Chewelah School District
We teach to ready our future generations

CHEWELAH SCHOOL DISTRICT NO. 36
STEVENS COUNTY, WASHINGTON

NOTICE OF SPECIAL MEETING

NOTICE is hereby given that the Board of Directors of Chewelah School District No. 36, Stevens County, Washington will hold a Special Meeting/Board Retreat on May 12, 2022, at 5:00 PM at the Chewelah Golf and Country Club downstairs meeting room at 2537 Sand Canyon Rd. and virtually via Zoom. The meeting is called for the purpose of considering and acting upon the following agenda items:

1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Middle school property update
6. Approve Valbridge Property Advisors as the middle school property appraiser
7. Building School Improvement Plans
8. Building Communication Plans
9. District Strategic Planning
10. District Professional Development Plan
11. District Assessment and Monitoring of Student Learning
12. District Curriculum Audit by Curriculum Management Solutions, Inc. (CMSi)
13. Executive session to discuss the performance public employees in accordance with RCW 42.30.110(1)(g)
14. Adjourn

CHEWELAH SCHOOL DISTRICT NO. 36
STEVENS COUNTY, WASHINGTON
/s/ Jason Perrins
Secretary to the Board of Directors

Access the meeting virtually via Zoom at https://us02web.zoom.us/j/86502433341

Persons with disabilities who would like to request assistance, services, or accommodations to attend school district functions are asked to call 509-685-6800, extension 1002.

The CMSi Curriculum Audit

Improving learning for all students through sound organizational practices
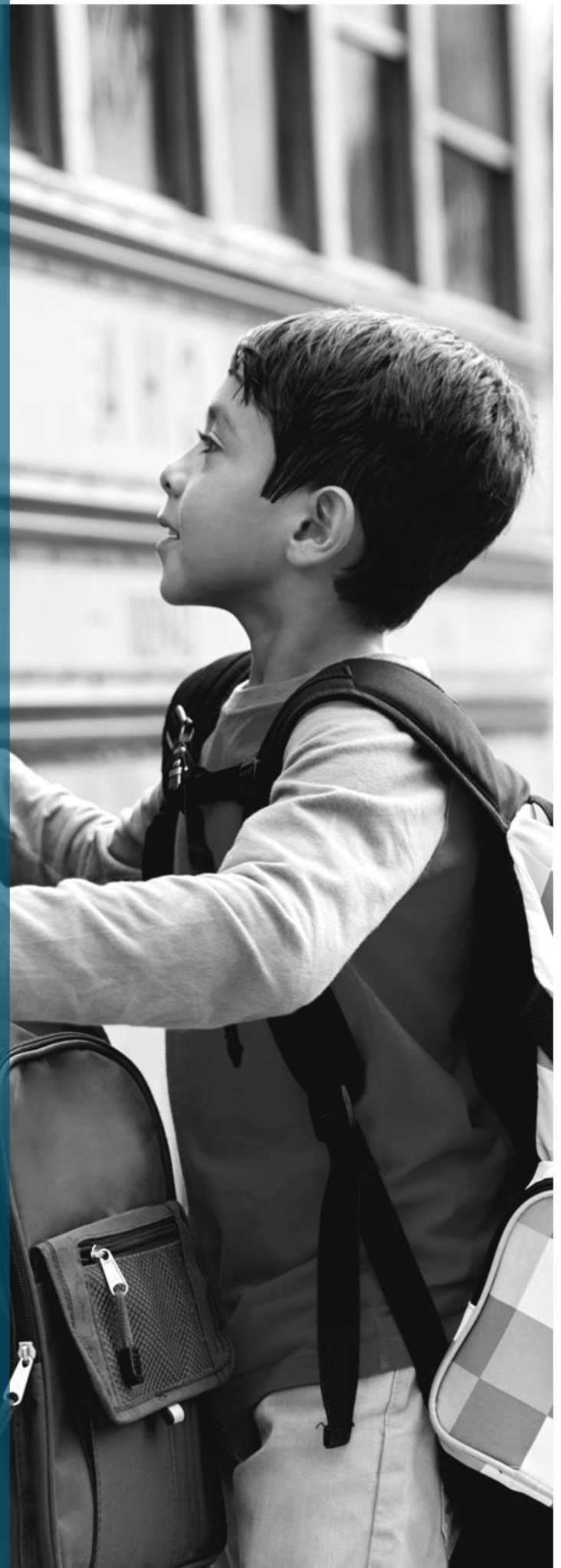
Presented To:

Mr. Jason Perrins

Superintendent

Chewelah School District
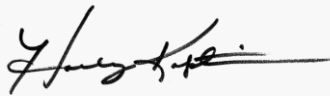
P.O. Box 47

Chewelah, WA 99109

Curriculum Audit Proposal Summary

Proposing Organization	**Curriculum Management Solutions, Inc. (CMSi)** Holly Kaptain, Executive Director (515) 276-8911 (515) 490-8862
Educational Organization	**Chewelah School District** Mr. Jason Perrins, Superintendent P.O. Box 47 Chewelah, WA 27516 (509) 685-6800
Proposed Cost	$26,100.00 for audit with site visit, plus expenses. Expenses are not expected to exceed $4,500.00 and are billed only as incurred, with receipts.
Project Information	**Proposal Date**: May 3, 2022 **Project Start Date**: to be determined. Site visit not to occur before March 2023. **Project Duration**: Not to exceed 4 months from commencement of site visit, with draft version of report to district within 11 weeks from commencement of site visit.

PROPOSAL ACCEPTANCE

ACCEPTED: ACCEPTED:

May 3, 2022

_____   _____

Holly Kaptain   _Date_   Chewelah School District   _Date_
Executive Director   Superintendent

The CMSi Curriculum Audit™

This document constitutes a proposal for delivery of services to the Chewelah School District for the purpose of conducting an audit of the quality of the system's curriculum and instruction, and related curriculum management processes, in Grades K—12. Included in the audit is an evaluation of:

- ➲ the extent of coverage and quality of the school district's curriculum, programs, and services
- ➲ documentation of curriculum expectations to guide teachers' instruction
- ➲ appropriateness of curriculum and expectations for learners
- ➲ the effectiveness of the implementation of the educational program
- ➲ how the system assesses student mastery of the intended objectives and evaluates success of its educational programs
- ➲ the scope and quality of board policies and planning for effective governance of the system
- ➲ connections and relationships among organizational components for consistency and equity of programs of services
- ➲ use of staffing and resources for maximum productivity

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 school board and Chewelah School District's taxpayers that their fiscal support is optimized under the conditions in which the school district functions, and that all students' learning is improving.

By seeking an audit, the Chewelah School District has demonstrated that it is an educational institution committed to academic and pupil achievement improvement. Even in good school systems, the complexities of the system and the interrelationships of local schools and operational departments affect the quality of educational program delivery and the overall direction of the system. Citizens, taxpayers, teachers, and others have recognized the salient characteristics of a sound curriculum in aiding the system in accomplishing its goals.

The Chewelah School District has invited this proposal to determine whether or not its programs and services are properly suited for the system, if the design of programs and services is in keeping with sound and appropriate practice, and whether or not the district has sufficient data for improvement of its educational programs and services over time.

This proposal is a response to a request for proposal and contains a definition of the types of services proposed, a tentative calendar, and the cost for such services. Curriculum Management Solutions, Inc. (CMSi) is well suited to provide the proposed slate of services. It provides fully certified and highly experienced curriculum management experts available to serve on staff, and all associates have achieved certified expertise. CMSi auditors hail from all around the United States, with experience in districts similar to the Chapel Hill-Carrboro City Schools.

The Curriculum Audit Process

The analyses used throughout the audit are all based on the foundational principle that the written, taught, and tested curriculum must align in order for student learning to be maximized. The more that classroom learning focuses on the content assessed by tests, the less that student performance on those tests will be predicted by demographic factors. A laser-like focus on ensuring that what is written aligns with what is tested, and that what is written is also what is taught, is critical to ensuring instructional quality and student success on targeted assessments.

Although improved student learning is always the primary goal of the CMSi Curriculum Audit™, it is nevertheless a system-level approach. No amount of excellent teaching will yield improved performance if teachers aren't teaching the right content, and if that teaching doesn't connect across grade levels, special programs, and schools within the district to create a seamless, articulated K-12 educational program. Therefore, the CMSi Curriculum Audit™ examines all levels of the system that ultimately impact student learning: curriculum design and delivery and its alignment to State Standards as well as to the assessments in use; special programs; facilities; staff development initiatives; resource allocation; as well as others. These are all reviewed to determine whether all separate functions within the system work in a coordinated, effective, and efficient manner to assure an engaging classroom environment and quality instruction.

The approach of the audit is simple. Auditors collect and review an amazing quantity of documentation prior to coming onsite. The team then visits the district over several days, interviewing and surveying central office personnel, school-based staff and faculty, school board members, and community or educator focus groups. They also visit almost every classroom in every school, observe curriculum delivery and student learning, and observe the building environment, the instructional resources (and technology) in use, and overall student and teacher engagement. The auditors also administer on-line surveys (when this option is selected) to district stakeholders to collect additional information about strengths and weaknesses of the system.

The auditors then determine the degree to which the systems in place meet the expectations and indicators of the five audit standards (for more detail on the five standards see the **Scope of Work**). Where district practices fall short, the auditors develop findings that identify these areas of weakness, providing data to support these findings. Findings are developed under each of the five standards and are developed independent of district input. This is a foundational tenet of the audit--the findings must be supported by data and free of bias. The five standards are presented on the next page.

The five standards

1 **Governance and Control**: The school district demonstrates its control of resources, programs, and personnel

2 **Direction and Clientele Expectations**: The school district has established clear and valid objectives for students and clientele

3 **Equity and Consistency**: The school district has demonstrated internal consistency and rational equity in its program development and implementation

4 **Assessment and Feedback**: The school district has used the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs

5 **Productivity and Efficiency**: The school district has improved its productivity and efficiency, particularly in the use of resources

Once findings are formulated, the auditors then recommend specific, research-based action steps to fix the problems identified in the findings. Recommendations are not tied to specific standards; rather, they correspond to the natural organization of labor that occurs across district departments. Every finding is addressed in the recommendation section, and all recommendations include specifications as to suggested timelines and prioritization for the work described in the recommendations and action steps. The findings and recommendations are published in a final written report, usually submitted to the district within four months of the site visit.

Company Experience

Curriculum Management Solutions, Inc. has been auditing and evaluating the design and delivery of curriculum with all its incumbent processes and operations for over 40 years, both independently and through our affiliates, Phi Delta Kappa (PDK) and the Texas Association of School Administrators (TASA). Since the first CMSi Curriculum Audit™ conducted by Dr. Fenwick English in Columbus Public Schools in 1979, CMSi has assisted over 570 school systems in 46 states as well as the District of Columbia, and in several other countries, including Canada, Saudi Arabia, New Zealand, Bangladesh, Malaysia, and Bermuda. As in the beginning, the primary goal for CMSi is to provide districts with reports, data, recommendations, and services that, when implemented, will improve student achievement and the overall quality of student learning.

CMSi is still governed by three of its six original founding board members, and these three members have over 140 years of shared experience in public education. Collectively, they have served in public school systems at every level, as have CMSi-trained and licensed curriculum auditors. Our cadre is comprised of teachers, building administrators, principals, curriculum directors, district administrators, and superintendents, current or retired. Every CMSi-licensed auditor is now or has been a public educator in K-12 education, and some now serve in higher education. It is this wealth of experience with day-to-day school and district operations that maintains the level of quality and relevance in CMSi Curriculum Audits™ and reviews. Our auditors know what works because they have personally applied the CMSi audit concepts and principles and seen the results.

Every CMSi auditor is licensed and trained by the company through an intensive, multi-week training program that requires licensure renewal and audit participation every two years. Our auditors have the skills needed to address issues of curriculum quality, assessment data analysis and interpretation, equity issues, and system finance and governance. No other company has focused on curriculum alignment and excellence with the same commitment to quality, student equity, and improved student achievement as CMSi.

Curriculum Management Solutions, Inc. has been located in central Iowa for over 25 years. Its offices have been located in Johnston, Iowa for the past 18 years, and CMSi has maintained the same board of directors for over 30 years, and support staff for the last 16 years. CMSi has auditors that reside in almost every state in the nation, which allows us to bring local knowledge and understanding to audits. No other company offers the depth and breadth of experience that CMSi brings to every Curriculum Audit.

A list of references is provided In Appendix C. A list of the audits CMSi has conducted independently and in conjunction with its affiliates, PDK and TASA, is included in Appendix B.

Methodology

The Model for the CMSi Curriculum Audit™

The model for the curriculum and assessment audit is shown in the schematic below. The model has been published widely in the national professional literature, most recently in the book *The Curriculum Management Audit: Improving School Quality* by Larry E. Frase, Fenwick W. English, and William K. Poston Jr. (Lancaster, PA: Technomic Press, 1995).

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), that is related to or aligned with the standard, goal/objective, or mission.

When activities are repeated, there is a "learning curve," i.e., more of the work objectives are achieved within the existing cost parameters. As a result, the organization or a sub-unit 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 that is shaped by and interactive with the written one, and (3) a tested curriculum that includes the tasks, concepts, and skills of pupil learning that are 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 moneys from three levels: local, state, and federal.

In return for such support, mass public educational systems are supposed to exhibit characteristics of rationality, i.e., being responsive to the public will as it is expressed in legally constituted bodies such as federal government, 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 survival as publicly supported educational organizations in the years ahead. The CMSi Curriculum Audit™ is one method for ascertaining the extent to which a school system or sub-unit thereof, has been responsive to these expressed expectations and requirements in its context.

These elements apply to school districts concerned with assuring that all students in the system are adequately served and provided an equally successful educational experience, the main intent behind equity. To determine the extent to which these elements are present and functional with school systems, the CMSi Curriculum Audit™ examines data from multiple sources to determine whether or not the standards are met. The following represent the types of data collected:

Data Sources of the Curriculum Audit

The major sources of data for the equity audit may include the following, depending on the services selected:

Documents

- These sources consist of curriculum guides, memoranda, state reports, accreditation documents, assessment information, student work artifacts, and any other source of information or data that would reveal elements of the written, taught, and tested curricula and the linkages among these elements.

Interviews

- The external experts will conduct interviews to shed light on the same elements often included in written documents or reports and to reveal interrelationships and contextual understanding. Interviews will be held with all board members, the superintendent, top-level administrative staff, building principals, some classroom teachers, and some parents. The external experts will also interview those who request an audience.

Online Surveys

- Selected stakeholders (teachers, administrators, community members, parents, and students, depending on district preference) will be offered a comprehensive, online survey prior to or at the time of the site visit or off-site audit (simultaneous with the submission of documentation). The intent of the survey is to offer every stakeholder an opportunity to speak to the strengths and weaknesses of the system. Samples of the questions on these surveys are available.

Site Visits

- The audit team will schedule a visit to school sites in the district. Site visits reveal conditions in which students are learning and the related expecta-tions for their performance that teachers and school leaders may hold. The school context is invaluable in revealing additional areas of inconsistency that may from a lack of alignment between district expectations and site-level implementation of those expectations.

Data from these sources are reviewed and compared with the curriculum audit standards to determine gaps and weaknesses across the system. These weaknesses are described in findings in the final written report and have supporting data from multiple sources. The findings are then followed by detailed recommendations that offer specific actions to be taken to rectify and ameliorate the problems in a reasonable amount of time, commensurate with district capacity. The standards for the audit are described in the **Scope of Work**.

## *Professional Standards for the Auditors*

The members of the audit team will be highly trained and experienced in conducting audits of systems of the magnitude of the Chapel Hill-Carrboro City Schools. The audit team is guided by a set of generally accepted auditing principles. While this is not a financial audit, it is governed by some of the same principles. These are:

Expertise

All auditors have experience in conducting the affairs of a school system at all levels audited. The audit team will include external experts who have been teachers, specialists, administrators, and/or researchers with proven expertise in curriculum and assessment analysis.

Independence

No audit team member has any vested interest in the findings or recommendations of the audit. None is employed by the district or has any prior relationship to or conflict of interest with management or the governing board of the district.

Objectivity
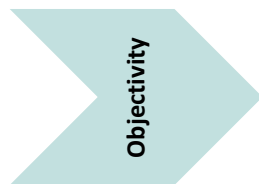
Events and situations that comprise the database for the audit are derived from documents, interviews, or site visits. This public database and subsequent judgments made upon it must be verifiable and grounded. Findings must be factually established and not driven by subjective input from district personnel.

Consistency

This audit will use the same standards and basic methods found in the copyrighted curriculum audit process. Audits are not normative (comparing one system to another). School systems, as the units of analysis, are compared to a set of standards and positive/negative discrepancies cited, with supporting data and recommendations for improvement.

Materiality

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 re-configure various functions in order to attain an optimum level of performance.

Confidentiality

External experts 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. This means that the Chewelah School District will not seek or request disclosure of identifying information regarding anyone providing information to the audit team, and that such agreement is not waived in litigation. Confidentiality is respected in audit interviews.

Scope of Work

Services and Analyses to be Performed

The CMSi Curriculum Management Audit uses five standards against which to compare, verify, and comment upon the Chewelah School District'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 management audits. As a result, the standards reflect an ideal management system, but not an unattainable one. They describe working characteristics that any complex work organization should possess in being responsive and responsible to its clients.

The five standards employed in the CMSi Curriculum Management Audit are:

Control	Direction	Equity and Consistency	Feedback	Productivity
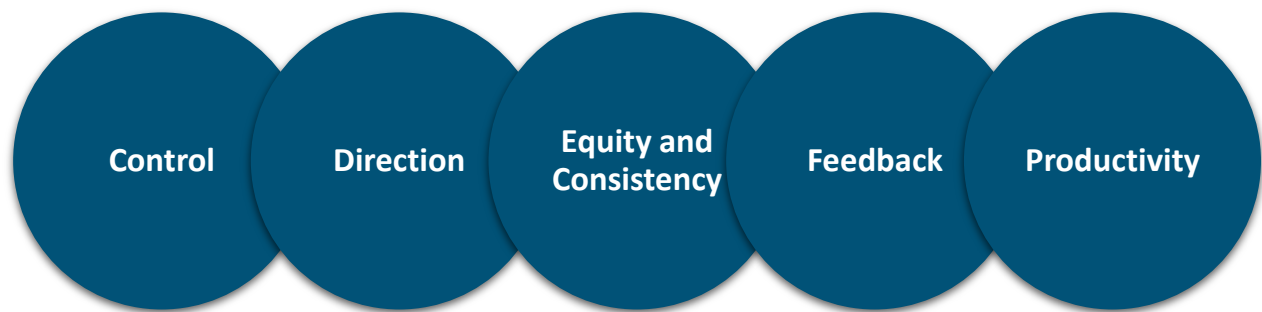
A finding within a Curriculum Management Audit is simply a description of the existing state, negative or positive, between an observed and triangulated condition or situation at the time of the CMSi audit, and its comparison with one or more of the five audit standards.

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 sub-unit being analyzed. Audits simply report the discrepancies and formulate recommendations to ameliorate them.

More detail concerning what auditors look for under each of the five standards is presented in the following section.

The Standards and Their Indicators

Under **Standard One**, auditors will review the scope and quality of policy (governance) and planning across the school system. A school system meeting Curriculum Management Audit™ Standard One is able to demonstrate its control of resources, programs, and personnel. Common indicators are:

- a curriculum policy framework that:
  - ○ is centrally defined and adopted by the board of education
  - ○ establishes an operational framework for management that permits accountability
  - ○ reflects state requirements and local program goals
  - ○ reflects the necessity to use achievement data to improve school system operations
  - ○ defines and directs change and innovation within the school system to permit focus of its resources on priority goals, objectives, and mission
- a functional administrative structure that facilitates the design and delivery of the system's curriculum (programs and services) and achievement of goals
- a direct, uninterrupted line of authority from governing board to the superintendent/chief executive officer and other central office officials to principals and classroom teachers
- documentation of school board and central office planning for the attainment of goals, objectives, and mission over time.
- organizational development efforts which are focused to improve system effectiveness

Standard One: Control

Under **Standard Two**, auditors examine the scope, quality, and alignment of the educational program within the school system. An educational system meeting Standard Two demonstrates clearly established learner expectations and definitions of instructional content for effective teaching and learning. Common indicators are:

- a clearly established, system-wide set of goals and objectives that addresses all programs and courses and is adopted by the board of education
- demonstration that the system is contextually responsive to national, state, and other expectations as evidenced in local initiatives
- operations set within a framework that carries out the system's goals and objectives
- evidence of comprehensive, detailed, short- and long-range curriculum management planning
- knowledge, local validation, and use of current best curricular practices

Standard Two: Direction

- written curriculum that addresses both current and future needs of students

- major programmatic initiatives designed to be cohesive

- provision of explicit direction for the superintendent and professional staff

- a framework that exists for systemic curricular change

The analyses include a comprehensive review of the school system's curriculum documents for scope and quality, using expectations and criteria from the Curriculum Management Improvement Model (CMIM). The CMIM reflects the philosophy and approach inherent to the five standards and congruent with best practice

Standard Three: Equity and Consistency

Under **Standard Three**, auditors review the design and delivery of the educational program to determine equity, connectivity, and overall alignment. A successful school system meeting Standard Three will demonstrate a highly-developed, articulated, and coordinated curriculum (programs and services) in the organization that is 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

- 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

- teacher and administrator responsiveness to school board policies, currently and over time

Auditors will visit classrooms in every school across the system to collect data concerning dominant teacher and student practices observed. Information will be recorded regarding the instructional practices observed and reported back to school system stakeholders. The criteria for instructional best practices will be extrapolated from district policy and documents, unless the school system specifically requests CMIM criteria be used.

Under **Standard Four**, the auditors will examine the overall scope and quality of the assessment system in providing data (feedback) for use in decision making at all levels of the system: classroom, building, and district. A school system meeting Standard Four 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 best practices for curriculum and program assessment

- use of a student and program assessment plan which 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 how classroom instruction may be evaluated and subsequently improved

- a timely and relevant data base upon which to analyze important trends in student achievement

- a vehicle to examine how well specific programs are actually producing desired learner outcomes of results

- a data base to compare the strengths and weaknesses of various programs and program alternatives, as well as to engage in equity analysis

- a data base 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

- organizational data gathered and used to continually improve system functions

Auditors will analyze the quality of existing assessments in yielding essential data regarding student performance and achievement. When possible, auditors will also evaluate the alignment of assessments with the written curriculum and report any discrepancies.

Standard Four: Feedback

Under **Standard Five**, auditors examine the degree to which school systems are equipped to attain goals and improve the delivery of the educational program and services while maintaining (or decreasing) current resources. While the attainment of improved productivity in a school is a complex process, caused in part by the lack of a tight organizational structure (referred to as "loosely coupled"), common indicators of an educational system meeting Standard Five are:

Standard Five: Productivity

- planned and actual congruence among curricular objectives, results, and financial allocations

- a financial data base band network that are able to track costs to results, provide sufficient fiduciary control, and is used as a viable data base 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

- support systems that function in systemic ways

- district and school climate that are conducive to continual improvement

The Audit Process: Roles, Responsibilities, and Timeline

The lead auditor will be responsible for overall coordination of the work, employment of the external experts, preparation of the report, and delivery of the report to the client, the Chapel Hill-Carrboro City Schools. All work will be performed and reported in accordance with the guidelines and standards described in this proposal.

District leaders will identify a liaison (see responsibilities below) who will work with the lead auditor to schedule the site visits, secure all documentation, assist with the administration of the online surveys, and coordinate the auditors' site visit and interviews. The documentation requested for the audit is presented in Appendix A.

The final report to the Chewelah School District will include a description of the standards employed, the process followed, the findings of the audit team with documentation, and a set of recommendations for action by the governing board and administrative staff of the system. The timeline for performance of the work is described below:

Typical Timeline for the Proposed Audit

(Timeframes vary based on services selected and district schedules and response times)

Week 1

Process to secure contract finalized.

District Responsibilities:

- Identify liaison and preferred site visit dates (if site visit included)
- Collect necessary documents and data and submit to lead auditor
- Schedule interviews and visits to schools (if included)

Lead Auditor Responsibilities:

- Meet (virtually or in person) with superintendent and liaison in preparation for the audit
- Identify audit team members
- Submit sample surveys to liaison for review and approval

Weeks 2-6

District Responsibilities:

- Finalize surveys and disseminate to appropriate stakeholder groups
- Finalize site visit and interview schedule (virtual and/or in person)
- Finalize submission of all documentation and data to the lead auditor and audit team
- Oversee site visit with the audit team

Lead Auditor and Audit Team Responsibilities:

- Review all documentation and data
- Conduct interviews with all stakeholders
- Collect and analyze survey data
- Conduct site visit

Weeks 6-12

Lead Auditor and Audit Team Responsibilities:

- Discuss draft Findings and Recommendations with Superintendent
- Finalize analyses and report production

Weeks 11-13

District Responsibilities:

- Receive final report and prepare implementation and dissemination strategies
- Provide progress report to the Board on response to audit recommendations

Lead Auditor Responsibilities:

- Present final report to the board (if included)
- Meet with district leaders to plan response to audit findings and recommendations (if included)

Notice of Indemnification

Approval of this proposal by the Chewelah School District indicates agreement to accept the proposed conditions of work and to hold the auditors performing the work harmless from any and all claims and expenses arising from causes of action that may be brought as the result or related to provision of services under this proposal to the Chewelah School District.

Total Budget for Selected Items

Total Cost, Selected Items:	$26,100.00 for audit with site visit
Expenses:	Estimated at $4,500.00, billed as incurred, with receipts.
TOTAL BUDGET:	**$30,600.00**

Payment Schedule

Upon signed approval and authorization of the work	1/2 of the total project amount
Upon completion of the site visit (where applicable) or upon delivery of the draft audit report for offsite audits	1/2 of the total project amount
	Reimbursement for out of pocket expenses (travel, lodging, printing, etc.)
Upon delivery of the draft audit report, prior to delivery of final audit report	All invoiced costs must be paid before delivery of final audit report.

Appendix A: Documents Collected for Review

Standard / Document	Document	Examples of Documentation
	STD 1	
1.010	Background information about the district	names and addresses of schools; names of principals; enrollment by school; demographics of students by school; a map of the district; information about the community; any other information helpful in orienting the team to the district
1.020	History of the school system	a narrative (not to exceed 3 pages) which presents a history of the district
1.030	Demographic data	enrollment projections and trends for a period of five years
1.040	Audit statement	Why did you undertake the audit? What do you want to accomplish from it? How will the information be used?
1.050	Sample of internal memoranda	administrative officers to principals, principals to teachers, etc., regarding curriculum, testing, evaluation, and programming
1.060	Bond sales documents	
1.070	Mission statement and goals for district	
1.080	Mission statement and goals for schools	
1.090	One complete set of Board policies	
1.100	One complete set of administrative regulations	
1.110	List of board members	include their length of tenure for the past 10 years of all BOE members
1.120	List of superintendents	include their length of tenure for the past 10 years of all BOE members
1.130	District accreditation report	most recent copy of this report or any other external audits or consultant reports conducted during previous five years
1.140	Job descriptions	all administrative or supervisory staff, teachers, and other instructional staff
1.150	Table of organization	include names of personnel in positions
1.160	Staff and faculty handbooks	
1.170	Latest OCR reports	
1.180	Employee contracts	for professional personnel
1.190	Bargaining agreements	
1.200	Appraisal procedures	administrators, teachers
1.210	Salary schedules	administrators, teachers
1.220	Actual teacher evaluations	a five percent random sample (do not put these in document room - they will be reviewed on site)
1.230	Planning documents	long-range or strategic plans; district improvement plans; school improvement plans; department plans; federal or state plans; staff development plans; technology plans; site based decision plans; assessment plans; facilities plans; etc.
1.240	Board minutes	from previous three years
1.250	List of committees	purpose, standing/ad hoc; person responsible; duties; accomplishments
1.260	District Improvement Plans	
1.270	School Improvement Plans	
	STD 2	
2.010	Curriculum guides	send all available guides to the designated auditors
2.020	Other curriculum documents that guide teachers	
2.030	Surveys	staff, community, student - conducted on the instructional program
2.040	Textbook or instructional materials adoption process	procedures used for this; materials that describe the curriculum revision process

2.050	Minutes of curriculum meetings	
2.060	Course description books	
2.070	Federal program implementations	ESL, bilingual, military dependent, etc.
2.080	State program implementation	compensatory funds, grants, etc.
	STD 3	
3.010	Master schedule for each building	
3.020	Grade distribution reports	
3.030	Demographic data by school	3 years - disaggregated by gender, ethnicity, and grade; Disaggregated by subgroups: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.040	Class size data by school and grade	
3.050	Student assessment reports by school	previous five years
3.060	Retention	3 years - disaggregated by grade, gender, ethnicity, SUBGROUP: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.070	Enrollment in special programs	3 years - disaggregated by grade, gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.080	Instructional time allocations	
3.090	Library book count	by building and district
3.100	Computers	by building and district
3.110	Staff development plans	
3.120	Homework policies	
3.130	Work schedules	art, music, PE, library at elementary levels
3.140	Staffing formulas	
3.150	Documents on grouping, retention, placement, etc.	
3.160	Discipline referral statistics	Disaggregated by gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.170	Guidelines for fund raising	
	STD 4	
4.010	Tests administered	list of all district tests administered by subject, grade, exemptions allowed
4.020	Student test data	5 years - disaggregated by grade, gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
4.030	Program evaluation model	description of district model for evaluating programs
4.040	Program evaluations	any evaluations conducted during last 5 years
4.050	Student assessment plan	a description of testing philosophy and practice in the district
4.060	Follow-up studies	any conducted during the past 5 years
4.070	State testing program	description of program and technical information
4.080	Any nationally-normed assessments (Stanford 10, ITBS, etc.)	district performance (by grade level) disaggregated by building, gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch (3+ years)
	STD 5	
5.010	Approved district budget	5 years
5.020	Budget planning process description	
5.030	CPA's audit	5 years
5.040	Facilities studies	
5.050	Program innovations	undertaken in previous 10 years
5.060	Bond sale documentation	
5.070	District Technology Plan	description of technology plan
5.080	Assessed valuation	5 years
5.090	Building capacity levels	

Appendix B: Curriculum Audits Conducted by CMSi in the Last Five Years

CMSi has had more experience in auditing district programs and services than any other company that provides similar services. Our clients attest to the quality, thoroughness, and reliability of the work we do.

Please note: due to the large number of audits conducted by CMSi, the districts are classified by the type of curriculum audit conducted: traditional, program-specific, equity, etc. A complete description of each classification is provided following the exhibit.

School District Name	Date	City	State	# of Stdts	Type of CMSi Curriculum Audit™
Van ISD	April 2022	Van	TX	2300	Traditional
Nacogdoches ISD	April 2022	Nacogdoches	TX	6500	Traditional
North Central Parke Community School District	March 2022	Rockville	IN	1100	Small Schools Audit
Del Valle ISD	March 2022	Del Valle	TX	11000	Traditional
Wallingford-Swarthmore School District	March 2022	Swarthmore	PA	3600	Traditional with GT Audit
North Little Rock Schools	March 2022	North Little Rock	AR	7600	Traditional with equity focus
Lake Travis ISD	February 2022	Lake Travis	TX	11000	Traditional
Fort Smith Public Schools	January 2022	Fort Smith	AR	14000	Traditional
Pomperaug Regional School District 15	December 2021	Middlebury	CT	4600	Traditional
Hereford ISD	December 2021	Hereford	TX	4000	Traditional
Aldine ISD	November 2021	Houston	TX	67000	SPED Program Audit
Medford Schools	October 2021	Medford	OR	14500	Traditional
Lincoln ESD	October 2021	Calumet City	IL	900	Small Schools Audit
Colombia-Brazoria ISD	October 2021	West Columbia	TX	3100	Traditional
Stamford Public Schools	September 2021	Stamford	CT	16000	Traditional
School District U46	September 2021	Elgin	IL	38,000	Equity Audit

Evanston-Skokie School District	September 2021	Evanston	IL	8000	Traditional with Equity Focus
Falmouth Schools	September 2021	Falmouth	ME	2200	Equity Audit
Potomac School District	May 2021	Potomac	MT	80	ELA Program Audit
Port Arthur ISD	March 2021	Port Arthur	TX	8000	Traditional with Equity Focus
Milton-Union Exempted Villages School District	March 2021	West Milton	OH	2500	Traditional
Big Spring School District	March 2021	Newtown	PA	2800	Traditional
South Texas ISD	February 2021	Mercedes	TX	4000	Traditional
Graham ISD	January 2021	Graham	TX	900	Program Audit: ELAR
Washington Central Schools	January 2021	East Montpelier	VT	1700	Traditional
Mansfield ISD	October 2020	Mansfield	TX	35,000	Equity
Pecos-Barstow-Toyah ISD	September 2020	Pecos	TX	2800	Traditional
Orangefield ISD	June 2020	Orangefield	TX	1800	Small School Audit
Kenosha USD	March 2020	Kenosha	WI	21,800	Administrative Salary Schedule Review
Troup County Schools	February 2020	La Grange	GA	12,000	Traditional
Columbus School District	December 2019	Columbus	OH	49,700	Traditional
Brazosport ISD	October 2019	Brazosport	TX	12,300	Traditional
Duncanville ISD	October 2019	Duncanville	TX	12,000	Traditional
Muscatine Community School District	September 2019	Muscatine	IA	5,300	Traditional
Mingus Union High School District	September 2019	Cottonwood	AZ	1,250	Traditional
John Paul II Catholic High School	May 2019	Plano	TX	786	Individual School Audit
Battle Creek	May 2019	Battle Creek	MI	4,100	Offsite Curriculum Review
New Haven Public Schools	April 2019	New Haven	CT	21,500	Traditional
Liberty School District	April 2019	Buckeye	AZ	3,400	Traditional
Dolores School District	March 2019	Dolores	CO	733	Traditional

Mission ISD	February 2019	Mission	TX	16,000	Traditional
Times[2] STEM Academy	February 2019	Providence	RI	650	Small School Audit
Coeur d'Alene Schools	January 2019	Coeur d'Alene	ID	11,000	Traditional
Thornton Fractional High School District #215	January 2019	Lansing	IL	3,400	Traditional with Equity focus
Atlanta Public Schools	December 2019	Atlanta	GA	54,900	Offsite Curriculum Review
Little Elm ISD	December 2019	Little Elm	TX	7,800	Traditional
Longview ISD	December 2018	Longview	TX	8,400	Traditional
McAllen Independent School District	October 2018	McAllen	TX	25,000	Traditional
Federal Way Public Schools	October 2018	Federal Way	WA	40,000	Off-site Curr Qual. Alignment Review
Allentown School District	July 2018	Allentown	PA	7000	Traditional
Roosevelt School District	February 2018	Phoenix	AZ	9000	Traditional
San Angelo ISD	June 2018	San Angelo	TX	14,530	PSCA[1]: SPED
Richland School District	April 2018	Richland	WA	13,600	Traditional
Aldine ISD	March 2018	Aldine	TX	67,450	Traditional
Boerne ISD	January 2018	Boerne	TX	8,732	Traditional
DeKalb ISD	January 2018	DeKalb	TX	824	Traditional
Elgin ISD	January 2018	Elgin	TX	4,145	Small Schools
Kenosha USD	January 2018	Kenosha	WI	22.160	PSCA[2]: Schedule D
Klein ISD	August 2017	Klein	TX	51,726	Traditional
Phoenix Elementary School District #1	August 2017	Phoenix	AZ	6,932	Traditional
Pendergast Elementary School District	July 2017	Phoenix	AZ	10,028	Traditional
Weedsport CSD	July 2017	Weedsport	NY	802	Traditional
Penns Grove-Carneys Point Regional School District	June 2017	Penns Grove	NJ	2,312	Traditional
Crowley ISD	May 2017	Crowley	TX	15,270	Traditional

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[1] PSCA: Program-Specific Curriculum Audit

[2] PSCA: Program-Specific Curriculum Audit

Schertz-Cibolo-Universal City ISD	May 2017	Schertz	TX	15,465	Traditional
Sharyland ISD	May 2017	Mission	TX	10,026	Traditional
Buckeye Elementary School District	March 2017	Buckeye	AZ	5,030	Traditional
Cheltenham School District	March 2017	Cheltenham	PA	4,618	Traditional
Kyrene School District	March 2017	Tempe	AZ	17,297	Traditional
Nederland ISD	March 2017	Nederland	TX	5,229	Traditional
Peoria USD #11	March 2017	Glendale	AZ	36,000	SPED Program

Traditional CMSi Curriculum Audit™ : The traditional, comprehensive audit focuses on policy control and governance; clearly defined objectives and goals for the system and its students; connectivity among all district departments, schools, and operations; educational equity for all students; data collection and disaggregation; data-driven decision making at classroom, school, program, and district levels; and system productivity and financial management.

Curriculum Quality and Alignment Review: The Curriculum Quality and Alignment Review examines those aspects of the curriculum pertinent to standards two and three of the audit. It is an intensive examination and evaluation of the quality (its completeness and rigor) of curriculum design, its internal consistency, the degree to which it aligns to external and internal (formative) assessments, and the alignment and quality of instructional resources in all three dimensions: content, context, and cognitive type.

Individual School Audit: The individual School Audit takes the CMSi Curriculum Audit™ to the classroom level, and is an intensive review of the delivery of curriculum, its alignment with the written and tested curriculum, and those school-level goals and procedures necessary to unify effort and improve student achievement.

Program-specific Curriculum Audit: The Program-Specific Curriculum Audit is a traditional audit that only focuses on one or a few content areas, rather than the comprehensive educational program.

Small School Audit: The Small School Audit condenses and abbreviates the comprehensive, traditional audit for school systems with very few students and schools to reflect their internal capacity. The five standards are employed in a more integrated fashion under ten criteria, for each of which there is a respective finding. This is for use in school districts with less than 1000 students.

Equity Audit: . <u>All CMSi Audits have an equity component</u>; CMSi's position is that without equity, schools cannot ensure that all students receive the same opportunities or guarantee the same academic outcomes. We began offering a separate Equity Audit in the Spring of 2020 to provide a deeper look at equity processes for districts. The Equity Audit examines the degree to which a district or school can assure equitable delivery of instruction, access to programs, and needs-based distribution of resources to all students, regardless of race, ethnicity, income, or any other factor. All CMSi audits examine equity, but the Equity Audit takes a deeper look at the protocols, policies, and plans to reduce bias and discrimination and work toward leveling the playing field for marginalized groups of students.

Appendix C: References

1	**Evanston/Skokie School District 65** 1500 McDaniel Avenue, Evanston, IL 60201 (847) 859-8010 Dr. Devon Horton, Superintendent hortond@district65.net
2	**Frontier Regional and Union 38 School Districts** 113 N. Main Street – Office C101, South Deerfield, MA 01373 (413) 665-8506 Sarah Mitchell, Director of Secondary Education sarah.mitchell@frsu38.org
3	**Thornton Fractional School District 215** 18601 Torrance Ave., Lansing, IL 60438 (708) 585-2388 Mike Fies, Assistant Superintendent of Teaching and Learning mfies@tfd215.org
4	**Medford School District 549C** 680 Biddle Road Medford, OR 97504 (541) 842-3636 Dr. Bret Champion, Superintendent bret.champion@medford.k12.or.us
5	**Kyrene School District** 8700 South Kyrene Road Tempe, AZ 85284 (480) 541-1000 Dr. Jan Vesely, Superintendent jvesely@kyrene.org