, 2017
Science																					
Kindergarten Science	X						X	X	X	X	X	X	X	X	X	X	X	11	Yes	Kindergarten Course Pacing Guide and Scope and Sequence	June 16, 2016
Grade 1 Science		X					X	X	X	X	X	X	X	X	X	X	X	11	Yes	First Grade Course Pacing Guide and Scope and Sequence	April 26, 2017
Grade 2 Science			X				X	X	X	X	X	X	X	X	X	X	X	11	Yes	Second Grade Course Pacing Guide and Scope and Sequence	April 26, 2017
Grade 3 Science				X			X	X	X	X	X	X	X	X	X	X	X	11	Yes	Third Grade Course Pacing Guide and Scope and Sequence	April 16, 2017
Grade 4 Science					X		X	X	X	X	X	X	X	X	X	X	X	11	Yes	Fourth Grade Course Pacing Guide and Scope and Sequence	April 16, 2017
Grade 5 Science						X	X	X	X	X	X	X	X	X	X	X	X	11	Yes	Fifth Grade Course Pacing Guide and Scope and Sequence	April 16, 2017

Appendix D (continued)
Exhibits 2.2.2 and 2.2.5 Scope of the Written Curriculum, K-5
Coeur d'Alene Public Schools
February 2019

Course Title							School Sites														
Social Studies																					
Kindergarten Social Studies	X						X	X	X	X	X	X	X	X	X	X	X	11	Yes	Kindergarten Course Pacing Guide and Scope and Sequence	January 17, 2018
Grade 1 Social Studies		X					X	X	X	X	X	X	X	X	X	X	X	11	Yes	First Grade Course Pacing Guide and Scope and Sequence	January 17, 2018
Grade 2 Social Studies			X				X	X	X	X	X	X	X	X	X	X	X	11	Yes	Second Grade Course Pacing Guide and Scope and Sequence	January 17, 2018
Grade 3 Social Studies				X			X	X	X	X	X	X	X	X	X	X	X	11	Yes	Third Grade Course Pacing Guide and Scope and Sequence	January 17, 2018
Grade 4 Social Studies					X		X	X	X	X	X	X	X	X	X	X	X	11	Yes	Grade 4 Social Studies Guide	April 1, 2009
Grade 5 Social Studies						X	X	X	X	X	X	X	X	X	X	X	X	11	Yes	Fifth Grade Course Pacing Guide and Scope and Sequence	January 17, 2018
Fine Arts																					
Kindergarten Visual Arts	X						X	X	X	X	X	X	O	X	X	X	X	10	Yes	Kindergarten Course Pacing Guide and Scope and Sequence	May 31, 2018
Grade 1 Visual Arts		X					X	X	X	X	X	X	O	X	X	X	X	10	Yes	First Grade Course Pacing Guide and Scope and Sequence	May 31, 2018
Grade 2 Visual Arts			X				X	X	X	X	X	X	O	X	X	X	X	10	Yes	Second Grade Course Pacing Guide and Scope and Sequence	May 31, 2018
Grade 3 Visual Arts				X			X	X	X	X	X	X	O	X	X	X	X	10	Yes	Third Grade Course Pacing Guide and Scope and Sequence	May 31, 2018
Grade 4 Visual Arts					X		X	X	X	X	X	X	O	X	X	X	X	10	Yes	Fourth Grade Course Pacing Guide and Scope and Sequence	May 31, 2018
Grade 5 Visual Arts						X	X	X	X	X	X	X	O	X	X	X	X	10	Yes	Fifth Grade Course Pacing Guide and Scope and Sequence	May 31, 2018

Appendix D (continued)
Exhibits 2.2.2 and 2.2.5 Scope of the Written Curriculum, K-5
Coeur d'Alene Public Schools
February 2019

Course Title							School Sites														
Vocal and Instrumental Music																					
Kindergarten Music	X						X	X	X	X	X	X	O	X	X	X	X	10	Yes	Kindergarten Course Pacing Guide and Scope and Sequence	May 31, 2018
Grade 1 Music		X					X	X	X	X	X	X	O	X	X	X	X	10	Yes	First Grade Course Pacing Guide and Scope and Sequence	May 31, 2018
Grade 2 Music			X				X	X	X	X	X	X	O	X	X	X	X	10	Yes	Second Grade Course Pacing Guide and Scope and Sequence	May 31, 2018
Grade 3 Music				X			X	X	X	X	X	X	O	X	X	X	X	10	Yes	Third Grade Course Pacing Guide and Scope and Sequence	May 31, 2018
Grade 4 Music					X		X	X	X	X	X	X	O	X	X	X	X	10	Yes	Fourth Grade Course Pacing Guide and Scope and Sequence	May 31, 2018
Grade 5 Music						X	X	X	X	X	X	X	O	X	X	X	X	10	Yes	Fifth Grade Course Pacing Guide and Scope and Sequence	May 31, 2018
Physical Education and Health																					
Kindergarten Physical Education	X						X	X	X	X	X	X	X	X	X	X	X	11	Yes	Idaho Content Standards for Physical Education	July 2006
Grade 1 Physical Education		X					X	X	X	X	X	X	X	X	X	X	X	11	Yes	Idaho Content Standards for Physical Education	July 2006
Grade 2 Physical Education			X				X	X	X	X	X	X	X	X	X	X	X	11	Yes	Idaho Content Standards for Physical Education	July 2006
Grade 3 Physical Education				X			X	X	X	X	X	X	X	X	X	X	X	11	Yes	Idaho Content Standards for Physical Education	July 2006
Grade 3 Health Education					X		X	X	X	X	X	X	X	X	X	X	X	11	Yes	PE Specialist Curriculum Guide for Third Grade Health, Counselor Curriculum Guide, and Teacher Curriculum Guide	June 2005
Grade 4 Physical Education						X	X	X	X	X	X	X	X	X	X	X	X	11	Yes	Grade 4 Physical Education Guide	July 2004
Grade 5 Physical Education							X	X	X	X	X	X	X	X	X	X	X	11	Yes	Grade 5 Physical Education Guide	July 2004

Appendix D (continued)
Exhibits 2.2.2 and 2.2.5 Scope of the Written Curriculum, K-5
Coeur d'Alene Public Schools
February 2019

Course Title							**School Sites**														
Computer Science																					
Kindergarten Computer Science	X						O	X	O	X	X	X	O	O	O	X	X	6	Yes	Computer Lab Planning Calendar	No Date
Grade 1 Computer Science		X					O	X	O	X	X	X	O	O	O	X	X	6	Yes	Computer Lab Planning Calendar	No Date
Grade 2 Computer Science			X				O	X	O	X	X	X	O	O	O	X	X	6	Yes	Computer Lab Planning Calendar	No Date
Grade 3 Computer Science				X			O	X	O	X	X	X	O	O	O	X	X	6	Yes	Computer Lab Planning Calendar	No Date
Grade 4 Computer Science					X		O	X	O	X	X	X	O	O	O	X	X	6	Yes	Computer Lab Planning Calendar	No Date
Grade 5 Computer Science						X	O	X	O	X	X	X	O	O	O	X	X	6	Yes	Computer Lab Planning Calendar	No Date

X = Course offered
O = Course not offered

Appendix E

Exhibits 2.2.3 and 2.2.6 Scope of the Written Curriculum, Grades 6-8
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered			School Sites						
	6th	7th	8th	Canfield Middle School	Lakes Middle School	Woodland Middle School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
English Language Arts										
Boost Reading/Language Arts 6	X			X	X	X	3	Yes	Memo from Dr. Nelson, *Studysync* Pacing Guide Units 1-4	No Date
Reading/Language Arts 6	X			X	X	X	3	Yes	Memo from Dr. Nelson, *Studysync* Pacing Guide Units 1-4	No Date
Honors Reading/Language Arts 6	X			X	X	X	3	Yes	Memo from Dr. Nelson, *Studysync* Pacing Guide Units 1-4	No Date
Boost Reading/Language Arts 7		X		X	X	X	3	Yes	Memo from Dr. Nelson, *Studysync* Pacing Guide Units 1-4	No Date
Reading/Language Arts 7		X		X	X	X	3	Yes	Memo from Dr. Nelson, *Studysync* Pacing Guide Units 1-4	No Date
Honors Reading/Language Arts 7		X		X	X	X	3	Yes	Memo from Dr. Nelson, *Studysync* Pacing Guide Units 1-4	No Date
Boost Reading/Language Arts 8			X	X	X	X	3	Yes	Memo from Dr. Nelson, *Studysync* Pacing Guide Units 1-4	No Date
Reading/Language Arts 8			X	X	X	X	3	Yes	Memo from Dr. Nelson, *Studysync* Pacing Guide Units 1-4	No Date
Honors Reading/Language Arts 8			X	X	X	X	3	Yes	Memo from Dr. Nelson, *Studysync* Pacing Guide Units 1-4	No Date
Mathematics										
Boost Mathematics 6	X			X	X	X	3	No		
Mathematics 6	X			X	X	X	3	Yes	6th Grade Mathematics Course Pacing Guide and Scope and Sequence	Aug. 1, 2016
Honors Mathematics 6	X			X	X	X	3	No		
Boost Mathematics 7		X		X	X	X	3	No		
Mathematics 7		X		X	X	X	3	Yes	7th Grade Mathematics Course Pacing Guide and Scope and Sequence	Aug. 4, 2016
Honors Mathematics 7		X		X	X	X	3	No		
Boost Mathematics 8			X	X	X	X	3	No		
Mathematics 8			X	X	X	X	3	Yes	8th Grade Mathematics Course Pacing Guide and Scope and Sequence	Aug. 4, 2016
Honors Mathematics 1 (High School Credit)			X	X	X	X	3	Yes	Integrated Math 1 Course Pacing Guide and Scope and Sequence	Nov. 2018

Appendix E (continued)
Exhibits 2.2.3 and 2.2.6 Scope of the Written Curriculum, Grades 6-8
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered			School Sites						
	6th	7th	8th	Canfield Middle School	Lakes Middle School	Woodland Middle School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
Science										
Science 6	X			X	X	X	3	Yes	6th Grade Physical Science Course Pacing Guide and Scope and Sequence	June 6, 2016
Science 7		X		X	X	X	3	Yes	7th Grade Life Science Course Pacing Guide and Scope and Sequence	June 12, 2016
Science 8			X	X	X	X	3	Yes	8th Grade Earth Science Course Pacing Guide and Scope and Sequence	June 12, 2016
Social Studies										
Social Studies 6	X			X	X	X	3	Yes	6th Grade Social Studies Course Pacing Guide and Scope and Sequence	January 16, 2018
World Cultures 7		X		X	X	X	3	Yes	7th Grade Social Studies Course Pacing Guide and Scope and Sequence	February 14, 2018
Early U.S. History 8			X	X	X	X	3	Yes	8th Grade Social Studies Course Pacing Guide and Scope and Sequence	February 14, 2018
World Languages										
Spanish - Semester		X	X	X	X	X	3	Yes	Spanish 1 Introductory 1 Semester Middle School Course Pacing Guide and Scope and Sequence	June 27, 2017
Spanish 1		X	X	X	X	X	3	Yes	World Language Level 1 Guide	February 1, 2019

Appendix E (continued)
Exhibits 2.2.3 and 2.2.6 Scope of the Written Curriculum, Grades 6-8
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered			School Sites						
	6th	7th	8th	Canfield Middle School	Lakes Middle School	Woodland Middle School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
Physical Education and Health										
Physical Education	X	X	X	X	X	X	3	No		
Health 7		X		X	X	X	3	Yes	Health Course Pacing Guide and Scope and Sequence	Dec. 5, 2017
Weights and Fitness		X	X	X	X	X	3	No		
Career and Technical Education										
Design Technology 8			X	X	X	X	3	Yes	Design Technology Course Pacing Guide and Scope and Sequence	June 11, 2018
Junior Engineering	X			O	X	O	1	No		
3-D Design			X	X	O	O	1	No		
Animation		X	X	X	O	O	1	No		
Technology Tools	X	X	X	X	O	O	1	No		
Career Exploration	X			O	X	X	2	No		
Media Arts (Semester)	X			X	O	X	2	No		
Media Arts (Year)		X	X	O	O	X	1	No		
Television Production		X	X	O	X	O	1	No		
Wood Shop	X			O	X	O	1	No		
Advanced Wood Shop		X	X	O	X	O	1	No		

Appendix E (continued)
Exhibits 2.2.3 and 2.2.6 Scope of the Written Curriculum, Grades 6-8
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered			School Sites						
	6th	7th	8th	Canfield Middle School	Lakes Middle School	Woodland Middle School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
Fine Arts and Performing Arts										
Beginning Band	X	X	X	X	X	X	3	No		
Advanced Band		X	X	O	X	O	1	No		
Orchestra	X	X	X	X	X	X	3	No		
7th Grade Band		X		X	O	X	2	No		
7th Grade Intermediate Band		X		O	X	O	1	No		
8th Grade Band			X	X	O	X	2	No		
Art - Semester	X	X	X	X	X	X	3	Yes	7th and 8th Grade Art 1 Semester Curriculum Document	February 1, 2019
Art - Year		X	X	X	X	X	3	No		
Drawing				X	O	O	1	No		
2		X	X	O	X	X	2	No		
Yearbook/Art (1 Semester)				X	O	O	1	No		
Choir - Semester	X	X		X	X	X	3	No		
Choir - Year		X	X	X	X	X	3	Yes	7th and 8th Grade Vocal Music Guide	No Date
Jazz Choir				X	O	O	1	No		

X = Course offered
O = Course not offered

Appendix F

Exhibits 2.2.4 and 2.2.7 Scope of the Written Curriculum, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered				School Sites						
	9	10	11	12	Coeur d'Alene High School	Lake City High School	Venture High School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
English Language Arts											
Boost English 9	X				X	X	O	2	Yes	*My Perspectives* Scope and Sequence: Grade 9 and Memo from Dr. Nelson	No Date
English 9	X				X	X	X	3	Yes	*My Perspectives* Scope and Sequence: Grade 9 and Memo from Dr. Nelson	No Date
Honors English 9	X				X	X	O	2	Yes	*My Perspectives* Scope and Sequence: Grade 9 and Memo from Dr. Nelson	No Date
Boost English 10		X			X	X	O	2	Yes	*My Perspectives* Scope and Sequence: Grade 10 and Memo from Dr. Nelson	No Date
English 10		X			X	X	X	3	Yes	*My Perspectives* Scope and Sequence: Grade 10 and Memo from Dr. Nelson	No Date
Honors English 10		X			X	X	O	2	Yes	*My Perspectives* Scope and Sequence: Grade 10 and Memo from Dr. Nelson	No Date
Boost English 11			X		X	X	O	2	Yes	*My Perspectives* Scope and Sequence: Grade 11 and Memo from Dr. Nelson	No Date
English 11			X		X	X	X	3	Yes	*My Perspectives* Scope and Sequence: Grade 11 and Memo from Dr. Nelson	No Date
AP Language and Composition			X	X	X	X	O	2	Yes	College Board English Language and Composition AP Course Description	Fall 2014
Boost English 12				X	X	X	O	2	Yes	*My Perspectives* Scope and Sequence: Grade 12 and Memo from Dr. Nelson	No Date
English 12				X	X	X	X	3	Yes	*My Perspectives* Scope and Sequence: Grade 12 and Memo from Dr. Nelson	No Date
AP Literature and Composition			X	X	X	X	O	2	Yes	College Board English Literature and Composition AP Course Description	Fall 2014
Speech			X	X	X	X	X	3	Yes	Speech Course Pacing Guide and Scope and Sequence	Nov. 21, 2016

Appendix F (continued)
Exhibits 2.2.4 and 2.2.7 Scope of the Written Curriculum, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered				School Sites						
	9	10	11	12	Coeur d'Alene High School	Lake City High School	Venture High School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
English Language Arts											
Introduction to Debate - Semester 1	X	X	X	X	X	X	O	2	Yes	Honors Introduction to Debate Course Pacing Guide Semester 1 and Scope and Sequence	Mar. 13, 2013
Introduction to Debate - Semester 2	X	X	X	X	X	X	O	2	Yes	Honors Introduction to Debate Course Pacing Guide Semester 2 and Scope and Sequence	Mar. 13, 2013
Honors Debate	X	X	X	X	X	X	O	2	Yes	Honors Introduction to Debate Course Pacing Guide Full Year and Scope and Sequence	Mar. 13, 2013
Reading 1	X	X	X	X	O	X	X	2	Yes	Curriculum Guide High School Reading 1 & 2	June 2007
Reading 2		X	X	X	O	X	X	2	Yes	Curriculum Guide High School Reading 1 & 2	June 2007
Reading is Thinking	X	X	X	X	O	X	O	1	Yes	Course Pacing Guide for Reading is Thinking	Sept. 22, 2017
Journalism	X	X	X	X	X	X	O	2	No		
Yearbook	X	X	X	X	X	X	O	2	No		
Photojournalism	X	X	X	X	O	X	O	1	Yes	Photojournalism Course Pacing Guide	Sept. 25, 2017
Creative Writing	X	X	X	X	X	X	O	2	No		
Classic Movies as Literature	X	X	X	X	O	X	O	1	Yes	New Course Proposal Outline for Classic Movies as Literature	No Date
Modern Movies as Literature	X	X	X	X	O	X	O	1	No		
Poetry	X	X	X	X	O	X	O	1	Yes	New Course Proposal Outline for Poetry	No Date
Poetry 2		X	X	X	O	X	O	1	Yes	New Course Proposal Outline for Advanced Poetry	Dec. 1999
Young Adult Literature	X	X	X	X	O	X	O	1	Yes	Young Adult Literature Course Pacing Guide and Scope and Sequence	Aug. 29, 2018
Comics as Literature	X	X	X	X	O	X	O	1	Yes	Curriculum Guide for Comics as Literature	Dec. 2007
Mystery Fiction		X	X	X	O	X	O	1	Yes	Curriculum Guide for Reading Mystery and Detective Fiction	Dec. 2006
Contemporary Issues	X	X	X	X	O	X	O	1	Yes	Contemporary Issues Course Pacing Guide and Scope and Sequence	Sept. 25, 2018
Science Fiction and Fantasy Fiction	X	X	X	X	O	X	O	1	No		

Appendix F (continued)
Exhibits 2.2.4 and 2.2.7 Scope of the Written Curriculum, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered				School Sites						
	9	10	11	12	Coeur d'Alene High School	Lake City High School	Venture High School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
Mathematics											
Boost Math 1	X				X	X	O	2	No		
Math 1	X				X	X	X	3	Yes	Integrated Math 1 Course Pacing Guide and Scope and Sequence	Nov. 2018
Honors Math 1	X				X	X	O	2	No		
Geometry	X	X	X	X	X	X	X	3	Yes	Geometry Course Pacing Guide and Scope and Sequence	Mar. 7, 2016
ALP Geometry	X	X	X	X	X	X	O	2	Yes	ALP Geometry Course Pacing Guide and Scope and Sequence	Mar. 7, 2016
Algebra 2 AB			X	X	X	X	O	2	Yes	Algebra 2 Guide	May 22, 2013
Algebra 2 CD			X	X	X	X	O	2	Yes	Algebra 2 Guide	May 22, 2013
Algebra 2			X	X	X	X	O	2	Yes	Algebra 2 Guide	May 22, 2013
Honors Algebra 2		X	X		X	X	O	2	Yes	Algebra 2 Guide	May 22, 2013
Pre-Calculus			X	X	X	X	O	2	Yes	Curriculum Guide Pre-Calculus	June 2004
Honors Pre-Calculus		X	X		X	X	O	2	Yes	Curriculum Guide Pre-Calculus	June 2004
Honors Calculus			X	X	X	X	O	2	Yes	Curriculum Guide Calculus	June 2004
AP Calculus AB			X	X	X	X	O	2	Yes	College Board AP Calculus AB and AP Calculus BC Course and Exam Description Including the Curriculum Framework	Fall 2016
AP Calculus BC			X	X	X	X	O	2	Yes	College Board AP Calculus AB and AP Calculus BC Course and Exam Description, including the Curriculum Framework	Fall 2016
Statistics			X	X	X	X	O	2	Yes	Curriculum Guide Statistics Yearlong	2010
Statistics in Sports			X	X	O	X	O	1	Yes	Course Proposal for Statistical Reasoning in Sports and Course Outline	No Date

Appendix F (continued)
Exhibits 2.2.4 and 2.2.7 Scope of the Written Curriculum, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered				School Sites						
	9	10	11	12	Coeur d'Alene High School	Lake City High School	Venture High School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
Mathematics											
AP Statistics				X	X	X	O	2	Yes	College Board AP Statistics Course and Exam Description	Fall 2010
H.O.T Math (Higher Order Thinking Math)		X	X	X	O	X	O	1	Yes	H.O.T. Math Course Pacing Guide	Feb. 14, 2018
Senior Math				X	O	O	X	1	No		
Science											
Physical Science	X	X	X	X	X	X	X	3	Yes	Physical Science Course Pacing Guide and Scope and Sequence	June 12, 2016
Honors Physical Science	X	X	X	X	X	X	O	2	Yes	Curriculum Guide Advanced Physical Science	June 2004
Chemistry		X	X	X	X	X	X	3	Yes	Curriculum Guide Chemistry	July 2006
Honors Chemistry		X	X	X	X	X	O	2	Yes	Curriculum Guide Honors Chemistry	June 2004
AP Chemistry		X	X	X	X	X	O	2	Yes	College Board AP Chemistry Course and Exam Description	Fall 2014
Physics			X	X	X	X	O	2	No		
Honors Physics			X	X	X	X	O	2	Yes	Curriculum Guide Honors Physics	No Date
AP Physics			X	X	X	X	O	2	Yes	College Board AP Physics 1: Algebra Based Course and Exam Description and Course Framework	Fall 2017
Biology			X	X	X	X	X	3	Yes	Biology Course Pacing Guide and Scope and Sequence	June 12, 2016
Honors Biology			X	X	X	X	O	2	No		
AP Biology			X	X	X	X	O	2	Yes	College Board AP Biology Course and Exam Description	Fall 2015
Anatomy and Physiology			X	X	O	X	O	1	Yes	Curriculum Guide Anatomy and Physiology	No Date
Honors Anatomy and Physiology			X	X	O	X	O	1	Yes	Curriculum Guide Honors Anatomy and Physiology	June 6, 2004

Appendix F (continued)
Exhibits 2.2.4 and 2.2.7 Scope of the Written Curriculum, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered				School Sites						
	9	10	11	12	Coeur d'Alene High School	Lake City High School	Venture High School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
Science											
Aquatic Science			X	X	X	O	O	1	Yes	New Course Proposal for Aquaculture and Water Ecology	Mar. 13, 2000
General Science	X				O	X	O	1	Yes	Curriculum Guide for General Science	Dec. 2008
Survival Science		X	X	X	O	X	O	1	Yes	Introduction to Survival Science Syllabus	No Date
Survival Science 2: Skills for the Survivor			X	X	O	X	O	1	Yes	Outdoor and Survival Education Syllabus	No Date
Geoscience	X	X	X	X	X	O	O	1	Yes	Geoscience Course Pacing Guide and Scope and Sequence	April 26, 2017
Astronomy	X	X	X	X	O	X	O	1	Yes	Curriculum Guide for Astronomy	May 2004
Make It! Science	X	X	X	X	O	X	X	2	Yes	Curriculum Guide for Make It! Science	No Date
Environmental Science		X	X	X	X	X	O	2	Yes	New Course Proposal for Applied Environmental Biology	March 13, 2000
AP Environmental Science			X	X	O	X	O	1	Yes	College Board AP Environmental Science Course Description	Fall 2013
Zoology			X	X	O	X	O	1	Yes	Zoology Course Pacing Guide and Scope and Sequence	Sept. 18, 2018
Forensic Science			X	X	X	O	O	1	Yes	Curriculum Guide for Biochemistry and Forensic Science	June 23, 2005
Photography Science			X	X	O	X	O	1	Yes	New Course Proposal for Photography Science and Curriculum Guide	Jan. 7, 2013
Social Studies											
Western Civilization	X	X			X	O	O	1	Yes	Western Civilization Course Pacing Guide and Scope and Sequence	Jan. 9, 2018
Honors World History	X	X			O	X	X	2	Yes	Curriculum Guide for World History	June 2004

Appendix F (continued)
Exhibits 2.2.4 and 2.2.7 Scope of the Written Curriculum, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered				School Sites						
	9	10	11	12	Coeur d'Alene High School	Lake City High School	Venture High School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
Social Studies											
AP World History	X	X			O	X	O	1	Yes	College Board AP World History Course and Exam Description	Fall 2017
AP European History		X	X	X	X	X	O	2	Yes	College Board AP European History Course and Exam Description and Course Framework	Fall 2017
Establishing Modern Europe	X	X	X	X	O	X	O	1	Yes	Establish Modern Europe Course Pacing Guide and Scope and Sequence	Feb. 14, 2018
20th Century Europe	X	X	X	X	O	X	O	1	Yes	20th Century Europe Course Pacing Guide	May 27, 2015
20th Century Africa and the Middle East	X	X	X	X	X	X	O	1	Yes	20th Century Africa and the Middle East Course Pacing Guide	Jan. 22, 2016
U.S. History			X		X	X	X	3	Yes	U.S. History Course Pacing Guide and Scope and Sequence	April 10, 2018
AP U.S. History			X		X	X	O	2	Yes	College Board AP U.S. History Course and Exam Description and Course Framework	Fall 2017
Government				X	X	X	X	3	Yes	Government Course Pacing Guide and Scope and Sequence	April 10, 2018
AP U.S. Government and Politics				X	X	X	O	2	Yes	College Board AP U.S. Government and Politics Course and Exam Description and Course Framework	Fall 2018
Economics				X	X	X	X	3	Yes	Economics Course Pacing Guide and Scope and Sequence	April 28, 2016
Personal Finance/Consumer Economics				X	O	X	O	1	Yes	Curriculum Guide for Money Management/Personal Finance	No Date
Culture and Media	X	X	X	X	X	O	O	1	Yes	New Course Proposal for U.S. History and the Culture through the Media	October 2016
Sociology		X	X	X	O	X	O	1	No		
Psychology 1		X	X	X	X	X	O	2	No		

Appendix F (continued)
Exhibits 2.2.4 and 2.2.7 Scope of the Written Curriculum, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered				School Sites						
	9	10	11	12	Coeur d'Alene High School	Lake City High School	Venture High School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
Social Studies											
Psychology 2			X	X	O	X	O	1	Yes	New Course Proposal for Psychology 2	April 25, 1998
History of Sports and Entertainment			X	X	X	X	O	2	Yes	New Course Proposal for History of Sports and Entertainment	April 21, 1998
Street Law			X	X	O	X	O	1	Yes	Curriculum Guide for Street Law	No Date
History of Pop Music		X	X	X	X	X	O	2	No		
World Languages											
Chinese 1	X	X	X	X	O	X	O	1	Yes	World Language Level 1 Guide	Feb. 1, 2019
Chinese 2		X	X	X	O	X	O	1	Yes	World Language Level 2 Guide	Feb. 1, 2019
French 1	X	X	X	X	X	X	O	2	Yes	World Language Level 1 Guide	Feb. 1, 2019
French 2		X	X	X	X	X	O	2	Yes	World Language Level 2 Guide	Feb. 1, 2019
Honors French 3			X	X	X	X	O	2	Yes	World Language Level 3 Guide	Feb. 1, 2019
AP French Language				X	X	X	O	2	Yes	College Board AP French Language and Culture Course and Exam Description	Fall 2011
German 1	X	X	X	X	X	O	O	1	Yes	World Language Level 1 Guide	Feb. 1, 2019
German 2		X	X	X	X	O	O	1	Yes	World Language Level 2 Guide	Feb. 1, 2019
Honors German 3				X	X	O	O	1	Yes	World Language Level 3 Guide	Feb. 1, 2019
AP German Language				X	X	O	O	1	Yes	College Board AP German Language and Culture Course and Exam Description	Fall 2011
Japanese 1	X	X	X	X	X	O	O	1	Yes	World Language Level 1 Guide	Feb. 1, 2019
Japanese 2		X	X	X	X	O	O	1	Yes	World Language Level 2 Guide	Feb. 1, 2019
Honors Japanese 3			X	X	X	O	O	1	Yes	World Language Level 3 Guide	Feb. 1, 2019
Latin 1	X	X	X	X	O	X	O	1	Yes	World Language Level 1 Guide	Feb. 1, 2019
Latin 2		X	X	X	O	X	O	1	Yes	World Language Level 2 Guide	Feb. 1, 2019

Appendix F (continued)
Exhibits 2.2.4 and 2.2.7 Scope of the Written Curriculum, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered				School Sites						
	9	10	11	12	Coeur d'Alene High School	Lake City High School	Venture High School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
World Languages											
Honors Latin 3			X	X	O	X	O	1	Yes	World Language Level 3 Guide	Feb. 1, 2019
AP Latin				X	O	X	O	1	Yes	College Board AP Latin Course and Exam Description	Fall 2012
Spanish 1	X	X	X	X	X	X	O	2	Yes	World Language Level 1 Guide	Feb. 1, 2019
Spanish 2	X	X	X	X	X	X	O	2	Yes	World Language Level 2 Guide	Feb. 1, 2019
Honors Spanish 3		X	X	X	X	X	O	2	Yes	World Language Level 3 Guide	Feb. 1, 2019
AP Spanish Language			X	X	X	X	O	2	Yes	College Board AP Spanish Language and Culture Course and Exam Description	Fall 2013
AP Spanish Literature			X	X	X	X	O	2	Yes	College Board AP Spanish Literature and Culture Course and Exam Description	Fall 2014
Physical Education and Health											
Physical Education 9	X				X	X	O	2	Yes	Grade 9 Physical Education Course Pacing Guide and Scope and Sequence	Oct. 11, 2016
Physical Education 10-12		X	X	X	X	X	X	3	Yes	Physical Education 10-12 Course Pacing Guide and Scope and Sequence	Oct. 11, 2016
Team Sports		X	X	X	X	O	O	1	No		
Walk-Fit	X				X	X	X	3	Yes	Walk-Fit Course Pacing Guide and Scope and Sequence	Oct. 11, 2016
Cardo-Fit	X	X	X	X	O	X	O	1	Yes	Cardio-Fit Course Pacing Guide and Scope and Sequence	Oct. 11, 2016
Life Sports			X	X	X	X	O	2	Yes	Life Sports Course Pacing Guide and Scope and Sequence	Oct. 11, 2016
Fitness and Weights	X	X	X	X	X	X	X	3	Yes	Fitness and Weights Course Pacing Guide and Scope and Sequence	Oct. 11, 2016

Appendix F (continued)
Exhibits 2.2.4 and 2.2.7 Scope of the Written Curriculum, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered				School Sites						
	9	10	11	12	Coeur d'Alene High School	Lake City High School	Venture High School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
Physical Education and Health											
Women's Fitness	X	X	X	X	O	X	O	1	Yes	Women's Fitness Course Pacing Guide and Scope and Sequence	Oct. 11, 2016
Health	X	X	X	X	X	X	X	3	Yes	Health Course Pacing Guide and Scope and Sequence	Oct. 11, 2016
Advanced Fitness and Weights		X	X	X	X	X	O	2	No		
First Aid	X	X	X	X	O	X	O	1	No		
Athletic Training	X	X	X	X	O	X	O	1	No		
COPE2THRIVE	X	X	X	X	X	X	X	3	No	COPETHRIVE New Course Proposal (No course information other than title)	April 10, 2017
Career and Technical Education											
Business and Marketing											
Computer Applications 1	X	X	X	X	X	X	X	3	Yes	Computer Software Applications 1 Course Pacing Guide and Scope and Sequence	Mar. 15, 2017
Computer Applications 2		X	X	X	O	X	X	2	Yes	Curriculum Guide Computer Applications 2	No Date
Computer Applications 3			X	X	O	X	X	2	Yes	Curriculum Guide Computer Applications 3	No Date
CTE Tech Credit		X	X	X	O	X	O	1	Yes	CTE Tech Credit Course Pacing Guide and Scope and Sequence	Dec. 18, 2018
Media Career Exploration	X	X	X	X	O	O	X	1	Yes	Media Career Exploration Course Pacing Guide and Scope and Sequence	Nov. 10, 2017
Digital Design - Introduction to Yearbook	X	X	X	X	X	X	O	2	Yes	Digital Design/Introduction to Yearbook Course Pacing Guide and Scope and Sequence	Mar. 15, 2017
Business Management Technology	X	X	X	X	O	X	O	1	Yes	Curricular Content Mapping 2004-2005 for Business Management Technology	June 2004
Money Management	X	X	X	X	X	X	O	2	Yes	Curriculum Guide Money Management/Personal Finance	No Date

Appendix F (continued)
Exhibits 2.2.4 and 2.2.7 Scope of the Written Curriculum, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered				School Sites						
	9	10	11	12	Coeur d'Alene High School	Lake City High School	Venture High School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
Career and Technical Education											
DECA											
Introduction to Business	X	X	X	X	X	X	O	2	No		
Business Ownership		X	X	X	X	X	O	2	Yes	Curriculum Guide for Business Administration	July 10, 2003
Accounting 1		X	X	X	X	X	O	2	Yes	Curricular Content Mapping 2004-2005 Accounting I and II	June 2004
Accounting 2			X	X	X	X	O	2	Yes	Curricular Content Mapping 2004-2005 Accounting I and II	June 2004
Marketing Economics			X	X	O	X	O	1	No		
Principles of Marketing	X	X	X	X	X	X	O	2	No		
Principles of Management	X	X	X	X	O	X	O	1	No		
Coop Education - Business			X	X	O	X	O	1	No		
Engineering and Technology											
Computer Graphics 1		X	X	X	X	X	O	2	Yes	Computer Graphics 1 Course Pacing Guide and Scope and Sequence	Mar. 15, 2017
Computer Graphics 2			X	X	X	X	O	2	No		
Introduction to Computers	X	X	X	X	O	X	O	1	Yes	Introduction to Computer Technology Course Pacing Guide and Scope and Sequence	Mar. 15, 2017
Web Design 1	X	X	X	X	X	X	O	2	Yes	Web Design 1 Course Pacing Guide and Scope and Sequence	June 13, 2018
Web Design 2		X	X	X	X	X	O	2	Yes	Curriculum Guide for Web Design 2	No Date
Web Design 3			X	X	X	X	O	2	No		
Visual Basic	X	X	X	X	O	X	O	1	Yes	Visual Basic New Course Proposal	June 2006
Fundamentals of Technology	X	X	X	X	X	O	O	1	No		

Appendix F (continued)
Exhibits 2.2.4 and 2.2.7 Scope of the Written Curriculum, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered				School Sites						
	9	10	11	12	Coeur d'Alene High School	Lake City High School	Venture High School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
Career and Technical Education											
Engineering and Technology											
Manufacturing Systems 1		X	X	X	X	O	O	1	Yes	Curriculum Guide for Manufacturing Systems 1	July 1, 2004
Manufacturing Systems 2			X	X	X	O	O	1	Yes	Curriculum Guide for Manufacturing Systems 2	July 1, 2004
Architecture Drafting			X	X	X	O	O	1	Yes	Curriculum Guide Architecture	July 1, 2004
Engineering Technology/Shop 1		X	X	X	X	O	O	1	No		
Engineering Technology/Shop 2			X	X	X	O	O	1	No		
Engineering Technology Shop 3				X	X	O	O	1	No		
Family and Consumer Science											
Teen Living	X	X			O	X	X	2	Yes	Technical Committee Report and Curriculum Guide for Idaho Family and Consumer Sciences - Teen Living	June 2016
Career and Personal Development		X	X	X	O	X	O	1	Yes	Technical Committee Report and Curriculum Guide for Idaho Family and Consumer Sciences - Career and Personal Development	June 2013
Adult Living			X	X	O	X	X	2	Yes	Technical Committee Report and Curriculum Guide for Idaho Family and Consumer Sciences - Adult Living	June 2016
Healthy Living, Healthy World	X				O	X	X	2	Yes	Technical Committee Report and Curriculum Guide for Idaho Family and Consumer Sciences - Healthy Living, Healthy World	July 2017
Human Services	X	X	X	X	O	X	X	2	No		
Parenting and Child Development		X	X	X	O	X	X	2	Yes	Technical Committee Report and Curriculum Guide for Idaho Family and Consumer Sciences - Parenting and Child Development	June 2013

Appendix F (continued)
Exhibits 2.2.4 and 2.2.7 Scope of the Written Curriculum, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered				School Sites						
	9	10	11	12	Coeur d'Alene High School	Lake City High School	Venture High School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
Family and Consumer Science											
International Cuisine		X	X	X	O	X	X	2	No		
Nutrition and Foods		X	X	X	O	X	X	2	Yes	Technical Committee Report and Curriculum Guide for Idaho Family and Consumer Sciences - Nutrition and Foods	June 2012
Fashion and Textiles	X	X	X	X	O	X	O	1	No		
Leadership for CTE	X	X	X	X	X	X	X	3	No		
Skilled and Technical Services											
Construction Systems			X	X	X	O	O	1	No		
Fine Arts											
Art 1	X	X	X	X	X	X	O	2	Yes	Art 1 Curriculum Guide	Feb. 1, 2019
Art 2		X	X	X	O	X	O	1	No		
Drawing 1	X	X	X	X	O	X	O	1	Yes	Drawing 1 Curriculum Guide	Feb. 1, 2019
Drawing 2					O	X	O	1	No		
Painting 1	X	X	X	X	O	X	O	1	Yes	Painting 1 Curriculum Guide	Feb. 1, 2019
Painting 2		X	X	X	O	X	O	1	No		
Painting 3			X	X	O	X	O	1	No		
Graphic Design		X	X	X	X	O	O	1	No		
Commercial Art		X	X	X	X	O	O	1	No		
Art History	X	X	X	X	O	O	X	1	No		
AP Art History			X	X	O	X	O	1	Yes	College Board AP Art History Course and Exam Description and Curriculum Framework	Fall 2015
AP Art Studio			X	X	O	X	O	1	Yes	College Board AP Art Studio Course Description	Fall 2014
Honors Art Studio			X	X	X	O	O	1	Yes	Advanced Art Studio New Course Proposal	Oct. 1998

Appendix F (continued)
Exhibits 2.2.4 and 2.2.7 Scope of the Written Curriculum, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered				School Sites						
	9	10	11	12	Coeur d'Alene High School	Lake City High School	Venture High School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
Fine Arts											
Design and Studio Photography		X	X	X	O	X	O	1	Yes	Photography and Design Studio New Course Proposal	June 1998
Pottery and Sculpture 1					O	X	O	1	No		
Commercial Photography 1	X	X	X	X	X	O	O	1	Yes	Curriculum Guide Photography 1	No Date
Commercial Photography 2		X	X	X	X	O	O	1	No		
Pottery and Sculpture 2		X	X	X	O	X	O	1	Yes	Pottery and Sculpture 2 New Course Proposal	April 6, 2009
Pottery and Sculpture 3			X	X	O	X	O	1	Yes	Pottery and Sculpture 3 New Course Proposal	Feb. 12, 2012
Sculpture 3-D Design				X	O	X	O	1	No		
Instrumental Music											
Concert Band	X	X	X	X	O	X	O	1	Yes	Intermediate High School Band Curriculum Guide	Feb. 1, 2019
Symphonic Band	X	X	X	X	X	X	O	2	Yes	Intermediate High School Band Guide	Feb. 1, 2019
Wind Ensemble	X	X	X	X	X	O	O	1	Yes	Intermediate High School Band Guide	Feb. 1, 2019
String Orchestra	X	X	X	X	O	X	O	1	Yes	Intermediate High School Orchestra Guide	Feb. 1, 2019
Chamber Orchestra	X	X	X	X	X	O	O	1	Yes	Advanced High School Orchestra Guide	Feb. 1, 2019
String Ensemble	X	X	X	X	O	X	O	1	Yes	Advanced High School Orchestra Guide	Feb. 1, 2019
Introduction to Guitar and Music Theory	X	X	X	X	X	X	O	2	No		
AP Music Theory			X	X	O	X	O	1	Yes	College Board AP Music Theory Course Description	Fall 2012
Theatre Arts											
Theatre 1	X	X	X	X	X	X	O	2	Yes	Theatre 1 Course Pacing Guide and Scope and Sequence	May 16, 2018
Theatre 2		X	X	X	X	X	O	2	Yes	Theatre 2 Course Pacing Guide and Scope and Sequence	May 3, 2018

Appendix F (continued)
Exhibits 2.2.4 and 2.2.7 Scope of the Written Curriculum, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Course Title	Grade Offered				School Sites						
	9	10	11	12	Coeur d'Alene High School	Lake City High School	Venture High School	# of Schools	Curriculum Yes/No	Curriculum Documents Reviewed	Date of the Curriculum Doc.
Theatre Arts											
Play Production		X	X	X	X	X	O	2	Yes	Play Production Pacing Guide and Scope and Sequence	Jan. 18, 2018
Stagecraft	X	X	X	X	X	X	O	2	Yes	Stagecraft Course Pacing Guide and Scope and Sequence	May 3, 2018
Improvisational Theatre	X	X	X	X	X	X	O	2	Yes	Improvisational Theatre Course Pacing Guide and Scope and Sequence	May 16, 2018
Vocal Music											
Chamber Singers	X	X	X	X	X	O	O	1	Yes	Audition Choir Guide	May 30, 2014
Glee	X	X	X	X	X	O	O	1	Yes	Glee New Course Proposal	Dec. 30, 2009
Advanced Glee		X	X	X	X	O	O	1	No		
Mixed Chorus	X	X	X	X	X	O	O	1	Yes	Non-Audition Choir Guide	May 30, 2014
Mixed Choir	X	X	X	X	X	X	O	2	Yes	Non-Audition Choir Guide	May 30, 2014
Concert Choir	X	X	X	X	O	X	O	1	No		
Women's Select Choir	X	X	X	X	O	X	O	1	No		

X = Course offered
O = Course not offered

Appendix G

Exhibit 2.3.10: Internal Consistency of Instructional Resources With Selected Objectives in English/Language Arts: Grades 7, 8, and 9 Coeur d'Alene Public Schools February 2019

Subject/Grade: Selected Objective	Sample Instructional Resource from Coeur d'Alene Public Schools Curriculum Guide	Textbook Alignment			Notes
		Content	Context	Cognitive	
English/Language Arts: Grade 7					
Common Core Standard **RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	*StudySync* by Glencose McGraw Hill Unit 1: In Pursuit Skill: Central or Main Idea After students have read the "Model" text, use these questions to facilitate a group discussion that helps them understand how to determine the central idea of the passage. 1. What is the first step this "Model" uses to begin looking for the central idea in a passage? 2. What do the students do after that, according to the "Model"? 3. Why does the "Model" begin by determining the commonalities? 4. According to the "Model", how is this excerpt from *Barrio Boy* an immigrant story? 5. According to the "Model", what makes a good topic sentence in an objective summary?	P	Y	Y	Students were not asked to write an objective summary of the text.
Common Core Standard **RI.7.4** Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	*StudySync* by Glencose McGraw Hill Unit 1: In Pursuit Skill: Figurative Language After watching the Concept Definition video, use these questions to spur an understanding of figurative language. 1. What is the literal meaning of the phrase "butterflies in my stomach"? What is the figurative meaning of this phase? 2. Can you give an example of a figure of speech? How does your example go beyond the literal meaning? 3. Find an example of figurative language in "New Directions." How does it contribute to your understanding of the subject of the text? 4. What are some reasons why writers use figurative language? How does it add not only enjoyment, but also a deeper level of meaning to the text?	P	Y	N	This lesson was not about connotative and technical meanings. Also, students were not asked to analyze the impact of a specific word choice on meaning and tone.

Appendix G (continued)
Exhibit 2.3.10: Internal Consistency of Instructional Resources
With Selected Objectives in English/Language Arts: Grades 7, 8, and 9
Coeur d'Alene Public Schools
February 2019

Subject/Grade: Selected Objective	Sample Instructional Resource from Coeur d'Alene Public Schools Curriculum Guide	Textbook Alignment			Notes
		Content	Context	Cognitive	
English/Language Arts Grade 8					
Common Core Standard **RL.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence and viewpoints.	*StudySync* by Glencose McGraw Hill Unit 2: In Time of War Skill: Point of View Watch the concept video and have students answer the following questions: 1. Can you identify the narrative point of view in other stories you have read in this class or elsewhere? 2. Can a story or novel have more than one point of view? Why and why not? 3. Can you think of a time when you determined the point of view of a story?	P	Y	N	Students are asked to determine point of view but are not asked to analyze the author's responses to conflicting evidence and viewpoints.
Common Core Standard **RL.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence and viewpoints.	*StudySync* by Glencose McGraw Hill Unit 2: In Time of War Skill: Point of View 1. What is the first step readers should take to determine the point of view in a work of fiction? 2. What kinds of words in a narrative most clearly signal its point of view? 3. After noting that the point of view is third person, how would you go about finding out whether the narrator is using third person omniscient, limited, or objective point of view? 4. When do you think second person point of view is rarely used? 5. What are the advantages and disadvantages of being able to read a character's thoughts? 6. What is the difference between narrative point of view and character point of view?	P	Y	N	Students are asked to determine point of view but are not asked to analyze the author's responses to conflicting evidence and viewpoints.

Appendix G (continued)
Exhibit 2.3.10: Internal Consistency of Instructional Resources
With Selected Objectives in English/Language Arts: Grades 7, 8, and 9
Coeur d'Alene Public Schools
February 2019

Subject/Grade: Selected Objective	Sample Instructional Resource from Coeur d'Alene Public Schools Curriculum Guide	Textbook Alignment			Notes
		Content	Context	Cognitive	
English/Language Arts Grade 8					
Common Core Standard **W.8.1.A** Write arguments to support claims with clear reasoning and relevant evidence. a) Introduce claim(s), acknowledge distinguish claim(s), from alternate or opposing claim(s), and organize the reasons and evidence logically.	*StudySync* by Glencose McGraw Hill Unit 4: The Civil War Skill: Introductions and Conclusions 1. What is the purpose of an introduction? What is the purpose of a conclusion? 2. How do introductions and conclusions help the author prove a claim? How do these sections help readers understand the claim and the author's reasoning? 3. Why should an introduction begin with a hook? Why should a conclusion end with a call to action or a memorable statement? 4. Why is the thesis statement or claim placed near the end of the introduction? What is the purpose of restating the claim in the conclusion? 5. What information should be included in the introduction? In the conclusion?	N	-	-	Students are asked to define and clarify the various components of writing argumentative essays, but they are not being asked to write claims with clear evidence and relevant evidence.
Common Core Standard **W.8.1.E** Write arguments to support claims with clear reasoning and relevant evidence. e) Provide a concluding statement or section that follows from and supports the argument presented.	*StudySync* by Glencose McGraw Hill Unit 4: The Civil War Skill: Introductions and Conclusions Students will complete a short writing assignment to apply the skills they have learned about introductions and conclusions of argumentative essays. Remind them to refer to their Organize Argumentative Writing Three Column Chart graphic organizer to write a clear introduction that includes a hook, information about their primary sources, and a thesis statement or claim. They should also write a concluding paragraph that summarizes their reasoning that supports the claim, restates the thesis, and leaves the reader with a strong statement or a call to action.	Y	Y	Y	

Appendix G (continued)
Exhibit 2.3.10: Internal Consistency of Instructional Resources
With Selected Objectives in English/Language Arts: Grades 7, 8, and 9
Coeur d'Alene Public Schools
February 2019

Subject/Grade: Selected Objective	Sample Instructional Resource from Coeur d'Alene Public Schools Curriculum Guide	Textbook Alignment			Notes
		Content	Context	Cognitive	
English 1 Grade 9					
Common Core Standard **RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	*My Perspective* by Pearson Unit 1: American Voices An author's purpose is his or her reason for writing. The four general purposes for writing are to inform, to persuade, to entertain, and to reflect. Writers also have specific purposes for writing that vary with the topic and occasion. 1. (a) Identify three details in the first paragraph that support the author's idea that America is a mash-up of different cultures. (b) What "notion" unities American culture into a single whole? 2. Why does the idea of a crazy quilt capture a tension at the heart of American Culture? 3. (a) Use the chart to explain how each of the three passages adds to the author's analogy of the crazy quilt. (b) Select a fourth passage from the essay that you think belongs on the chart. Explain your choice.	Y	Y	Y	
Common Core Standard **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	*My Perspective* by Pearson Unit 1: American Voices 1. (a) Analyze – Explain Mario Cuomo's conundrum. (b) How does this detail contribute to the development of the author's ideas? 2. (a) Generalize – Why is the author reluctant to define "anything remotely resembling a national character"? (b) Connect – What qualities does she propose are essentially American? Explain? 3. (a) Deduce – At the end of paragraph 3, the author says, "you know the answer." Explain what the answer is. (b) Interpret – Why do you think she leaves that answer open-ended? 4. Essential Question: What does it mean to be "American"? What have you learned about American identity from reading this essay?	Y	Y	Y	

Appendix G (continued)
Exhibit 2.3.10: Internal Consistency of Instructional Resources
With Selected Objectives in English/Language Arts: Grades 7, 8, and 9
Coeur d'Alene Public Schools
February 2019

Subject/Grade: Selected Objective	Sample Instructional Resource from Coeur d'Alene Public Schools Curriculum Guide	Textbook Alignment			Notes
		Content	Context	Cognitive	
English 1 Grade 9					
Common Core Standard **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	*My Perspective* by Pearson Unit 1: American Voices Concept Vocabulary Disparate Discordant Pluralistic Interwoven diversity coalescing Why these words? These concept words convey unity and fragmentation. 1. Which concept vocabulary words contribute to the idea of unity, and which contribute to the idea of fragmentation? 2. What other words in the selection connect to the concepts of unity and fragmentation?	P	Y	N	Students are not being asked to analyze the cumulative impact of specific word choices on meaning and tone.

P = Partial

Data Source: Coeur d'Alene Public School curriculum resources and guides were provided by district staff.

Appendix H

Exhibit 2.3.11: Internal Consistency of Instructional Resources With Selected Objectives in Mathematics: Grades 3, 5, 7, 8, and 9 Coeur d'Alene Public Schools February 2019

Subject/Grade: Selected Objective	Sample Instructional Resource from Coeur d'Alene Public Schools Curriculum Guide	Textbook Alignment			Notes
		Content	Context	Cognitive	
Mathematics Grade 3					
Common Core State Standard **3.0A.A.1** Interpret products of whole numbers, e.g., interpret 5x7 as the total number of objects in 5 groups of 7 object each.	*Ready Mathematics* by Curriculum Associates Understand the meaning of multiplication – Lesson 1 Equal Groups in Multiplication Question 6 and 7, page 4	Y	Y	Y Understanding	
Common Core State Standard **3.0A.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	*Ready Mathematics* by Curriculum Associates Understand the meaning of multiplication – Lesson 1 Equal Groups in Multiplication Question 1-5, page 2	Y	Y	Y Understanding	
Mathematics Grade 5					
Common Core State Standard **5.NF.B.4** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*	*Ready Mathematics* by Curriculum Associates Understanding Products of Fractions – Lesson 13 Think It Through – Worksheet, page 120	Y	Y	Y Understanding	

Appendix H (continued)
Exhibit 2.3.11: Internal Consistency of Instructional Resources
With Selected Objectives in Mathematics: Grades 3, 5, 7, 8, and 9
Coeur d'Alene Public Schools
February 2019

Subject/Grade: Selected Objective	Sample Instructional Resource from Coeur d'Alene Public Schools Curriculum Guide	Textbook Alignment			Notes
		Content	Context	Cognitive	
Mathematics Grade 5					
Common Core State Standard **5.NF.B.4.A** Interpret the product (a/b) × q as *a* parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations *a* × q ÷ b. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = (ac)/(bd).*	*Ready Mathematics* by Curriculum Associates Ideas About Multiplying Fractions Question 13, page 124	Y	Y	Y Understanding	
Common Core State Standard **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	*Ready Mathematics* by Curriculum Associates Solving Word Problems Involving Conversions Question 13, page 228	Y	Y	Y Applying	
Common Core State Standard **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	*Ready Mathematics* by Curriculum Associates Solving Word Problems Involving Conversions Question 2, page 230	Y	Y	Y Applying	

Appendix H (continued)
Exhibit 2.3.11: Internal Consistency of Instructional Resources
With Selected Objectives in Mathematics: Grades 3, 5, 7, 8, and 9
Coeur d'Alene Public Schools
February 2019

Subject/Grade: Selected Objective	Sample Instructional Resource from Coeur d'Alene Public Schools Curriculum Guide	Textbook Alignment			Notes
		Content	Context	Cognitive	
Mathematics Grade 7					
Common Core State Standards **7.RP.A.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction* $^{1/2}/_{1/4}$ *miles per hour, equivalently 2 miles per hour*.	*Ready Mathematics* by Curriculum Associates Finding Ratios Involving Complex Fractions – Lesson 9 Question 2, page 86	Y	Y	Y Applying	
Common Core State Standard **7.EE.A.1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	*Ready Mathematics* by Curriculum Associates Finding Equivalent Linear Expressions – Lesson 14 Question 16, page 132	Y	Y	Y Analyzing	
Common Core State Standard **7.EE.A.2** Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*	*Ready Mathematics* by Curriculum Associates Writing Linear Expressions – Lesson 15 Use What You Know Worksheet, page 136	Y	Y	Y Analyzing	
Mathematics Grade 8					
Common Core State Standard **8.F.A.1** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	*Ready Mathematics* by Curriculum Associates Identifying Functions – Lesson 6 Think About – Question 4, page 54	Y	Y	Y Understanding	

Appendix H (continued)
Exhibit 2.3.11: Internal Consistency of Instructional Resources
With Selected Objectives in Mathematics: Grades 3, 5, 7, 8, and 9
Coeur d'Alene Public Schools
February 2019

Subject/Grade: Selected Objective	Sample Instructional Resource from Coeur d'Alene Public Schools Curriculum Guide	Textbook Alignment			Notes
		Content	Context	Cognitive	
Mathematics Grade 8					
Common Core State Standard **8.F.A.2** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change*.	*Ready Mathematics* by Curriculum Associates Interpreting and Comparing Functions – Lesson 7 Question 14, page 65	Y	Y	Y Applying	
Common Core State Standard **8.EE.C.7b** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	*Ready Mathematics* by Curriculum Associates Solving Equations with Rational Coefficients – Lesson 13 Question 10, page 121	Y	Y	Y Applying	
Common Core State Standard **8.EE.C.7a** Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	*Ready Mathematics* by Curriculum Associates Determining the Number of Solutions of an Equation Lesson 14, Question 10, page 129	Y	Y	Y Applying	

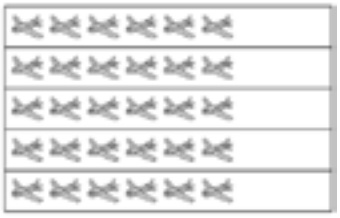
Appendix H (continued) Exhibit 2.3.11: Internal Consistency of Instructional Resources With Selected Objectives in Mathematics: Grades 3, 5, 7, 8, and 9 Coeur d'Alene Public Schools February 2019					
Subject/Grade: Selected Objective	**Sample Instructional Resource from Coeur d'Alene Public Schools Curriculum Guide**	**Textbook Alignment**			**Notes**
		Content	**Context**	**Cognitive**	
Integrated Mathematics 1 Grade 9					
Common Core State Standard **G.CO.12** Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*	*Integrated Mathematics 1* by Big Ideas Learning Using Midpoint and Distant Formulas Construction – Bisecting a Segment Section 8.3, page 397	Y	Y	Y Applying	
Common Core State Standard **G.CO.1** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the undefined notions of point, line, distance alone a line, and distance around a circular arc.	*Integrated Math 1* by Big Ideas for Learning Basics of Geometry – Core Vocabulary – Section 8.2, pages 388-389	Y	Y	Y Remembering	

Appendix H (continued) Exhibit 2.3.11: Internal Consistency of Instructional Resources With Selected Objectives in Mathematics: Grades 3, 5, 7, 8, and 9 Coeur d'Alene Public Schools February 2019					
Subject/Grade: Selected Objective	**Sample Instructional Resource from Coeur d'Alene Public Schools Curriculum Guide**	**Textbook Alignment**			**Notes**
		Content	**Context**	**Cognitive**	
Integrated Mathematics 1 Grade 9					
Common Core State Standard **G.CO.12** Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*	*Integrated Math 1* by Big Ideas for Learning Basics of Geometry 8.2 Exercises, Section 8.2, page 292	Y	Y	Y Applying	
Common Core State Standard **A.REI.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	*Integrated Mathematics 1* by Big Ideas for Learning Mathematical Connections Section 8.2, Question 29, page 394	Y	Y	Y Applying	
P = Partial					
Data Source: Coeur d'Alene Public School curriculum resources and guides were provided by district staff.					

Appendix I

Exhibit 2.3.12: Internal Consistency of District Assessments With Selected Objectives in Mathematics: Grades 3, 5, 7, 8, and 9 Coeur d'Alene Public Schools February 2019

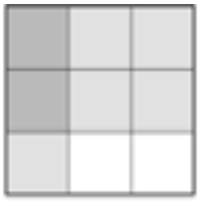
Subject/Grade: Selected Objective	Selected Tested Items	Content Congruent	Context Congruent	Cognitive Congruent	Notes
Mathematics Grade 3					
Common Core State Standard **3.0A.A.1** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*	*Ready Mathematics* by Curriculum Associates Lesson 1 Quiz Question 2 Which problems can be solved with the multiplication equation 7 x 8 =56? Circle all the correct answers. A. Sofia has 56 balloons. She gives 8 balloons to her friend. How many balloons does Sofia have now? B. Devon has 7 baskets. He puts 8 toys in each basket. What is the total number of toys Devon puts in the baskets? C. There are 56 tables in the lunchroom. Each table has 8 chairs. How many chairs are there in all? D. Lisa walks 8 blocks to her friend's house. Then she walks 7 more blocks to school. How many blocks does Lisa walk in all? E. Juan puts his baseball cards into packs of 8 cards each. He has 7 packs of cards. How many baseball cards does Juan have?	Y	Y	Y Understanding	

Appendix I (continued) Exhibit 2.3.12: Internal Consistency of District Assessments With Selected Objectives in Mathematics: Grades 3, 5, 7, 8, and 9 Coeur d'Alene Public Schools February 2019					
Subject/Grade: Selected Objective	**Selected Tested Items**	**Content Congruent**	**Context Congruent**	**Cognitive Congruent**	**Notes**
Mathematics Grade 3					
Common Core State Standard **3.0A.A.1** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*	*Ready Mathematics* by Curriculum Associates Lesson 1 Quiz Questions 4 The drawing shows Sheila's model airplanes. She keeps the same number of airplanes on each shelf.  Sheila builds some new airplanes. She adds 3 new airplanes to each shelf. Choose a multiplication problem from the box to complete each sentence. 3 × 6 5 × 2 5 × 3 5 × 6 4 × 9 5 × 9 5 × 5 9 × 9 **Part A** Use_____ to find the number of new airplanes that Sheila built. **Part B** Use_____ to find the total number of airplanes Sheila has after the new airplanes are added to the shelves.	Y	Y	N Applying	Parts A and B of the question move the cognitive type from understanding to applying

Appendix I (continued)
Exhibit 2.3.12: Internal Consistency of District Assessments
With Selected Objectives in Mathematics: Grades 3, 5, 7, 8, and 9
Coeur d'Alene Public Schools
February 2019

Subject/Grade: Selected Objective	Selected Tested Items	Content Congruent	Context Congruent	Cognitive Congruent	Notes
Mathematics Grade 3					
Common Core State Standard **3.NBT.A.3** Multiply one-digit whole numbers by multiples of 10 in the range of 10-90 using strategies based on place value and properties of operation.	*Ready Mathematics* by Curriculum Associates Lesson 10 Quiz Question 2 Which expressions have a value of 120? Circle all the correct answers. **A** 2×60 **D** 60×2 **B** 3×40 **E** 10×2 **C** 4×60 **F** 40×3	Y	Y	Y Understanding	
Common Core State Standard **3.NBT.A.3** Multiply one-digit whole numbers by multiples of 10 in the range of 10-90 using strategies based on place value and properties of operation.	*Ready Mathematics* by Curriculum Associates Lesson 10 Quiz Question 5 Is the product of the multiplication expression equal to 540? Choose Yes or No for each expression. **a.** 8×70 ☐ Yes ☐ No **b.** 9×60 ☐ Yes ☐ No **c.** 5×40 ☐ Yes ☐ No **d.** 90×6 ☐ Yes ☐ No	Y	Y	Y Understanding	

Appendix I (continued)
Exhibit 2.3.12: Internal Consistency of District Assessments
With Selected Objectives in Mathematics: Grades 3, 5, 7, 8, and 9
Coeur d'Alene Public Schools
February 2019

Subject/Grade: Selected Objective	Selected Tested Items	Content Congruent	Context Congruent	Cognitive Congruent	Notes
Mathematics Grade 5					
Common Core State Standard **5.NFB.4a** Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = (ac)/(bd).*	*Ready Mathematics* by Curriculum Associates Lesson 13 Quiz Question 1 Which multiplication problem does the model show?  A $\frac{7}{9} \times \frac{2}{9} = \frac{5}{9}$ B $\frac{2}{3} \times \frac{4}{6} = \frac{6}{9}$ C $\frac{2}{3} \times \frac{1}{3} = \frac{3}{9}$ D $\frac{2}{9} \times \frac{1}{3} = \frac{2}{27}$	Y	Y	N	The standard asks students to interpret, and the question requires understanding
Common Core State Standard **5.NFB.4a** Interpret the product (a/b)× q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = (ac)/(bd).*	*Ready Mathematics* by Curriculum Associates Lesson 13 Quiz Question 2 The ruler below shows a 7-inch segment divided into 2 equal parts. What is the length of one of those parts? Fill in the blanks in the equation using fractions or mixed numbers to show the length of one of the parts. _____X 7=_____	Y	Y	N	The standard asks student to interpret, and the question requires understanding.

Appendix I (continued) Exhibit 2.3.12: Internal Consistency of District Assessments With Selected Objectives in Mathematics: Grades 3, 5, 7, 8, and 9 Coeur d'Alene Public Schools February 2019					
Subject/Grade: Selected Objective	**Selected Tested Items**	**Content Congruent**	**Context Congruent**	**Cognitive Congruent**	**Notes**
Mathematics Grade 5					
Common Core State Standard **5.MD.A.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	*Ready Mathematics* by Curriculum Associates Lesson 22 Quiz Question 5 Callie has 6 yards of green fabric and 4 yards of white fabric. (1 yard 5 3 feet 5 36 inches) **Part A** Callie gives 24 inches of green fabric to her sister. How many feet of green fabric does Callie have left? A 2 feet B 16 feet C 18 feet D 27 feet **Part B** Callie uses the white fabric to make baby blankets. She needs 28 inches of fabric for each blanket. She says that she has enough fabric to make 5 blankets. Is Callie correct? Explain.	Y	Y	Y Applying	

Appendix I (continued)
Exhibit 2.3.12: Internal Consistency of District Assessments
With Selected Objectives in Mathematics: Grades 3, 5, 7, 8, and 9
Coeur d'Alene Public Schools
February 2019

Subject/Grade: Selected Objective	Selected Tested Items	Content Congruent	Context Congruent	Cognitive Congruent	Notes
Mathematics Grade 7					
Common Core State Standard **7.RP.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction ½ / ¼ miles per hour, equivalently 2 miles per hour.*	*7th Grade Topic 4 Assessment (Version #2)* Question 3 The diagram below shows how much flour and sugar need to be used for a recipe. How much flour should be used with one cup of sugar? Show work to support your answer. How much sugar should be used with one cup of flour? Show work to support your answer.	Y	Y	Y Applying	
Common Core State Standard **7.EE.A.1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	*Ready Mathematics* by Curriculum Associates Lesson 14 Quiz Question 4, page tested skills	Y	Y	Y Applying	
Mathematics Grade 8					
Common Core State Standard **8.EEC.7a** Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	*8th Grade Topic 9 Assessment (Version #1)* Question 3 Fill in the boxes to complete each equation with the given number of solutions. 	Y	Y	Y Applying	

Appendix I (continued)
Exhibit 2.3.12: Internal Consistency of District Assessments
With Selected Objectives in Mathematics: Grades 3, 5, 7, 8, and 9
Coeur d'Alene Public Schools
February 2019

Subject/Grade: Selected Objective	Selected Tested Items	Content Congruent	Context Congruent	Cognitive Congruent	Notes
Mathematics Grade 8					
Common Core State Standard **8.F.A.2** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*	*8th Grade Topic 5 Assessment (Version #1)* Question 4 Which of the tables below can be defined by the function? Select ALL that apply. a. x: -5, 0, 5, 10 y: -2, -3, -4, -5 b. x: -2, -1, 0, 1 y: -13, -8, -3, 2 c. x: 0, 1, 2, 3 y: -3, -8, -13, -18 d. x: 3, 4, 5, 6 y: 0, 5, 10, 15	Y	Y	Y Analyzing	
Integrated Mathematics Grade 9					
Common Core State Standard **A.CED.A.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	*Unit 6: Graphing Linear Functions* Question 3 Which graph matches the equation y = -13x+4? (test for graphs)	Y	Y	Y Understanding	
Common Core State Standard **G.CO.A.1** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	*Unit 4 Geometric Basics* Question 2 For each of the following statements, determine whether the statement is always true, sometimes, or never true.	Y	Y	N	The test question is asking for definition – cognitive type is remembering

P = Partial

Data Source: Curriculum guides and instructional resources provided by Coeur d'Alene Public Schools Staff

Appendix J

Exhibit 4.2.3: Scope of Formal Assessments by Content Area, Grades K-5
Coeur d'Alene Public Schools
February 2019

Courses Offered	Courses Offered by Grade Level						Total Courses Taught	Total Courses Assessed	Percent Assessed
	K	1	2	3	4	5			
Core Content Areas Courses									
English Language Arts	X	X	X	X	X	X	6	6	100%
Mathematics	X	X	X	X	X	X	6	6	100%
Science	O	O	O	O	O	X	6	1	17%
Social Studies	O	O	O	O	O	O	6	0	0%
Totals (Core Content Area Courses)							**24**	**13**	
Percent of Core Content Area Courses Assessed									**54%**
Non-Core Content Area Courses									
Fine Arts	O	O	O	O	O	O	6	0	0%
Vocal and Instrumental Music	O	O	O	O	O	O	6	0	0%
Physical Education and Health	O	O	O	O	O	O	6	0	0%
Computer Science	O	O	O	O	O	O	6	0	0%
Totals (Non-Core Content Area Courses)							**24**	**0**	
Percent of Non-Core Content Area Courses Assessed									**0%**
Key: X = Course offered at grade level; O = Course offered, no formal assessment available									
Data Sources: Coeur d'Alene curriculum and pacing guides; District Testing Calendar; District Assessment List									

Appendix K

Exhibit 4.2.4: Scope of Formal Assessments by Content Area, Grades 6-8
Coeur d'Alene Public Schools
February 2019

Courses Offered	Number of Course Offerings	Courses Formally Assessed
Core Content		
English Language Arts		
Boost Reading/Language Arts 6	1	1
Reading/Language Arts 6	1	1
Honors Reading/Language Arts 6	1	1
Boost Reading/Language Arts 7	1	1
Reading/Language Arts 7	1	1
Honors Reading/Language Arts 7	1	1
Boost Reading/Language Arts 8	1	1
Reading/Language Arts 8	1	1
Honors Reading/Language Arts 8	1	1
Totals (English Language Arts)	**9**	**9**
Percent of English Language Arts Courses Assessed		**100%**
Mathematics		
Boost Mathematics 6	1	1
Mathematics 6	1	1
Honors Mathematics 6	1	1
Boost Mathematics 7	1	1
Mathematics 7	1	1
Honors Mathematics 7	1	1
Boost Mathematics 8	1	1
Mathematics 8	1	1
Honors Mathematics 1 (HS Credit)	1	1
Totals (Mathematics)	**9**	**9**
Percent of Mathematics Courses Assessed		**100%**
Science		
Science 6	1	1
Science 7	1	1
Science 8	1	1
Totals (Science)	**3**	**3**
Percent of Science Courses Assessed		**100%**
Social Studies		
Social Studies 6	1	1
Social Studies 7	1	1
Early U.S. History 8	1	1
Totals (Social Studies)	**3**	**3**
Percent of Social Studies Courses Assessed		**100%**
Total Core Content	**24**	**24**
Percent of All Core Courses Assessed	**100%**	

Appendix K (continued) Exhibit 4.2.4: Scope of Formal Assessments by Content Area, Grades 6-8 Coeur d'Alene Public Schools February 2019		
Courses Offered	**Number of Course Offerings**	**Courses Formally Assessed**
Non-Core Content		
World Languages		
Spanish - Semester	1	1
Spanish 1	1	1
Totals (World Languages)	**2**	**2**
Percent of World Language Courses Assessed		**100%**
Physical Education and Health		
Physical Education	1	0
Health 7	1	1
Weights and Fitness	1	0
Totals (Physical Education and Health)	**3**	**1**
Percent of Physical Education and Health Courses Assessed		**33%**
Career and Technical Education		
Design Technology 8	1	0
Junior Engineering	1	0
3-D Design	1	0
Animation	1	0
Technology Tools	1	1
Career Exploration	1	0
Media Arts (Semester)	1	0
Media Arts (Year)	1	0
Television Production	1	0
Wood Shop	1	0
Advanced Wood Shop	1	0
Totals (Career and Technical Education)	**11**	**1**
Percent of Career and Technical Education Courses Assessed		**9%**

Appendix K (continued) Exhibit 4.2.4: Scope of Formal Assessments by Content Area, Grades 6-8 Coeur d'Alene Public Schools February 2019		
Courses Offered	**Number of Course Offerings**	**Courses Formally Assessed**
Non-Core Content		
Fine and Performing Arts		
Beginning Band	1	0
Advanced Band	1	0
Orchestra	1	0
7th Grade Band	1	0
7th Grade Intermediate Band	1	0
8th Grade Band	1	0
Art - Semester	1	1
Art - Year	1	0
Drawing	1	0
Drama	1	0
Yearbook/Art (1 Semester)	1	1
Choir - Semester	1	1
Choir - Year	1	1
Jazz Choir	1	0
Totals (Fine and Performing Arts)	**14**	**4**
Percent of Fine and Performing Arts Courses Assessed		**29%**
Total Non-Core Content	**30**	**8**
Percent of All Non-Core Courses Assessed	**27%**	
Note: All course names listed above were found in documents provided by Coeur d'Alene Public Schools and current as of February 13, 2019.		
Sources: Coeur d'Alene curriculum and pacing guides; District Testing Calendar; District Assessment List		

Appendix L

Exhibit 4.2.5: Scope of Formal Assessments by Content Area, Grades 9-12
Coeur d'Alene Public Schools
February 2019

Courses Offered	Number of Course Offerings	Courses Formally Assessed
Core Content		
English Language Arts		
Boost English 9	1	1
English 9	1	1
Honors English 9	1	1
Boost English 10	1	1
English 10	1	1
Honors English 10	1	1
Boost English 11	1	1
English 11	1	1
AP Language and Composition	1	1
Boost English 12	1	1
English 12	1	1
AP Literature and Composition	1	1
Speech	1	0
Introduction to Debate - Semester 1	1	0
Introduction to Debate - Semester 2	1	0
Honors Debate	1	0
Reading 1	1	0
Reading 2	1	0
Reading is Thinking	1	0
Journalism	1	0
Yearbook	1	0
Photojournalism	1	1
Creative Writing	1	0
Classic Movies as Literature	1	0
Modern Movies as Literature	1	0
Poetry	1	0
Poetry 2	1	0
Young Adult Literature	1	0
Comics as Literature	1	0
Mysterty Fiction	1	0
Contemporary Issues	1	1
Science Fiction and Fantasy Fiction	1	0
Totals (English Language Arts)	**32**	**14**
Percent of English/Language Arts Courses Assessed		**44%**

Appendix L (continued) Exhibit 4.2.5: Scope of Formal Assessments by Content Area, Grades 9-12 Coeur d'Alene Public Schools February 2019		
Courses Offered	**Number of Course Offerings**	**Courses Formally Assessed**
Core Content		
Mathematics		
Boost Math 1	1	1
Math 1	1	1
Honors Math 1	1	1
Geometry	1	1
ALP Geometry	1	1
Algebra 2 AB	1	1
Algebra 2 CD	1	1
Algebra 2	1	1
Honors Algebra 2	1	1
Pre-Calculus	1	0
Honors Pre-Calculus	1	0
Honors Calculus	1	0
AP Calculus AB	1	1
AP Calculus BC	1	1
Statistics	1	0
Statistics in Sports	1	0
AP Statistics	1	1
H.O.T Math (Higher Order Thinking Math)	1	0
Senior Math	1	0
Totals (Mathematics)	**19**	**12**
Percent of Mathematics Courses Assessed		63%
Science		
Physical Science	1	1
Honors Physical Science	1	1
Chemistry	1	1
Honors Chemistry	1	1
AP Chemistry	1	1
Physics	1	0
Honors Physics	1	0
AP Physics	1	1
Biology	1	1
Honors Biology	1	1
AP Biology	1	1
Anatomy and Physiology	1	0
Honors Anatomy and Physiology	1	0
Aquatic Science	1	0
General Science	1	0

Appendix L (continued) Exhibit 4.2.5: Scope of Formal Assessments by Content Area, Grades 9-12 Coeur d'Alene Public Schools February 2019		
Courses Offered	**Number of Course Offerings**	**Courses Formally Assessed**
Core Content		
Science		
Survival Science	1	0
Survival Science 2: Skills for the Survivor	1	0
Geoscience	1	1
Astronomy	1	0
Make It! Science	1	0
Environmental Science	1	0
AP Environmental Science	1	1
Zoology	1	0
Forensic Science	1	0
Photography Science	1	0
Totals (Science)	**25**	**11**
Percent of Science Courses Assessed		**44%**
Social Studies		
Western Civilization	1	0
Honors World History	1	0
AP World History	1	1
AP European History	1	1
Establishing Modern Europe	1	0
20th Century Europe	1	0
20th Century Africa and the Middle East	1	0
U.S. History	1	0
AP U.S. History	1	1
Government	1	1
AP U.S. Government and Politics	1	1
Economics	1	0
Personal Finance/Consumer Economics	1	0
Culture and Media	1	0
Sociology	1	0
Psychology 1	1	0
Psychology 2	1	0
History of Sports and Entertainment	1	0
Street Law	1	0
History of Pop Music	1	0
Totals (Social Studies)	**20**	**5**
Percent of Social Studies Courses Assessed		**25%**
Total Core Content	**96**	**42**
Percent of All Core Courses Assessed	**44%**	

Appendix L (continued) Exhibit 4.2.5: Scope of Formal Assessments by Content Area, Grades 9-12 Coeur d'Alene Public Schools February 2019		
Courses Offered	**Number of Course Offerings**	**Courses Formally Assessed**
Non-Core Content		
World Languages		
Chinese 1	1	0
Chinese 2	1	0
French 1	1	1
French 2	1	1
Honors French 3	1	1
AP French Language	1	1
German 1	1	0
German 2	1	0
Honors German 3	1	0
AP German Language	1	1
Japanese 1	1	0
Japanese 2	1	0
Honors Japanese 3	1	0
Latin 1	1	0
Latin 2	1	0
Honors Latin 3	1	0
AP Latin	1	1
Spanish 1	1	1
Spanish 2	1	1
Honors Spanish 3	1	1
AP Spanish Language	1	1
AP Spanish Literature	1	1
Totals (World Languages)	**22**	**11**
Percent of World Language Courses Assessed		**50%**
Physical Education and Health		
Physical Education 9	1	0
Physical Education 10-12	1	0
Team Sports	1	0
Walk-Fit	1	0
Cardo-Fit	1	0
Life Sports	1	0
Fitness and Weights	1	0
Women's Fitness	1	0
Health	1	1
Advanced Fitness and Weights	1	0
First Aid	1	0

Appendix L (continued) Exhibit 4.2.5: Scope of Formal Assessments by Content Area, Grades 9-12 Coeur d'Alene Public Schools February 2019		
Courses Offered	**Number of Course Offerings**	**Courses Formally Assessed**
Non-Core Content		
Physical Education and Health		
Athletic Training	1	0
COPE2THRIVE	1	0
Totals (Physical Education and Health)	**13**	**1**
Percent of Physical Education and Health Courses Assessed		**8%**
Career and Technical Education		
Business and Marketing		
Computer Applications 1	1	1
Computer Applications 2	1	0
Computer Applications 3	1	0
CTE Tech Credit	1	0
Media Career Exploration	1	0
Digital Design - Introduction to Yearbook	1	1
Business Management Technology	1	0
Money Management	1	0
DECA		
Introduction to Business	1	0
Business Ownership	1	0
Accounting 1	1	0
Accounting 2	1	0
Marketing Economics	1	0
Principles of Marketing	1	0
Principles of Management	1	0
Coop Education - Business	1	0
Engineering and Technology		
Computer Graphics 1	1	1
Computer Graphics 2	1	0
Introduction to Computers	1	0
Web Design 1	1	1
Web Design 2	1	0
Web Design 3	1	0
Visual Basic	1	0
Fundamentals of Technology	1	1
Manufacturing Systems 1	1	0
Manufacturing Systems 2	1	0
Architecture Drafting	1	0
Engineering Technology/Shop 1	1	0

Appendix L (continued) Exhibit 4.2.5: Scope of Formal Assessments by Content Area, Grades 9-12 Coeur d'Alene Public Schools February 2019		
Courses Offered	**Number of Course Offerings**	**Courses Formally Assessed**
Non-Core Content		
Engineering and Technology		
Engineering Technology/Shop 2	1	0
Engineering Technology/Shop 3	1	0
Family and Consumer Science		
Teen Living	1	0
Career and Personal Development	1	0
Adult Living	1	0
Healthy Living, Healthy World	1	0
Human Services	1	0
Parenting and Child Development	1	0
International Cuisine	1	0
Nutrition and Foods	1	0
Fashion and Textiles	1	0
Leadership for CTE	1	0
Skilled Technical Services		
Construction Systems	1	0
Totals (Career and Technical Education)	**41**	**5**
Percent of Career and Technical Education Courses Assessed		**12%**
Fine Arts		
Visual Arts		
Art 1	1	1
Art 2	1	0
Drawing 1	1	0
Drawing 2	1	0
Painting 1	1	1
Painting 2	1	0
Painting 3	1	0
Graphic Design	1	0
Commercial Art	1	0
Art History	1	0
AP Art History	1	1
AP Art Studio	1	1
Honors Art Studio	1	0
Design and Studio Photography	1	0
Pottery and Sculpture 1	1	0
Commercial Photography 1	1	0
Commercial Photography 2	1	0

Appendix L (continued) Exhibit 4.2.5: Scope of Formal Assessments by Content Area, Grades 9-12 Coeur d'Alene Public Schools February 2019		
Courses Offered	**Number of Course Offerings**	**Courses Formally Assessed**
Non-Core Content		
Fine Arts		
Visual Arts		
Pottery and Sculpture 2	1	0
Pottery and Sculpture 3	1	0
Sculpture 3-D Design	1	0
Instrumental Music		
Concert Band	1	0
Symphonic Band	1	1
Wind Ensemble	1	1
String Orchestra	1	1
Chamber Orchestra	1	1
String Ensemble	1	0
Introduction to Guitar and Music Theory	1	0
AP Music Theory	1	1
Theatre Arts		
Theatre 1	1	1
Theatre 2	1	0
Play Production	1	0
Stagecraft	1	0
Improvisational Theatre	1	0
Vocal Music		
Chamber Singers	1	0
Glee	1	0
Advanced Glee	1	0
Mixed Chorus	1	0
Mixed Choir	1	0
Concert Choir	1	0
Women's Select Choir	1	0
Totals (Fine Arts)	**40**	**10**
Percent of Fine Arts Courses Assessed		**25%**
Total Non-Core Content	**116**	**27**
Percent of All Non-Core Courses Assessed	**23%**	
Note: All course names listed above were found in documents provided by Coeur d'Alene Public Schools and current as of February 13, 2019.		
Sources: Coeur d'Alene curriculum and pacing guides; District Testing Calendar; District Assessment List		

Appendix M

List of Programs and Interventions Identified on Principal Survey: Elementary Schools
Coeur d'Alene Public Schools
February 2019

Program	Atlas	Borah	Bryan	Dalton	Fernan	Hayden Meadows	NEXA	Ramsey	Skyway	Sorensen	Winton
After School Enrichment	X	X		X	X	X	X	X	X	X	X
ALP	X	X	X	X	X	X	X	X	X	X	X
Bees				X		X					
Bike Program	X	X	X	X	X	X	X	X	X	X	X
Book Study	X	X	X	X	X	X	X	X	X	X	X
Boys/Girls Night Out				X		X					
CDA for Kids		X									
CDA Reads	X	X	X	X	X	X	X	X	X	X	X
CDA Resort	X	X	X	X	X	X	X	X	X	X	X
Character Jar							X	X			
Connection Time							X				
CORE groups	X	X	X		X	X	X	X	X		X
Cross Country	X	X	X	X	X	X	X	X	X	X	X
Curriculum Night	X	X	X		X	X			X		X
Data Dialogue	X										
Door 24						X					
Drops in the Bucket						X					
Expeditions							X				
Family Nights	X	X	X		X	X	X	X	X	X	X
FOSS	X	X		X	X	X	X	X	X	X	X
Front Row Math	X	X	X		X	X	X	X	X	X	X
Gizmo					X						
Greenhouse						X					
Heart Reader Program						X					
Heritage Health					X		X		X		X
Homeroom Parents		X		X	X	X	X	X	X		
Hoop Shoot				X							
Imagine Math	X	X	X	X	X	X	X	X	X	X	X
Invention Convention				X							
I-Ready	X	X	X	X	X	X	X	X	X	X	X
I-Station	X	X	X	X	X	X	X	X	X	X	X
Jingle Books	X	X	X	X	X	X	X	X	X	X	X
Junior Achievement					X	X	X		X		X
Keith Orchard Trauma-Informed Practice	X	X	X	X	X	X	X	X	X	X	X
Kid Corp				X							
Kootenai Environmental Alliance					X						
KROC	X	X	X		X		X	X	X		X
Learning for Leading	X	X	X	X	X	X	X	X	X	X	X
Learning Walks	X	X		X	X	X	X	X	X	X	X
LETRs	X	X	X	X	X	X	X	X	X	X	X
LIPS	X	X	X	X	X	X	X	X	X	X	X

Appendix M (continued)
List of Programs and Interventions Identified on Principal Survey: Elementary Schools
Coeur d'Alene Public Schools
February 2019

Program	Atlas	Borah	Bryan	Dalton	Fernan	Hayden Meadows	NEXA	Ramsey	Skyway	Sorensen	Winton
Lunch Groups				X							
Marimbas		X	X		X		X		X	X	X
Math Is Cool								X	X	X	
Mathletes										X	
Mentoring Program	X	X	X	X	X	X	X	X	X	X	X
Morning Meeting	X	X	X		X	X		X	X		X
MTSS	X	X	X	X	X	X	X	X	X	X	X
Music Performances	X	X	X	X	X	X		X	X	X	X
Now and Next Summit											
Opening Books Opening Doors	X	X	X	X	X	X	X	X	X	X	X
Opera-tunities										X	
PALS	X	X	X	X	X	X	X	X	X	X	X
PBIS	X	X	X	X	X	X	X	X	X	X	X
PEBC	X	X	X	X	X	X	X	X	X	X	X
Phonics for Reading	X	X	X	X	X	X	X	X	X	X	X
Place Based Learning		X									
Postcards for Kids							X				
Prodigy	X	X	X		X	X	X	X	X	X	X
Puppy Reading	X	X	X	X	X	X	X		X	X	X
Ramsey Families								X			
Read Naturally	X	X	X	X	X	X	X	X	X	X	X
Reading Eggs	X										
Reading Mastery	X	X	X	X	X	X	X	X	X	X	X
Ready for Kindergarten		X									
Ready Math	X	X		X	X	X	X	X	X	X	X
Recess Rodeo				X							
Reflex Math				X							
Run for 27X	X	X	X	X	X	X	X	X	X	X	X
Saxon	X	X	X	X	X	X	X	X	X	X	X
School Leadership Teams				X			X				
Science Enrichment								X			
Seeing Stars	X	X	X	X	X	X	X	X	X	X	X
Silverwood	X	X	X	X	X	X	X	X	X	X	X
Sound Discipline						X					
Special Chorus	X	X	X	X	X	X		X	X	X	X
Strings	X	X	X	X	X	X	X	X	X	X	X
Student Jobs	X	X	X	X	X	X	X	X	X	X	X
Student Leadership		X			X	X	X		X	X	
Student of the Month				X							
TBRI	X	X	X	X	X	X	X	X	X	X	X
TCRWP					X						
Teacher Leader Academy	X	X	X	X	X	X	X	X	X	X	X
Teaching Labs	X	X	X	X	X	X	X	X	X	X	X

Appendix M (continued)
List of Programs and Interventions Identified on Principal Survey: Elementary Schools
Coeur d'Alene Public Schools
February 2019

Program	Atlas	Borah	Bryan	Dalton	Fernan	Hayden Meadows	NEXA	Ramsey	Skyway	Sorensen	Winton
Think Through Math						X					
Thinking Strategies	X	X		X	X			X	X	X	X
Virtual Field Trips						X					
Visiting Author					X	X					
Watch Dog Dads				X		X				X	
Zones of Regulation	X	X	X	X	X	X	X	X	X	X	X
TOTAL	**50**	**54**	**44**	**53**	**57**	**60**	**53**	**51**	**54**	**50**	**51**

Appendix N

List of Programs and Interventions Identified on Principal Survey: Secondary Schools
Coeur d'Alene Public Schools
February 2019

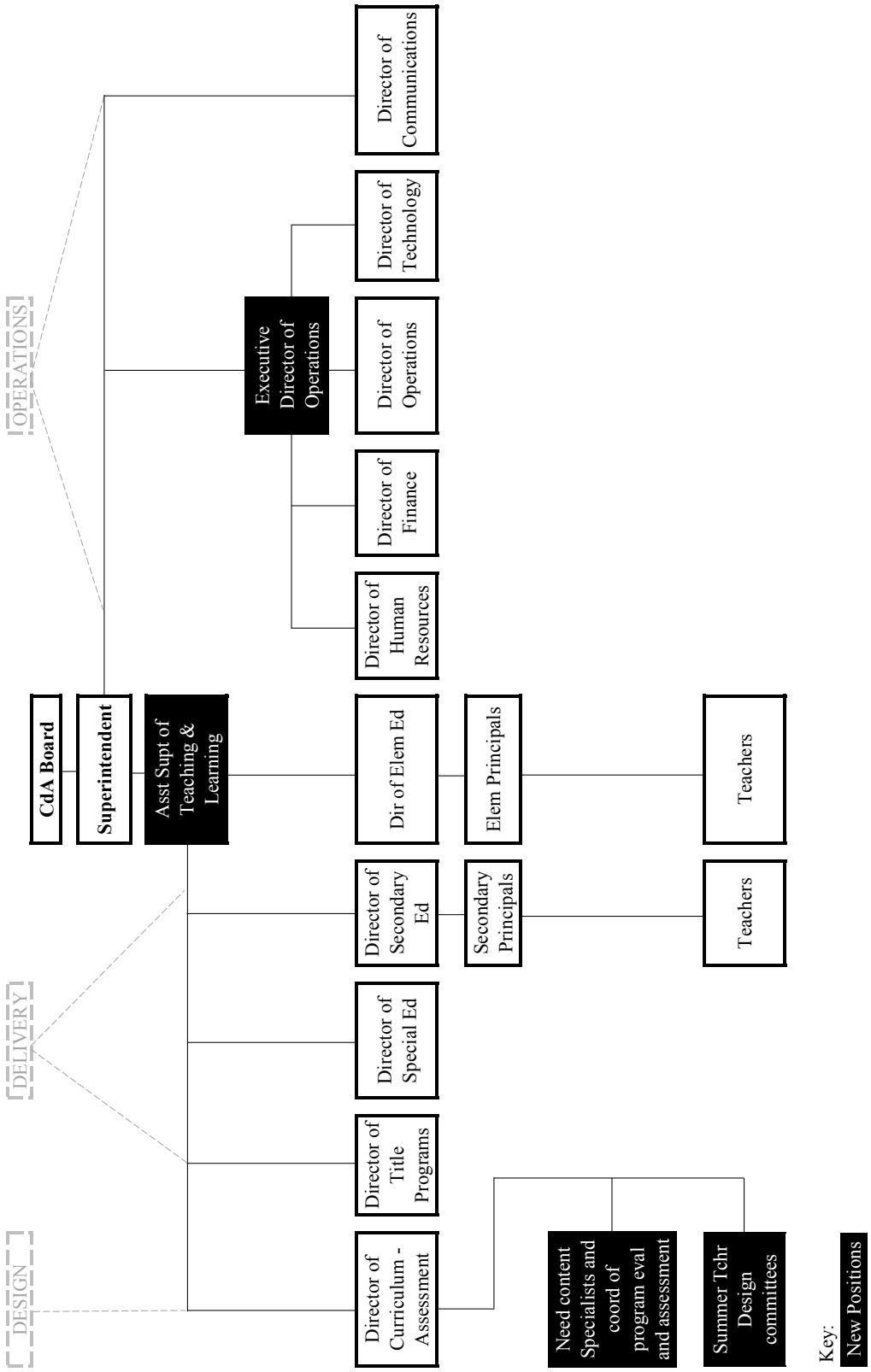
Program	Canfield Middle School	Lakes Middle School	Woodland Middle School	Coeur d'Alene High School	Lake City High School	Venture High School
After School Enrichment	X		X	X	X	
ALP	X	X			X	
ASCA Counseling Model	X	X	X			
Book Study	X	X				
Boost ELA	X	X	X	X		
Boost Math	X	X	X			
Career Cruising					X	
CFGs	X	X				
Character Jar			X			
Club 240	X	X	X			
College and Career Advising	X	X		X	X	
Cope to thrive						X
Den Men					X	
Family Nights	X		X			
Four Year Plans	X	X	X			
Green Dot				X		
Hot Math					X	
I-Ready	X					
I-Station	X					
Kootenai Environmental Alliance			X			
Lifesports					X	
MBTI					X	
Mentoring Program	X	X	X	X	X	
Now and Next Summit					X	
Outdoor Studies					X	
Pays to Get As Assembly	X	X	X			
PBIS				X	X	
PEBC	X	X			X	
Podcast					X	
Postcards for Kids					X	
Pride Cards	X	X				
Pride Period	X					
Reading Program					X	
Social Emotional Learning						X
Sources of Strength	X	X	X	X	X	X
Student Advocacy and Transition					X	
Student Leadership			X		X	
Student of the Month	X	X	X	X	X	X
Survival Science					X	

Appendix N (continued)
List of Programs and Interventions Identified on Principal Survey: Secondary Schools
Coeur d'Alene Public Schools
February 2019

Program	Canfield Middle School	Lakes Middle School	Woodland Middle School	Coeur d'Alene High School	Lake City High School	Venture High School
Trail Creek	X	X	X			
TSC						X
Various Student Clubs					X	
Workshop Model						X
YVA					X	
TOTAL	**21**	**16**	**15**	**9**	**22**	**5**

Appendix O

Organizational Chart Recommendation
Coeur d'Alene Public Schools
February 2019



Appendix P

Student Quotes
Coeur d'Alene Public Schools
February 2019

An Addendum to the Executive Summary—From the Student Voice:

Auditors conducted Student Focus Groups at the middle schools and high schools during their school visits. Many of the student quotes were not used in the report; this addendum to the Executive Summary includes some of the insightful statements made by students reflecting on their school experience in Coeur d'Alene Public Schools.[6]

First it is obvious that students have great regard for their teachers and the community at large as shown in these representative quotes:

- "I did not realize how great a community we had. Last year was a tough year, and they had our backs. We experienced immediate feedback of love and support."
- "Teachers are super caring, and you can build relationships with them."
- "Students can talk to principals, and they'll work to solve the problems."

Some concerns they have about instruction:

- "Sometimes I feel teachers are teaching us to remember but not to think."
- "I like small group work. Many of our teachers do not trust students to work together."
- "We don't have enough time to interact with other students. We work alone in a lot of classes, but need to work in pairs or small groups so we can learn to work together."
- "Expect true engagement so I'm not looking at the clock wishing the class was over when I've only been there five minutes."
- "Sometimes I feel in Advanced Placement (AP) classes that teachers are specifically teaching to pass the AP test but not how to write better or be ready for college."
- "There is a problem right now between regular English classes and ALP classes. ALP is supposed to be more difficult, but the test for English 10 regular and English 10 ALP is the same."
- The pros and cons of block schedule: "Block schedule makes those bad classes where teachers just lecture really long and hard to handle."
- "Math is often direct teaching, and it can be boring."
- "Using Google Classroom is sometimes an excuse for teachers to not have to teach."
- "We love participating in service projects."
- "Some teachers are so focused on moving on that if we don't grasp it we just move on."
- "Teaching styles are so different – some are really good and some are not."

Things they think are just wrong:

- "There may be 7 students in one class and 35 students in another class – why can't we even those out?"
- "Our teachers baby us or fix things for us instead of helping us figure out how to work things out for ourselves."

[6] Some of these quotes are duplicates of what will be found in the full report.

- "I wish my principal would come into our classroom and do it randomly not telling teachers when they are coming. Like today teachers knew you were coming and warned us to be on our best behavior. And I wonder what would happen if he saw seniors cutting out dinosaurs?"
- "The Arts program is way under-funded. Students have to pay for lots of activities."
- "Our freshman class is huge, and science classes have almost 40 kids each. There are safety issues in science."
- "When something happens in a class, the teacher will punish a kid instead of helping them figure out how to do things differently."
- "A problem for is us is a short lunch with a total of only 30 minutes. We don't have enough time. That 30 minutes includes passing time getting to and from the cafeteria. It is crazy."
- "I'm in my sophomore year of math and also an English class and I can get a full letter grade increase by doing useless extra credit work. It makes it tough when we can't get that extra credit, and we get used to being sloppy."

Concern for their future:

- "Our College Counselor is amazing, but we need that kind of counseling earlier than our last two years."
- When asked if when they graduate from high school they would be ready for their next learning step, high school students responded:
    - "I'm taking ALP classes and I feel ready."
    - "If I were in regular classes, I would not be ready."
    - "I'm in all grade level classes (not ALP), and I think I am almost ready for college. I have gaps in study skills, time management, not much homework, my classes do not require a lot of effort."

Things they wish for:

- "Home Ec class would be the coolest thing ever (instead of a busy work class). We could learn to do taxes, cook for when we go to college; you know, just practical life skills." (Every student in the group said they would love to have a class like that.)
- "We don't have great electives at our school, and kids get stuck in boring, useless classes."
- "I want to be engaged in my learning. Engagement looks like a relationship with the teacher that is fun to be around, group conversations, not lecture every day, little small groups every day. I like the interactive classes most. School is still going to be school and never perfect because we are kids, but it could be so much more interesting if we didn't just have to sit and listen. By 7th period I am sick of school and don't want to learn anymore."

As evidenced by these quotes, the students of Coeur d'Alene Public Schools have great depth and desire for the opportunities in their school district to be of the highest quality with rigor and high expectations.