

A Curriculum Audit™
of the
Allentown School District
Allentown, Pennsylvania



First grade students at Muhlenberg Elementary School work collaboratively on “ou” and “ow” word sounds



**International Curriculum Management Audit Center
Phi Delta Kappa International**

**Operated in affiliation with
Curriculum Management Solutions, inc.
5619 NW 86th Street, Suite 500
Johnston, IA 50131**

September 2018

A Curriculum Audit™
of the
ALLENTOWN SCHOOL DISTRICT
Allentown, Pennsylvania

Conducted Under the Auspices of
International Curriculum Management Audit Center
Phi Delta Kappa International
PO Box 13090
Arlington, VA 22219

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5619 NW 86th Street, Suite 500, Johnston, IA 50131)

Date Audit Presented: September 2018

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of the
Allentown School District
Allentown, Pennsylvania

I. INTRODUCTION

This document constitutes the final report of a Curriculum Audit™ of the Allentown School District. The audit was commissioned by the Allentown School District Board of School Directors within the scope of its policy-making authority. It was conducted during the time period of May 21-24, 2018. 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

Community

Allentown, Pennsylvania, founded in 1762, is a city in eastern Pennsylvania on the Lehigh River. It is the third most populous city in Pennsylvania with a population of 120,443 (U.S. Census Bureau, 2016). It has been identified as the fastest growing city in Pennsylvania (U.S. Census Bureau, 2011). The city hosted a thriving steel and manufacturing workforce until the late 20th century, but as taxes increased and deindustrialization increased, the city lost a significant number of its middle-class workers and tax payers to suburban communities, and the demographics of the city changed dramatically as the tax base continued to decline. Presently, Allentown's economy is based on service industries with some manufacturing. Growth has occurred in health care and transportation.

Since 1820, Allentown has continued to grow in population each decade until 1980 and has experienced mostly single digit increases in population. Compared to the Commonwealth of Pennsylvania and the United States in 2010, Allentown's percentage of the Hispanic population (42.8%) far exceeded Pennsylvania's (5.7%) and the U.S. (16.3%) percentages. The Hispanic population was composed mostly of Puerto Ricans. The average household size was 2.42, and the average family size was 3.09. Around 28.8% of the households in Allentown had children under the age of 18. In terms of head of household, 39.4% had married couples living together, 15.1% were headed by a female, and 40.2% had non-families living together.

The median household income based on 2010 data was \$32,016, and the median income for a family was \$37,356. Census data showed that 18.5% of the population and 14.6% of families were below the poverty line. The 2010 census indicated the median age was 34 years.

Allentown's unemployment rate in 2010 was 10%, which was slightly higher than the Lehigh Valley's unemployment rate (9.8%).

Recent History of the Allentown School District

The Allentown School District currently operates 22 schools: three high schools (grades 9-12), four middle schools (grades 6-8), and 15 elementary schools; and an additional three specialized schools: Jackson Early Childhood Center, an alternative high school, and the Newcomer Academy. The student enrollment in Fall 2017 was 16,628. The dropout rate for the district was 4.12%. The major racial/ethnic groups in the Allentown School District (2018) are Hispanic (69.7%) and Black (14.9%). Around 86.4% of the students are English speakers. Sixteen percent of the students enrolled have been identified to receive special education services.

The district's organizational purpose appears in the mission and goals shown below:

Mission of the Allentown School District: Each and every student will graduate college and career ready by having their individual needs met through active engagement in a rigorous, safe and nurturing learning environment.

Goals of the Allentown School District:

1. Cultivate a culture in which students feel safe, valued and nurtured.
2. Center the district's work on personalized learning and instruction.
3. Collaborate meaningfully and deeply with families and communities.
4. Create and expect organizational effectiveness and accountability.
5. Calibrate leadership and learning at all levels.

Exhibit 0.1 provides a list of the current and past superintendents of the school district.

Exhibit 0.1

List of Superintendents Allentown School District SY 2002 to SY 2018

Superintendent	Years of Service
Dr. Karen S. Angello	2002-2010
Dr. Gerald L. Zahorchak	2010-2011
Dr. C. Russell Mayo	2011-2017
Dr. Gary Cooper (Interim)	2017-June 2017
Mr. Thomas E. Parker	July 2017-Present

Source: Allentown School District, Superintendents, Document provided by the School District

The district has had four superintendents and one interim superintendent since 2002. Karen Angello had the longest tenure at eight years.

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.

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 Allentown School District 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 impinge 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 (NASPP); Association for the Advancement of International Education (AAIE); American Educational Research Association (AERA); National School Boards Association (NSBA); and the National Governors Association (NGA).

Phi Delta Kappa’s International Curriculum Management Audit Center has an exclusive contractual agreement with Curriculum Management Solutions, inc. (CMSi—a public corporation incorporated in the State of Iowa, and owner of the copyrights to the intellectual property of the audit process), for the purpose of conducting audits for educational institutions, providing training for auditors and others interested in the audit process, and officially assisting in the certification of PDK/ICMAC-CMSi curriculum auditors.

This audit was conducted in accordance with a contract between Allentown School District and the International Curriculum Management Audit Center at Phi Delta Kappa International. All members of the team were certified by Curriculum Management Solutions, inc.

Curriculum auditors for this audit were:

- Dr. Zollie Stevenson, Jr.
- Mrs. Patricia Braxton
- Dr. Maureen Cotter
- Dr. Brian Ellis
- Dr. James Ferrell
- Dr. Doris McEwen
- Dr. William K. Poston
- Dr. David Surdovel
- Dr. Olivia Zepeda

Biographical information about the auditors is found in the appendix.

System Purpose for Conducting the Audit

The purpose of the Curriculum Audit™ was provided to the auditors by current superintendent Mr. Thomas Parker. Mr. Parker requested the curriculum management audit based on “two non-negotiables coming in the district. One was the development of a strategic plan. The other was a transparent, third party audit of our curriculum and instruction.” The new Human Resources Director (May 2018) provided a further explanation of the purpose for the audit. She stated that “The ASD Office of Communications will undertake the audit process as a means of assessing an accurate historical understanding of the mission and vision of the office’s function in order to enhance its operation moving forward. We hope to further accomplish an interoffice collaborative approach to internal and external two-way communication, that will yield an increase in District transparency with the community and thereby an increase in community trust in the District. The information will be used to directly inform the Office of Communication’s function and align its outcomes with the iterative goals of the District by way of the Strategic Framework.”

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.

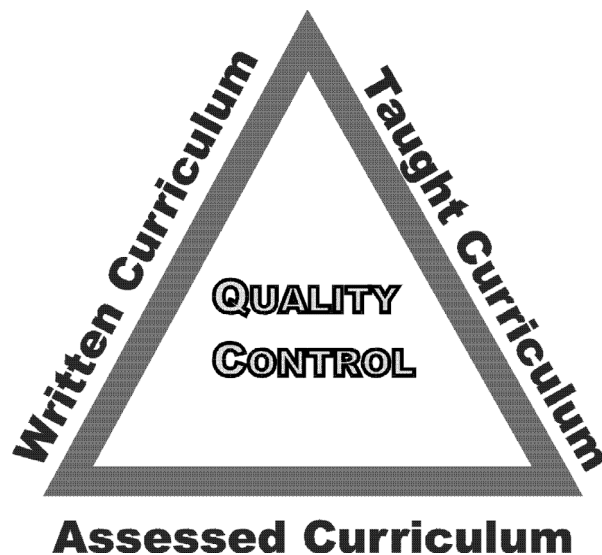
The Curriculum Audit™ represents a “systems” approach to educational improvement; that is, it considers the system as a whole rather than a collection of separate, discrete parts. The interrelationships of system components and their impact on overall quality of the organization in accomplishing its 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 within the existing cost parameters. 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 rationality, 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

PDK-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 Allentown School District Curriculum Audit™ Team selected by the Curriculum Management Audit Center 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: Arizona, Arkansas, District of Columbia, Georgia, Iowa, Maryland, New Jersey, North Carolina, Pennsylvania, Rhode Island, Texas, and Washington.

The Principle of Independence

None of the Curriculum Audit™ Team members had any vested interest in the findings or recommendations of the Allentown School District Curriculum Audit™. None of the auditors has or had any working relationship with the individuals who occupied top or middle management positions in the Allentown School District, nor with any of the past or current members of the Allentown School District Board of School Directors.

The Principle of Objectivity

Events and situations that comprise the database for the Curriculum Audit™ are derived from documents, interviews, online surveys, and site visits. 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 PDK-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

PDK-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 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.

Interviewed Representatives of the Allentown School District

Board Members	Special Education Facilitators
Superintendent, Deputy and Assistant Superintendents	ESOL Facilitator
Executive Directors	Teachers
Directors	High School Student Council
Retired Central Office Staff	Parent and Community Members
AEA President	Union-Clerical Group
Principals	Union Reps-ACT 93
Assistant Principals	Union-Custodians, Maintenance/Grounds
Supervisors of Instruction	Technology Staff
Parent Liaisons	

Approximately 102 individuals were interviewed during the site visit phase of the audit.

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 Allentown School District 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 PDK-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 PDK-CMSi Curriculum Audit™ used five standards against which to compare, verify, and comment on the Allentown 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 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 PDK-CMSi Curriculum Audit™ in Allentown School District 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 PDK-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.

Normal audit practice is for the board of a school district to receive the audit report; they do not accept it. After review of the audit report, the board requests the response of its superintendent of schools. When the superintendent’s response is received, then the board is in a position to act upon those two sets of recommendations. In this manner, the superintendent and the board are always accountable for what occurs in the school system after an audit report is delivered.

The Allentown School District has experienced significant deindustrialization of the city, which has significantly impacted the tax base that is used to fund the schools. In addition, there have been significant changes in the racial/ethnic and income demographics of the school district. While the population of Allentown has continued to grow after a dip in enrollment during the 1980s, the tax base has not recovered to provide the level of support necessary to provide all of the services needed.

Since 2002, the superintendency has changed five times. The auditors found the current leadership of the district to be optimistic about the opportunity to put systems in place that are greatly needed and that will facilitate growth while developing the trust of the community in the mission and goals of the district as represented in the Strategic Framework.

The Allentown School District has been plagued by achievement gaps for students, when compared to surrounding district and state performance averages, over several years. Without significant and coordinated interventions, most students in the Allentown School District will never catch up with their grade level peers in other school districts or the Commonwealth of Pennsylvania.

Noted next are the general findings from each of the five standards that were reviewed during the audit process. For Standard One, the auditors found that only 13% of the criteria for board policy were rated as meeting audit standards. Surveys and interviews with district stakeholders revealed concerns about the adequacy of policy to guide district expectations of instructional delivery and limited policy development.

Campus improvement plans reviewed by the Auditors were more descriptive as opposed to actual plans on how the goals that they contained would be implemented and measured. No organizational chart was provided to the auditors by the district and job descriptions were missing key elements that aligned with teaching and learning roles.

Standard Two findings indicated that curriculum management direction, the scope of the curriculum and articulation of the curriculum artifacts with state standards in the Allentown School District were inadequate and that there is no written plan to coordinate the development, implementation, monitoring, evaluation, and revision of curriculum.

Standard Three findings showed that not all students enjoyed equal access to programs and services nor were they all provided the appropriate resources necessary to be academically successful and that performance gaps existed among groups identifiable by gender and race/ethnicity, and EL status. Hispanic, African American, and male students, as well as those from families with limited financial means, were over-represented in supplemental programs. Absent was a comprehensive statement of expectations for classroom instructional practices.

Regarding Standard Four, the auditors found that the district lacks a plan for assessment and evaluation and the scope of assessment covers only about 31% of the curriculum. The use of formative and summative data is inadequate, though the district has recently implemented a number of benchmark assessments at the primary level and in state-tested levels and content areas. The assessments used are not adequate for teachers to make immediate and informed instructional decisions, and the summative uses of the benchmark assessment are not resulting in increased student achievement. Student achievement on state and national assessments trailed statewide performance at each grade level and in each content area.

For Standard Five, the auditors learned that the district's budget development and process is not focused on clientele needs, appropriate data or strategic priorities. The general fund demonstrates inadequate solvency with expenditures less than revenues for three of the past five years. The auditors also found that neither the district's long-range facilities plan nor the technology plan meet the audit components of comprehensive plans. Further, the distribution of technology across the district is both uneven and lacks an adequate infrastructure.

While this is a time of great challenges for the Allentown School District, the door is open for new partnerships and opportunities. New leadership and the opportunity to work in a collaborative manner, which are being espoused by the current Superintendent and the Board of School Directors of the district will aid the process of improving community engagement related to the school district. Efforts being proposed through a close alignment of the written, taught, and tested curriculum will aid in closing the gaps in teaching and learning that many in the district indicated currently exists. Board members, school leadership, district and building administrators, teachers, and parents have indicated the desire to move the district to the next level and to set the standard for high quality educational opportunities for all its students. Undertaking the curriculum management audit is evidence of such commitment. Future progress will depend, in part, on the district leadership team's efforts to address the findings and recommendations presented in the audit report and the board's willingness to allow the superintendent and his team to act on the recommendations.

It is hoped that this curriculum audit report will provide the stimulus for the board, administration, teachers, parents, and community members to develop an agenda for systematic change and improvement. If that process yields the kind of quality and consistency envisioned in the recommendations of the audit, there is every reason to be optimistic about the future of the Allentown School District.

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 board of education 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 Allentown School District:

A school system meeting PDK-CMSi Curriculum 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 education;
- 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.

Key to what the auditors expected to find in the Allentown School District were goals that reflected expectations, outcomes, and results in student learning, which should be the main focus of a school district.

Overview of What the Auditors Found in the Allentown School District:

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

The auditors found that of the five standards of the Curriculum Audit™ related to policy, only 17% of the criteria were rated as meeting audit standards. Surveys of administrators and teachers, along with interviews with board members, district leaders, campus leaders, and teachers, revealed concerns about policy development and the adequacy of policy to explain district expectations of instructional delivery, and limited policy development.

Auditors were also presented with the recently developed strategic framework along with other plans that had previously been created. The auditors did not receive any department plans, though there was a special education plan and a technology plan. Though auditors were presented with 22 campus improvement plans, the plans were found to be prescribed steps as opposed to individually created plans on how the goals they contained would be accomplished.

No organizational chart was provided to the auditors by the district, though it was understood that district leadership were working on one. Job descriptions were missing key elements that aligned with teaching and learning roles.

Finding 1.1: Board policies are inadequate in scope and content to provide for the effective management of curriculum and other district functions.

Board policy is the most critical element of any effective school district. Policy sets expectations for how curriculum will be designed, developed, delivered, monitored, and measured, within parameters that define what quality instruction looks like and how the central office will support student learning. Administrative regulations are directions developed by the superintendent that clarify policies or provide detail for policy implementation. Together, policy and regulations exist to guide decision making and to ensure that decisions are congruent with system-level goals, priorities, and values. 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 reflect the board's intent.

To determine the adequacy of board policies and administrative regulations, auditors conducted a review of the entire online Allentown School District (ASD) board policy manual. Auditors also interviewed board members, administrators, and teachers regarding policy adoption and revision and the administrative regulation development process, as well as the use of policies and administrative regulations as reference documents. Online surveys of campus leadership and teachers were used to collect information on use of ASD policy.

Overall, the auditors found that although policy is compliant with state requirements, they did not meet the Curriculum Management Improvement Model (CMIM) criteria for adequacy. Use of policy was found to be limited and the policy development process insufficient to direct the design, delivery, and evaluation of curriculum.

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

- *Policy 000: Board Policy/Procedure/Administrative Regulations* states, "The policies and procedures adopted by the Board establish the general parameters within which the daily operations of the school district are to be governed."
- *Policy 002: Authority and Powers* states, "The Board, in accordance with its statutory mandate, shall adopt Board procedures for its own operation, and policies for the guidance of the Superintendent in the operation of the school district."
- *Policy 003: Functions* states, "The Board shall exercise leadership through its rule-making power by adopting Board procedures and policies for the organization and operation of the school district."
- *Policy 007: Policy Manual Access* states, "The Board adopts the procedures and policies contained in the Policy Manual as a governance tool for the Board and as a resource for District administrators and employees, students, parents/guardians, residents, and community members."

Adequacy of Board Policies and Administrative Regulations

Allentown school board policies (214 total) are nested under 10 categories. Those categories are listed below with the number of policies found under each category in parentheses.

000 – Local Board Procedures (12)	500 – Classified Employees (16)
100 – Programs (30)	600 – Finances (19)
200 – Pupils (39)	700 – Property (11)
300 – Employees (27)	800 – Operations (19)
400 – Professional Employees (25)	900 – Community (16)

In addition to the policy manual, Allentown School District also utilizes regulations to interpret how to use the policies. Auditors were presented with a total of 264 new regulations that had not been approved by the board at the time of the audit; therefore, auditors did not include them in any analysis. Only two regulations were considered pertinent to the audit report, and they are indicated in the tables that follow.

Exhibit 1.1.1 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 curriculum management related board policies are displayed by policy number and title.

Exhibit 1.1.1

Policies and Regulations Reviewed Allentown School District May 2018

Policy or Regulation Number	Title	Date
0	Board Policy/Procedure/Administrative Regulations	5/25/2017
2	Authority and Powers	6/22/2017
3	Functions	2/22/2018
6	Meetings	2/22/2018
7	Policy Manual Access	9/28/2017
11	Principles for Governance and Leadership	3/23/2017
100	Comprehensive Planning	1/25/2018
101	Vision/Mission Statement	3/23/2006
102	Academic Standards	2/25/2018
102.1	Academic Standards	4/25/2002
102	Educational Goals	6/27/2002
103	Nondiscrimination in School Classroom Practices	11/19/2009
103.1	Nondiscrimination - Qualified Students with Disabilities	11/16/2017
104	Nondiscrimination in Employment and Contract Practices	11/18/2010
105	Curriculum Development	1/27/2000
105.1	Curriculum Review by Parents/Guardians and Students	1/27/2000
105.2	Exemption from Instruction	5/24/2001
106	Guides for Planned Instruction	1/27/2000
107	Adoption of Planned Instruction	1/27/2000
108	Adoption of Textbooks	12/16/1999
109	Resource Materials	12/18/2008
112	Guidance Counseling	9/24/1998
113	Exceptional Children - Special Education	6/25/1998

Exhibit 1.1.1 (continued)
Policies and Regulations Reviewed
Allentown School District
May 2018

Policy or Regulation Number	Title	Date
114	Exceptional Children - Gifted Education	6/25/1998
115	Career and Technical Education	4/25/2002
127	Assessment of Educational Programs	4/23/1998
130	Homework	4/25/2002
138	Limited English Proficiency Program	6/21/2007
212	Reporting Pupil Progress	1/23/2003
217	Graduation Requirements	8/25/2016
312	Evaluation of Superintendent	11/18/1999
313	Evaluation of Employees	3/22/2018
333	Professional Development	12/21/2000
412	Evaluation of Professional Employees	3/25/1999
413	Evaluation of Temporary Professional Employees	3/25/1999
433	Professional Development	12/21/2000
512	Evaluation of Classified Employees	12/16/1999
601	Objectives	2/22/1999
602	Budget Planning	2/22/1999
603	Budget Preparation	2/22/1999
604	Budget Hearing	2/22/1999
626	Equity - Allocation of Educational Resources	1/26/2017
701	Facilities Planning	8/27/1998
901	Public Relations Objectives	12/16/1999
905	Citizen Advisory Committees	9/24/1998
910	Community Relations	8/27/1998
313-AR-1	Administrative Evaluation Plan	No Date
412-AR	Official Temporary Professional and Professional Employee's Rating Form	No Date

As can be noted from [Exhibit 1.1.1](#):

- Auditors reviewed a total of 45 policies and 2 regulations that pertained to curriculum management.
- Twelve of the policies have been written or revised since 2016.
- Thirty-two of the policies are at least 10 years old; 23 of those policies are at least 18 years or older.

Policy Design

Auditors analyzed the policies listed in [Exhibit 1.1.1](#) for congruence with Curriculum Management Audit standards using 26 criteria, each with three levels of analysis. The auditors assessed the quality of board policies, regulations, and exhibits 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, regulation, and exhibit to determine if the audit criteria were met. For each criterion, a point is given based on the characteristic of the policy. If a policy (or several together) met the descriptor, a point was given to the corresponding descriptor. If a policy was considered too weak to

meet the descriptor, or if there were no policies regarding the criterion, no point was given. To be considered adequate, 70 percent 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 1.1.2 through 1.1.7. Exhibit 1.1.2 displays the audit criteria and auditors' ratings for Standard One.

Exhibit 1.1.2

**Auditors' Analysis of Board Policy, Regulations, and Exhibits
 Audit Standard One to Determine Quality and Degree of Adequacy
 Allentown School District
 May 2018**

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		
<ul style="list-style-type: none"> Requires the taught and assessed curriculum to be aligned to the district's written curriculum 	102 108	0
<ul style="list-style-type: none"> Addresses the alignment of the district's written curriculum with state and national standards for all subject areas and grades (includes electives) 		0
<ul style="list-style-type: none"> 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 		0
1.2 Philosophical statements of the district instructional approach		
<ul style="list-style-type: none"> Has a general philosophical statement of curriculum approach, such as standards-based, competency-based, outcome-based, etc. 	102.1	1
<ul style="list-style-type: none"> Directs adherence to mastery learning practices for all content areas and grades involved in local, state, and national accountability 		0
<ul style="list-style-type: none"> Directs adherence to mastery learning practices for all grade levels and content areas, including electives 		0
1.3 Board adoption of the written curriculum		
<ul style="list-style-type: none"> Requires the annual review of new or revised written curriculum prior to its adoption 	003	1
<ul style="list-style-type: none"> Directs the annual adoption of new or revised written curriculum for all grade levels and content areas 	105 106	0
<ul style="list-style-type: none"> Directs the periodic review of all curriculum on a planned cycle over several years 	107 109	Partial*
1.4 Accountability for the design and delivery of the district curriculum through roles and responsibilities		
<ul style="list-style-type: none"> Directs job descriptions to include accountability for the design and delivery of the aligned curriculum 		0
<ul style="list-style-type: none"> Links professional appraisal processes with specific accountability functions in the job descriptions of central office administrators, building administrators, and regular classroom teachers 		0
<ul style="list-style-type: none"> Directs professional appraisal processes to evaluate all staff in terms of gains in student achievement 		0
1.5 Long-range, system-wide planning		
<ul style="list-style-type: none"> 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) 	003 100 105	1
<ul style="list-style-type: none"> 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 	333 433	0
<ul style="list-style-type: none"> 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

Exhibit 1.1.2 (continued) Auditors' Analysis of Board Policy, Regulations, and Exhibits Audit Standard One to Determine Quality and Degree of Adequacy Allentown School District May 2018		
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
1.6 Functional decision-making structure		
<ul style="list-style-type: none"> • Expects an organizational chart that is annually reviewed, presented to the board, and approved by the superintendent 	100 105	0
<ul style="list-style-type: none"> • 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 	333 433 626	0
<ul style="list-style-type: none"> • 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 		0
Standard One Rating (number of points for the six criteria with a possibility of 18)		3
Percentage of Adequacy (points divided by the number of possible points—18)		17%
*Partial ratings are tallied as inadequate.		
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		
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Auditors' ratings in [Exhibit 1.1.2](#) for [Standard One](#) indicate that board policies that provide for control received 3 of 18 possible points for a total of 17% and are lacking sufficient content, specificity, and direction to meet these audit criteria. At least 70% of the characteristics must be met for the policies to be considered adequate to provide clear direction for control of 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

This criterion was awarded 0 points. Two policies reviewed addressed this criterion. *Policy 102: Academic Standards* states, "the district shall establish rigorous academic standards in accordance with, and may expand upon, those adopted by the State Board of Education." The policy does not require the consideration of national standards. *Policy 108: Adoption of Textbooks* addresses considering state and national standards in relationship to the curriculum when adopting textbooks, but the distinction indicates the curriculum itself is not bound by the same standard of considering national standards.

Criterion 1.2: Philosophical statements of the district instructional approach

This criterion was awarded 1 point. *Policy 102.1: Academic Standards* states, "The district will foster success for each student by offering a challenging, standards-based academic curriculum." No policies or regulations were found that addressed mastery learning for either the core or non-core courses.

Criterion 1.3: Board adoption of the written curriculum

This criterion was awarded 1 point. *Policy 107: Adoption of Planned Instruction* states, "No course of study shall be taught in district schools unless it has been adopted by a majority vote of the full Board." Similar language is found for the adoption of a curriculum plan in *Policy 105: Curriculum Development*. *Policy 109: Resource Materials* further states, "The Superintendent or designee shall develop and implement selection procedures for resources materials. No adoption or change of materials shall be made without the Superintendent's recommendation, except as by a two-thirds vote of the Board." The criterion was given a partial rating, though not counted for any points, for *Policy 106: Guides for Planned Instruction*, which requires a systematic review

of all guides. The criterion seeks specific wording that would require periodic review of all curriculum on a planned cycle over several years. No policies were found that directed the annual adoption of new or revised written curriculum for all grade levels and content areas.

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

This criterion was awarded 0 points. Auditors found no policies that required job descriptions to include accountability for the design and delivery of the aligned curriculum. In addition, the professional appraisal processes are not required to contain specific accountability functions in job descriptions, nor are there professional appraisal processes to evaluate all staff in terms of gains in student achievement.

Criterion 1.5: Long-range, system-wide planning

This criterion was awarded 1 point. *Policy 105: Curriculum Development* states that in the strategic planning process, the superintendent will ensure “effective participation of administrators, teaching staff members, students, community members, and members of the Board.” Auditors found no policies or regulations that directed the development of a system-wide, long-range plan updated annually and evaluated by both formative and summative measures. Nor did auditors find policies or regulations that required school improvement plans to be congruent with the long-range plan.

Criterion 1.6: Functional decision-making structure

This criterion was awarded 0 points. No policies or regulations were found requiring an organizational chart to be reviewed annually, a review of all job descriptions for positions found on the organizational chart, or the processes to be used for the formation of decision-making bodies that meet audit standards found in this criterion.

Exhibit 1.1.3 displays the audit criteria and the auditors’ ratings for Standard Two.

Exhibit 1.1.3

**Auditors’ Analysis of Board Policy, Regulations, and Exhibits
Audit Standard Two to Determine Quality and Degree of Adequacy
Allentown School District
May 2018**

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	106 107	0
• Requires formative assessment instruments that align to specific curriculum objectives		1
• Directs that suggestions be provided to teachers for differentiating curriculum to meet students’ needs as diagnosed by formative assessments		0
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	105 107	0
• Requires the annual review of test banks, benchmark assessments, and other assessment instruments for alignment with the district or state accountability system		0
• Evaluates assessment instruments for alignment to the district curriculum in all three dimensions: content, context, and cognitive type		0

Exhibit 1.1.3 (continued) Auditors' Analysis of Board Policy, Regulations, and Exhibits Audit Standard Two to Determine Quality and Degree of Adequacy Allentown School District May 2018		
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
2.3 Textbook/resource alignment to curriculum and assessment		
<ul style="list-style-type: none"> Requires textbooks/resources to be regularly reviewed and the resource revision/ adoption cycle to align with the curriculum revision cycle 	006 103	0
<ul style="list-style-type: none"> Directs review of all new instructional resource materials for content, context, and cognitive type alignment to the district curriculum and assessment 	107 108	0
<ul style="list-style-type: none"> 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.) 	109	0
2.4 Content area emphasis		
<ul style="list-style-type: none"> Directs the yearly identification of subject areas that require additional emphasis based on a review of assessment results 	333	0
<ul style="list-style-type: none"> Within subject areas, requires identification by administration of specific objectives, contexts, cognitive types, and instructional practices to receive budgetary support 		0
<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> 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 	105 127	0
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Directs administrative staff to prepare annual recommendations for subject-related and school-wide program revision, expansion, or termination based on student achievement 		0
Standard Two Rating (number of points for the five criteria with a possibility of 15)		1
Percentage of Adequacy (points divided by the number of possible points—15)		7%
Note: One point was awarded for every characteristic met under each criterion for a maximum of three 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 Two](#) indicate that board policies that provide for direction received 1 of 15 possible points for a total of 7% and are lacking sufficient content, specificity, and direction to meet these audit criteria. At least 70% of the characteristics must be met for the policies to be considered adequate.

[Standard Two](#) concerns design of the curriculum, the planning involved in that design, and how resources and programs will be incorporated to support the curriculum. The following presents information about the auditors' analysis of policies for [Standard Two](#).

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

This criterion was awarded 1 point. *Policy 107: Adoption of Planned Instruction* states the planned instruction (guides) shall consist of "procedures for measurement of the objectives." No policies or regulations were found that required teachers to describe how students will demonstrate mastery of the stated objectives or that the planned instruction provide suggestions for differentiation of instruction.

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

This criterion was awarded 0 points. No policies or regulations were found that directed the development of procedures to formatively and summatively review the written curriculum. In addition, no policies or regulations were found to review any assessment instruments and to examine the dimensions of content, context, and cognitive type for those instruments.

Criterion 2.3: Textbook/resource alignment to curriculum and assessment

This criterion was awarded 0 points. No policies or regulations were found that require textbook/resources be reviewed for alignment to curriculum and assessment. *Policy 108: Adoption of Textbooks* does state the textbooks should be aligned to a program of continuous progress, but that is too vague for this criterion. No policies or regulations require review of content, context, and cognitive type or a requirement for staff to identify areas where alignment is missing. *Policy 109: Resource Materials* does not mention alignment.

Criterion 2.4: Content area emphasis

This criterion was awarded 0 points. No policies or regulations were found that require identification of subject areas with needed emphasis based on assessment results. No policies or regulations were found that look at specific areas for budgetary concerns and focused professional development to support instructional delivery.

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

This criterion was awarded 0 points. While there are policies that discuss various programs, none of the policies require an alignment to the written curriculum. Auditors noted in interviews with ASD leadership comments related to a silo effect happening within district programs. No policies or regulations mentioned evaluation of programs and annual recommendations for subject-related and school-wide program revision, expansion, or termination based on student achievement.

Exhibit 1.1.4 displays the audit criteria and the auditors' ratings for Standard Three.

Exhibit 1.1.4

Auditors' Analysis of Board Policy, Regulations, and Exhibits Audit Standard Three to Determine Quality and Degree of Adequacy Allentown School District May 2018

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	105 106	0
• 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	138 333	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

Exhibit 1.1.4 (continued)
Auditors' Analysis of Board Policy, Regulations, and Exhibits
Audit Standard Three to Determine Quality and Degree of Adequacy
Allentown School District
May 2018

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
3.3 Delivery of the adopted district curriculum		
• Requires all staff to deliver the curriculum as approved by the board	105	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	106 313-AR-1 412-AR	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	105 313-AR-1	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
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	011 100 103	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	103.1 105	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	113 114 138 626	1
Standard Three Rating (number of points for the five criteria with a possibility of 15)		3
Percentage of Adequacy (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 three points. No points are awarded when policies fail to meet any characteristics.		
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Auditors' ratings in Exhibit 1.1.4 for Standard Three indicate that board policies that provide for consistency and equity received 3 of 15 possible points for a total of 20% and are lacking sufficient content, specificity, and direction to meet these audit criteria. At least 70% of the characteristics must be met for the policies to be considered adequate.

Standard Three concerns delivery and equitable access to the curriculum. The following presents information about the auditors' analysis of policies for Standard Three.

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

This criterion was awarded 0 points. *Policy 105: Curriculum* discusses curriculum guidelines but does not address articulation or coordination of the curriculum. *Policy 106: Guides for Planned Instruction* lists what each guide should include but does not address the need for prerequisite skills.

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

This criterion was awarded 0 points. *Policy 333: Professional Development* is the main policy directing professional development for the district. This policy addresses the development of a professional development plan, but the plan does not include the aspects needed to meet this criterion. Specifically, the plan does not address a focus on instructional delivery, coaching of staff, and a regular evaluation of professional development activities.

Criterion 3.3: Delivery of the adopted district curriculum

This criterion was awarded 1 point. While there are policies that address different aspects of this criterion, specificity is lacking. *Policy 105: Curriculum* sets out guidelines for the curriculum but does not require that it be used. *Policy 106: Guides for Planned Instruction* indicates that teachers shall conduct the planned instruction using the guides. For this reason, auditors awarded 1 point. No policies were found that addressed the disaggregation of assessment results or an annual report to the board on those results.

Criterion 3.4: Monitoring the delivery of the district curriculum

This criterion was awarded 0 points. The evaluation regulation used for administrators does not discuss monitoring of the delivery of instruction as part of the evaluation. No other policies or regulations reviewed discussed monitoring of the curriculum and periodic review of classroom data-gathering.

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

This criterion was awarded 2 points. While several policies were reviewed concerning this criterion, the main policy directing equity in ASD is *Policy 626: Equity – Allocation of Educational Resources*. This policy is unique to ASD and is being implemented to its fullest extent for the first time this academic year. The policy addresses equal access to the curriculum and an annual review and report to the board on equity within the district. The only missing piece found in this policy was the development of procedures for fast-tracking students.

Exhibit 1.1.5 displays the audit criteria and the auditors' ratings for Standard Four.

Exhibit 1.1.5

**Auditors' Analysis of Board Policy, Regulations, and Exhibits
Audit Standard Four to Determine Quality and Degree of Adequacy
Allentown School District
May 2018**

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		
<ul style="list-style-type: none">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	127	1
<ul style="list-style-type: none">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
<ul style="list-style-type: none">Requires assessment instruments to be more rigorous in content, context, and cognitive type than external, high stakes assessments		0

Exhibit 1.1.5 (continued)
Auditors’ Analysis of Board Policy, Regulations, and Exhibits
Audit Standard Four to Determine Quality and Degree of Adequacy
Allentown School District
May 2018

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
4.2 A program assessment process		
• Directs the development and implementation of a district program evaluation process	002	1
• Requires each proposed program to have an evaluation process (including both formative and summative evaluations) before that program is adopted and implemented	003 102.1 107	0
• Directs the program assessment process to link with district planning initiatives, including site improvement plans and the strategic/long-range plan	113 127 138	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	127 626	1
• 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	102.1 113	0
• Requires reports to the board every three years for long-term programs	626	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)		3
Percentage of Adequacy (points divided by the number of possible points—12)		25%
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		
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Auditors’ ratings in [Exhibit 1.1.5](#) for [Standard Four](#) indicate that board policies that provide for feedback received 3 of 12 possible points for a total of 25% and are lacking sufficient content, specificity, and direction to meet these audit criteria. At least 70% of the characteristics must be met for the policies to be considered adequate.

[Standard Four](#) concerns feedback concerning the curriculum. The following presents information about the auditors’ analysis of policies for [Standard Four](#).

Criterion 4.1: A student assessment process

This criterion was awarded 1 point. *Policy 127: Assessment of Educational Program* discusses the use of assessment as part of the strategic plan, but it is too vague on the components to meet this criterion other than the implementation of such a plan. The policy is lacking specificity on differentiation and the requirement that assessment be more rigorous than that of external, high-stakes assessments.

Criterion 4.2: A program assessment process

This criterion was awarded 1 point. *Policy 102.1: Educational Goals* requires that the district assess and report progress on educational goals to the community on an annual basis. Other than this policy, none of the other policies or regulations reviewed require that each program have an evaluation process or that the program assessments be tied to district planning initiatives.

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

This criterion was awarded 1 point. *Policy 626: Equity of Educational Resources* requires the disaggregation of several points of data down to the subgroup and student level as indicated by the criterion. No policies or regulations require teachers to track and document student mastery in content areas or to alter the curriculum and/or programs as needed in response to disaggregated data.

Criterion 4.4: Reports to the board about program effectiveness

This criterion received 0 points. While some policies required specific annual reports to the board, there were no requirements for reports on effectiveness of new programs and long-term programs.

Exhibit 1.1.6 displays the audit criteria and the auditors’ ratings for Standard Five.

Exhibit 1.1.6

**Auditors’ Analysis of Board Policy, Regulations, and Exhibits
Audit Standard Five to Determine Quality and Degree of Adequacy
Allentown School District
May 2018**

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		
<ul style="list-style-type: none"> 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 	003 006 102.1 108	0
<ul style="list-style-type: none"> 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.) 	601 602 603	0
<ul style="list-style-type: none"> 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
5.2 Resource allocation tied to curriculum priorities		
<ul style="list-style-type: none"> Requires a budget that allocates resources according to documented needs, assessment data, and established district curriculum and program goals and priorities 	602 626	0
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 		1

Exhibit 1.1.6 (continued)
Auditors' Analysis of Board Policy, Regulations, and Exhibits
Audit Standard Five to Determine Quality and Degree of Adequacy
Allentown School District
May 2018

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
5.3 Environment to support curriculum delivery		
• Directs facilities that enable teachers to work in an environment that supports adequate delivery of the curriculum	002 003	1
• Directs consideration of multi-year facilities planning efforts to adequately support the district curriculum and program priorities	006 602	1
• 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	603 626 701	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	100 105	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	626	0
• 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
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		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)		3
Percentage of Adequacy (points divided by the number of possible points—18)		17%
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		
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Auditors' ratings in Exhibit 1.1.6 for Standard Five indicate that board policies that provide for productivity received 3 of 18 possible points for a total of 17% and are lacking sufficient content, specificity, and direction to meet these audit criteria. At least 70% of the characteristics must be met for the policies to be considered adequate.

Standard Five concerns budgeting, resources, facilities, and data-driven decision making to be used in planning. The following presents information about the auditors' analysis of policies for Standard Five.

Criterion 5.1: Program-centered budgeting

This criterion was awarded 0 points. While *Policy 602: Budget Planning* is the main policy directing the budget process, it does not address a program-centered budget process or a requirement for program evaluation and identification of goals before the budget process begins. If these were addressed in the policies reviewed, they did not tie directly to the budgeting process.

Criterion 5.2: Resource allocation tied to curriculum priorities

This criterion was awarded 1 point. *Policy 626: Equity – Allocation of Educational Resources* requires the board to review the annual equity report at the beginning of the budget process to inform the budget formation. *Policy 602: Budget Planning* does not provide for a multi-year process or anything specific related to examining allocations according to documented needs and assessment data. The policy calls only for “ongoing district studies of the educational program.”

Criterion 5.3: Environment to support curriculum delivery

This criterion was awarded 2 points. *Policy 602: Budget Planning* requires the preparation of long-range plans for facilities and equipment. *Policy 626: Equity – Allocation of Educational Resources* requires facility status as part of the annual equity report. No policies were found that addressed facility planning directly and linked future curriculum and instructional trends. This aspect of the criterion would normally appear in a policy such as *Policy 701: Facilities Planning*.

Criterion 5.4: Support systems focused on curriculum design and delivery

This criterion was awarded 0 points. No policies or regulations reviewed included connections between support services and curriculum design and delivery, formative and summative evaluation for support services, or periodic reports to the board concerning support services using data.

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

This criterion was awarded 0 points. While *Policy 626: Equity – Allocation of Educational Resources* provides for numerous data points of analysis, this policy does not necessarily impact the overall core curriculum and student progress. It only looks at information as it deals with equity. Other than this policy, there were no policies or regulations that matched data and the decision-making process.

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

This criterion was awarded 0 points. Auditors found no policies or regulations regarding effective planning that incorporated institutionalization of change in the process.

Exhibit 1.1.7 presents the summary ratings for all five audit standards based on auditors’ analysis of the adequacy of board policies to direct curriculum design and delivery in the district.

Exhibit 1.1.7

**Summary Ratings of the Auditors’ Analysis of Board Policy and Regulations
For All Standards to Determine Quality and Degree of Adequacy
Allentown School District
May 2018**

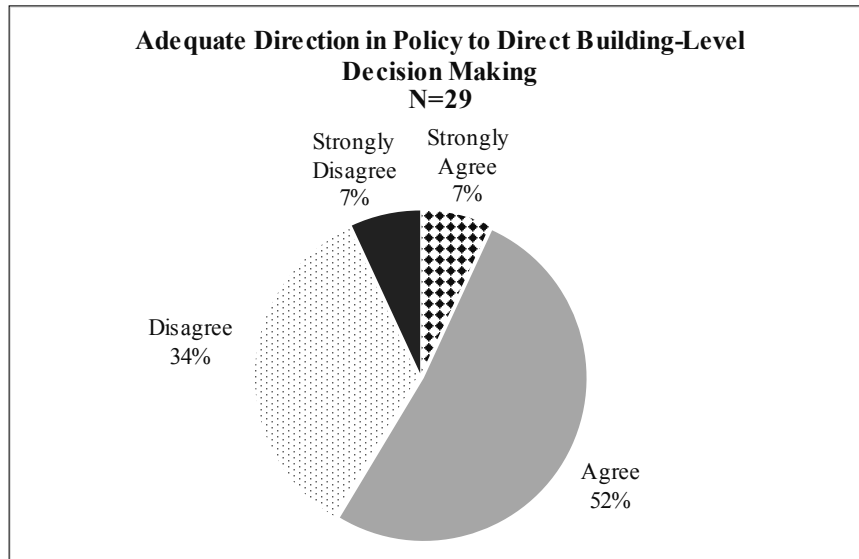
Standard	Number of Criteria	Number of Possible Points	Number of Points Given	Percentage of Points Relative to 70% Standard for Adequacy
One: Control	6	18	3	17
Two: Direction	5	15	1	7
Three: Consistency and Equity	5	15	3	20
Four: Feedback	4	12	3	25
Five: Productivity	6	18	3	17
Overall Rating For all Criteria	26	78	13	17%
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As can be noted in Exhibit 1.1.7, the current policies met 13 points (17%) of the 78 possible points for the 26 criteria of strong curriculum management board policies. In the area of Control, 3 of 18 points were awarded; Direction, 1 of 15; Consistency and Equity, 3 of 15; Feedback, 3 of 12; and Productivity, 3 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 the policies of Allentown School District did not meet the audit standard for effective governance and are considered inadequate.

Policy and Regulation Distribution and Implementation

The final element in the analysis of board policies and regulations was to determine if existing policies and regulations are easily accessible and followed. Links to the Allentown School District policies are available online. Auditors distributed surveys to administrators and teachers and asked about policies and regulations. Exhibits 1.1.8 and 1.1.9 display the results for each group.

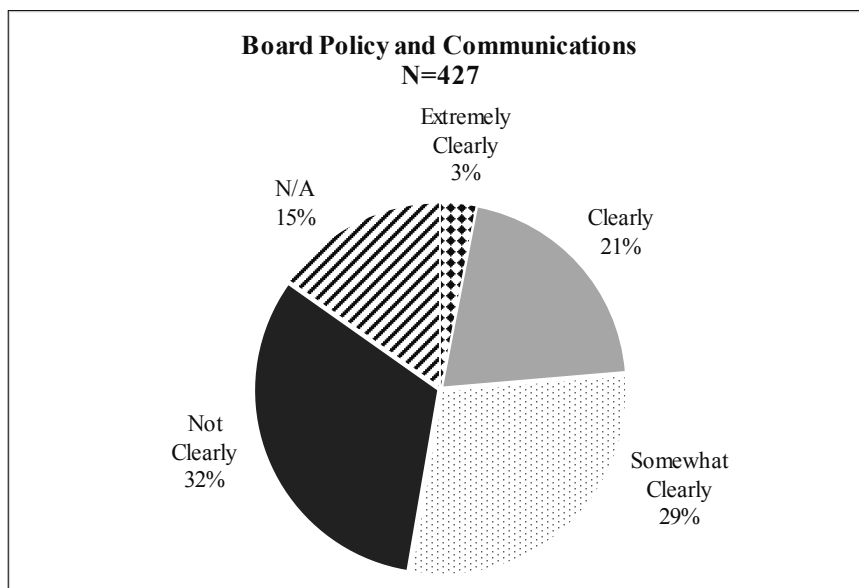
Exhibit 1.1.8
Building Principal Response to Adequate Direction in Policy
For Building-Level Decision Making
Allentown School District
May 2018



As can be noted from [Exhibit 1.1.8](#), of the 29 administrators who responded to the survey question, 52% stated they “Agree” with the statement, indicating they felt policy provided adequate direction for building-level decision making. Forty-one percent indicated they either “Disagree” or “Strongly Disagree” with the statement.

Teachers were asked how clearly expectations for classroom delivery of the curriculum and classroom instruction are communicated to them through board policy and communication. [Exhibit 1.1.9](#) displays their response.

Exhibit 1.1.9
Teacher Response to Classroom Delivery Expectations Expressed
Through Board Policy and Communication
Allentown School District
May 2018



As can be noted from [Exhibit 1.1.9](#):

- Twenty-four percent of teachers stated policy and communication either “Extremely Clearly” or “Clearly” express classroom expectations for delivery of the curriculum.
- Twenty-nine percent of the teachers stated policy and communication “Somewhat Clearly” express classroom expectations for delivery of the curriculum.
- Thirty-two percent responded “Not Clearly.”

In interviews with board members, district leadership, campus leadership, and teachers, auditors asked questions concerning policies and regulations. The following are examples of what auditors heard:

- “We are one of four districts in the state to have an equity policy.” (Board Member)
- “We are in the process of a complete policy review, but it is slow.” (District Administrator)
- “I don’t think the [equity] policy is implemented well.” (Board Member)
- “There has been no data at this point. We are at the pre-implementation stage of the equity policy.” (District Administrator)

Summary

Board policy, along with regulations interpreting those policies, are integral for any district. Policy and regulations give direction for essential functions of the district so that critical questions can be answered uniformly, and all stakeholders understand the expectations of district leaders. A policy manual that is not developed leads to fragmentation in the system due to stakeholders making decisions, which impact the system, on an individual basis with their own circumstances possibly clouding their judgment.

Auditors reviewed all board policies and regulations. Of a total of 214 policies presented in the online policy manual, auditors determined 45 of those pertained to curriculum management and used those for analysis. A number of regulations were submitted for review, but auditors chose only two that pertained to curriculum management. Current leadership is in the process of revising regulations and presented 264 regulations developed during the current school year, but they were not analyzed due to no board approval at the time of the on-site visit. Only 17% of the criterion covering the five standards were rated as meeting audit standards.

Surveys of administrators and teachers, along with interviews with board members, district leadership, campus leadership, and teachers, revealed concerns about policy development, adequacy of policy to explain district expectations of instructional delivery, and limited policy development. The current administration is working on revising policies and regulations that will help a district such as ASD, a Title I majority-minority district. Without updated policies and regulations, this may lead to fragmentation and negatively impact student achievement (see [Recommendation 2](#)).

Finding 1.2: Planning in Allentown School District has a solid foundation with the establishment of the Strategic Framework, but effective planning at the district and campus levels to is needed enact change and maintain constancy of purpose system-wide.

In dealing with the complexities of education, change is a constant element effective school leader must manage. Without addressing change as it occurs or working to stay ahead of it, school leaders find themselves in a reactionary stance, and systems suffer from fragmentation due to stakeholders making arbitrary, albeit with the best intentions, decisions to confront the unexpected. A characteristic of an effective school system is the ability to consistently engage in long- and short-range planning focused on the attainment of agreed-upon goals and priorities. The planning function in a school system serves to chart the course for progress. Structured planning establishes the vision and mission for all district efforts and affords the district an opportunity to assess and reassess its beliefs, values, commitments, and resources in terms of its vision and mission.

Planning is a process by which district leaders envision the district’s future and develop the necessary procedures and operations to achieve that future. Embedded in this planning is the ability to modify and adjust direction based upon student needs, new legislation, or changes in the community as district leaders identify,

prioritize, and respond to the continually evolving needs of those it serves. The planning process assists district leadership in anticipating emerging needs, developing a framework for systemic action toward the attainment of organizational goals, and strategically focusing activities that create the desired future. Such planning provides clear direction and serves to sustain focus over time, while also guiding growth and improvement in an atmosphere of change.

In order to understand how the Allentown School District’s (ASD) leadership carries out the planning process, auditors reviewed board policies and regulations and sought planning documents. Exhibit 1.2.1 lists the planning documents and those associated with planning found and reviewed by the auditors.

Exhibit 1.2.1

**Planning Documents Reviewed
Allentown School District
May 2018**

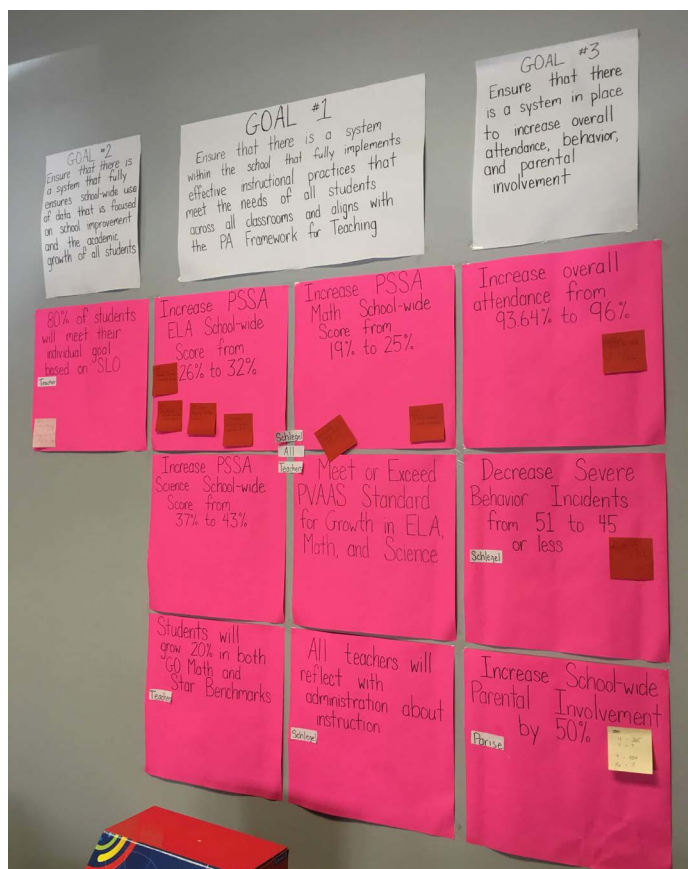
Name of Document	Date of Document Reviewed
Board Policies	Various Dates
Administrative Regulations*	Various Dates
ASD Strategic Framework	April 20, 2018
Allentown City SD District Level Plan (07/01/2018-06/30/2021)	No Date
Community Meeting Minutes	2017
Facilities Strategic Planning Presentation	2017
Strategic Planning Collection 2017	September 30, 2017
Budget Process	April 16, 2018
ASD PD Plan for 7 th -8 th Grade Literacy	2017-18
Allentown City SD Special Education Plan Report	2018-2021
2012-2015 ASD Tech Ed. Plan	2012-2015
Campus Improvement Plans	Various Dates
* Auditors were presented with 264 proposed regulations that were not considered for this report as they were not board approved at the time of the audit.	

In addition to the documents reviewed, interviews were conducted with board members, district leadership, campus leadership, teachers, and parents to determine their perception of the planning processes in ASD.

There is an expectation of planning in ASD as indicated by the following policies:

- *Policy 100: Comprehensive Planning* lays out the plans that are to be a part of an overall comprehensive planning approach. The plans mentioned include Professional Education, Induction, Student Services, Special Education, and Gifted Education and are accompanied by the Pennsylvania statutes that require the plans and their submission to the Department of Education (see Exhibit 1.1.2).
- *Policy 412: Evaluation of Professional Employees* discusses the creation of an evaluation and supervision plan for all professional employees.
- *Policy 413: Evaluation of Temporary Professional Employees* discusses the creation of a process for evaluation and supervision of all temporary professional employees.
- *Policy 602: Budget Planning* requires the preparation of a long-range plan for the annual maintenance and replacement of facilities equipment.
- *Policy 701: Facilities Planning* states, “Strategic planning is desirable and is required by the State Board of Education regulations. Community involvement is an important part of such a process. Facilities planning is a primary component of long-range planning.”

- *Policy 433: Professional Development* provides for the creation of an induction plan for new teachers and a professional education plan to meet the needs of the district and employees. This plan is also discussed in *Board Policy 333: Professional Development*.
- *Policy 127: Assessment of Educational Program* discusses the development of a strategic plan to allow continuing qualitative assessment of the progress on the district’s educational program.
- *Policy 603: Budget Preparation* discusses the role the budget will play in carrying out the strategic plan of the district: “The budget shall be designed to carry out the plan in a thorough and efficient manner...”
- *Policy 138: Limited English Proficiency Program* states the need to include the provisions of the Limited English Proficiency program into the strategic plan.
- *Policy 626: Equity of Educational Resources* requires the superintendent or designee to develop an equity plan to be presented to the board annually.
- *Policy 113: Exceptional Children – Special Education* discusses the use of a plan for exceptional students.
- *Policy 109: Resource Materials* calls for a plan to be used in selection of resource materials for classroom instruction.



Cleveland Elementary School posted these goals for the 2017-18 school year

Three types of analyses were used by auditors to gauge the planning process. The first analysis dealt with the district planning process as a whole. This analysis looked at the planning function within the district and how it was carried out at various levels within the system. The second type of analysis looked at what the district considers its key strategic planning document. District leaders have the ASD Strategic Framework in place. The third type of analysis examined how various plans (including school action plans) within the system were integrated with the strategic plan.

Overall, auditors found limited planning documents at the district level other than the ASD Strategic Framework. As a result, planning is not guiding the direction in which the system is heading. As a result, the quality of planning design, deployment, and delivery is inadequate to achieve the vision of planning.

As required by state regulations, annual school action plans and a district action plan must be submitted. District leaders have taken steps to enhance planning in the district and are in the infancy stage of seeing this come to fruition. The ASD Strategic Framework is the guiding document for this effort, and departments have begun the process of developing their own planning documents.

To determine the quality of the planning function, auditors used the Curriculum Management Audit (CMA) characteristics of quality planning design and delivery. This analysis approached the planning function across the district, at the district office level, across areas, and at school sites. In order for the auditors to rate the quality as adequate, at least six of the eight characteristics must receive a rating of adequate. Exhibit 1.2.2 presents the audit characteristics for examining a school district's planning efforts and the auditors' ratings.

Exhibit 1.2.2

Auditors' Rating of CMA Characteristics of Quality Planning Design and Delivery Allentown School District May 2018

There is evidence that...	Auditors' Rating	
	Adequate	Inadequate
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.		X
3. Data-driven: Data influence the planning and system directions/initiatives.	Partial*	
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.	Partial*	
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.	Partial*	
8. Aligned Professional Development: Professional development endeavors are aligned to system planning goals and initiatives.		X
Total	0	8
Percentage of Adequacy	0%	
*Partial ratings are tallied as inadequate.		
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As can be noted from Exhibit 1.2.2, none of eight characteristics was rated as adequate, with five characteristics rated as inadequate and three characteristics rated as partial and counted as inadequate. The audit expectation

is that a minimum of 6 of 8 characteristics be rated as adequate. The following provides more information on what the auditors found with respect to each of the characteristics reviewed.

Characteristic One: Policy Expectations (Inadequate)

While the policies cited refer to various parts of planning, no single policy or regulation found by auditors discusses the planning process and the creation of a strategic plan. *Policy 100: Comprehensive Planning* lays out state requirements for plans that are to be submitted to the Department of Education but does not give details on how the process should occur. Board-approved regulations at the time of the audit did not include this characteristic of planning either, but there are proposals that will begin to address this; they are yet to be board approved and, therefore, were not considered by auditors.

Characteristic Two: Visionary/Direction (Inadequate)

With no policies or regulations in place directing planning, the planning that is happening in the district has no requirement for the incorporation of district vision and direction. Planning is occurring in Allentown School District (ASD), but it is only at the discretion of the leader that this characteristic be incorporated into the planning process with no policies or regulations guiding the actions.

Characteristic Three: Data-driven (Partially Adequate)

The majority of planning mentioned in policy and regulations simply states that planning will happen. *Policy 626: Equity of Educational Resources* is an exception to this as the equity plan calls for specific measurements of student achievement by looking at student achievement and then availability of a number of items that lead to student achievement. The equity plan calls for the presentation of an annual equity report to the board, which includes the measurements of student achievement along with other data points to gauge equity in the district. The partial rating on this characteristic was awarded solely on the equity plan and the heavy reliance on data to examine equity in the district.

Characteristic Four: Budget Timing (Partially Adequate)

Policy 603: Budget Preparation drives budget planning for the district. The policy requires incorporation of other plans and includes general guidance for administrators in establishing priorities for funds. The budget is also to include some future trends, even though the requirements are only for the upcoming year. The partial rating for this characteristic was awarded because the budget process as stated in *Policy 603* only considers plans from individual schools and does not take into consideration district needs from district-level departments.

Characteristic Five: Day-to-Day Decisions (Inadequate)

With no direction in the planning process (see Characteristic One), there is no way for auditors to gauge the ability of leaders to make day-to-day decisions needed to achieve the direction desired.

Characteristic Six: Emergent/Fluid Planning (Inadequate)

Similar to Characteristic Five, auditors were unable to gauge the fluidity of the planning process with no specific planning process delineated in policies or regulations.

Characteristic Seven: Deliberate Articulated Actions (Partially Adequate)

While some policies mention participation of some stakeholders, the overall lack of specificity in the policies regarding planning does not meet the requirements of this characteristic. One example that does meet this characteristic and the reason for the partial rating is *Policy 333: Professional Development*, which requires the board to appoint a professional education committee containing parents, community members, local businesses, administrators, teachers, and educational specialists.

Characteristic Eight: Aligned Professional Development (Inadequate)

No policies were found that required the alignment of professional development to planning goals and initiatives.

Exhibit 1.2.3 presents the audit characteristics for examining district-wide plans for quality design, deployment, and delivery.

Exhibit 1.2.3

**CMA Characteristics of District-wide Plan Quality for Design, Deployment, and Delivery
Allentown School District
May 2018**

There is evidence that...	Auditors' Rating	
	Adequate	Inadequate
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.	Partial*	
2. Emergent/Fluid: The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.	Partial*	
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.	Partial*	
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 of Adequacy	0%	
*Partial ratings are tallied as inadequate.		
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As can be noted from Exhibit 1.2.3, no characteristics were rated as adequate. Four characteristics were rated as partially adequate, and this was solely due to the creation of the Allentown School District Strategic Framework (ASDSF) completed during the current academic year. Auditors were presented with the strategic framework and told this framework will be used to create an actual strategic plan in the near future. In addition, auditors reviewed the Allentown City SD District Level Plan for this analysis. The district level plan was more a state of the schools report rather than a plan for the next three years as indicated. The following provides more information on what the auditors found with respect to each of the characteristics reviewed.

Characteristic One: Reasonable and Clear (Partially Adequate)

The ASDSF provides five strategic areas that are transformed into five goals. The framework lists baseline metrics for measuring progress toward three of the goals where appropriate. Most of the objectives in the ASDSF are measurable as presented. The progress indicators and actions steps that follow each goal align to the objectives and goal to which they are assigned. The Allentown City SD District Level Plan does not reflect planning, but rather serves as a survey of where the district is currently in terms of mapping and aligning the curriculum, implementing instructional strategies, implementing and distributing assessments and results, and information on student services. For this reason, this characteristic was rated partially adequate.

Characteristic Two: Emergent/Fluid (Partially Adequate)

The ASDSF provides for the emergent thinking and fluidity to meet the changing demands in education. The objectives and strategic actions are specific enough to provide direction but not so specific they restrict flexibility. The Allentown City SD District Level Plan does not reflect planning, but rather serves as a survey of where the district is currently in terms of mapping and aligning the curriculum, implementing instructional strategies, implementing and distributing assessments and results, and information on student services. For this reason, this characteristic was rated partially adequate.

Characteristic Three: Change Strategies (Partially Adequate)

The ASDSF provides focal points on strategies that build the capacity of stakeholders within the system. The strategies include developing a professional development plan, creating a leadership development plan, and developing a comprehensive leadership program. The Allentown City SD District Level Plan does not reflect planning, but rather serves as a survey of where the district is currently in terms of mapping and aligning the curriculum, implementing instructional strategies, implementing and distributing assessments and results, and information on student services. For this reason, this characteristic was rated partially adequate.

Characteristic Four: Deployment Strategies (Inadequate)

None of the plans presented provided deployment strategies. There was mention of some deployment strategies in the ASDSF, but these did not include any specific professional development ideas nor any communication strategies.

Characteristic Five: Integration of Goals and Actions (Partially Adequate)

The ASDSF includes five goals that are congruent and build upon each other. The goals begin with student learning and progress through community support and end with operations and development of leadership to achieve all goals. The Allentown City SD District Level Plan does not reflect planning, but rather serves as a survey of where the district is currently in terms of mapping and aligning the curriculum, implementing instructional strategies, implementing and distributing assessments and results, and information on student services. For this reason, this characteristic was rated partially adequate.

Characteristic Six: Evaluation Plan and Implementation (Inadequate)

The ASDSF was initially started as a strategic plan that may have included evaluation as part of the plan. Through interviews with district leaders, auditors learned the creation of the strategic plan shifted once the leaders realized the need for a framework to create an actual strategic plan. For this reason, the current framework does not provide an evaluation aspect other than establishing some baseline data for some goals where appropriate. The evaluation aspect should be incorporated into the actual strategic plan when it is created.

Characteristic Seven: Monitoring (Inadequate)

For the same reason mentioned in Characteristic Six, the ASDSF does not provide that systems be in place for monitoring. The framework relies on data-driven metrics to gauge the impact of actions to be taken, but there is no delineation within the framework for how this would happen.

Because the Allentown City SD District Level Plan is actually in place, this was used as a part of the analysis. The ASDSF should be used in the future to develop a new district level plan.

The last analysis conducted by auditors was to review department and school improvement plans. The same types of characteristics used for the district-wide plan are used in addition to examining the connectivity to the district-wide plan. In order for maximum impact on the planning process to be achieved, there needs to be a tight line of control that provides the necessary structure throughout the 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 departments and schools are not clearly defined.

It is essential that functions related to curriculum management, professional development, program evaluation, and school improvement plans be guided by board policy and that they adhere to the administrative regulations that provide the backbone for these operations. Personnel assuming new responsibilities within the system should be able to consult board policies and administrative regulations for guidance in how the planning functions of the system related to a specific job responsibility and for gaining an understanding of the parameters within which they should operate. In this analysis, planning efforts across all standards were reviewed.

Auditors determined there are no board policies to guide school improvement. For this analysis, auditors reviewed individual site action plans, a special education plan, a facilities services strategic plan presentation, and a technology plan. Auditors were not presented plans for curriculum management, assessment, professional development, interventions, nor communication of any type.

Eight characteristics of quality department and school improvement plans for design, deployment, and delivery are used to determine the adequacy of these plans. To meet the audit standards, six of the eight criteria must be determined to be adequate. [Exhibit 1.2.4](#) presents the eight criteria and the auditors' ratings on the various plans as a whole.

Exhibit 1.2.4

Department and School Improvement Plans for Design, Deployment, and Delivery Allentown School District May 2018

There is evidence that...	Auditors' Rating	
	Adequate	Inadequate
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

Exhibit 1.2.4 (continued)		
Department and School Improvement Plans for Design, Deployment, and Delivery		
Allentown School District		
May 2018		
There is evidence that...	Auditors' Rating	
	Adequate	Inadequate
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 of Adequacy	0%	
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As can be noted from [Exhibit 1.2.4](#), none of the eight characteristics received an “Adequate” rating, resulting in a 0% rating of adequacy. The following provides more information on what the auditors found with respect to each of the characteristics reviewed.

Characteristic One: Congruence and Connectivity (Inadequate)

While there is slight overlap with the campus improvement plans and the Allentown City SD District Level Plan, the majority of the district plan is not addressed in the campus plans. The other plans reviewed do not correlate to the district plan. The Strategic Framework was developed after all the other plans were developed. Auditors learned this will become the foundation for a new strategic plan in the upcoming year.

Characteristic Two: Reasonable and Clear (Inadequate)

The campus plans all had the same two goals but different checkpoints for reaching those goals. The auditors did not view the goals as clear.

The technology plan presented was out of date. The special education plan presented a full overview of the program for the district and provided planned professional development and an explanation of the programs provided. The plan did not provide specific goals with objectives for the future and did not address the ASDSF. Auditors expected to find other plans, including assessment, professional development, and a curriculum management plan, but none were provided.

Characteristic Three: Emergent/Fluid (Inadequate)

As stated in Characteristic Two, all campus plans had two goals, and items that followed were primarily checkpoints on what would happen to show the goals had been met. The checkpoints were too defined to be emergent and fluid. The other plans reviewed were not actual plans but overviews of the programs.

Characteristic Four: Change Strategies (Inadequate)

Due to the lack of developed goals in all plans reviewed, auditors determined there were no change strategies within the plans.

Characteristic Five: Deployment Strategies (Inadequate)

Similar to Characteristic Four, due to the lack of developed goals in all plans reviewed, auditors determined there were no deployment strategies. The items listed as steps were considered checkpoints for the most part and not actual strategies. Any professional development mentioned was predetermined in mostly campus plans.

Characteristic Six: Integration of Goals and Actions (Inadequate)

This characteristic received an inadequate rating. Campus plans contained the same two goals with different strategies for achieving them; however, all other plans reviewed contained no recognized format and/or integration of goals.

Characteristic Seven: Evaluation Plan and Implementation (Inadequate)

While the campus plans included some data analysis points, there was no overall evaluation of the plan. The data points mentioned in the plans were generally single items regarding use of data, but not plan evaluation.

Characteristic Eight: Monitoring (Inadequate)

There were no monitoring aspects to any of the plans reviewed.

In interviews with board members, district leadership, campus leadership, and teachers, auditors asked questions concerning planning. The following are examples of what auditors heard:

- “The last time we did strategic planning was four superintendents ago.” (District Administrator)
- “I don’t think in the past that we have been planning in the district. We have gotten off to a fairly good start with the strategic plan.” (District Administrator)
- “It [the strategic framework] will give us what we need to move forward.” (District Administrator)
- “There is a little disconnect with planning. District leaders look only at the data, and they do not have a clear picture without having conversations with building to know the particular nuances of a building” (Campus Administrator)
- “We identified so many areas that needed to be foundationally built, and this allowed us to shift from a strategic plan to a strategic framework.” (District Administrator)
- “There is a clear strategic direction [now]. It has been a while since you have been able to say that.” (Campus Administrator)
- “We have often created plans in the past, but I get the sense we have created plans to satisfy state or federal requirements. We have been on a strong path for planning this year.” (Campus Administrator)

Summary

Auditors were presented with the recently developed strategic framework along with other plans that had previously been created. They were not presented with key department plans, though there was a special education plan and a technology plan. Auditors were presented with 22 campus improvement plans. The campus improvement plans all contained similar formats with the same two goals, but different checkpoints to ensure implementation. The plans were prescribed steps as opposed to actual plans on how the goals would evolve. The goals stated were mostly descriptive and the system, with very little stated about the anticipated results or performance in learning and achievement.

Auditors learned the strategic framework would be used in the future to draft a new strategic plan. Once this occurs, department leaders and campus leaders can then create plans that include characteristics within this finding and base them on the district strategic plan. Once this occurs, the fragmentation that is currently a result of planning within ASD will be mitigated (see [Recommendation 3](#)).

Finding 1.3: The Allentown School District does not yet have a final Organizational Chart that delineates the structure and organization of departments and individuals across the system. Job descriptions do not provide clear direction and accountability for positions.

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 school board and superintendent to site principals and classroom teachers responsible for delivering the curriculum.

Curriculum audit criteria require well-defined delineations of lines of responsibility and authority, which is critical in guiding the design and delivery of functional curriculum and programs in the district. To serve as an effective guide in curriculum and program design and delivery, a school district’s policy framework must be specific so decisions can be made by referencing relevant policies.

To analyze the adequacy of Allentown School District’s organizational charts and job descriptions, auditors requested, for review and analysis, copies of appropriate board policies, organizational charts, job descriptions, and other documents communicating information about roles and areas of responsibility. Auditors also interviewed school board members, district and school administrative, instructional, and support staff regarding the functions included in the organizational chart and job descriptions.

Auditors reviewed board policies for clear direction regarding organizational structure and found the following relevant policies.

- *Board Policy 301: Creating a Position* directs the board to establish administrative positions to provide effective management and leadership for the operation of the district. Recommendations for new or additional administrative positions will include “a job description clearly descriptive of the duties for which the position was created; a title that conforms with the appropriate certificate (if a certificate is required); and supporting data or other rationale incidental...to the position.”
- *Board Policy 302: Employment of Superintendent/Assistant Superintendent* outlines the recruitment procedures, which include “the preparation of a written job description of the position; preparation of written qualifications, in addition to proper state requirements for all applicants; duties and authority, qualifications, evaluation, compensation, and benefits for the superintendent position...”
- *Board Policy 303: Employment of Administrators* specifies the titles of the district’s administrative positions: “Business Manager, Director of Community and Student Services, Director of Instructional Support Services, Director of Information Technology, Director of Human Resources, Assistant Director of Instructional Support Services, High School Principal, Assistant High School Principal, Middle School Principal, Assistant Middle School Principal, Elementary School Principal, Accountant, Assistant Business Manager, Instructional Technology & Media Specialist, Director of Building and Grounds, and Director of Food Services.”

Organizational Charts

The auditors requested the Organization Chart for the Allentown School District; but no organization chart was provided. The Curriculum Management Process has developed Curriculum Audit design principles to examine a school district’s organizational structure. These principles of Sound Organizational Management are presented in [Exhibit 1.3.1](#). The audit expectation is that all design principles listed in [Exhibit 1.3.1](#) will be met.

Exhibit 1.3.1

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. Also, note that 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 were unable to analyze the district’s Organizational Chart as the district reported no organization chart existed, and no organization chart was provided to the audit team by district leadership.

From interviews, the auditors learned that:

- “There is a lack of who does what around here.” (Principal)
- “Turnover is high in central office—a large part of it is people not really knowing their role.” (Principal)
- “There has been a culture of siloed job tasks. There were some toxic relationships in the upper levels of leadership that prevented collaboration.” (Union Representative)
- “The leaders at the upper level do not talk with each other. They literally contradict themselves.” (Teacher)

Job Descriptions

Auditors reviewed all job descriptions presented and selected 35 job descriptions with the closest connections to the design and delivery of curriculum. Auditors rated each of the 35 job descriptions on the four criteria listed below.

1. Qualifications: Job descriptions should list the education, certification or licensure, experience, and knowledge, skills, and abilities required for the position.
2. Immediate links to chain of command: All employees should know their supervisor and whom they supervise, and no employee should have more than one supervisor.
3. Functions, duties, and responsibilities.
4. Relationship to the curriculum (where relevant).

There were five possible ratings for each of the four criteria as shown in [Exhibit 1.3.2](#).

Exhibit 1.3.2

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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Auditors' assessment of the selected job descriptions is shown in [Exhibit 1.3.3](#).

Exhibit 1.3.3

**Auditors' Assessment of Job Descriptions Using Audit Indicators
Allentown School District
May 2018**

Position	Job Description Date	Qual.	Links to Chain of Command	Resp.	Relationship to Curriculum
Acting Deputy Superintendent	8/21/16	S	S	S	M
Administrator, Strategic Initiatives	8/21/16	S	M	S	S
Assistant Director Alternative Education	8/21/16	S	I	E	S
Assistant Director of Assessment	7/26/12	S	A	I	M
Assistant Director of Finance	4/11/12	S	A	S	M
Assistant Director of Grants and Development	4/10/12	S	A	S	M
Assistant Director of Special Education	11/20/17	S	A	S	M
Assistant Director of Virtual Education	8/8/13	S	A	S	I
Assistant Principal, Elementary	8/2/17	S	I	S	A
Assistant Principal, Middle School	8/27/13	S	A	S	A
Assistant Principal, High School	7/26/12	S	I	S	A
Chief Academic Officer	4/3/12	I	I	S	I
Chief Financial Officer	6/1/12	I	I	S	M
Chief Operations Officer	4/10/12	I	I	S	M
Chief Officer of Alternative, Supportive and Virtual Education	8/21/16	I	I	A	A
Director of Assessment	7/16/12	I	A	A	I
Director of Community and Student Services	4/3/12	I	I	A	M
Director of Educational Operations	4/3/12	I	M	A	I
Director of Equity	8/21/16	A	I	S	M
Director of ESOL and World Languages	4/3/12	S	M	S	A
Director of Grants and Development	4/3/12	S	A	S	A
Director of Instructional Initiatives	4/4/12	S	A	S	A
Director of Instructional Planning and Monitoring	4/7/15	S	A	S	S
Director of Literacy	4/3/12	S	A	S	S
Director of Professional Development	4/3/12	S	A	S	I
Director of Special Education	3/1/17	S	A	S	I
Director of Special Projects	4/7/15	S	A	S	I
Director of STEM	3/18/16	S	A	S	S
Director of Technology	-	S	I	S	I
Executive Director of Accountability	6/27/12	S	A	S	M
Executive Director of Instruction	4/3/12	S	A	S	S
Executive Director of Secondary Education	6/7/07	S	A	S	S
Executive Director of Special Education	12/6/17	S	A	S	E

Exhibit 1.3.3 (continued) Auditors' Assessment of Job Descriptions Using Audit Indicators Allentown School District May 2018					
Position	Job Description Date	Qual.	Links to Chain of Command	Resp.	Relationship to Curriculum
Principal, High School	6/27/13	S	A	E	E
Supervisor of Instruction, High School	11/20/13	S	S	E	S
Inadequate (I)		7 (20%)	10 (29%)	1 (3%)	8 (23%)
Adequate (A)		1 (3%)	20 (57%)	4 (11%)	7 (20%)
Strong (S)		27 (77%)	2 (6%)	27 (77%)	8 (23%)
Exemplary (E)				3 (9%)	2 (6%)
Missing (M)			3 (9%)		10 (29%)
Total		35	35	35	35
Percent Exemplary, Strong, Adequate		80%	63%	97%	49%
<i>Source: Job descriptions provided by the Allentown School District</i>					

Of the 35 selected job descriptions, 11 (31%) received a rating of adequate or higher for all four criteria. As this percentage is less than the required 70%, job descriptions were determined to be inadequate to provide clear direction and position control in the district. The criterion receiving the most ratings of inadequate was “links to the chain of command,” with 10 (29%) of the job descriptions rated as “inadequate.” The criterion “relationship to curriculum” received the most “missing” ratings (29%) due to little or no statements made connecting the position to the curriculum. Additionally, only 12 (35%) of the job descriptions were dated after 2014, and one was not dated.

The ratings in [Exhibit 1.3.4](#) are summarized as follows:

- 1. Qualifications:** Job descriptions need to include required education, certification or licensure, experience, and expected knowledge, skills, and abilities. Of the 35 job descriptions, only seven (20%) were rated as less than adequate in this category.
- 2. Links to Chain of Command:** Job descriptions must include the position’s immediate supervisor and a list of subordinates under the position’s direct supervision. All 35 job descriptions included the position’s immediate supervisor. However, a list of specific subordinate positions was not included in most (90%) of the job descriptions.
- 3. Functions, Duties, and Responsibilities:** All 35 job descriptions included a section on Duties and Responsibilities, and most were of quality.
- 4. Relationship to Curriculum:** Only 17 (49%) of the job descriptions included language sufficient to create an appropriate relationship to the curriculum.

Typically, the auditors provide an additional analysis of inconsistencies in chain of command and position control in which the auditors match position titles found on the organizational chart with those found on the job descriptions and staff list provided by the district (and annotated with employee names). The absence of an organizational chart prevented the auditors from conducting this analysis.

Summary

The district did not provide an organizational chart, and thus auditors were unable to determine whether an adequate structure was in place for sound organizational management.

Job descriptions are inadequate for clear direction and position control. Analysis of the job descriptions determined that 49% percent of the job descriptions were rated as inadequate in a least one criterion. Adequate qualifications were not included in 20% of the job descriptions; most job descriptions (90%) did not include

a list of subordinates; only 49% included language sufficient to create an appropriate relationship to the curriculum. The absence of an organization chart impeded the auditor's ability to connect findings related to the organizational structure of the district with the job and position descriptions of curriculum-related employees of the district.

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 Allentown School District:

Common indicators the PDK-CMSi auditors expected to find are:

- A clearly established, board-adopted system-wide set of goals and objectives for all programs and courses;
- Demonstration that the system is contextual and 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 practices and emerging curriculum trends;
- 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; and
- A framework that exists for systemic curricular change.

Overview of What the Auditors Found in the Allentown School District:

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

Auditors found that curriculum management in Allentown School District has had inadequate direction at the district level to direct the process. There is no written plan to coordinate the development, implementation, monitoring, evaluation, and revision of curriculum. Curriculum coverage is not available for all core content courses at all grade levels, and, overall, the scope of the written curriculum was inadequate to guide and support effective instruction K-12. There was no curriculum guidance for any non-core content courses at the secondary levels grades 6-12.

In evaluating the curriculum guidance documents for quality, the auditors found the current guides to be inadequate when assessed against audit criteria. They determined that the district's curriculum documents lack consistency in format, do not state clear and specific objectives to ensure mastery, and provide minimal direction to teachers regarding selection of instructional strategies and resources. The auditors also noted a lack of explicit mention of prerequisite skills in all curriculum documents and found resources and assessment items not linked to specific standards.

Further analyses conducted in English language arts, mathematics, and science indicated a lack of internal consistency (alignment in content, context, and cognition) of instructional activities and local assessment items to the PA State Standards. Examination of student work artifacts found they were inconsistently aligned with the PA State Standards, and even when artifacts were aligned, they often calibrated to grade levels lower than those from which they were collected. For the most part, artifacts collected rated in the lower levels of Bloom's

Taxonomy. Overall, the lack of a comprehensive plan and documented curriculum management process in Allentown School District impacts the design, delivery, evaluation, and revision of curriculum.



Students participate in a guided reading group at Dodd Elementary School

Finding 2.1: The district needs a comprehensive curriculum management plan or documented process in place to coordinate systemic design, delivery, and evaluation of curriculum.

Curriculum management planning describes the procedural intent of the district and is an essential part of ensuring the delivery of quality instruction across the district. A school district with strong curriculum management has a comprehensive plan that establishes guidelines and assigned roles and responsibilities among various central office and school staff members for the design, delivery, and evaluation of curriculum. Such a plan provides processes for curriculum development, adoption, implementation, monitoring, evaluation, and revision for all courses to reflect the current needs of the learners in the district and timely responses to state and federal guidelines. A plan that is well designed outlines a directional focus for curriculum that supports the district’s strategic plan and provides system accountability and quality control.

To assess the status of curriculum management planning in Allentown School District (ASD), auditors reviewed board policies, administrative regulations, department information published on the district website, meeting minutes and memoranda. Auditors also visited schools and classrooms in the district, interviewed district administrators and staff, board members, school administrators, and teachers, and reviewed stakeholders responses to survey questions regarding curriculum management in the district.

The district recently conducted strategic planning with involvement from varied stakeholders to develop a Strategic Framework to provide district-wide direction. While district staff referred to this document when discussing planning, the framework summary statement clearly identified the document as a “roadmap” and “starting point” for the ongoing planning that will continue in departments and schools to improve outcomes for all ASD students. The summary also indicated the document’s intent to provide strategic direction in the district over time and that all other planning documents will align with the Strategic Framework.

Allentown School District has also been engaging in curriculum development as identified by document dates, but the district does not have a comprehensive curriculum management plan to direct that work. Auditors found that curriculum development has had inadequate direction at the district level. Current policies and governing documents were found to be inadequate to direct the process. There is no written plan to coordinate the development, implementation, monitoring, evaluation, and revision of curriculum. Overall, curriculum design

and delivery are not supported with a consistent, district-wide coordinated approach to assure the alignment of what is written, taught, and tested.

Key curriculum planning documents and other sources reviewed are listed in [Exhibit 2.1.1](#).

Exhibit 2.1.1

Key Curriculum Planning Documents and Other Sources Reviewed by Auditors Allentown School District May 2018

Document Title	Date
Board Policies	Varied
Allentown School District Strategic Framework	2017-2021
Documents in district established online folders	Varied
Meeting Agenda and Minutes (Board and Various Groups)	Varied
Curriculum Memoranda	Varied
Allentown School District Website	N/A
Online Survey—Administrators, Teachers, and Parents	May 2018
Job Descriptions	Varied

In the absence of specific planning documents dedicated to managing the design, delivery, evaluation, and revision of curriculum, auditors reviewed board policies for direction regarding curriculum management planning.

Several board policies reference curriculum planning.

- *Board Policy 100: Comprehensive Planning* recognizes the importance of comprehensive planning, but does not specifically require development of a comprehensive curriculum management plan.
- *Board Policy 105: Curriculum* indicates that the board shall adopt a curriculum plan and outlines some general requirements regarding courses/subjects taught and strategies for assisting students having difficulty, but it was not comprehensive.

Several policies identify roles and responsibilities for curriculum development, planning, and resource management.

- *Board Policy 105: Curriculum* notes that the superintendent is responsible for the district’s curriculum and directs him/her to establish procedures for curriculum development, evaluation, and modification on an ongoing basis in accordance with a plan for curriculum improvement.
- *Board Policy 107: Adoption of Planned Instruction* tasks the board with providing a comprehensive program of planned instruction.
- *Board Policy 108: Adoption of Textbooks* gives the board responsibility for adoption of textbooks with a recommendation from the superintendent who receives a recommendation from the Assistant Superintendent of Curriculum, Assessment, and Instruction.

Additional policies address assessment, monitoring, and evaluation:

- *Board Policy 105: Curriculum* indicates board recognition of its responsibility for the development, assessment, and improvement of the educational program.
- *Board Policy 127: Assessment of Educational Program* directs the board to “review and approve assessment measures which are a component of the Chapter V Strategic Plan.”

Given the limited direction in board policy for the development of a comprehensive curriculum management plan, the auditors reviewed job descriptions to identify individuals with curriculum responsibility.

Review of job descriptions revealed the following:

- Chief Academic Officer (CAO) – The responsibility of this position is to direct, administer and coordinate the curriculum and instructional activities of the district in support of policies, goals, and objectives established by the superintendent and school board. Additionally, this person is to monitor and support implementation of curriculum district-wide.
- Director of Educational Operations – This job requires the person to interface with the Chief Academic Officer (CAO) and Executive Director of Instruction in instructional course design, revision, and implementation.
- Executive Director of Instruction – The role of this person is to assist the Chief Academic Officer with instructional course design, revision, and implementation.
- Supervisors of Instruction (SOIs) – These individuals support the Directors of Literacy and STEM in coordinating curriculum and instruction in accordance with school, district, and state mandates.
- Principal – A person in this position has the responsibility to coordinate the design, development, implementation, and evaluation of curricula with assistance of appropriate district facilitators and administration.
- Director of Special Education – This position evaluates on an ongoing basis special education and gifted support programs, curricula, procedures, and individual students' needs and achievements.
- Director of Literacy – This person is responsible for providing oversight in the implementation of all literacy curricula in all curricular areas and interventions PreK-12.
- Director of STEM – This position provides oversight in implementation of STEM curricula K-12.
- Director of ESOL and World Languages – Position provides district-wide leadership in decisions regarding both ESL and content curriculum for ELLs.

Although board policies, job descriptions, and other information provided to the audit team contained some direction regarding curriculum development, revision, and implementation, no single cohesive document or plan was presented to auditors that provides guidance and direction for managing curriculum at all levels of the district (see [Finding 1.1](#)).

A curriculum management plan delineates the expectations, processes, tasks, and responsibilities for the development, adoption, implementation, monitoring, evaluation, and revision of the written curriculum. A district with quality control over its educational program has clearly articulated board policies that clarify and direct its expectations for curriculum design, delivery, and evaluation. Auditors found no comprehensive plan of document related to the critical responsibilities associated with managing curriculum. They found that planning tended to be communicated verbally through committee agendas/notes, calendars, lists, and historical practices by curriculum department administrators responsible for ensuring the district's curriculum was developed, implemented, monitored, evaluated, and revised.

Although the district lacks a cohesive written plan directing curriculum management functions, the auditors did find efforts being undertaken by district office staff to develop some curriculum documents in support of instruction. Additionally, Goal #2 of the ASD Strategic Framework identified planned strategic actions related to curriculum: (1) to develop a curriculum management system; and (2) to begin curriculum alignment. These actions and goals show intent to move toward a cohesive system for curriculum design, development, and delivery, although no plan has yet been developed to focus and direct these efforts.

The audit uses 15 characteristics of a quality comprehensive curriculum management plan when evaluating a school district's approach to curriculum design, delivery, and assessment. To be considered adequate, planning elements must exhibit 11 of the 15 characteristics, or 73%. These characteristics are described in [Exhibit 2.1.2](#). A comprehensive curriculum management plan as described in [Exhibit 2.1.2](#) 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 for using assessment

data for revision and improvement. Although no plan was available, the auditors evaluated existing policies and related documents that also address curriculum responsibilities. Since no characteristics were fully met, the auditors are presenting the characteristics without ratings. The two characteristics that were considered partially adequate are marked with an asterisk (*).

Exhibit 2.1.2

**Curriculum Management Planning Characteristics
And Auditors' Assessment of District Approach
Allentown School District
May 2018**

Characteristics:
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.
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.
3. Defines and directs the stages of curriculum development.
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.
5. Presents the format and components of all curriculum, assessments, and instructional guide documents.*
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.
7. Directs that curriculum documents not only specify the content of the student objectives/student expectations, but also include multiple contexts and cognitive types.
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.
9. Identifies the timing, scope, and procedures for a periodic cycle of review of curriculum in all subject areas and at all grade levels.
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.
11. Describes the procedures teachers and administrators will follow in using assessment data to strengthen written curriculum and instructional decision making.
12. Outlines procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content.*
13. Requires the design of a comprehensive staff development program linked to curriculum design and its delivery.
14. Presents procedures for monitoring the delivery of curriculum.
15. Establishes a communication plan for the process of curriculum design and delivery.
*These characteristics were found to be partially met.
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As can be noted from [Exhibit 2.1.2](#), two characteristics of comprehensive curriculum management planning were found to be partially met, but current documents and policies do not fully meet any characteristics. Specific information related to each of the 15 characteristics follow.

Characteristic 1: Describes the philosophical framework for the design of the curriculum

Policy 102: Academic Standards requires that district curriculum be designed to provide students with the planned instruction needed to meet academic standards. *Policy 105: Curriculum* defines curriculum as planned instruction aligned with established academic standards in each subject so that students are proficient in achieving those standards. While these policies do establish important expectations and parameters, neither defines the district’s philosophy for instruction. Such a philosophy provides the specific direction needed for designing the district curriculum and for guiding what instruction looks like. Both policies are silent on the type of approaches to be used in delivering the curriculum. A district’s philosophical framework is critical to the design and development of high quality curriculum and must be well defined, continuously discussed, and vetted among stakeholders. The ASD Strategic Framework does require “development of a rigorous and culturally responsive curriculum management system aligned to best practices, district needs and state requirements.” With the development of the Strategic Framework, the district has been involved in discussions with stakeholders on the philosophical framework for the design of the curriculum. Existing policies and strategic actions, as currently written, do not clearly and/or fully describe district philosophy, nor do they address key components of this criterion to provide adequate guidance in curriculum design, although the auditors acknowledge this important work has begun.

Characteristic 2: Periodic cycle of curriculum review of all content areas and all grade levels

Policy 105: Curriculum requires that curriculum be evaluated, developed, and modified on a continuing basis and in accordance with a plan for curriculum improvement. However, no document specifically identifies the timing, scope, and procedures for such a periodic cycle of review in all subject areas and at all grade levels. The job description of the Chief Academic Officer holds that person responsible for developing and implementing a plan for creation and revision of curriculum in all subjects, pre-kindergarten to grade 12, although no plan was found.

Characteristic 3: Defines and directs the stages of curriculum development

Board Policy 109: Resource Materials references adoption of instructional and evaluative materials to implement and support the district and the schools’ educational goals and academic standards. *Board Policy 105: Curriculum* requires adoption of a curriculum plan, including requirements for courses and subjects to be taught; courses adapted to the age, development, and needs of students; and strategies for assisting students having difficulty attaining academic standards. While this is important information, no document addresses the stages of a curriculum development process.

Characteristic 4: Specifies the roles and responsibilities of the board, central office staff members, and school-based staff members in the design and delivery of the curriculum

Policy 105: Curriculum assigns the board responsibility for development, assessment, and improvement of the educational program of the schools and directs the superintendent to establish procedures for curriculum development, evaluation, and modification. The job descriptions of more than 18 staff positions at the district and building levels included general responsibility for coordination, collaboration, and oversight in curriculum development, implementation, and evaluation. While board policies and job descriptions contained those general references to curricular roles and responsibilities, they lacked sufficient specificity to delineate the relationships and lines of authority associated with curriculum and instructional responsibilities, nor were the responsibilities specifically described.

Some curriculum duties were assigned in regard to curriculum planning and implementation, but auditors noticed duplication of assignments, particularly at the district level, without clear delineation of ultimate responsibility. The auditors did not find specific assignment of duties and responsibilities associated with developing, writing, reviewing, and revising curriculum documents; and monitoring curriculum delivery. The duplication and absence of these elements have left these responsibilities up to individual discretion with little accountability for results.

Characteristic 5: Presents the format and components of all curriculum, assessment, and instructional documents (Partially Adequate)

Policy 106: Guides for Planned Instruction requires the preparation of guides for all planned instruction adopted by the board. It outlines specific components to be contained in all guides, including (1) Objectives, (2) Concepts and skills to be taught, (3) Activities designed to achieve objectives, (4) Methods of Instruction, (5) Assessment Criteria to evaluate achievement of objectives, and (6) List of materials and resources for the use of students. The auditors did find, however, that the components such as aligned resources, how the standard was to be performed, prerequisite learnings, and examples of how to approach key concepts in the classrooms were not consistently addressed in all guides (see [Finding 2.3](#)). The policy does not prescribe a specific format to be followed.

Characteristic 6: Directs how state and national standards will be considered in the curriculum

Policy 102: Academic Standards states, “the district shall establish rigorous academic standards in accordance with, and may expand upon, those adopted by the State Board of Education.” *Policy 105: Curriculum* defines academic standards as encompassing Pennsylvania Core Standards, state standards, and local standards. Neither policy indicates how state and national standards will be considered in the curriculum or the approach to be used. *Policy 108: Adoption of Textbooks* indicates that with the adoption of textbooks the relationship to national and state academic standards should be considered, but the policy does not specify how the standards should be considered in the curriculum.

Characteristic 7: Require for every content area a focused set of precise student objectives, reasonable in number

Policy 106: Guides for Planned Instruction requires preparation of a guide for all planned instruction adopted by the board. It also identifies objectives as one of the six components to be contained in each guide. The policy, however, does not require for every content area a set of focused, specific, student objectives/expectations and standards that are reasonable in number to facilitate content mastery and assure feasibility.

Characteristic 8: Directs that curriculum documents not only specify the content of student objectives/student expectations, but also include multiple contexts and cognitive types

Policy 106: Guides for Planned Instruction lists Methods of Instruction as a component that each guide should contain, but did not address multiple contexts or cognitive types. No document, policy, or set of procedures was found that specifies curriculum documents should include multiple context and cognitive types.

Characteristic 9: Specifies the overall beliefs and procedures governing the assessment of curriculum effectiveness

Policy 105: Curriculum directs that the superintendent establish procedures for curriculum evaluation and modification and requires that each guide contain assessment criteria to evaluate achievement of objectives. *Policy 127: Assessment of Educational Resources* indicates that the board will review and approve assessment measures. Neither policy nor any other document specifies procedures and overall beliefs related to assessing curriculum effectiveness.

Characteristic 10: 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

Policy 105: Curriculum requires adoption of a curriculum plan, including course and subject requirements and strategies for assisting students having difficulty. While instructional differentiation was expected to occur to address the unique needs of identified students, the board policy did not link differentiation to curriculum design nor refer to selecting objectives at the right level of difficulty to provide for those students needing prerequisite skills or to move on students who had already mastered the objectives.

Characteristic 11: Describes the procedures teachers and administrators will follow in using assessment data to strengthen the written curriculum and instructional decision making

Policy 102: Academic Standards requires the district to assess individual student attainment of academic standards and provide assistance for students having difficulty. The policy implies use of results to identify students needing support, but it does not mention use of data for improving the written curriculum and making instructional decisions. No specific procedures were found for teachers and administrators to follow on how to use the assessment information for improvement.

Characteristic 12: Outlines procedures for conducting formative and summative evaluations of programs (Partially Adequate)

Policy 106: Guides for Planned Instruction requires a systematic review of all guides to ensure continuing effectiveness in achieving the standards. *Policy 107: Adoption of Planned Instruction* indicates that planned instruction shall consist of a procedure for measurement of attainment of objectives and academic standards. While *Policy 107* requires a procedure for measurement of objective attainment, it does not address formative or summative evaluation. *Policy 127: Assessment of Educational Program* requires a strategic plan for the continuing qualitative assessment of the progress of the district's educational program. Several policies address assessment, but none gave clear direction requiring the use of formative or summative assessment data for the evaluation of district programs. There was no evidence that a systematic process existed in the district for determining which programs were effective and should be continued and which programs should be discontinued for failing to achieve desired results.

Characteristic 13: Requires the design of a comprehensive staff development program linked to curriculum design and delivery

Policy 333: Professional Development requires the development of a professional development plan but does not include the aspects needed to meet this criterion. The district professional development plan includes approved courses, programs, and learning activities to meet the needs of district staff, mandates, and district initiatives, but does not focus on curriculum design and delivery, coaching or training of staff, and ongoing program of continuous instructional improvement. Professional development linked to curriculum design and delivery was not noted in the board policy nor in other documents.

Characteristic 14: Presents procedures for monitoring the delivery of curriculum

Policy 106: Guides for Planned Instruction provides for implementation of a system of administrative review to ensure that guides are being followed by teaching staff for the required degree of conformity. No other policies or regulations reviewed discussed monitoring of the delivery of the curriculum. Several job descriptions note responsibility for coordinating, supporting, and/or monitoring implementation of the curricula, but no specific monitoring procedures were found.

Characteristic 15: Establishes a communication plan for the process of curriculum design and delivery

Several policies addressed communication about curriculum management planning, instruction, and programs. *Policy 100: Comprehensive Planning* sets the expectation that the board receive quarterly reports from the superintendent regarding implementation of the goals and action plans developed through comprehensive planning. This was the only policy that identified a reporting time frame. *Policy 105: Curriculum* states, "The Superintendent shall be responsible for continuous evaluation of the effectiveness of the district's planned instruction and shall recommend to the Board new and altered planned instruction deemed to be in the best interests of district students." *Policy 105* requires the superintendent to evaluate effectiveness of planned instruction and make recommendations to the board, but does not specify how such recommendations would be communicated. A plan to communicate curriculum design and delivery was not found.

Overall, auditors found that two of the 15 characteristics of a comprehensive curriculum management plan were partially adequate and none fully adequate.

The auditors also conducted interviews with district and school administrators and staff as well as board members. When asked if the district had a comprehensive curriculum management plan, the following responses were given:

- “A written plan, no. Not that I am aware of.” (District Administrator)
- “There is a hodgepodge of curriculum work, but no comprehensive work at this point.” (District Administrator)

Additional interview responses addressed specific elements of curriculum management planning.

- “We need a cycle of review for our curriculum.” (District Administrator)
- “We do not have a textbook adoption cycle or a curriculum cycle.” (District Administrator)
- “We need a curriculum planning cycle.” (District Administrator)
- “In our tested subjects there is review every year. We get feedback and plug away.” (District Administrator)
- “There is a hodgepodge of curriculum work, but no comprehensive work at this point.” (District Administrator)

The responses below share perceptions of roles, functions, and involvement in the curriculum development process, as well as comments on communication and ongoing support for curriculum implementation.

- “They [guides] are developed with a district curriculum team. Sometimes the SOIs, principals, and teachers are involved.” (District Administrator)
- “There needs to be more of a grass roots to our curriculum.” (Board Member)
- “You will hear that we were involved [in curriculum development], but we were not.” (Teacher)
- “We meet with teachers and go over curriculum documents prior to the beginning of the year. At the elementary level we have mentors, and at the middle and high school, we have SOIs.” (District Administrator)
- “The district provides pacing guides. We review all of the curriculum expectations at the beginning of the year. They [teachers] meet weekly to review and update.” (School Administrator)
- “We get feedback from teachers who are instructing. There is no formal set up on how that feedback is to come back to us on a normal pathway.” (District Administrator)

Overall, interview responses identified concerns regarding curriculum management plan components and the need for district level guidance and direction to provide coordination and consistency across all schools and classrooms.

Summary

There is evidence of a district-level effort in the Allentown School District to develop curriculum that supports instruction and to monitor delivery of the curriculum. However, auditors found that curriculum processes were not organized and committed to a written plan that coordinates all critical functions of curriculum management and aligns with a district-level improvement or strategic plan. Board policies and other planning documents do not establish and direct a process for providing quality written curriculum in an organized, consistent manner for all teachers. While some information is available from multiple sources (board policies, curriculum documents, and resources), school administrators and teachers are not provided direction by a cohesive curriculum management plan. Allentown School District lacks a comprehensive plan to coordinate systemic design, delivery, and evaluation of the curriculum, and the current process of curriculum management planning is inadequate and does not provide for long-term consistency.

Finding 2.2: The scope of the written curriculum K-12 is not sufficient to support effective, focused instruction. There is written curriculum for all core content courses at the middle school level, but not at the elementary and high school levels. Coverage in all non-core content areas at all levels does not meet audit standards.

Curriculum documents are the written guides that provide direction for teachers in planning classroom instruction. These documents should include information about standards and objectives for students, prerequisite skills, instructional resources, classroom strategies, and methods of assessment.

A complete set of curriculum documents includes written curriculum for all subjects and courses taught. This is known in the audit as the scope, or coverage, of the written curriculum. When curriculum documents are provided in all grades and subject areas, it increases the likelihood that student access to the district curriculum is equitable. The lack of curriculum for any course or subject area may lead to inconsistencies. When there is no written curriculum, teachers must rely on other resources for planning and delivering instruction, and these resources may or may not be aligned with the district’s intended curriculum. Without a curriculum the likelihood of educational inconsistencies increases across grades, courses, and schools for students.

For curriculum scope to be considered adequate, 100% of the core content area courses (language arts, mathematics, science, and social studies) and 70% or more of all other courses (non-core) must have written curriculum. This finding addresses only the presence or absence of some form of written curriculum for each course offered at every grade level.

The auditors examined all documents that were provided by district personnel related to course offerings and available curriculum in core and non-core content areas for kindergarten to grade 12. Auditors also reviewed board policies, staff handbooks, and school master schedules, accessed via the Allentown School District and PA Department of Education websites. Most of the documents were provided in electronic format. Additionally, auditors reviewed the ASD program of studies booklet for grades 9-12 and met with district staff to confirm course offerings and curriculum requirements and coverage. Many of the documents individually may not represent a complete curriculum, but the auditors considered all of the guides, unit plans, course descriptions, handbooks, and other documents that teachers had available to them.

The documents that were used to determine scope for this finding are listed in [Exhibit 2.2.1](#).

Exhibit 2.2.1

**List of Curriculum Documents Reviewed by Auditors
To Determine Scope of the Written Curriculum
Allentown School District
May 2018**

Document Title	Date
Board Policies (various)	Varied
Allentown School District Strategic Framework	2017-2021
Curriculum Resources and other documents – ASD Website via staff portal	Varied
Allentown School District Program of Studies 9-12	2017-18
Master Schedule by School	2017-18
Job Descriptions	Varied
Staff/Teacher Handbooks by School	2017-18
Pennsylvania Department of Education (PDE) website – Various documents	Varied
Teacher and Administrator Surveys	2018

The auditors found statements that reference the availability of the written curriculum in the following board policies:

- *Board Policy 102: Academic Standards* identifies 10 content areas in which the district will adopt standards and states, “District curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards.”

- *Board Policy 105: Curriculum* names the superintendent as responsible to the board for the district’s curriculum and for establishing procedures for curriculum development, evaluation, and modification, which ensures utilization of available resources.
- *Board Policy 106: Guides for Planned Instruction* states, “Guides shall be prepared for all planned instruction adopted by the board.”

Board policies provided the expectation that curriculum guides would be developed for all district courses. Further, the curriculum was to be approved by the board.

Auditors also examined job descriptions to determine if curriculum scope responsibilities were contained in those documents. Several job descriptions contained references to curriculum development:

- Executive Director of Instruction – This position in collaboration with the chief academic officer is responsible for the development, implementation, and revision of curriculum in all subject areas PreK-12.
- Director of Literacy – A major responsibility of this position is to provide oversight in the implementation of all literacy curricula in all curricular areas and interventions PreK-12.
- Director of ESOL and World Languages – This individual oversees the district’s World Language curriculum at all levels.
- Chief Academic Officer – One of the performance responsibilities in this job description is developing and implementing a plan for the creation and revision of curriculum in all subjects PreK-12.

The noted job descriptions contained various types of curriculum development expectations. While the superintendent was charged with the responsibility for district curriculum in board policy, the chief academic officer was primarily responsible for the creation and revision of curriculum in all subjects PreK-12. Administrators responsible for assisting in the development of the district curriculum were district level staff.



Students in a social studies class at Building 21 High School have laptop computers available as they participate in classroom discussion with their teacher

To determine the scope of the district’s written curriculum, the auditors examined the curriculum housed on the district’s staff portal. District program of studies, master schedules, and course listings provided by district personnel were also reviewed. The audit team interviewed board members, district administrators,

school administrators, and teachers. Auditors also reviewed board policies, job descriptions, and other district documents for information about the scope of the elementary, middle, and high school curricula.

The auditors determined that, overall, the scope of the Allentown School District written curriculum was inadequate to guide and support effective instruction at all levels K-12. At the elementary level, curriculum guidance was available for 80% of core content courses and 20% of non-core courses. In grades 9-12, curriculum was available for 52% of core content courses and 0% of non-core courses. The middle school level coverage was inadequate with 100% curriculum coverage in core content areas and 0% in non-core courses.

In order to be considered adequate, 100% of the core subjects (English language arts, mathematics, science, and social studies) for all grades and/or courses must have a written curriculum. Using the district information provided, auditors prepared [Exhibits 2.2.2](#), [2.2.3](#), and [2.2.4](#).

[Exhibit 2.2.2](#) shows the scope of the curriculum at the elementary level. It lists the content areas, the number of core and non-core courses offered in each content area, and the number and percentage of course offerings with a written curriculum.

Exhibit 2.2.2
Scope of Curriculum in Kindergarten Through Grade 5
Allentown School District
May 2018

Subject	K	1	2	3	4	5	Number of Subjects or Courses Taught	Number of Subjects or Courses With Written Curriculum	Percentage of Subjects or Courses With Written Curriculum
Core Subject Areas									
Literacy/ELA	X	X	X	X	X	X	6	6	100
Guided Reading	X	X	X	X	X	X	6	6	100
Mathematics	X	X	X	X	X	X	6	6	100
Science	X	X	X	X	X	X	6	6	100
Social Studies	O	O	O	O	O	O	6	0	0
Totals Core Subject Areas—K-5							30	24	80%
Non-Core Subject Areas									
Visual Arts	X	X	X	X	X	X	6	6	100
Music	O	O	O	O	O	O	6	0	0
Physical Education	O	O	O	O	O	O	6	0	0
Health	O	O	O	O	O	O	6	0	0
Library/Media	O	O	O	O	O	O	6	0	0
Totals Non-Core Subject Areas—K-5							30	6	20%
Totals Core and Non-Core Subject Areas—K-5							60	30	50%
Key: X = Subject Taught and Written Curriculum Available. O= Subject Taught and Written Curriculum Not Provided									
<i>Source: District Curriculum Documents as presented to auditors</i>									

As noted in [Exhibit 2.2.2](#):

- Overall, there are 30 core content area courses and 30 non-core content area courses for grades K-5 as identified in school master schedules and district documents.
- Curriculum documents are available for 24 of 30 core content area courses for 80% coverage.
- In core content areas, written curriculum was available for ELA, reading, mathematics, and science, but not social studies. Social studies curriculum was not available at any elementary grade level.

- Kindergarten through grade 5, curriculum documents were available for six of 30 non-core content area courses for 20% coverage.
- Written curriculum was available for 30 of 60 core and non-core content area courses in kindergarten through grade 5 for 50% total coverage.

The scope of the written curriculum in grades K-5 did not meet the audit standard for adequacy since 100% of the four core content areas did not have curriculum coverage, and less than 70% (20%) of non-core courses had curriculum guidance.

Exhibit 2.2.3 presents a summary of the scope of the written curriculum in grades 6-8. It lists the content areas, the number of core and non-core courses offered in each content area, and the number and percentage of course offerings with a written curriculum.

Exhibit 2.2.3
Scope of Written Curriculum Grades 6-8
Allentown School District
May 2018

Content Area	Number of Course Offerings in Grades 6-8	Number of Course Offerings With Written Curriculum	Percentage of Course Offerings With Written Curriculum
Core Content Areas			
Literacy/ELA	3	3	100
Literacy Intervention	9	9	100
Mathematics	3	3	100
Mathematics Intervention	3	3	100
Science	3	3	100
Social Studies	3	3	100
Totals Core Content Areas—6-8	24	24	100%
Non-Core Content Areas			
Art	3	0	0
Family and Consumer Science	3	0	0
Health and Physical Education	3	0	0
Library/Media	3	0	0
Music	3	0	0
Technology Education	3	0	0
World Languages	3	0	0
Totals Non-Core Content Areas—6-8	21	0	0%
Totals Core and Non-Core Areas—6-8	45	24	53%
<i>Source: District Curriculum Documents as presented to auditors</i>			

Exhibit 2.2.3 shows:

- In grades 6-8 the 24 core content area course offerings all had written curriculum for 100% coverage.
- None of the 21 non-core content area courses for grades 6-8 had curriculum available for 0% coverage of the courses offered.

Although 100% of the four core content areas had curriculum coverage in grades 6-8, less than 70% (0%) of non-core courses had curriculum guidance. The scope of the written curriculum in grades 6-8 non-core content did not have any written curriculum resulting in an overall average written curriculum coverage of 53%.

In reviewing the school master schedules and the district program of studies at the high school, auditors found inconsistencies in different titles for the same course, but were able to confirm the content offerings using course numbers, which were standard across the documents. Pathway elective course offerings at Building 21 were not included in [Exhibit 2.2.4](#) due to the note in the 2017-18 program of studies booklet indicating that those electives “are constantly evolving based on student interest and growing partnerships.” Additionally, district administrators indicated that the same curriculum guidance is used for regular as well as advanced courses, and teachers supplement with additional resources and strategies as needed. Credit was given in [Exhibit 2.2.4](#) for curriculum coverage of advanced courses in core content areas in grades 9-12. This did not include Advanced Placement (AP) course offerings.

[Exhibit 2.2.4](#) shows summary of the scope of the written curriculum for grades 9-12. It lists the content area; the number of core and non-core courses offered in each content area, and the number and the percentage of course offerings with a written curriculum. A complete listing of the scope of the curriculum (core and non-core areas) for grades 9-12 is available in [Appendix C](#).

Exhibit 2.2.4
Scope of Written Curriculum Summary by Subject Area
Grades 9-12
Allentown School District
May 2018

Content Area	Number of Course Offerings	Offerings with Curriculum Guidance Documents	Percentage of Offerings with Curriculum Guidance Documents
Core Content Areas			
English Language Arts	22	6	27
Mathematics	22	13	59
Science	16	12	75
Social Studies	11	6	55
Totals Core Content Areas	71	37	52%
Non-Core Content Areas			
Art	9	0	0
Business	7	0	0
Dance	3	0	0
ESOL	5	0	0
Family and Consumer Science	3	0	0
Health and Physical Education	5	0	0
Music	9	0	0
Theatre	2	0	0
AFJROTC	8	0	0
NJROTC	8	0	0
Technology	4	0	0
World Languages	12	0	0
Totals Non-Core Areas	75	0	0%
Totals Core and Non-Core Areas	146	37	25%
<i>Source: District Curriculum Documents as presented to auditors</i>			

As [Exhibit 2.2.4](#) demonstrates:

- In grades 9-12, there are 71 core content area course offerings and 75 non-core content area course offerings listed in the schools’ master schedules.
- There is written curriculum guidance for 37 (52%) of the 71 core content area courses and none (0%) for the 75 non-core content area courses offered.
- None of the four individual core content areas had 100% curriculum coverage in grades 9-12.

The scope of the written curriculum in grades 9-12 did not meet audit standards for adequacy since written curriculum was not available for all core content area courses and non-core coverage was below 70%.

[Exhibit 2.2.5](#) shows the summary of scope of the curriculum K-12 in Allentown School District.

Exhibit 2.2.5
Scope of the Written Curriculum Summary- K-12
Allentown School District
May 2018

Grade Levels	Total Core Courses	Core Areas Without Written Curriculum	Core Areas With Written Curriculum	Total Non-Core Courses	Non-Core Areas Without Written Curriculum	Non-Core Areas With Written Curriculum	Total Course Offerings Core and Non-Core
PreK-5	30	6	24	30	24	6	60
6 - 8	24	0	24	21	21	0	45
9 -12	71	34	37	75	75	0	146
Total	125	40	85	126	120	6	251
Scope Core Areas (85/125) = 68%				Scope Non-Core Areas (6/126) = 5%			
Percent Total Scope of the Written Curriculum—Core and Non-Core Courses (91/251) = 36%							

As seen in [Exhibit 2.2.5](#):

- Curriculum documents were available for 85 (68%) of 125 core content area courses K-12. This does not meet the audit standard of 100% coverage in core areas.
- In the non-core content areas curriculum was available for 6 of 126 courses offered for 5% coverage. This does not meet the audit standard of at least 70% coverage in non-core areas.
- Auditors verified a total of 251 courses (core and non-core) offered in grades K-12. Of the 251 possible content area courses needing a written curriculum, 91 had curriculum guidance.
- Overall, the scope of the written curriculum for core and non-core content area courses for grades K-12 in the Allentown School District is 36%.

In addition to reviewing the policies and documents identified, the auditors conducted interviews and reviewed survey responses to identify perceptions of school leaders, teachers, board members, district administrators, and other district staff regarding the availability of curriculum in the Allentown School District.

The following comments from district and school staff were related to curriculum guidance documents made available to staff:

- “We have curriculum pacing guides developed through district committees that provide teachers in each content area the standards they need to cover.” (Teacher)
- “We have the district pacing guide for ELA, math, and science.” (Principal)
- “Go Math is our math curriculum.” (Principal)

- “Systems 44 and READ 180 are used for curriculum with SPED for full-contained classes. The LS students are participating in Journeys.” (Principal)
- “Science Fusion is our science curriculum.” (Principal)
- “Our Journeys curriculum also covers social studies.” (Teacher)

Some staff expressed concern about the development and availability of curriculum guidance documents in various grade levels and content areas:

- “We have a full set of curriculum for all of the core content areas. We have a lot of work to do on related arts.” (District administrator)
- “High school is probably the weakest in curriculum right now. All core content courses have curriculum. Related Arts, the electives and world languages still need a lot of work.” (District Administrator)
- “High school is probably the weakest. We need a lot of work on the social science and elective courses.” (District Administrator)
- “To my knowledge, right now there is no curriculum for the related arts.” (Principal)
- “In terms of social studies, we do not have a set curriculum.” (Principal)
- “For social studies, we have no real curriculum. We do service projects.” (Principal)
- “Social studies—since we do not have a curriculum, we come up with service projects that can benefit the community.” (Principal)
- “Everything for social studies is teacher-generated. I get nothing from the district.” (Teacher)

Summary

The scope of the written curriculum in the Allentown School District is insufficient to provide direction for curriculum delivery in both core content (52% coverage) and in non-core courses (0% coverage) at the high school level grades 9-12. Similarly, scope of curriculum in grades K-5 is inadequate to guide teaching and learning in both core content (80% coverage) and non-core content areas (20% coverage). While core content area coverage in grades 6-8 was 100%, no (0%) written curriculum was available for non-core courses in middle school. Overall, the scope of the K-12 curriculum (core and non-core content) is 36% and does not meet the audit criteria for adequate curriculum coverage district-wide to guide and direct instruction.

The auditors found that board policy clearly establishes the directive that curriculum guides are developed for every subject and course taught in Allentown School District. The district’s overall scope of the written curriculum K-12 is inadequate in terms of audit expectations as well as district policy.

Finding 2.3: The quality of the written curriculum in Allentown School District does not have the necessary components to provide direction for high quality classroom instruction. Purchased textbooks and programs are identified as the curriculum. Use of district provided curriculum is inconsistent.

A clear and comprehensive written curriculum provides the foundation for a school system’s efforts to reach desired student learning goals. Quality curriculum guides align the written, taught, and tested curriculum. These documents focus instruction on essential learning and connect the curriculum vertically and horizontally within the system. They are the district’s way to direct instruction and communicate system priorities in a focused and coordinated manner. Quality written curriculum provides teachers with a framework that supports instruction through clear standards/objectives; an emphasis on standards/objectives in terms of instructional time and assessment; assessments aligned with the standards/objectives in content, context, and evaluation procedures; connection of the curriculum vertically through prerequisite skills and knowledge; aligned instructional resources; and instructional strategies for effective classroom implementation of the content. Quality curriculum guides also provide connectivity within the district to allow all students equal access to learning and to eliminate gaps and inconsistencies between grade levels, campuses, and student groups. When curriculum documents are

incomplete or unavailable, instruction becomes inconsistent as teachers make independent decisions about what to teach and what resources to use, resulting in less predictable learning among all students.

To determine the quality of the written curriculum in Allentown School District, the audit team reviewed the curriculum guides and documents uploaded to the district's staff portal. The auditors visited all district schools, reviewed board policies, and interviewed board members, district administrators, school administrators, and teachers regarding the quality of the district curriculum and administered surveys.

Overall, the audit team found that the quality of the district's curriculum documents was inadequate to guide instruction in the four core content areas as well as the non-core content areas. None of the guiding curricular documents presented to auditors met the minimum quality criteria of at least 12 of the possible 15 points. Interview and survey information indicated that teachers were relying on the district online curriculum and a variety of other resources for guidance in planning and delivering instruction.

Auditors reviewed district board policies to determine curriculum quality expectations. References to the characteristics desired in the system's written curriculum were found in the following board policies:

- *Board Policy 102: Academic Standards* states that the district curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards.
- *Board Policy 106: Guides for Planned Instruction* requires that the superintendent or his/her designee develop and implement a plan for the preparation of each guide. It further states, "Each guide shall contain the following:
 - Objectives
 - Concepts and skills to be taught
 - Activities designed to achieve objectives
 - Methods of Instruction
 - Assessment criteria to evaluate achievement of objectives, and
 - List of materials and resources for the use of students."
- *Board Policy 107: Adoption of Planned Instruction* specifies that the program of planned instruction include the following components:
 - Objectives
 - Content, materials, activities and instructional time
 - Relationship between objective of planned course and established academic standard
 - Procedure for measurement of the objective
- *Board Policy 108: Adoption of Textbooks* states, "Textbooks currently in use shall be periodically evaluated for their continuing usefulness and relevance."

The Strategic Framework listed the following strategic actions regarding curriculum:

- Develop rigorous and culturally responsive curriculum management system aligned to best practices, district needs and state requirements.
- Begin the curriculum alignment process.

Auditors also reviewed district job descriptions, noting curricular quality requirements. The following job descriptions contained expectations for personnel in this regard:

- Supervisor of Instruction 6-8 – Major responsibilities of this position included providing support and evaluation in assuring quality instructional practices, assisting in coordinating development of district-wide curriculum philosophy, and assuring complete alignment of all content areas.
- Executive Director of Secondary Education – A primary job duty included in this job description was to promote consistency in programming by collaboration in instructional course design, revisions, and implementation.
- Director of Literacy – This position was responsible for establishing and maintaining district common assessments aligned to the literacy curriculum. Responsibility also included coordination of the development of a district-wide literacy philosophy and assuring complete alignment of all content areas as related to literacy with the SAS.
- Administrator for Strategic Initiatives – This individual was to provide leadership for curriculum alignment to the grade level/course essential content.

As per board policy, the superintendent is responsible for the district's curriculum with the assistance of district and school level staff. The positions primarily responsible for course design to promote consistency and alignment across content areas are at the district level.

Auditors analyzed 84 core area and 6 non-core area curriculum guides and supporting documents for quality. Curriculum guides, unit plans, and instructional resources were available on the district's staff portal to which auditors were provided access. District staff also provided auditors electronic access to additional textbook resources and unit assessments noted in the curriculum on vendor websites. These documents were analyzed in totality to determine curricular congruence to audit standards.

Overall, the audit team found the quality of the written curriculum to be inadequate to provide teachers with sufficient information to direct and plan their instruction. The curriculum/pacing guides identified the standards, essential questions, and skills/concepts by unit or clusters, but were not keyed to individual standards. The amount of instructional time for mastery of each standard/objective was not included in the curriculum guides or unit plans. Some common assessments noted in the curriculum guide for each unit were available on the district's staff portal and Study Island. There were also *Pennsylvania System of School Assessment (PSSA)* released items for mathematics and ELA. Documents called scope and sequences that were included online for ELA were actually a single grade level overview provided by the textbook vendor. In some subject areas, an introductory page and a single year at-a-glance topical overview for a specific grade level preceded the pacing guide. The introduction provided general suggestions and strategies for approaching the subject, including classroom arrangement and instructional expectations. Although teachers had access to all grade level and course curriculum through the online system, a formalized scope and sequence outlining standards and mastery expectations was not in place at the time of the audit. Multiple resources were identified in the overall curriculum guides and unit plans. However, not all were directly connected to specific standards. Lastly, instructional approaches and strategies were found in some of the curriculum guides and resources, but the approaches were most often general suggestions and were linked to overall units or clusters, not specific standards, concepts, and skills.

Exhibit 2.3.1 lists the K-12 curriculum documents and related resources the auditors included in the analysis.

Exhibit 2.3.1

List of Curriculum Documents Reviewed by Auditors Allentown School District May 2018

Document	Date
Literacy/ELA K-5 and grade 6	2017-18
Integrated Language Arts (ILA) grade 6	2017-18
My Perspective Literacy grades 7-8	2017-18
Literacy Intervention grades 6-8	2013-14
English Language Arts (ELA) 9-12	2017-18
Mathematics K-5 and 6-8	2017-18
Algebra I – grades 7-8	2016-17
Mathematics Intervention – grades 6-8	2013-14
Mathematics grades 9-12	2010-11; 2013-14; 2014-15; 2016-17; 2017-18; not dated
Science grades K-5 and 6-8	2017-18
Science (9-12)	2016-17; 2017-18; not dated
Social Studies (6-8) and (9-12)	No Date
Visual Arts K-5	No Date
TDA Blueprint grades 3, 4, and 5	2017-18
Guided Reading Level Chart K-5	May 2014
Balanced Literacy Handbook	August 2017
Journeys Writing Scope and Sequence K-6	No Date
PSSA Released Items 3-8	2013-14; 2015-16
Unit and Common Assessments	Dates varied; most are not dated
PDE Assessment Anchors grades 3, 4, and 5	January 2013
ILA Resource Booklet grade 6	August 2016
Science lessons and worksheets – grade 4	No Date
Advanced ELA Instructional Resources	August 2016
English Reading Lists – grades 11 and 12	2014-15
Revised Writing Assessment	2017-18
Intervention & Enrichment Content – grades 6-8	No Date
Teengagement – grades 7 and 8	2013
Allentown School District Strategic Framework	2017-2021
Allentown Program of Studies 9-12	2017-18
Holt McDougal Online	No Date

Analysis of Minimal Basic Curriculum Document Quality

The curriculum documents presented in Exhibit 2.3.1 were rated using the audit criteria for minimum basic components for guide quality and specificity as shown in Exhibit 2.3.2. The analysis was conducted on the documents that were made available to the auditors even if the document was not complete. In some instances, multiple documents were used to calculate a final score. In other cases, guides were not complete or had gaps. Social studies guides at the elementary level were not presented, and social studies guides at the high school level did not have any of the basic minimum components. It should be noted that this evaluation of overall quality is only focused on the degree of presence of each of the components, which are minimum criteria.

Exhibit 2.3.2 presents the criteria and rubric used to evaluate each curriculum document. The audit team used the four-point rubric to rate each guide on a scale of 0 to 3 for each criterion, with a score of 3 representing the highest rating. A total score was determined for each set of curriculum documents by adding the ratings for each criterion.

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 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 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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As can be seen from Exhibit 2.3.2, the points awarded to a curriculum document for each criterion increases from 0 to 3. If a criterion is absent from the curriculum document, it receives a 0 rating. To receive a 3 rating in any criterion, the curriculum document must possess all of the components listed for that criterion. A maximum of 15 points is possible. Guides receiving a rating of 12 or more points are considered to be of sufficient quality to guide instruction. The mean ratings for each criterion and the mean for the total guide ratings are then calculated.

After rating the curriculum documents, auditors summarized the results in several ways. Exhibits 2.3.3 to 2.3.6 display the ratings for core and non-core subject areas by levels: elementary (K-5), middle school (6-8), and high school (9-12) followed by summary exhibits by core, non-core, and total content areas.

Exhibit 2.3.3 shows the auditors' ratings of core curriculum documents for grades K-5.

Exhibit 2.3.3
Auditors' Rating of Minimal Basic Guide Components and Specificity
Elementary (Grades K-5)
Allentown School District
May 2018

Curriculum Document	Date	Grade	Obj	Asmt	Prereq	Res	Appr	Total Rating
CORE CONTENT GUIDES								
Elementary Literacy/English Language Arts (ELA)								
Literacy	2017-18	K	2	1	0	1	2	6
Literacy	2017-18	1	2	1	0	1	2	6
Literacy	2017-18	2	2	1	0	1	2	6
Literacy	2017-18	3	2	2	0	1	2	7
Literacy	2017-18	4	2	2	0	1	2	7
Literacy	2017-18	5	2	2	0	1	2	7
English Language Arts Total - 6 guides								
English Language Arts Mean Ratings			2	1.5	0	1	2	6.5
Elementary Mathematics								
Mathematics	2017-18	K	2	1	0	1	1	5
Mathematics	2017-18	1	2	1	0	1	1	5
Mathematics	2017-18	2	2	1	0	1	1	5
Mathematics	2017-18	3	2	2	0	1	1	6
Mathematics	2017-18	4	2	2	0	1	1	6
Mathematics	2017-18	5	2	2	0	1	1	6
Mathematics Total - 6 guides								
Mathematics Mean Ratings – K-5			2	1.5	0	1	1	5.5
Elementary Science								
Science	2017-18	K	2	1	0	2	2	7
Science	2017-18	1	2	1	0	2	2	7
Science	2017-18	2	2	1	0	2	2	7
Science	2017-18	3	2	1	0	2	2	7
Science	2017-18	4	2	1	0	2	2	7
Science	2017-18	5	2	1	0	2	2	7
Science Total - 6 guides								
Science Mean Ratings - K-5			2	1	0	2	2	7
Elementary Social Studies - No guides provided. Not a PA requirement for K-5; Not included in rating								
CORE TOTAL K-5 - 18 Guides								
MEAN RATINGS CORE AREAS - K-5			2	1.33	0	1.33	1.67	6.33

Exhibit 2.3.3 (continued) Auditors' Rating of Minimal Basic Guide Components and Specificity Elementary (Grades K-5) Allentown School District May 2018								
Curriculum Document	Date	Grade	Obj	Asmt	Prereq	Res	Appr	Total Rating
NON-CORE CONTENT GUIDES								
Elementary Related Arts								
Visual Arts	No Date	K	2	0	0	0	0	2
Visual Arts	No Date	1	2	0	0	0	0	2
Visual Arts	No Date	2	2	0	0	0	0	2
Visual Arts	No Date	3	2	0	0	0	0	2
Visual Arts	No Date	4	2	0	0	0	0	2
Visual Arts	No Date	5	1	0	0	0	0	1
Related Arts Total - 6 guides								
Related Arts Mean Ratings K-5			1.83	0	0	0	0	1.83
NON-CORE TOTAL K-5 - 6 guides								
MEAN RATINGS NON-CORE K-5			1.83	0	0	0	0	1.83

Exhibit 2.3.3 indicates the following:

- Eighteen K-5 level core documents and six K-5 non-core documents were examined. The documents consisted of overall curriculum/pacing guides by units, and other resources found on the staff portal.
- No elementary curriculum document (core or non-core) met the minimum quality criterion of 12 points or more, indicating that curriculum K-5 is inadequate for guiding teachers in delivery of essential learning.
- Elementary core curricular documents were presented for three of the four core content areas. No curriculum guides were presented for social studies.
- Core content guides ranged in overall quality from a low of 5.5 points in mathematics K-5, 6.5 points in ELA/Literacy, and a high of 7 in K-5 science.
- The average rating for the K-5 core curriculum documents was 6.33 points of a possible 15 points. A rating of 12 is necessary to meet minimum basic audit criteria.
- Five visual arts guides, the only non-core curriculum documents presented to auditors at the elementary level, received ratings ranging from 1 to 2 points.

Overall, the K-5 curriculum guides, unit plans, and curriculum resources did not meet the minimum quality standards of the audit and are inadequate to guide and direct instruction. A major weakness was the lack of a PreK-12 scope and sequence, resources, and assessments without links to specific standards, and standards with no clear definition of mastery and suggested timeframe for learning.

The auditors' ratings of middle school (grades 6-8) core and non-core curriculum documents are presented in Exhibit 2.3.4 and are based on core content.

Exhibit 2.3.4

**Auditors' Rating of Curriculum Guides Grades 6-8
On the Basic Minimum Guide Components and Specificity Criteria
Allentown School District
May 2018**

Curriculum Document	Date	Grade	Obj	Asmt	Prereq	Res	Appr	Total Rating
CORE CONTENT GUIDES								
Middle School English Language Arts								
Literacy	2017-18	6	2	1	0	1	2	6
My Perspectives Literacy	2017-18	7	2	1	0	1	2	6
My Perspectives Literacy	2017-18	8	2	1	0	1	2	6
Mean Ratings Middle School Literacy - 3 guides			2	1	0	1	2	6
Mean Middle School Integrated Language Arts (ILA)								
Integrated Language Arts ELA/ Social Studies	2017-18	6	2	1	0	1	2	6
Mean Ratings Middle School ILA - 1 guide			2	1	0	1	2	6
Middle School Literacy Intervention								
Reading and Writing Non-fiction	2013-14	6	2	2	0	2	1	7
Reading and Writing Historical Texts, Narratives and Poetry	2013-14	6	2	2	0	2	1	7
Reading and Writing and Responding to Fictional Texts	2013-14	6	2	2	0	2	1	7
Reading and Writing Non-fiction	2013-14	7	2	2	0	2	1	7
Reading and Writing Historical Texts, Narratives and Poetry	2013-14	7	2	2	0	2	1	7
Reading and Writing and Responding to Fictional Texts	2013-14	7	2	2	0	2	1	7
Reading and Writing Non-fiction	2013-14	8	2	2	0	2	1	7
Reading and Writing Historical Texts, Narratives and Poetry	2013-14	8	2	2	0	2	1	7
Reading and Writing and Responding to Fictional Texts	2013-14	8	2	2	0	2	1	7
Mean Ratings Literacy Intervention - 9 guides			2	2	0	2	1	7
Total Mean Ratings ELA/Literacy - 13 guides			2	1.33	0	1.33	1.67	6.33
Middle School Mathematics								
Mathematics	2017-18	6	2	1	0	1	1	5
Mathematics	2017-18	7	2	1	0	1	1	5
Mathematics	2017-18	8	2	1	0	1	1	5
Middle School Algebra I	2016-17	7, 8	2	2	0	1	1	6
Mean Ratings Middle School Mathematics - 4 guides			2	1.25	0	1	1	5.25

Exhibit 2.3.4 (continued)
Auditors' Rating of Curriculum Guides Grades 6-8
On the Basic Minimum Guide Components and Specificity Criteria
Allentown School District
May 2018

Curriculum Document	Date	Grade	Obj	Asmt	Prereq	Res	Appr	Total Rating
Middle School Math Intervention								
Numbers and Operation	2013-14	6-8	2	2	0	1	2	7
Algebraic Reasoning	2013-14	6-8	2	2	0	1	2	7
Probability and Statistics	2013-14	6-8	2	2	0	1	2	7
Mean Ratings 6-8 Math Intervention - 3 guides			2	2	0	1	2	7
Total Mean Ratings Mathematics - 7 guides			2	1.63	0	1	1.5	6.13
Middle School Science								
Science	2017-18	6	2	1	0	2	1	6
Science	2017-18	7	2	1	0	2	1	6
Science	2017-18	8	2	1	0	2	1	6
Mean Ratings Middle School Science - 3 guides			2	1	0	2	1	6
Middle School Social Studies								
Social Studies	No Date	6	2	2	0	2	2	8
Social Studies	No Date	7	2	0	0	1	2	5
Social Studies	No Date	8	2	1	0	1	2	6
Mean Ratings Middle School Social Studies - 3 guides			2	1	0	1.3	2	6.33
MEAN RATINGS CORE AREAS - 26 guides			2	1.24	0	1.4	1.54	6.2
NON-CORE CONTENT GUIDES 6-8 - NO GUIDES WERE PRESENTED								
CORE AND NON-CORE TOTAL – 26 guides								
MEAN RATINGS CORE AND NON-CORE 6-8			2	1.24	0	1.4	1.54	6.2

The following can be noted in Exhibit 2.3.4:

- A total of 26 core content curriculum documents were examined in grades 6-8.
- The core subject areas ranged in overall quality from a low of 6.0 points in science to a high of 6.33 points in English language arts/literacy.
- One social studies guide was rated as 8, the highest score received in grades 6-8. The lowest rating was 5 in mathematics and social studies.
- The overall average rating for core middle school curriculum guides was 6.2 of a possible 15 points.
- No guides were presented to auditors for non-core content areas in grades 6-8.

The middle school core curriculum documents were found to be inadequate to guide instruction with a mean rating of 6.2 points overall. Major weaknesses included the lack of a PreK-12 scope and sequence, resources and assessments without links to specific standards, specific instructional approaches, and standards with no identified mastery learning times. With the addition of time designations by standard, a scope and sequence K-12, resources and assessments identified by objective, the middle school guiding documents would address most of the deficiencies in the current curriculum guides and unit plans reviewed.

Exhibit 2.3.5 displays the ratings for high school (9-12) core curriculum documents (English, mathematics, science, and social studies). Auditors requested all curriculum guidance documents, but were not presented curriculum for non-core content areas.

Exhibit 2.3.5

**Auditors' Rating of Core Curriculum Guides Grades 9-12
On the Basic Minimum Guide Components and Specificity Criteria
Allentown School District
May 2018**

Curriculum Document	Date	Grade	Obj	Asmt	Prereq	Res	Appr	Total Rating
CORE CONTENT GUIDES								
High School English Language Arts								
English I	2017-18	9	2	2	0	2	2	8
Advanced English I	August 2017	9	2	2	0	2	2	8
English II	2017-18	10	2	2	0	2	2	8
Advanced English II	August 2017	10	2	2	0	2	2	8
English III	August 2017	11	2	2	0	2	2	8
English IV	August 2017	12	2	2	0	2	2	8
Mean Ratings English Language Arts - 6 guides			2	2	0	2	2	8
High School Mathematics								
Developmental Algebra I	2017-18	9	2	1	1	1	2	7
Algebra I	No Date	9	2	2	0	1	0	5
Algebra IA	2014-15	9	2	1	0	2	2	7
Algebra IB	2014-15	10	2	1	1	2	2	8
Algebra II	2017-18	10, 11, 12	2	2	1	2	2	9
Foundations of Algebra II	2017-18	10, 11, 12	2	2	1	1	1	7
Algebra III	2010-11	10, 11, 12	2	0	1	1	1	5
Geometry	2016-17	10, 11, 12	2	2	1	2	2	9
Analytic Geometry	2010-11	10, 11, 12	2	0	1	1	1	5
Pre-Calculus	2014-15	10, 11, 12	2	1	1	1	2	7
Calculus	2010-11	12	2	0	1	1	0	4
Survey of Math	2013-14	11, 12	2	2	1	3	3	11
Trigonometry	2014-15	10, 11, 12	2	1	1	1	2	7
Mean Ratings Mathematics - 13 guides			2	1.15	0.85	1.5	1.54	7
High School Science								
Biology	2016-17	10	2	1	0	2	1	6
HS Chemistry	2016-17	10, 11, 12	2	0	1	2	0	5
Environmental Science	2017-18	11, 12	2	0	1	2	0	5
Forensic Science	2017-18	10, 11, 12	2	0	1	2	1	6
Genetics	2017-18	10, 11, 12	2	0	1	2	0	5
Zoology	2017-18	10, 11, 12	2	1	1	2	1	7
Astronomy	2017-18	10, 11, 12	2	1	1	1	2	7
Physical Science	2017-18	9	2	2	0	1	1	6
Physics I	No Date	11, 12	2	0	1	0	0	3
Biology Keystone Seminar	2016-2017	10, 11	2	1	0	2	1	6
Mean Ratings Science - 10 guides			2	0.60	0.70	1.6	0.70	5.6

Exhibit 2.3.5 (continued)
Auditors' Rating of Core Curriculum Guides Grades 9-12
On the Basic Minimum Guide Components and Specificity Criteria
Allentown School District
May 2018

Curriculum Document	Date	Grade	Obj	Asmt	Prereq	Res	Appr	Total Rating
High School Social Studies								
U.S. History I	No Date	9	0	0	0	0	0	0
World Cultures	No Date	10	0	0	0	0	0	0
U.S. History II	No Date	11	0	0	0	0	0	0
Analytical Economics	No Date	12	0	0	0	0	0	0
U.S. Government	No Date	12	0	0	0	0	0	0
Mean Ratings Social Studies - 5 guides			0	0	0	0	0	0
CORE MEAN RATINGS - 34 guides			1.5	0.94	0.39	1.28	1.06	5.15
NON- CORE CONTENT GUIDES 9-12 - NO GUIDES WERE PRESENTED								
CORE AND NON-CORE TOTAL – 34 guides								
MEAN RATINGS CORE AND NON-CORE			1.5	0.94	0.39	1.28	1.06	5.15

From Exhibit 2.3.5, the following can be noted:

- Thirty-four core curriculum documents were examined in grades 9-12. Curriculum guides, unit plans, common assessments, and the program of studies were utilized for the analysis.
- The core subject areas (English language arts, mathematics, science, and social studies) ranged from a low of 0 in social studies to a high of 8.0 in English language arts.
- None of the five social studies guides examined attained a score above 0 in any criterion.
- Individual curricular documents ranged in quality from 0 to 11 points. One mathematics guide was one point away from meeting audit criteria for quality.
- The total average rating for core high school curriculum was 5.15 of a possible 15 points.
- No non-core guides were presented for review.

Overall, the high school curriculum guides, resources, and curriculum guidance documents did not meet the minimal audit criteria for quality. Major weaknesses included standards with no identified mastery learning times, the lack of a PreK-12 scope and sequence, and resources and assessments without links to specific standards.

Exhibit 2.3.6 provides a summary of the auditors' ratings of the core and non-core curriculum document quality K-12 in the Allentown School District.

Exhibit 2.3.6
Summary of Auditors' Rating of Curriculum Guide Quality
Allentown School District
May 2018

School Level	Total Number of Guides Rated	Mean Ratings					Total Mean Ratings
		Obj	Asmt	Prereq	Res	Appr	
Core Content Area Curriculum Guides							
K-5	18	2	1.33	0	1.33	1.67	6.33
6-8	26	2	1.24	0	1.4	1.54	6.2
9-12	34	1.5	0.94	0.39	1.28	1.06	5.15
K-12 Mean Ratings (Core Courses)		1.83	1.17	0.13	1.34	1.42	5.89
Non-Core Content Area Curriculum Guides							
K-5	6	1.83	0	0	0	0	1.83
6-8	0	NO GUIDES WERE PRESENTED					
9-12	0	NO GUIDES WERE PRESENTED					
K-12 Mean Ratings (Non-Core Courses)		1.83	0	0	0	0	1.83

As can be seen in Exhibit 2.3.6:

- The total core mean rating of all curriculum documents K-12 was 5.89 points. A rating of 12 is considered adequate in quality to direct instruction.
- The highest scoring level was elementary school, with 6.33 points overall in the core areas.
- Non-core content area documents were presented at the elementary level, but none were provided at middle and high school levels.

Overall, K-12 curriculum guides, resources, and curriculum guidance documents did not meet the minimal audit criteria for quality. Major weaknesses included the lack of a PreK-12 scope and sequence, resources and assessments without links to specific standards and standards with no identified mastery learning times.

The following summaries provide information about the ratings for each criterion.

Criterion 1: Clarity and Specificity of Standards – Total Mean Rating 1.81

Elementary: 2.0 Middle School: 2.0 High School: 1.5.

The clarity and specificity of objectives require learner goals or outcomes, tasks to be performed or skills to be learned, and the amount of time necessary to be spent in a meaningful unit of time per objective. Meaningful units may be hours, class periods, days, or a fractional part of a week. Without a specified time period, curriculum writers often put too much in a guide and overload teachers. To obtain a 3, the standard sequence within the course/grade must be delineated, the amount of time needed to achieve mastery of each standard must be stated, and how the actual standard is to be performed must be stated for each standard or meaningful cluster of standards.

The curriculum guides and resources contained state standards, general skills and concepts. Most often the PA standards were repeated throughout the planned units across several grade levels and were not further delineated or refined into condensed and specific district learning objectives to specifically show level of mastery. In most instances, the standard stem was included, but the points under the standard were not listed, even when the standard repeated at several grade levels. This lack of specificity and clarity with objectives makes it difficult

for teachers to determine mastery and also to differentiate instruction. Skill/concept statements and essential questions that mirrored the topics and chapters in the district-adopted text or resource were included in most core content area curriculum guides. Most documents embedded the PA standards within the plan, with the exception of the ELA guides in grades 7 and 8, which provided a different guide format. They provided an introduction on how to use the resource and apply the district and PA standards. They provided a separate document with the curriculum guide that listed the PA standards separately and identified the units within the textbook where the standards were addressed. Each PA core standard on the list was identified as being addressed in multiple units of instruction, but did not specify the standards within the unit plan goals. The skill/concept statements gave only general suggestions of how the standard was to be achieved. The one area that was not addressed in most documents was the amount of time to be spent mastering each standard within the unit. Guides often designated time in terms of entire units by day(s).

Criterion 2: Congruity of the Curriculum to the Assessment Process – Total Mean Rating 1.17

Elementary: 1.33 Middle School: 1.24 High School: 0.94

Congruence to the assessment process requires stating the skills, knowledge, and concepts to be assessed and identifying specific objectives with tested items by test name or stating that an objective is not tested at the state or national level. Teachers need to be informed of the objectives for which they and their students will be held accountable. To receive a score of 3, each objective or meaningful cluster of objectives must be matched to specific assessment instruments, stating when and with what instrument that objective is to be assessed.

Most of the core guiding documents reviewed contained some type of assessment approach in the form of general suggestions in the guide introduction, performance assessments, common assessments, benchmarks, unit tests, and rubrics found on the staff portal. In some of the tested grades and subject areas, *PSSA* released items were also available. Most assessments identified within guides were formative and administered at the end of a unit of instruction. Some were teacher developed and others were from purchased instructional resources. With the exception of the *PSSA* released items, individual test items were not keyed to specific standards or learning objectives. None of the curriculum documents met audit criteria in this area.

Criterion 3: Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes – Total Mean Rating 0.13

Elementary: 0.0 Middle School: 0.0 High School: 0.39

This was the lowest rated criterion. Delineation of the prerequisite essential skills, knowledge, and attitudes requires some specification of the prior learning that a student is expected to have in a particular content area and grade level. They can be in the form of topics taught or outcomes learned and are typically in a scope and sequence chart from pre-kindergarten to grade 12. To receive a 3 in this component, a scope and sequence pre-kindergarten through grade 12 of discrete skills and concepts by standard and/or objective would need to be included.

The auditors were not provided with Pre-Kindergarten curriculum documents. Pre-kindergarten curriculum is required for a complete scope and sequence. None of the district-created K-12 curriculum guides contained a scope and sequence. A formalized scope and sequence did not exist at the time of the audit. Occasionally, district documentation referred to pacing guides as a scope and sequence. Teachers had access to their grade level's standards in the overall curriculum guide for each course. Generally, the high school received 1 point for the courses noted in the program of studies with specific course prerequisite requirements. A true scope and sequence would allow teachers, at a glance, to see their grade level expectations and compare them to other grade level requirements.

Criterion 4: Delineation of the Major Instructional Tools – Total Mean Rating 1.34

Elementary: 1.33 Middle School: 1.4 High School: 1.28

Delineation of the major instructional tools requires matching specific pages or sections of a textbook or stated resource to specific objectives or teaching content. A curriculum guide is intended to determine the content and sequence to be taught so that teachers can determine what and when to teach which objectives prior to

summative tests. To receive a 3 rating, a match must be made between the instructional resources and materials to each specific standard or objective.

Most district guiding documents contained multiple resources denoted in the overall curriculum guide by units under the resources/materials section. Resources were included in varying forms of specificity; however, while some guides simply listed books and supplemental texts by units, some identified resources with page numbers and direct links to websites. Instructional tools and resources were not directly linked to specific standards except in one high school mathematics guide. Lack of defined and linked resources make it difficult for teachers to accurately determine the quality and alignment of the resource in fully meeting the demands of the standard being addressed (see [Finding 2.4](#)).

Criterion 5: Clear Approaches for Classroom Use – Total Mean Rating 1.42

Elementary: 1.67 Middle School: 1.54 High School: 1.06

Allentown School District has a very diverse student population as observed by the auditors and stated by district personnel. Hence, teachers need specific examples for approaching key concepts and skills without being prescriptive. In particular, teachers need instructional strategies that are specific to the content for individual students, including special needs students, English language learners, and gifted and talented students. To receive a 3 rating on this criterion, the curriculum document must provide teachers with specific strategy examples for approaching key concepts and skills.

Most curriculum guides contained generic instructional strategies, consisting of a list or menu of potential instructional approaches and assessments with differing levels of specificity, none of which were aligned to particular key concepts. Some curriculum guides contained an introduction that included a brief, vague overview on how to approach the subject. The Survey of Math course at the high school level was the only guide that provided links to targeted instructional approaches on how to achieve mastery by specific standard. When teachers are not provided clear approaches for classroom use, they are left to find methods and strategies on their own which might not be researched-based or proven effective in addressing the standards (see [Finding 3.2](#)). Specific suggested effective strategies would enable teachers to more accurately match resources with student needs at the appropriate level of rigor to improve learning. Not providing clear strategies leaves teachers to address standards by trial and error, which can lead to ineffective instruction and inconsistency in the level of student work (see [Finding 2.4](#)).

The district's curriculum documents were inadequate, overall, across the five criteria to provide teachers with comprehensive work plans to guide their teaching (5.89 points). With the addition of a teaching timeline by standard and objective, a comprehensive scope and sequence (PreK-12), and resources, strategies and assessments identified by standard, district curricular documents could meet the minimum audit criteria for quality.

In summary, Allentown School District curriculum guides were inadequate in design and quality to direct classroom instruction with an overall mean rating of 5.92 on a 15-point scale. The district curriculum framework consisted of pacing guides and other curriculum resources that the auditors used to rate 84 individual core and non-core course curriculum guides on 5 audit criteria. None of the district-created guides achieved the minimum rating of 12 points to be adequate for directing classroom instruction. The auditors noted some specific examples of portions of the audit criteria being partially contained in other documents.

The auditors conducted an online survey of district teachers to collect information about their perceptions of the district curriculum. The survey questions were related to the status, use, and effectiveness of the written curriculum in supporting teachers' efforts to improve student learning. The number of respondents per question ranged from 466 to 475. The auditors noted similarities and differences among the responses and categorized them into positive and negative comments about the quality of the curriculum, use of the curriculum guides, and availability of resources.

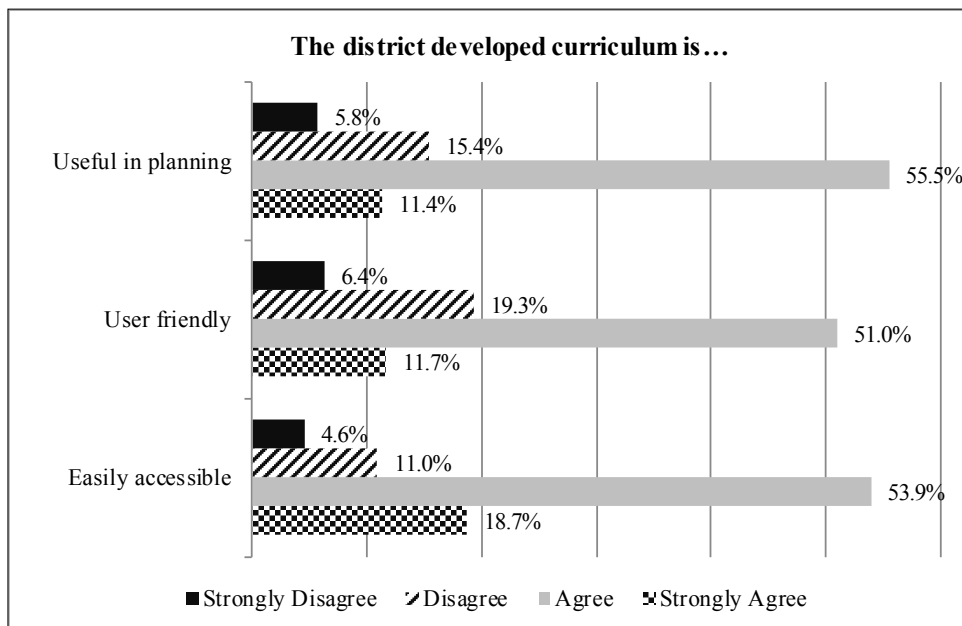
The following are typical teacher comments when asked to identify areas in need of improvement in the district:

- “Adequate curriculum and assessment”
- “Consistency in curriculum. Having the supplies you need to teach the curriculum.”
- “Curriculum is purchased and used with fidelity the first year. Then the district rips it apart- for example, our ELA calendar took away grammar, comprehension and spelling assessments from the calendar even though they are good assessments.”
- “Culturally relevant curriculum differentiation based on students needs.”
- “The curriculum is not aligned well in pacing to create connection between content areas.”
- “Lack of social studies curriculum in elementary schools. Lack of learning support in math curriculum in some elementary schools.”

Auditors also asked survey respondents to share the accessibility and usefulness of the district’s written curriculum. The survey question asked teachers whether the curriculum was easily accessible, user friendly, and useful in planning. The survey responses are found in [Exhibit 2.3.7](#).

[Exhibit 2.3.7](#) displays the results of the responses from 469 teachers.

Exhibit 2.3.7
Teacher Perceptions of District Curriculum Accessibility
And Usefulness Based on Survey Information (N= 469)
Allentown School District
May 2018



As noted in [Exhibit 2.3.7](#):

- Of the teachers who responded, 66.8% reported that the district written curriculum was useful in planning instruction.
- Approximately 62.6% responded that the district curriculum is user friendly.
- Approximately 72.6% of teachers reported that the district written curriculum was easily accessible.

The majority of teachers who responded to the survey reported that the curriculum was useful in planning (66.8%), user friendly (62.6%), and easily accessible (72.6%).

Exhibit 2.3.8 shows additional teacher survey responses regarding the effectiveness of the district’s written curriculum.

Exhibit 2.3.8
Teacher Perceptions of District Curriculum Effectiveness Based on Survey Information
(N= 469)
Allentown School District
May 2018

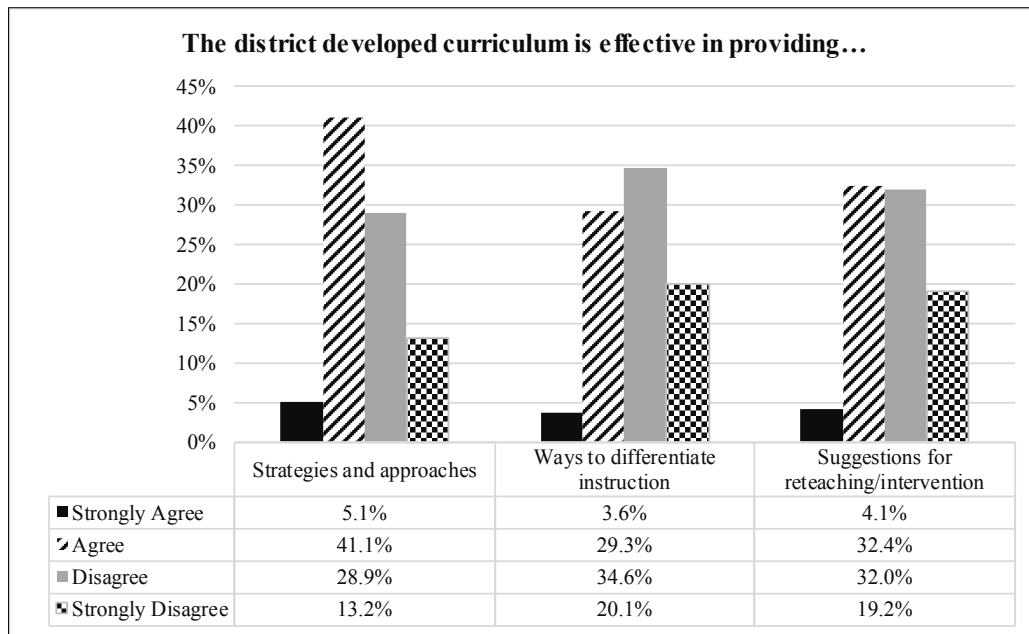


Exhibit 2.3.8 shows:

- Approximately 46% of the teachers responding to the survey agreed or strongly agreed that the district-developed curriculum was effective in providing strategies and approaches to improve learning. Just over 42% disagreed or strongly disagreed.
- Approximately 33% of the teachers who responded agreed or strongly agreed that the curriculum is effective in supporting ways to differentiate instruction. More than half (54.7%) of responding teachers reported that the curriculum does not support ways to differentiate instruction.
- Approximately 36% of the teachers agreed or strongly agreed that the curriculum provided suggestions for reteaching and interventions. Over 50% of the teachers did not feel that the written curriculum was effective in providing suggestions for reteaching and interventions.

Overall, more than 50% of teachers (54.7%) responded that district-developed curriculum was not effective in providing ways to differentiate instruction, and 51.1% reported that it did not provide suggestions for reteaching or interventions. The percentage of teachers who agreed that district curriculum was effective in providing strategies and approaches to improve teaching and learning at 46.2% was 4.1 points higher than the percentage of teachers who disagreed at 42.1%.

During school visits and scheduled interviews, when auditors asked about the state of the written curriculum in Allentown School District, interviewees confirmed that there was inconsistency in the quality of written guides, particularly in supporting differentiation, and there were also perceived gaps in the guides. Representative comments follow from varying groups of school district stakeholders.

Purchased Curriculum Programs and Resources:

- “Journeys 14-15; Go Math 15-16; Science Fusion 16-17; STAR 17-18. I think they [staff] use the words curriculum and interventions interchangeably.” (District Administrator)

- “The curriculum is being dictated to us by a manufacturer. We purchase a product and take those standards they claim to meet and find holes. We put key words and pages and beautiful assessments and then plop it into a document; that is how our curriculum is developed.” (District Administrator)
- “Systems 44 and READ 180 are used for curriculum with SPED for full-contained classes. The LS students are participating in Journeys.” (District Administrator)
- “The district purchased new curriculum, My Perspective, for grades 7 and 8. There is no writing. They did not purchase the ESOL component.” (Teacher)
- “Three years ago we adopted the Journeys curriculum, which includes technology. We found out that it does not include a phonemic awareness component. I purchased the phonemic awareness lessons for all my teachers.” (School Administrator)
- “Go Math is our math curriculum. Last year, we made some alterations to the order in math instruction.” (School Administrator)
- “Our curriculum is not developed by our district.” (Teacher)
- “The district purchased a curriculum. There are no district-designed pieces of curriculum.” (Teacher)
- “Sometimes curriculum that is purchased needs to be supplemented with other resources that need to be located on our own.” (Teacher)

Curriculum Differentiation:

- “I don’t see a difference between Foundations of Algebra 1 and Algebra I. Teachers do the same thing. They have not fully utilized supports.” (District Administrator)
- “I don’t think we accommodate in our curriculum all of the student levels. (Teacher)
- “There is very little in our curriculum to enrich those students working at a higher academic level.” (Teacher)
- “The intervention and reteaching pieces for math are one or two problems and that is it. Not really effective.” (Teacher)

Curriculum Deficits:

- “Curriculum continuity is lacking at 7th and 8th grade in ELA.” (Principal)
- “They [Curriculum/Pacing Guides] leave a lot to be desired. Some of it is very unrealistic. You are supposed to get through an entire lesson in 30 minutes and then put the students in groups.” (Teacher)
- “Our school does not have a true curriculum. It has a pacing guide and a textbook.” (Teacher)
- “The curriculum for the arts stops at 5th grade level.” (Teacher)

Curriculum Guidance:

- “They [teachers] need to see the extent to which the standards are being addressed in the curriculum materials.” (District Administrator)
- “There is latitude to make choices in the curriculum provided by the district. We have an extra supply of textbooks here.” (School Administrator)
- “The curriculum does not give concrete guidance.” (School Administrator)
- “Our curriculum is our PA course standards. They are incorporated in our curriculum.” (District Administrator)
- “Pacing guides have taken away the technique of teaching.” (School Administrator)
- “Blindly following the teaching guide will not get you there.” (School Administrator)

Curriculum Quality:

- “I believe the curriculum documents we have in math and science are pretty comprehensive because we have designed it in that way.” (District Administrator)
- “Our curriculum is great. We have used it for three years, and we have seen growth in ELA.” (Teacher)
- “Curriculum is incomplete and often times the pacing guide is too rigorous and does not allow time for reteaching or mastery.” (Teacher)
- “The curriculum is a document that is not user friendly and needs to be translated down into unit plans, and then further into lesson plans.” (Teacher)
- “The curriculum itself is not user friendly, and the pacing guide is unrealistic. When concerns were brought up, we were told to figure it out.” (Teacher)
- “The curriculum provides no practice approaches, no holistic project-based approach to learning.” (Teacher)
- “It [curriculum] is a disaster that is based on skill and drill, compartmentalized skill development, and subsequent assessment.” (Teacher)
- “The curriculum does occasionally have items under the ‘Instructional Materials’ column; however, those activities can no longer be found on the shared P drive. Also, the resources required to do some of the activities don’t exist. We would have to buy them out of pocket.” (Teacher)
- “Journeys is extremely helpful, but the district has decided to limit teacher use of certain materials such as assessments or Response to Intervention (RTI) resources.” (Teacher)
- “The Journeys program is great and gives great suggestions, interventions, and ideas, but it is not followed with fidelity because of time and following the district calendar.” (Teacher)
- “There is no written curriculum beyond the pacing guide provided by central administration. The pacing guide is old and out-of-date, which is evident by some of the language used in the guide. It also ends at *Pennsylvania System of School Assessment (PSSA)* time with no further direction for instruction beyond that point.” (Teacher)
- “My curriculum is a joke. It does not provide enough information to be used as a curriculum guide. Additionally, it does not connect between the 6th and 8th grade curriculums.” (Teacher)

Survey information indicated that while approximately 73% of the responding teachers indicated that the district curriculum was easily accessible and just under 67% found it useful in planning instruction, only approximately 36% of the teachers indicated it was effective for reteaching and interventions, and a few less (33%) indicated that it was effective in differentiating instruction.

Internal Consistency of Design of Curriculum Documents

As the auditors were examining the district curriculum documents for minimal audit criteria for quality, they noted the following examples of inconsistencies in design within and across core and non-core curriculum documents:

- Not all core courses had curriculum guides in the district staff portal, including elementary social studies and AP courses in grades 9-12. There were only six non-core course guides K-12, all in elementary visual arts. Non-core courses at the middle school and high school levels did not have curriculum guides. The staff portal provided a link titled “elementary science/social studies curriculum,” but it was actually a link only to science curriculum guides. No social studies guides were presented for elementary level (K-5).
- Not all core and non-core content areas used the district curriculum framework.

- Guides for mathematics courses (Pre-Calculus, Trigonometry, Algebra II) offered in grades 9-12 used a purchased curriculum (Springboard) that was not in the district format, but it appeared the district has an opportunity to customize it.
- Most of the ELA/ Literacy curriculum guides were in the district format with the exception of Grades 7 and 8 at the middle school level. With a recent text adoption, the curriculum format had a unit plan design. The plan included unit goals, but the PA standards were not embedded in the unit plan document. A multiple page document was provided that listed the PA standards and the unit in which they were addressed. Of the 46 standards listed, 20 of them were addressed in each of the five instructional units.
- Several science and math guides at grades 8 and 9-12 (Environmental Science, Genetics, Grade 8 Science, Survey of Math, Algebra IA and Algebra IB) included links to instructional resources listed in the guide, but these resources were not keyed to specific standards with the exception of the Survey of Math guide. The Survey of Math guide resource and assessment links were all keyed to specific standards.
- Some guides were incomplete and did not include key guide components. Guides with missing components of the district curriculum framework received lower ratings than guides with all portions completed.
- Environmental Science and Algebra II guides included a scope and sequence that spanned the school year similar to a year-at-a-glance overview. It did not provide skill expectations from the prior year, only for the current grade.
- The visual arts guides for grades K-5, the only non-core guides made available to the audit team, were not in the district format and listed essential questions, student goals, art standards, vocabulary, and interdisciplinary connections. They did not include instructional materials or assessments.
- The Physics curriculum listed the content to be covered (topics and subtopics) by weeks with the standards noted in the adjoining column. Instructional materials and assessments were not included.
- Guides were provided for the middle school grades 6-8 in the district curriculum format.
- Social studies had major inconsistencies within the same subject and across core content areas. Guides were not available at the elementary level. High school social studies guides, unlike most district guides, used a topical outline of chapters and themes by unit with no mention of standards, objectives, skills to be learned, instructional resources, assessments, nor any of the design elements noted in board policy and received a zero rating for each of the five audit criteria.

Use of the Written Curriculum

Consistent use of user-friendly quality curricular documents to support teaching and learning in classrooms is critical to establishing quality control of the educational program of a school district. In order for students to have equal access to the adopted curriculum with comparable opportunities for achievement, teachers at all district sites and at all grade levels should provide instruction to support student mastery of district goals and objectives. Likewise, it is important for all teachers to have access to and use the adopted primary and supplemental resources to support student achievement.

To determine the extent to which the district curriculum documents and resources were used by classroom teachers to provide program consistency and to ensure student access to the intended curriculum, the auditors interviewed district administrators, school administrators, and teachers. Auditors also conducted a survey of teachers and asked questions pertaining to curriculum use.

Auditors found that staff members were aware of the district's written curriculum and were able to access not only their courses and grade levels, but also all curriculum documents in the school district. During interviews and in survey data, district administrators, building administrators, and teachers expressed that the district's online curriculum was utilized, especially the standards. However, while 66.8% reported that it was useful in planning instruction, only 50.96% of the teachers who responded to the survey indicated the district curriculum

as their most frequently used resource for planning instruction. Further, interview information and survey responses indicated that teachers as well as school and district administrators considered purchased programs (Journeys, My Perspective, Go Math, Science Fusion, Read 180, Systems 44) as the grade level and/or content area curriculum.

As previously discussed in this finding, the quality of the written curriculum in Allentown School District is inadequate to guide and direct teaching and learning K-12. In addition, comments from teachers, administrators, and board members expressed concern regarding the quality of the curriculum. Based on interview and survey data, the auditors found that the use of the district curriculum is inconsistent. Some teachers do not have access to a written district curriculum (see [Finding 2.2](#)), while others are relying on the state standards, purchased textbooks, and programs or resources they locate on their own to direct instruction. The following policy addresses use of the district curriculum.

- *Board Policy 106: Guides for Planned Instruction* states the following:
 - “Each staff member shall conduct the assigned planned instruction as per the guide.”
 - “Each guide provides a framework. Each teacher within the framework shall augment the guide to meet academic standards and needs of students.”
 - “Each teacher shall use the guide.”

Board policy clearly directs use of the district provided curriculum guides by teachers as a framework to plan instruction. The policy also establishes the expectation that teachers augment the guide to meet academic standards and student needs. The policy does not provide specificity regarding the process or procedures used to augment the guide.

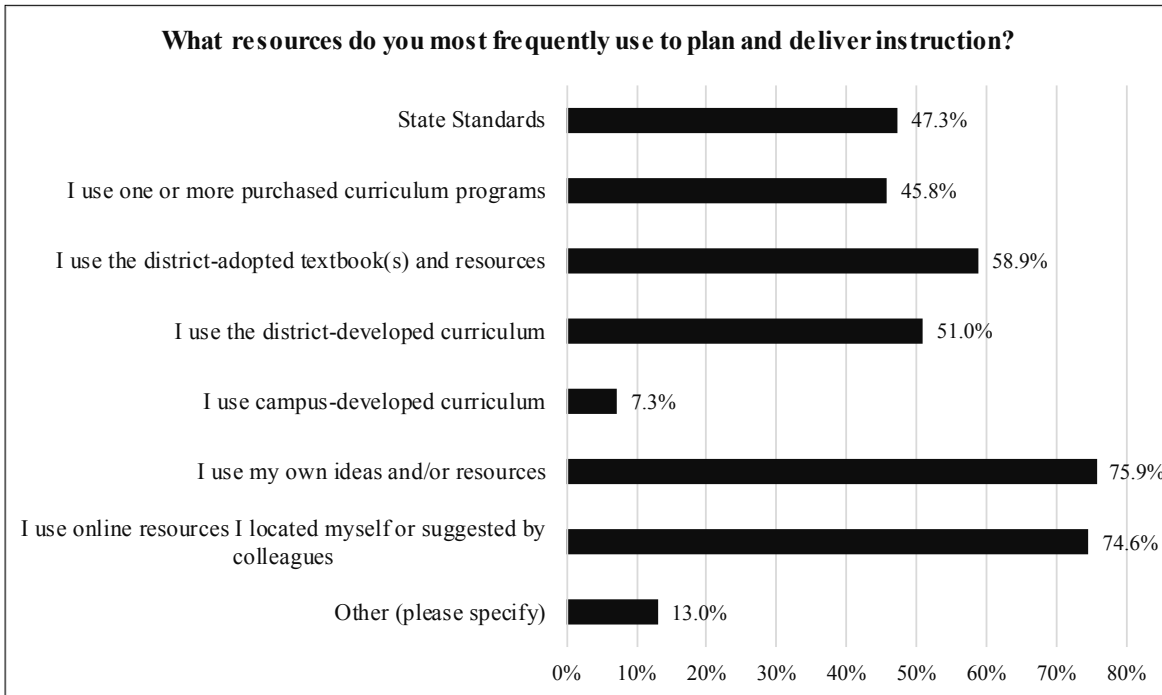
As previously discussed in this finding and in [Finding 2.2](#), the use of instructional resources or teacher-created materials in the absence of clearly written curriculum documents can lead to inconsistent access for all students to the district’s intended curriculum.

In addition to examining board policy for the direction of curriculum use in the district, auditors conducted an online survey. Teachers were asked to respond to several questions pertaining to their use of the district’s written curriculum. As part of the survey data collection, auditors asked teachers what resources they most frequently used to plan and deliver instruction. Teachers ranked resources from 1 to 7, with 1 being of most importance.

- State Standards.
- I use one or more purchased curriculum programs.
- I use the district-adopted textbook(s) and resources.
- I use the district-developed curriculum.
- I use campus-developed curriculum.
- I use my own ideas and/or resources.
- I use online resources I located myself or suggested by colleagues.
- Other.

Exhibit 2.3.9 displays the teacher responses.

Exhibit 2.3.9
Teacher Response to Online Survey—Resources Used to Plan Instruction
Allentown School District
May 2018



As shown in Exhibit 2.3.9:

- Teachers selected using their own ideas and/or resources as their first choice with just under 76%.
- The second highest choice at 74.6% was using online resources I locate myself or suggested by colleagues.
- Using district-adopted textbooks and resources ranked third with 58.9%.
- Teachers' fourth choice was using the district-developed curriculum with 51%.
- Using state standards ranked fifth at 47.3%.
- Teachers selected using one or more purchased curriculum programs as their sixth choice with 45.8% response.
- Using campus-developed curriculum was the least selected statement with less than 10% (7.3%).

While 51% of teachers reported using the district curriculum, a greater number, 75.9% confirmed that they are also using their own ideas and resources, and 74.6% use online resources they find themselves or obtain from colleagues. Less than 50% (47.3%) of teachers reported using the PA Standards as their main resource in planning instruction, and an even smaller group (45.8%) reported using one or more purchased programs. Many courses lack curriculum documents (see Finding 2.2). In some cases, the documents that exist lack some of the key components that would provide direction for teachers as they plan instruction (see previous sections of this finding).

Comments regarding what teachers use to guide instruction mirrored the summative survey results. Varied teacher responses indicate inconsistent use of district curriculum.

- “We do not follow the district curriculum. I like how our school handles curriculum, we are continually adapting and changing.”
- “I do not use district developed curriculum for my students.”
- “Our updated curriculum is a work in progress. We began in spring of 2017. That will be much more helpful when it is complete. I answered these questions based on the current, but outdated curriculum.”
- “The activities provided for the kids who are below level in reading by the Journeys curriculum are difficult to use. I haven’t seen student achievement improve because of their use.”

Summary

The quality of the Allentown School District written curriculum is inadequate to direct classroom instruction based on the five audit criteria for quality guides: clarity and specificity of objectives, congruity of the curriculum to the assessment process, delineation of the prerequisite essential skills and knowledge, delineation of the major instructional tools, and clear approaches for classroom use. The auditors rated the 78 K-12 core content curriculum guides at a mean of 5.89 points and the 6 K-12 non-core content curriculum guides at a mean of 1.83 points of a possible 15 points. A minimum of 12 points is needed for a curriculum guide to be adequate according to audit standards.

Although board policy provided a list of components for curriculum guides, several critical components were missing. The auditors found PA standards listed in curriculum documents appearing in many and in some cases every unit at a specific grade level with no specificity to indicate mastery. They also found essential questions taken from the adopted text listed with the standard, both of which are general in nature, and they were not specifically linked to instructional resources and assessments. None of the curriculum documents stated the amount of time to be spent learning each individual standard, but provided a number of days by units. The auditors noted a lack of explicit mention of prerequisite skills in all curriculum documents with the exception of high school guides that had course prerequisites listed in the 9-12 program of studies. District administrators informed the auditors that there was no scope and sequence for any of the courses in the district. Most core guides named the basic textbook and/or instructional resources and listed chapters and page numbers for each unit containing a cluster of standards, but did not state the page number or specific resource for each standard in the unit. While the curriculum guides contained general suggestions for instructional strategies, they seldom provided specific examples of how to approach key concepts or skills in the classroom.

Survey and interview data about the district written curriculum collected by the auditors showed overall dissatisfaction with the current curriculum guides and a need for a consistent, quality curriculum. Teachers and school leaders indicated that the curriculum guides were easy to access and use, but incomplete and lacking essential elements needed to guide and support instruction. Use of the curriculum is inconsistent across the district, with many teachers reporting using sources other than the district-developed curriculum to guide instruction.

Finding 2.4: Classroom artifacts, instructional resources, and common assessments are not consistently congruent with district and state standards, inhibiting mastery of required skills in literacy, mathematics, and science.

In order to be effective, curriculum must be deeply aligned to the instrument that will be used to assess its mastery. The content of the curriculum must minimally match—or be aligned to—the content of the assessment as well as the intended content of the standards. Content refers to the knowledge, skills, processes, and attitudes to be taught as expressed by a student learning objective. Topological Content Alignment occurs when the classroom activity and/or district assessment covers the same knowledge, concepts, skills, and processes at the same level. Deep Content Alignment occurs when the classroom activity and/or district test item goes beyond the intent of the state test item and standard.

In order for districts to ensure student success on assessments, alignment must be more than just a content match. The other two dimensions—context and cognitive type—must also be aligned, and all three dimensions (content, context, and cognitive type) must minimally meet and exceed these dimensions of the high stakes tests to assure students are prepared to be successful on those measures. Alignment must first and foremost be focused on the standards and their intent to ensure that real-world application of those standards is the primary goal for students. However, alignment must also be present with the high stakes assessments since student performance on those assessments currently represents one measure of the success of the school system.

The other dimensions of alignment include context and cognitive type. The context dimension represents how students demonstrate their mastery of or how they practice the content. How will the students need to demonstrate the learning? In multiple-choice format? In an essay? In a practical exam? Having students practice the content in a variety of contexts prior to the exam maximizes their chances of success. The third dimension, cognitive type, represents the cognitive demand or the thinking required for mastery. If the curriculum is too simplistic, lacks depth, and doesn't require higher order thinking skills and more demanding cognitive processing, students are not likely to be successful on any exam or in a real-life situation that requires analysis, evaluation, or synthesis.

Districts wishing to maximize their students' potential for success have to take all three dimensions of alignment into account and work to ensure that their curriculum deeply aligns to high stakes measures. This requires exceeding the dimensions of the tests to assure that the students are more than prepared for success on those measures. Such deep alignment also incorporates the content, context, and cognitive demands that students are likely to encounter in real world situations, and that are more engaging and challenging for students. Test preparation becomes part of rigorous, high quality, and engaging everyday activities in the classroom.

Analysis of Further Alignment

Based on inconsistencies found in the design of curriculum documents (see [Finding 2.3](#)), auditors conducted further analysis for samples of core content curricular documents. Auditors intended to use a sample of grade levels from primary, intermediate, middle, and high schools that contained specific enough information in the curriculum documents for analysis. Due to lack of access to curriculum resources in science in grades 6-8 and in social studies K-12, auditors focused the analyses within the content areas of ELA and mathematics and especially at elementary school grade levels where the district had recent adoptions of textbooks and instructional materials. Resource analyses in middle and high school grades were performed when curriculum resources could be accessed. Usually, grades 3, 5, 7, and 9 or 10 were reviewed to provide a comprehensive overview of the educational program. As curriculum is revised, this analysis is intended to be helpful in reviewing current documents and adopted resources and to make adjustments and revisions based on the information contained in the analyses.

In order to determine the degree of alignment for the Allentown School District, auditors examined curriculum guide learning activities (pulled from suggested resources) and district-developed common assessments against the PA Standards and also against released items from the *PSSA* and *Keystone Exam*. These analyses were conducted to identify potential gaps and overlaps in the written curriculum, as well as areas where alignment is insufficient, impeding student success on assessment measures. These analyses were undertaken in three main areas: alignment of curriculum activities with the state standards and assessments, alignment of district common assessments with the standards and state-released test items, and then alignment of student work artifacts to the state standards. All alignment analyses take into account alignment across the dimensions of content, context, and cognition. These analytical approaches focus on connectivity and predictability of curriculum.

Auditors' reports of these further analyses have been divided as follows:

- I. Analysis of alignment of the curriculum learning activities to the state standards and released assessments.
- II. Analysis of alignment of curricular common assessment items to the state standards and released assessments.
- III. Analysis of alignment of classroom instructional artifacts to the PA Core Content Standards.

As part of the approach to these analyses, the auditors reviewed board policies and other district documentation for additional information about curriculum design and the district leaders' own expectations concerning curriculum alignment. The auditors also reviewed common core state standards, curriculum guides, unit plans, and common assessments in the core areas of English language arts and mathematics and compared them with *PSSA* and *Keystone Exam* released items. Interviews were also conducted with board members, district administrators, school administrators, and teachers concerning the quality of the district curriculum.

Overall, the auditors found a lack of internal consistency in curriculum documents and common assessments in the alignment of the state standards and assessments with learning activities and common assessment items with state standards and released test items. As auditors compared the standards to the learning activities and assessment items, there was often a lack of complete alignment when analyzing their content, context, and cognitive types. Most often, the standards were more detailed than the activity or assessment item, so all aspects of the standard were not addressed. Auditors reviewed board policies to determine quality expectations in terms of curriculum components and their relationship to each other. Deeper quality expectations were noted in the following board policies:

- *Board Policy 108: Adoption of Textbooks* holds the superintendent responsible for recommending adoptions to the board and the assistant superintendent of curriculum, assessment, and instruction responsible for overseeing the work of the adoption committee. The policy directs periodic evaluation of textbooks for their continuing usefulness and relevance with consideration of their “relationship to national and state academic standards” and “alignment to a program of continuous progress.”
- *Board Policy 107: Adoption of Planned Instruction* speaks to alignment and holds the board accountable for providing a comprehensive program of planned instruction that focuses on the “relationship between objectives of planned courses and the established academic standards.”

The district also had a strategic goal as part of its framework to “develop rigorous and culturally responsive curriculum management system aligned to best practices, district needs and state requirements.” An additional action step under that goal was to “begin the curriculum alignment process.” District board policy called for establishment of a comprehensive, planned program of instruction, relating instructional resources to state standards and aligned to ensure continuous progress. An expectation was that course objectives be related to established academic standards.

The audit team conducted in-depth analyses of the district curricular documentation to determine the depth of alignment that existed at the time of the audit. Because the PA Core Standards were the guiding standards for the district's curriculum, most often, they were compared to instructional activities noted in the online curriculum guides and unit plans. Auditors also compared the standards to common assessment items found online on the district portal or on specific vendor sites for district purchased resources and *PSSA* and *Keystone Exam* released items.

I. Analysis of the alignment of curriculum learning activities to PA state standards and assessments.

Auditors examined the curriculum guides and unit plans and, in particular, the learning activities included as document components. Two of the four core areas (English language arts and mathematics) were used for this analysis. Grade levels from primary (grade 3), intermediate (grade 5), middle school (grade 7), and high school (grade 9 or 10) were most often utilized. To determine the internal consistency, the auditors compared sample course standards to curriculum guide/unit plan instructional activities and *PSSA* released items in content, context, and cognition. Content is the topic or objective of the material. Context is how the information is framed and/or how learning is to occur. Cognition is the level of intellectual complexity required to learn the material.

Auditors analyzed the sample instructional activities and compared it to the state standards and state assessment items to determine if there was alignment in content, context, and cognition. Grades 3, 5, 7, and English I were utilized for the English language arts analysis because of the availability of learning activities and assessments for those grade levels. If content was only partially present, this was noted. If there was no alignment along any of the three dimensions, this was stated. The auditors used the terms topologically aligned or deeply aligned

to note if the content, context, or cognitive type was fully met (topologically aligned) or exceeded (deeply aligned). “Deeply aligned” is noted when the activity actually goes beyond the standard or state test item in a positive or more demanding way. While it may appear to not “perfectly” align, such deep alignment is more likely to assure student success on the assessment and more fully meet the intent of the standard in real world situations. The results are displayed in [Exhibit 2.4.1](#).

Exhibit 2.4.1

**Alignment of Curricular Activities with State Assessments In English Language Arts
Grades 3, 5, 7, and English I
Allentown School District
May 2018**

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.	3	Unit 1 – Lesson 1 Think about the schools in “A Fine, Fine School” and “One- Room Schoolhouses”. Talk with a partner about how Tillie’s school is similar to a one-room schoolhouse. Then talk about how the two schools are different. Find text evidence. List at least two ways the schools are the same and two ways they are different.	No Released Item	Assessment was not available to conduct alignment analysis.

Exhibit 2.4.1 (continued)
Alignment of Curricular Activities with State Assessments In English Language Arts
Grades 3, 5, 7, and English I
Allentown School District
May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.3.3.A EO3.A-K.1.1.2 Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p>	<p>3</p>	<p>Unit I - Text to Self Write About Legends – Yonder Mountain is a legend that teaches a lesson and also teaches about the Cherokee people. Think about a time when you learned a lesson. Write it as a story so that it teaches the reader about you and what you learned.</p>	<p>2016-2017 Sampler – Item #7 This question has two parts. Answer Part One and then answer Part Two. Part One: – What is the central message of the passage? A. People should get plenty of exercise. B. People should work hard at their jobs. C. It is important for people to overcome their differences. D. It is important for people to take care of family members. Part Two: – Which details from the passage support the answer in Part One? Student selects an answer from 4 choices (A-D).</p>	<p>Content Not Aligned Context Not Aligned Cognition Not Aligned Content is not aligned. Both items are related to the central idea in a passage. The activity asks students to write a story with a “lesson,” which expands on their understanding of this concept but fails to match the content of the standard, which is determining the central message, lesson, or moral from a literary text. This activity could be revised to better match the standard but still incorporate students’ personal connections and engage them in meaningful writing. Context is not aligned. The activity provides the lesson learned in the text and requires reflecting on a time when they learned a personal lesson. The PSSA item provides 4 choices from which to select the central message of the passage. The activity maintains focus on the text to identify details that support the central message selected. The activity requires writing a story based on a lesson learned, rather than requiring the students to cite text evidence. Cognition is deeply aligned. The PSSA item requires understanding. The activity requires meaningful writing and creating going beyond the test item, which is cognitively more demanding and beneficial to students, but in this case not aligned to the intent of the standard.</p>

Exhibit 2.4.1 (continued)
Alignment of Curricular Activities with State Assessments In English Language Arts
Grades 3, 5, 7, and English I
Allentown School District
May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.2.3.G EO3.B-C.3.1.3</p> <p>Use information gained from text features to demonstrate understanding of a text.</p>	<p>3</p>	<p>Unit 5 – Lesson 25</p> <p><i>Information texts like Mountains: Surviving on Mt Everest</i> may use different kinds of text and graphic features to present information.</p> <p>Look back at pages 348 through 351. How can you find out more about mountains?</p>	<p>2015-2016 Sampler – Item #26</p> <p>Which idea in the passage does the text box about dog laughter support?</p> <p>A. Animals often defend their territory. B. Animals use play to practice hunting. C. Animals have many types of play behaviors. D. Animals like to explore their surroundings.</p>	<p>Content Topologically Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is topologically aligned. Both the activity and the PSSA item require use of text features to understand text, although the activity asks students a question that is so open-ended, some inexperienced teachers might not realize that students’ responses must address the use of text features in the selection. The activity, if done properly, does address the standard but could also miss it entirely if a teacher doesn’t understand its intent.</p> <p>Context is deeply aligned. The activity refers students to specific pages in the selection that include text and graphic features and asks an open-ended question. The PSSA item refers students to a specific text feature and asks a question related to it. Students are provided answer choices from which they select one so the context of the activity exceeds that of the test item.</p> <p>Cognition is deeply aligned. The activity requires application and goes beyond the PSSA, if students are required to write out responses to the question, and if their responses are required to address text features in the selection.</p> <p>The PSSA item requires understanding. The activity may not prepare students for the PSSA test.</p>

Exhibit 2.4.1 (continued)
Alignment of Curricular Activities with State Assessments In English Language Arts
Grades 3, 5, 7, and English I
Allentown School District
May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.3.5.C EO5.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p>	5	<p>Unit I – Lesson 3 In the story “Off and Running,” Miata and Rudy, the two main characters are alike in some ways and different in others. As you read the story, compare and contrast their behaviors and thoughts. Use a graphic organizer to help you.</p>	<p>2017-2018 Sampler – Item #3 In “Hannah Saves the Mayflower,” how is Hannah different from John and Francis? A. Hannah is more curious. B. Hannah is more talkative. C. Hannah is more courageous. D. Hannah is more responsible.</p>	<p>Content Topologically Aligned Context Deeply Aligned Cognition Deeply Aligned Content is topologically aligned. Both the activity and the PSSA item require comparing characters. Context is deeply aligned. The activity requires comparing two characters to determine how they are alike and different noting behavior and thoughts as they read using a graphic organizer, which is open-ended. The PSSA item compares one character with two other characters to determine how the one is different from the other two characters. It requires students to determine how they are different by selecting one response from 4 given answer choices, so the activity exceeds the context of the assessment. Cognition is deeply aligned. The PSSA item requires understanding, while the student activity, if implemented properly, requires analysis.</p>

Exhibit 2.4.1 (continued)
Alignment of Curricular Activities with State Assessments In English Language Arts
Grades 3, 5, 7, and English I
Allentown School District
May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.4.5.K EO5.D.2.1.4 Write with an awareness of style. - Use sentences of varying length. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	5	<p>Unit 4 – Lesson 16 Write a thank-you letter to someone you know who has done something special or out of the ordinary. In your letter, explain why you think what that person did is special.</p>	<p>2018 Sampler – Item #9 Read the sentences from a student’s essay about sleep. (1) When people sleep, their muscles relax. (2) As a result, the body can better repair itself, which is one benefit of sleep. (3) Snoozing all night long is like telling the brain to take a break. (4) If people sleep well at night, they are more alert for tasks during the day. (5) Getting the right amount of sleep is important for good health. What sentence should be revised to maintain the formal style of the paragraph? A. sentence 2 B. sentence 3 C. sentence 4 D. sentence 5 DOK – 2 (2018)</p>	<p>Content Not Aligned Context Not Aligned Cognition Deeply Aligned Content is not aligned. The activity requires students write a thank-you letter to someone who has done something special, but there is no mention of specific writing skills nor a rubric to help students focus on the skills in the standard. The PSSA item presents a student’s essay and requires students to identify the one sentence in the writing that should be revised to maintain a specific style. The activity focuses on the content of writing a letter, while the PSSA item focuses on the style elements. Context is not aligned. The activity asks students to write a specific type of letter but does not reference skill awareness. The PSSA item has students review, analyze, and determine what needs to be edited in a piece of writing based on a given style, although in a multiple choice format. The context of the activity is more demanding and engages students cognitively in a good way, but not on the proper content. Cognition is deeply aligned. The activity requires meaningful writing and creating and goes beyond the PSSA item, which requires analysis.</p>

Exhibit 2.4.1 (continued)
Alignment of Curricular Activities with State Assessments In English Language Arts
Grades 3, 5, 7, and English I
Allentown School District
May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.2.5.D EO5.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	5	<p>Unit 6 – Lesson 26 In the article “Animals on the Move,” you read about the abilities and habits of many different animals. In the left column below is a list of animals mentioned in the article. The column on the right lists different animal characteristics. On a separate piece of paper, match each description to the animal it describes best. Review the article if you’re not sure.</p>	<p>2015 - 2016 Sampler – Item #17 Which statement best describes the difference in the point of view of “The Eagles Are Back!” from the other two passages?</p> <p>A. “The Eagles Are Back!” is written from the point of view of a scientist interested in explaining the problems faced by bald eagles, while the other two passages are written from the point of view of biologists and politicians studying the effects of pesticides on bald eagles.</p> <p>B. “The Eagles Are Back!” is written from the point of view of a student researching bald eagles, while the other two passages are written from the point of view of park rangers who discuss how parks have brought back bald eagles.</p> <p>C. “The Eagles Are Back!” is written from the point of view of an individual providing a general history of bald eagles throughout the country, while the other two passages are written from the point of view of reporters who discuss sightings of bald eagles in particular areas of the country.</p> <p>D. “The Eagles Are Back!” is written from the point of view of a resident who has sighted bald eagles, while the other two passages are written from the point of view of historians who describe where bald eagles used to live.</p>	<p>Content Not Aligned Context Not Aligned Cognition Not Aligned</p> <p>Content is not aligned. The activity focuses on abilities and habits of different animals. The PSSA item focuses on point of view; the activity is not aligned to the content and intent of the standard.</p> <p>Context is not aligned. The activity requires students to read one selected article and match a list of the animals mentioned in the article with the different animal characteristics, referring back to the article as needed. The PSSA item requires students to choose the one statement out of four that best describes the difference in point of view of a specific passage compared with two other passages read.</p> <p>Cognition is not aligned. The activity focuses on one text and requires matching, which is on the remembering level.</p> <p>The PSSA item uses multiple texts for students to review to determine differences in point of view, which is analysis. The activity is below the level of the test item and cannot be said to prepare students adequately for what they will encounter on the test.</p>

Exhibit 2.4.1 (continued)
Alignment of Curricular Activities with State Assessments In English Language Arts
Grades 3, 5, 7, and English I
Allentown School District
May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.2.7.D EO7.B-C.2.1.1 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	7	<p>Unit 1 –Two Kinds 4a. From what point of view is the story told? 4b. What details in the text enabled you to identify the point of view?</p>	<p>2016-2017 Sampler – Item #8 This question has two parts. Answer Part One and then answer Part Two. Part One – Which statement best describes the author’s purpose? A. to explain to the reader the relationship between diet and sleep B. to inform the reader of the importance of getting enough sleep C. to explain to the reader the research about sleep and room temperature D. to inform the reader of the ability to make up hours of sleep on weekends Part Two – Which sentences from the passage, support the answer in Part One? Choose two answers. A. “Sadly, sleep deprivation can cause serious problems.” B. “Grumpiness and irritability from sleep deprivation cause behavior problems at home and school.” C. “Many teens also drink too much caffeine to sleep well.” D. “Researchers also have found that biology plays a role in teens’ sleep patterns.”</p>	<p>Content Partially Aligned Context Deeply Aligned Cognition Deeply Aligned Content is aligned. Both the activity and the PSSA item focus on the topic of point of view or author’s purpose identified in the standard. Neither the activity nor the PSSA item requires analyzing how the author distinguishes his view from others. Context is deeply aligned. The activity uses open-ended questions requiring identification of point of view of a given story and the details that support it, which exceeds the multiple choice context of the test. The PSSA item uses a two-part question based on a passage and requires students to select the statement from among 4 choices that best describes the author’s purpose. Cognition is deeply aligned. The PSSA item asks students to respond to question stems with choices after reading a passage, which requires remembering. The activity focuses on one text and requires identifying point of view and supporting details in writing, which is understanding and which is more demanding than the test.</p>

Exhibit 2.4.1 (continued)
Alignment of Curricular Activities with State Assessments In English Language Arts
Grades 3, 5, 7, and English I
Allentown School District
May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.3.7.I EO7.A-V.4.1.1</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>7</p>	<p>Unit 1 - Concept Vocabulary</p> <p>The concept vocabulary words help to show relationships between people.</p> <p>How does the concept vocabulary sharpen the reader’s understanding of the relationship between Laura and Maurice?</p>	<p>2018 Sampler – Item #3</p> <p>Read the sentence from the passage.</p> <p>Which phrase from the sentence most helps the reader understand the meaning of the word <u>miniscule</u>?</p> <p>A. “were so fragile” B. “even the smallest bit of damage” C. “caused by a change in temperature” D. “the data on them”</p>	<p>Content Topologically Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is topologically aligned with the standard and test item. The activity focuses on students’ determining or clarifying the meaning of vocabulary provided for a given passage. The PSSA item focuses on selecting the correct meaning of a word.</p> <p>Context is deeply aligned. The activity refers students to the concept vocabulary and requires them to determine how those words clarify the relationship between two characters. Students are left to determine the strategy they use. The activity does not indicate how students respond to the question; if done in writing, the context exceeds the demand of the context on the test. The PSSA item requires students to read the sentence from a passage containing a specific word and select the phrase from a list of 4 choices that helps reader understand the meaning of the word.</p> <p>Cognition is deeply aligned. The activity requires understanding or application, if writing is required, which exceeds the cognitive demand of the PSSA item, which requires remembering.</p>

Exhibit 2.4.1 (continued)
Alignment of Curricular Activities with State Assessments In English Language Arts
Grades 3, 5, 7, and English I
Allentown School District
May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.4.7.D EO7.E.1.1 Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>	<p>7</p>	<p>Unit 2 – Writing to Compare Both the story and the radio play describe the experiences of the Bittering family and other people from Earth living in a colony on Mars. Write a comparison-and-contrast essay in which you analyze the techniques each version uses to bring this tale to life. Conclude with an evaluation that tells which version is more effective.</p>	<p>2017-2018 Sampler – Item #9 The passage “Sowing Community” focuses on a family’s participation in an art project. Write an essay analyzing the effect that the edible landscape project has had on the community. Use evidence from the passage to support your response.</p>	<p>Content Topologically Aligned Context Topologically Aligned Cognition Deeply Aligned Content is topologically aligned. Both the activity and the PSSA item require students write essays based on their reading. Context is topologically aligned. Both the activity and the test item require students to analyze the literary selection(s) and write up their analysis. It is not clear if both require this writing on a computer; this would also be taken into consideration for the alignment. Cognition is deeply aligned. The PSSA item requires application and analyzing. The activity requires analyzing and evaluating, which goes beyond the test item.</p>

Exhibit 2.4.1 (continued)
Alignment of Curricular Activities with State Assessments In English Language Arts
Grades 3, 5, 7, and English I
Allentown School District
May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.2.9–10.E L.N.2.4.1</p> <p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>	<p>English I</p>	<p>Romeo and Juliet Study Guide</p> <p>Find examples of different literary terms used; utilize important quotes and explain meaning; obtain different ending</p>	<p>2011 Keystone Sampler – Module 2 - Item #5</p> <p>What is the overall organizational structure of the passage?</p> <p>A. cause and effect B. problem and solution C. question and answer D. comparison and contrast</p>	<p>Content Not Aligned Context Deeply Aligned Cognition Deeply Aligned</p> <p>Content Not aligned. The content of the activity is not aligned with the test item nor with the standard. The activity focuses on identifying examples of different literary terms and quotes featured in text and explaining their meaning, which is different from linking this to an author’s ideas or claims. The PSSA focuses on organizational structure of a passage used to convey the author’s ideas or claims.</p> <p>In this instance, the auditors found that both the context and cognitive type of the activity exceeds the demand and context of the test item. However, due to the mismatch in content, this deep alignment is not as beneficial to the student except in cognitive demand.</p>

Exhibit 2.4.1 (continued)
Alignment of Curricular Activities with State Assessments In English Language Arts
Grades 3, 5, 7, and English I
Allentown School District
May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.3.9–10.F LF.2.5.1</p> <p>Analyze how words and phrases shape meaning and tone in texts.</p>	English I	Read and interpret the poem using the words and tone of the author to determine the meaning of the poem.	<p>2014 Keystone Sampler – Module 1– Item #13</p> <p>Read the sentence from the passage. "...she had always wished and promoted the match; but it was a black (?) morning's work for her." What effect does irony in the sentence have in relationship to Emma?</p> <p>A. It undermines Emma's thoughts to one day get married as well.</p> <p>B. It reveals that a happy event was actually not happy from Emma's perspective.</p> <p>C. It creates a prediction about what will happen after Miss Taylor's marriage.</p> <p>D. It exposes Emma's negative feelings about her friendship with Miss Taylor.</p>	<p>Content Topologically Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is topologically aligned. Both the activity and the PSSA item require using words and phrases to determine meaning and tone of written materials.</p> <p>Context is deeply aligned. The activity has students interpret the poem by examining the words and the tone, in an open-ended context (auditors are assuming the students would complete this activity in writing). The PSSA item requires reading a sentence from a passage and selecting the meaning of the sentence from four possible answers (multiple choice). Since the item is multiple choice, it is impossible to observe students' learning and thinking in answering this question.</p> <p>Cognition is deeply aligned. The activity, since it is open-ended, is far more cognitively demanding (analysis) than the test item (understanding).</p>

Data Source: Allentown School District Curriculum Portal and Text-Based and Online Assessments. The Pennsylvania State System of Assessment

The analysis provided in [Exhibit 2.4.1](#) focuses on the activities referenced by and included in the curriculum. The primary analysis is intended to determine if students' completion of these activities does in fact assure preparedness for the contexts and cognitive demand of the high stakes assessment. The standard is also included to allow for comparison against that, as well. [Exhibit 2.4.1](#) shows:

- The state standards, learning activities found in the curriculum guides and unit plans, and *PSSA* and *Keystone* released items were utilized for the analysis. Three samples from grades 5 and 7 and two from grades 3 and 9 were reviewed for a total of 10 comparisons of content, context, and cognition.
- Alignment in content was at 50%. Forty percent did not align at all with the test or standard and 10% partially aligned.

- Sixty percent of the samples deeply aligned with the assessment in context and 10% topologically aligned. Thirty percent of the samples were not aligned in context.
- Alignment was highest in cognitive type: 80% of the activities were deeply aligned in cognition and 20% not aligned.
- Content alignment was lowest; at four grade levels, content was not aligned (3rd, 2 at 5th, Eng. I) and at another grade level, the content of the activity was partially aligned. This results in only 50% of the content being topologically aligned and no activity was deeply aligned with the test in content. There were also instances where neither the activity nor the test item fully aligned with the standard (this is not entirely uncommon, given the breadth of the standards).
- Alignment in context and cognitive type was higher when considered separate from content. When the *PSSA* or *Keystone* assessment items were multiple choice in context, the suggested activity of the curriculum typically exceeded both the context and the cognitive demand of the test, resulting in deep alignment. This occurred six times in context and eight times in cognition. This means that the activities, due to their open-ended format, are sufficient to prepare students for success on the test if used as intended if content were at least topologically aligned.

Many of the state assessment items were at the lower levels of cognitive engagement. Caution should be used if teachers are focusing only on success on the test as is; topological alignment in this case would result in lower cognitive demand. The activities as provided in the curriculum, if modified for sufficient content alignment, establish higher expectations for how students are expected to demonstrate the standard and be cognitively engaged. This is a solid foundation for curriculum work.

Auditors also reviewed the state standards, curricular learning activities, and *PSSA* and *Keystone* released items in mathematics for content, context, and cognitive type alignment. Grades 3, 5, 7, and Algebra I were used for the analysis because of the availability of learning activities and *PSSA* and *Keystone* released items. The analysis focused on the activities found in the curriculum and evaluated their alignment with the released state test items to see if these activities sufficiently prepare students for those exams. The standards were included to note any discrepancies in standard alignment, as well, since the test represents only a fraction of the entire content domain. The results of this analysis can be found in [Exhibit 2.4.2](#).

Exhibit 2.4.2

**Alignment of Curricular Activities with State Assessments in Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018**

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>M03.B-O.1.2.1</p> <p>Use multiplication (up to and including 10×10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.</p>	3	<p>Chapter 6 – Lesson 6.1</p> <p>Stacy has 16 flowers. She puts an equal number of flowers in each of 4 vases. How many flowers does Stacy put in each vase?</p> <p>Use the graphic organizer provided to solve the problem.</p>	<p>2015-2016 Sampler – Item #14</p> <p>Kayla has 12 seeds. She plants an equal number of seeds in each of 4 pots. How many seeds did Kayla plant in each pot?</p> <p>A. 3 B. 8 C. 16 D. 48</p>	<p>Content Topologically Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is topologically aligned. Lesson 6 activity and the PSSA item use multiplication to solve problems involving equal groups.</p> <p>Context is deeply aligned. The activity requires solving a word problem using a given graphic organizer in an open-ended format (the students do not have possible answers to select from). The test item requires students to select the right answer in a multiple-choice format. The standard does not specify format, but the context of the activity is more demanding (and cognitively challenging) than the test item, since students have to show their work and can't guess, as they could with the test item.</p> <p>Cognition is deeply aligned. The curriculum activity requires application, while the PSSA item only requires remembering.</p>

Exhibit 2.4.2 (continued)
Alignment of Curricular Activities with State Assessments in Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>M03.B-0.3.1.1</p> <p>Solve 2-step word problems using the 4 operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole number answers.</p>	<p>3</p>	<p>Chap. 1 - Lesson 1.12</p> <p>Sami scored 84 points in the first round of a new computer game. He scored 21 more points in the second round than in the first round. What was Sami’s total score?</p>	<p>2017-2018 Sampler – Item #8</p> <p>Some friends are having a picnic at a park. They take 5 cars to the park. There are 4 people in each car. Each person will eat 2 sandwiches at the picnic. How many sandwiches in total will the friends eat?</p> <p>A. 11 B. 20 C. 22 D. 40</p>	<p>Content Not Aligned</p> <p>Context Not Aligned</p> <p>Cognition Not Aligned</p> <p>Content is not aligned. The activity is a one-step problem. The PSSA item presents a two-step problem as indicated in the standard, so the activity does not meet the content of the standard nor of the test item.</p> <p>Context is open-ended, which is more demanding than the multiple-choice nature of the test, but due to the lack of alignment in content, the activity does not meet the context of the test nor of the standard.</p> <p>Cognition is not aligned because of the lack of content alignment.</p>

Exhibit 2.4.2 (continued)
Alignment of Curricular Activities with State Assessments in Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>M03.C-G.1.1.1</p> <p>Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category.</p> <p><i>Example 1: A rhombus and a rectangle are both quadrilaterals since they both have exactly four sides. Example 2: A triangle and a pentagon are both polygons since they are both multi-sided plane figures.</i></p>	3	<p>Chapter 12- Lesson 12.8</p> <p>A Venn diagram shows how sets of things are related.</p> <p>In the Venn diagram at the right, one circle has shapes that are rectangles. Shapes that are rhombuses are in the other circle. The shapes in the section where the circles overlap are both rectangles and rhombuses. What type of quadrilateral is in both circles?</p>	<p>2016-2017 Sampler – Item #11</p> <p>The shapes below are all in a group because their sides have equal lengths.</p> <p>A quadrilateral is added to the group. Which term best describes the quadrilateral that is added to the group?</p> <p>A. octagon B. pentagon C. rhombus D. triangle</p> <p>DOK 1 – (2016-17)</p>	<p>Content Topologically Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Topologically Aligned</p> <p>Content is topologically aligned. The activity and the PSSA item both require identification of shapes in a group based on shared attributes.</p> <p>Context is deeply aligned. The activity is a short answer response type while the PSSA item is multiple-choice. Both provide the students with visuals, but the multiple-choice nature of the test item does not allow students to show their work or processing, since students can simply guess. The activity at least allows the students to write out an answer independently. The standards asks students to “explain,” which neither the activity nor the test item does.</p> <p>Cognition is topologically aligned. The activity and the PSSA item require remembering.</p>

Exhibit 2.4.2 (continued)
Alignment of Curricular Activities with State Assessments in Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>M05.A-T.1.1.5</p> <p>Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place).</p>	5	<p>Chapter 3 – Lesson 3.4</p> <p>The Gold Frog of South America is one of the smallest frogs in the world. It is 0.386 of an inch long. What is this length rounded to the nearest hundredth of an inch?</p>	<p>2017-2018 Sampler – Item #4</p> <p>Jake measured the amount of salt in two liters of seawater. His results are listed below.</p> <ul style="list-style-type: none"> - First liter: 33.165 grams - Second liter: 35.787 grams <p>He rounds both values to the nearest hundredth and adds them. What is the sum of the rounded amounts of salt Jake found in the seawater?</p>	<p>Content Partially Aligned</p> <p>Context Topologically Aligned</p> <p>Cognition Topologically Aligned</p> <p>Content is partially aligned. The activity and the PSSA item both require rounding of decimals to the nearest hundredth of an inch as indicated in the standard, but the test item requires the use of additional algorithms beyond rounding to solve the word problem. The practice activity does not meet or exceed the content of the test item although it does meet the standard.</p> <p>Context is topologically aligned. The activity uses a word problem context to round decimals. The PSSA item goes beyond the standard in content and requires rounding of decimals and the addition of rounded values to solve a word problem, but both are open-ended in their mode of response.</p> <p>Cognition is topologically aligned. Both the activity and the test item require understanding.</p>

Exhibit 2.4.2 (continued)
Alignment of Curricular Activities with State Assessments in Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>M05.A-F.2.1.1</p> <p>Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers).</p>	<p>5</p>	<p>Chapter 8 – Lesson 8.1</p> <p>Luke has $\frac{1}{3}$ of a package of dried apricots. He divides the dried apricots equally into 3 small bags. Luke gives one of the bags to a friend and keeps the other two bags for himself. What fraction of the original package of dried apricots did Luke keep for himself?</p>	<p>2015 – 2016 Sampler – Item #17</p> <p>Kelly spends 5 hours making pizzas. Each pizza takes her $\frac{1}{4}$ hour to make.</p> <p>When she is finished, all of the pizzas are shared equally among 6 families.</p> <p>How many pizzas does each family receive?</p> <p>A. $\frac{5}{24}$</p> <p>B. $\frac{3}{10}$</p> <p>C. 3 and $\frac{1}{3}$</p> <p>D. 7 and $\frac{1}{2}$</p> <p>DOK – (2015-16)</p>	<p>Content Deeply Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Topologically Aligned</p> <p>Content is deeply aligned. The activity goes beyond the standard and requires solving word problems with division of fractions by whole numbers; the PSSA item expects students to correctly select the answer to a word problem requiring the division of whole numbers leading to answers in the form of fractions and mixed numbers.</p> <p>Context is deeply aligned. Both the activity and the PSSA item require solving of word problems involving division, but the activity is open-ended and the test item is only multiple choice. The test item allows students to guess or bypass working the problem while the activity does not.</p> <p>Cognition is topologically aligned. Both the activity and the test item require understanding.</p>

Exhibit 2.4.2 (continued)
Alignment of Curricular Activities with State Assessments in Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>M05.D-M.2.1.1</p> <p>Solve problems involving computation of fractions by using information presented in line plots.</p>	<p>5</p>	<p>Chapter 9 – Lesson 9.1</p> <p>Use the data to complete the line plot. Then answer the questions. Students measured the lengths of several seeds. The length of each seed is listed below.</p> <p>1. What is the combined length of the seeds that are $\frac{1}{4}$ inch long?</p>	<p>2015-2016 Sampler – Item #41</p> <p>Frankie measures and records the lengths, in feet, of nine worms. The line plot below shows the information she records. Based on the line plot, what is the difference between the lengths, in inches, of the longest worm and the shortest worm?</p>	<p>Content Topologically Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is topologically aligned. Both the activity and the PSSA item use data to solve problems as required in the standard. The activity requires solving a problem using fractions. It is not clear from the PSSA sample item if the computation of fractions is involved.</p> <p>Context is deeply aligned. In the activity, students are required to create the line plot with given data, while in the test item they are provided with the line plot. Both the activity and the PSSA item require interpreting the data in the form of a line plot, but the activity incorporates a more real-world scenario where students create a chart with the data vs. just looking at the chart.</p> <p>Cognition is deeply aligned. The activity requires application, since students create their own line-plot. The test item only requires interpreting the line plot, which is understanding.</p>

Exhibit 2.4.2 (continued)
Alignment of Curricular Activities with State Assessments in Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>M07.A-N.1.1.3</p> <p>Apply properties of operations to multiply and divide rational numbers, including real-world contexts; demonstrate that the decimal form of a rational number terminates or eventually repeats.</p>	7	<p>Module 2</p> <p>Hannah made four withdrawals of \$20 from her checking account. She also wrote a check for 215. By how much did the amount in her checking account change?</p>	<p>2017 – 2018 Sampler – Item #3</p> <p>Jellybeans cost \$.080 per pound. Howard buys $4\frac{1}{2}$ pounds of jellybeans for himself and 1 pound for his friend. What is the total cost of the jellybeans Howard buys?</p> <p>A. \$4.00 B. \$4.40 C. \$4.50 D. \$4.60</p>	<p>Content Not Aligned</p> <p>Context Not Aligned</p> <p>Cognition Topologically Aligned</p> <p>Content is not aligned. The activity does not require applying division and can be solved without using multiplication. The PSSA item requires multiplication, but not division. Neither the activity nor the PSSA item deal with repeating or terminating decimals.</p> <p>Context is not aligned. The activity and the PSSA item both use word problems, but although the activity has an open-ended format, the lack of content alignment prevents deep alignment. The test item only requires multiple-choice mode of response.</p> <p>Cognition is topologically aligned. Both require understanding, but both also fail to meet the content demand of the standard.</p>

Exhibit 2.4.2 (continued)
Alignment of Curricular Activities with State Assessments in Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>M07.A-R.1.1.6</p> <p>Use proportional relationships to solve multi-step ratio and percent problems.</p>	7	<p>Lesson 4.1</p> <p>While remodeling her kitchen, Angela is repainting. She estimates that she paints 55 square feet every half-hour. How many square feet does Angela paint per hour?</p>	<p>2016-2017 – Sampler – Item #9</p> <p>The ratio of the number of students in the chess club to the number of students on the math team is 1:3. The ratio of the number of students on the math team to the number of students on the quiz bowl team is 1:2. There are 4 students in the chess club. How many students are on the quiz bowl team?</p> <p>A. 7 B. 9 C. 12 D. 24</p>	<p>Content Not Aligned</p> <p>Context Not Aligned</p> <p>Cognition Topologically Aligned</p> <p>Content is not aligned. The activity does use proportional relationships to solve the problem but not a problem involving ratios or percentages. The standard requires solving ratio and percent problems. The activity does not address all components of the standard. The test item also does not require percentages but does employ ratios.</p> <p>Context is not aligned. The activity is open-ended but due to the lack of content alignment, does not meet or exceed the context of the test item. The test item is multiple-choice and is not multi-step.</p> <p>Cognition is topologically aligned, but still not aligned in content. Both the activity and the PSSA item require understanding.</p>

Exhibit 2.4.2 (continued)
Alignment of Curricular Activities with State Assessments in Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
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Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>M07.B-E.2.3.1</p> <p>Determine the reasonableness of answer(s) or interpret the solution(s) in the context of the problem.</p>	<p>7</p>	<p>Lesson 7.1</p> <p>To cover a rectangular region of her yard, Penny needs at least 170.5 square feet of sod. The length of the region is 15.5 feet. What are the possible widths of the region?</p>	<p>2017 – 2018 Sampler – Item #9</p> <p>Nadia is selling tickets for a school event. She has already sold 17 tickets. Her goal is to sell at least 100 tickets. Each day she is able to sell up to 10 tickets. What is the minimum number of days Nadia will need to sell tickets to reach her goal?</p> <p>A. 5 B. 6 C. 8 D. 9</p> <p>DOK – 2 (2017-18)</p>	<p>Content Topologically Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Topologically Aligned</p> <p>Content is Topologically aligned. The activity and the PSSA item both require interpreting solutions to problems.</p> <p>Context is deeply aligned. The activity is open-ended while the test item is only multiple-choice.</p> <p>Cognition is topologically aligned. Both the activity and the PSSA item require understanding.</p>

Exhibit 2.4.2 (continued)
Alignment of Curricular Activities with State Assessments in Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.2.2HS.D.9: Use reasoning to solve equations and justify the solution method.</p>	Algebra I	<p>Module 1 – Lesson 1.1 Find the perimeter and area of a sandbox that has a width of 4.5 ft. and a length of 3.45 ft. Write your answers using the correct number of significant digits.</p>	<p>2014 Keystone Sampler – Item #3 A person’s hair is 8 centimeters long. The equation below can be used to estimate the length (L), in centimeters (cm), that the person’s hair will be after w weeks. $L = w + 84$ Based on the equation, what will be the estimated length of the person’s hair after 10 weeks? A. 4.5 cm B. 8 cm C. 10 cm D. 10.5 cm</p>	<p>Content Topologically Aligned (activity with test item); not aligned with the standard. Context Deeply Aligned Cognition Deeply Aligned Content is topologically aligned. The activity and the test item both require solving simple equations but neither meets the content demand of the standard, which requires justifying the solution method used. Context is deeply aligned, when analyzing the alignment of the activity with the test item. The activity requires students to recall formulas and solve for perimeter and area with the given values for the variables. The Keystone item is multiple-choice in format and does not require open-ended problem-solving. Neither context requires students justifying, in writing or orally, the solutions method they selected. Cognition is deeply aligned. The activity requires application. The standard requires understanding.</p>

Exhibit 2.4.2 (continued)
Alignment of Curricular Activities with State Assessments in Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Curricular Activity	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.2.2.HS.D.2: Write expressions in equivalent forms to solve problems.</p>	Algebra I	<p>Module 4 – Lesson 4.1 Write an equation to model each problem. Solve the equation. At 12 noon in Anchorage, Alaska, Janice noticed that the temperature outside was 12 °F. The temperature dropped at a steady rate of 2 °F per hour. At what time was the temperature -4 °F?</p>	<p>2015 Keystone Sampler – Item #4 The difference of 2 polynomial expressions is shown below. $(-2x^2 + wx - 4) - (x^2 + 5x + 6) = -3x^2 - 10$ What is the value of w? A. -8 B. -5 C. 2 D. 5</p>	<p>Content Not Aligned. Context Not Aligned Cognition Deeply Aligned Content is not aligned. Module 4 lesson aligns to the standard but not the test item. The activity requires students to write expressions in equivalent forms and to solve the problems, but the item only asks students to solve for the value of a variable—not to write expressions in equivalent forms. Context is not aligned. The module activity requires writing equations to model a problem and then solving the equation. The Keystone item does not present a problem, but requires solving an equation for a missing value. Cognition is deeply aligned. The module activity requires writing problem specific equations and solving equations, which is analyzing and creating. The Keystone sample requires solving an equation, which is applying.</p>

Data Source: Allentown School District Curriculum Portal and Text-Based and Online Assessments. The Pennsylvania State System of Assessment

Exhibit 2.4.2 notes the following:

- Three samples in grades 3, 5, 7, and two in Algebra I were reviewed in mathematics for alignment of instructional activities in content, context, and cognition to state standards and assessments.
- Overall, 45% of the eleven activities aligned topologically with the test and standard in content. Thirty-six percent did not align and 9% were partially aligned. Nine percent were deeply aligned.
- For context, 36% did not align with the test or the standard. Fifty-four percent, however, were deeply aligned with the test in context because they required open-ended problem solving rather than just multiple choice modes of response. One item 9%, was topologically aligned with the assessment.
- Context alignment had the highest percentage of activities that were deeply aligned or topologically aligned, at 70% of all the activities. This was due to the inclusion of open-ended problems.

- Cognitive and context alignment was present in the majority of activities, although sometimes there was alignment in cognition and context when content was not aligned. That means that students were provided activities that have them practice what they are learning in good ways and with better cognitive engagement, but not always with the proper content.
- Cognitive alignment was present, topologically, in 54% of the activities. Thirty-six percent of the activities were deeply aligned with the assessment while 9% were not aligned at all.
- As with ELA, several activities lacked content alignment, but the context and cognition of the activity met or exceeded the standard and test item. However, for this alignment to be useful in preparing students for the exam, the correct content must be the focus.

Overall, alignment of the activities with the test and the standards in content was at 54%. The activities themselves have generally sound contexts and cognition that exceeds the cognitive demand of the test, but it must also be noted that the demand of the test is generally low. There was very rarely an activity that required the conceptual thinking and analysis or evaluation that is part of the mathematical processes valued in the standards. Such cognitive demand requires students to write and explain their thinking.

II. Analysis of alignment of curricular common assessment items to the PA core standards and released assessments

Alignment to assessment instruments is critical for districts wishing to maximize student performance. A curriculum that aligns to the PA Core Standards but not to the assessment leaves students unprepared for the contexts and rigors of that instrument. The assessment instrument measures students' mastery of the PA standards. Students must practice relevant contexts so that they are not surprised by them on the test. A student who has never had to write a logical ending to a story may have difficulty when asked to do so on a test. To ascertain the alignment between the ASD common assessments and the *PSSA* and *Keystone Exam* to which the state of Pennsylvania subscribes, auditors examined released items from the *PSSA* and *Keystone Exam* against the common assessments outlined in the ASD curriculum guides. This alignment would indicate how well district assessments might prepare students for the *PSSA* and *Keystone Exam*.

Overall, auditors determined that content, context, and cognitive types present in the curriculum and in the district common assessments in English language arts and mathematics were inconsistently aligned to those of the *PSSA* and *Keystone* to provide the sort of practice likely to ensure students' best performance on the exams. Samples reviewed showed more consistent alignment in content and cognition than in context.

The auditors looked at the alignment of selected curriculum standards, usually the PA Core Standards, with assessment items from the online common assessments accessed via the district website portal and on vendor sites for district purchased assessment resources, and compared those with *PSSA* and *Keystone* released items. The auditors used the standards contained in the curriculum guides at the time of the audit. Such alignment is considered necessary to provide for transfer of learning from instruction to assessment.

Auditors selected standards from the curriculum guides and unit plans for the core areas of English language arts and mathematics, assessment items from the online district identified assessment sources for each course and content area, and *PSSA* and *Keystone* released items for grades 3, 5, 7, English I in ELA, and Algebra I in Mathematics if test items were available. Auditors used a sampling of standards identified with associated test items for the analysis when possible. In cases in which test items were not identified by standard, the auditors selected the standard most nearly aligned in content. The alignment of assessment items to the state standards and assessments was analyzed by content, context, and cognition. Content refers to the information to be learned. Context is the format in which the material is presented. Cognition is the dimension of Bloom's Taxonomy in which the material is assessed. A comparison was then made between the state standard, the district assessment item, and the *PSSA* and *Keystone* released item.

In the area of English language arts, the district transitioned from assessments in the Journeys Reading resources to STAR Reading, which is a computer adaptive system that does not provide grade level specific assessments, but spirals (branches) with the ability of each individual student. The auditors used the Text Dependent Analysis assessments (TDAs) that the district requires teachers to administer in English language arts at the end of unit instruction, which are grade level specific for this review at the elementary and middle school level. English I common assessments district staff built in Study Island were used for the high school level comparison. Grades 3, 5, and English I were used for the analysis in English language arts based on available resources.

Exhibit 2.4.3 shows the auditors' analysis of the ELA district curricular common assessments with released test items from the *PSSA* and the *Keystone Exam*. This analysis is broken out by grade level, beginning with grade 3, the first grade level at which the *PSSA* is administered.

Exhibit 2.4.3

**Alignment of District Common Assessments with State Assessments In English Language Arts
Grades 3, 5, and English I
Allentown School
District May 2018**

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.3.3.A (EO3.A-K.1.1.2)</p> <p>Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p>	<p>3</p>	<p>Lesson 3 TDA: What generalization can the reader make about Destiny after reading the story, <i>Destiny's Gift</i>? Use details from the text to support your answer.</p>	<p>2016 – 2017 Sampler – Item #7</p> <p>This question has two parts. Answer Part One and then answer Part Two.</p> <p>Part One: What is a central message of the passage?</p> <p>A. People should get plenty of exercise.</p> <p>B. People should work hard at their jobs.</p> <p>C. It is important for people to overcome their differences.</p> <p>D. It is important for people to take care of family members.</p> <p>Part Two: Which details from the passage support the answer in Part One? Choose two answers.</p> <p>A. “ ‘He hitched a plow to his tractor and dug that creek-bed from the upper pond right down the property line.’ ”</p> <p>B. “ ‘I’ve got lumber in my barn, boards, posts, everything you’ll need to build me a fence—a tall fence—all along that creek.’ ”</p> <p>C. “ ‘I’m right sorry about our misunderstanding, Joe.’ ”</p> <p>D. “ ‘I’d like to stay, Joe, but I can’t. I have more bridges to build.’ ”</p>	<p>Content Topologically Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is topologically aligned in that both the common assessment and the PSSA item require the reader to make generalizations about the central message or lesson of a passage read and use details to support it. However, the common assessment and PSSA released item do not contain all components of the standard.</p> <p>Context is deeply aligned. The Common Assessment item requires students to determine the central message independently and use details to support their answer in an open-ended format.</p> <p>The PSSA released item actually determines the central message for students; they must only select the correct one and then select the supporting details for their first selection in the second part of the item</p> <p>Although the standard does not explicitly state how the explanation is provided, one can infer that the intended context involves writing, which the common assessment meets in its context but the PSSA item does not.</p> <p>Cognition is deeply aligned. The PSSA presents questions with multiple choice answers and requires understanding. The common assessment uses an open-ended response to get at the thinking intended in the standard and requires application. Using open-ended items to get at deeper levels of thinking is desired, but teachers should be cautioned when using them; such problems require using established rubrics that identify skills being addressed through the writing to assure validity and reliability in scoring.</p>

Exhibit 2.4.3 (continued)
Alignment of District Common Assessments with State Assessments In English Language Arts
Grades 3, 5, and English I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.3.3.C (EO3.A-K.1.1.3)</p> <p>Describe characters in a story and explain how their actions contribute to the sequence of events.</p>	<p>3</p>	<p>Lesson 2 TDA: What caused the townspeople to assume that Cardigan stole the pie? Use details from the text to support your answer.</p>	<p>2017 – 2018 Sampler – Item #1</p> <p>This question has two parts. Answer Part One and then answer Part Two.</p> <p>Part One: How does Twin Bear 1 feel when first seeing winter?</p> <p>A. lonely B. excited C. upset D. careful</p> <p>Part Two: Which lines from the drama support the answer in Part One? Choose two answers.</p> <p>A. “I’ve decided not to hibernate this year.” B. “It’s fun to roll in.” C. “Look at these things hanging from the tree.” D. “There’s nothing to do.”</p>	<p>Content Topologically Aligned Context Deeply Aligned Cognition Deeply Aligned</p> <p>Content is topologically aligned in that both the lesson TDA and require the reader to describe story characters in some way. However, neither the common assessment item nor the PSSA test item require students to explain how the characters’ actions contribute to the sequence of events.</p> <p>Context is deeply aligned. The TDA requires readers to respond to open-ended questions about characters’ actions. The PSSA item is multiple choice; the item determines things about story character for the reader, providing them with multiple choices from which they select the best response. The TDA goes beyond the context of the PSSA test item.</p> <p>Cognition is deeply aligned. The TDA requires application, and the PSSA item requires understanding. Although not stated, the standard implies writing to demonstrate mastery, which is more cognitively demanding than multiple choice.</p>

Exhibit 2.4.3 (continued)
Alignment of District Common Assessments with State Assessments In English Language Arts
Grades 3, 5, and English I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.2.3.I</p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>3</p>	<p>Lesson 1 TDA: Do you think the author agrees more with Tillie or with Mr. Keene about learning? Use text evidence to explain your answer.</p>	<p>2015- 2016 Sampler – Item #23</p> <p>Read the sentences from the passage. His mom liked to wrestle and play, which provided enough playtime for a while. But when Cowboy turned three, he began searching for younger playmates.</p> <p>What point is the author making with the details in these sentences?</p> <p>A. Bear cubs are very active and need to play.</p> <p>B. Mother bears take good care of their cubs.</p> <p>C. Mother bears are very protective of their cubs.</p> <p>D. Bear cubs are too busy to play games.</p>	<p>Content Deeply Aligned (partially aligned to standard)</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is deeply aligned. The TDA item requires students to compare and contrast important points while the test item only asks students to determine the points presented. Neither uses more than one passage. This item, as with the state test item, only partially aligned to the standard.</p> <p>Context is deeply aligned. The TDA uses open-ended questions and requires the reader to determine the person with whom the author agrees more, using text evidence to support and explain. This exceeds the context of the PSSA, which provides sentences from the passage and requires reader to select the right answer from four possible choices/</p> <p>Cognition is deeply aligned. The TDA requires application. The PSSA item requires understanding. The standard also requires application; the TDA is a better representation of the standard across all three dimensions.</p>

Exhibit 2.4.3 (continued)
Alignment of District Common Assessments with State Assessments In English Language Arts
Grades 3, 5, and English I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.3.5.A (EO5.A-K.1.1.2)</p> <p>Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	5	<p>TDA: What is the theme of this text? What key details support this theme? Cite specific examples from the text to support your idea.</p>	<p>2017-2018 Sampler – Item #12</p> <p>Read the sentence from the passage. “But while I was waiting, I sure had fun with my pups.”</p> <p>Which theme does the sentence best support?</p> <p>A. Soccer is a challenging sport for children to learn.</p> <p>B. It is unusual for a dog to know how to kick a ball.</p> <p>C. It can be dangerous to ride a bike on gravel roads.</p> <p>D. Spending time with pets can be very rewarding.</p>	<p>Content Topologically Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is topologically aligned in that both the TDA and the PSSA item focus on identifying theme based on a given text. Neither fully meets the full scope of the standard.</p> <p>Context is deeply aligned. The TDA presents open-ended questions requiring reader to determine theme and defend their decision by citing supporting details from the text. The PSSA item presents a sentence from the text and requires the reader to select the theme from given choices that the sentence best supports. The PSSA item determines the theme for the reader and is multiple-choice in format. The TDA item exceeds the context of the PSSA item.</p> <p>Cognition is deeply aligned. The PSSA item requires understanding. The TDA requires application, as does the standard.</p>

Exhibit 2.4.3 (continued)
Alignment of District Common Assessments with State Assessments In English Language Arts
Grades 3, 5, and English I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.3.5.C</p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p>	<p>5</p>	<p>TDA: What character traits does Miata show that may help her be a good class president? Use specific examples from the text to illustrate each character trait and analyze how it applies to being a good class president.</p>	<p>2017-2018 Sampler – Item #14</p> <p>This question has two parts. Answer Part One and then answer Part Two.</p> <p>Part One: How are Button and Scooter different from one another?</p> <p>A. Scooter is interested in treats, but Button is not.</p> <p>B. Scooter likes to play outside, but Button does not.</p> <p>C. Button likes to get praise, but Scooter does not.</p> <p>D. Button is eager to run on the hills, but Scooter is not.</p> <p>Part Two: What two quotes from the passage support the answer in Part One? Choose two answers.</p> <p>A. "...bird dogs weren't supposed to bark;..."</p> <p>B. "...all I had to do was stick my hand in my pocket;..."</p> <p>C. "...liked being petted and loved..."</p> <p>D. "...the problem was my whistling."</p> <p>E. "...licking me in the face."</p>	<p>Content Not Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is not aligned. The TDA and the PSSA item focus on use of text evidence to compare and contrast characters, but the TDA item does not require the students to compare or contrast two characters. It only asks students to discuss one character's traits and use text evidence to support their claims. Neither test item addresses the full extent of the standard.</p> <p>Context is deeply aligned. The TDA exceeds the context demand of the PSSA test item in that the reader to identify traits for one specific character illustrated in the text and decide how the traits apply to being a good president, using an open-ended format. This is more demanding than the multiple-choice mode of response of the PSSA; this deep alignment is mitigated by the lack of content alignment. The context of the item is sound, but the content needs to be adjusted.</p> <p>Cognition is deeply aligned. The TDA asks the reader to interact beyond the text, requiring analyzing, which extends beyond the standard, although it doesn't meet the content of the standard nor of the PSSA item. The PSSA item requires understanding.</p>

Exhibit 2.4.3 (continued)
Alignment of District Common Assessments with State Assessments In English Language Arts
Grades 3, 5, and English I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>CC.1.3.5.F</p> <p>Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p>	5	<p>TDA: The author uses imagery throughout the passage. Analyze how these vivid images help you to understand the struggle that Francis, Lottie, and Billy dealt with crossing the plain. Write an essay using the text to support your response.</p>	<p>2017-2018 Sampler – Item #13</p> <p>This question has two parts. Answer Part One and then answer Part Two.</p> <p>Part One: In paragraph 24, what does the idiom “blue in the face” suggest?</p> <p>A. peace B. jealousy C. happiness D. frustration</p> <p>Part Two: What phrase in paragraph 24 best supports the answer in Part One?</p> <p>Choose one answer.</p> <p>A. “...interesting smell in the grass.” B. “...his head went down,…” C. “...his nose worked so hard…” D. “...he never so much as looked up.”</p>	<p>Content Topologically Aligned Context Deeply Aligned Cognition Deeply Aligned</p> <p>Content is topologically aligned in that both the TDA and the PSSA item focuses on meaning of words and phrases presented in text, involving use of imagery and other forms of figurative language.</p> <p>Context is deeply aligned. The TDA requires the reader to analyze how vivid images helped with understanding character issues and write an essay using text support. The PSSA item has a multiple-choice format which requires the reader to determine the meaning of an idiom by selecting the word it suggests from 4 choices provided and then choose a phrase from several presented that supports the answer selected. The TDA item exceeds the context of the PSSA item.</p> <p>Cognition is deeply aligned. The TDA requires analysis and exceeds the level of the PSSA test item. The PSSA requires understanding. While meaningful writing raises the level of cognition, care should be taken to develop the necessary rubrics to ensure that specific skills required in the standard are being consistently evaluated, assuring validity and reliability in scoring.</p>

Exhibit 2.4.3 (continued)
Alignment of District Common Assessments with State Assessments In English Language Arts
Grades 3, 5, and English I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>L.F.1.2.3/ L.N.1.2.3</p> <p>Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p>	<p>English I</p>	<p>English I Common Assessment 1</p> <p>Maria got an afterschool job decorating cakes in a bakery. She always had a <u>predilection</u> for artistic work. Not only did she love the job, but she also enjoyed her boss and coworkers. They were a great bunch of people.</p> <p>The word <u>predilection</u> most likely means</p> <p>A. fondness B. intelligence C. dream D. skill</p>	<p>Keystone Sampler 2016 – Item #1</p> <p>Read the sentence from the passage.</p> <p>“Even with the 14-percent increase, our tuition remains the lowest among our peer public <u>institutions</u> around the country.”</p> <p>Which definition of <u>institutions</u> is the same as is used in the passage?</p> <p>A. organizations devoted to education B. fundamental parts of culture C. established laws or rules D. buildings devoted to charitable work</p>	<p>Content Topologically Aligned (partially aligned to standard)</p> <p>Context Topologically Aligned</p> <p>Cognition Topologically Aligned</p> <p>Content is topologically aligned. The common assessment and the PSSA item both focus on using context clues to determine meanings of selected words. Both only partially aligned to the standard.</p> <p>Context is topologically aligned. The common assessment and the PSSA both present a selected word within a passage and require the reader to select the meaning of that word from multiple choices provided.</p> <p>Cognition is topologically aligned. The common assessment and the PSSA item both require understanding.</p>

Exhibit 2.4.3 (continued)
Alignment of District Common Assessments with State Assessments In English Language Arts
Grades 3, 5, and English I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction.</p>	<p>English I</p>	<p>English I Common Assessment 1 The passage is told from the point of view of what character? A. Jack B. Kyle C. Sierra D. Tim</p>	<p>Keystone Sampler 2017 – Item #16 What is the effect of the third person point of view in the passage? A. It provides a thorough understanding of the feelings of Saskia Sassen. B. It gives a historical perspective of sustainability practices used by the author. C. It provides a mix of facts and observations that support the opinion of the author. D. It gives a humorous account of the recycling efforts employed by Michael Bloomberg.</p>	<p>Content Topologically Aligned Context Topologically Aligned Cognition Not Aligned Content is topologically aligned in that both the common assessment and Keystone Sampler items focus on the point of view in a passage. Context is topologically aligned. The common assessment after reading requires selecting the character from whose point of view the story is told, given four choices. The Keystone Sampler item requires determining the effect of the point of view used after reading the passage. The reader is also provided four choices from which to select an answer. The standard requires reader to compare, interpret, analyze, and evaluate point of view. Neither the common assessment nor the Keystone item addresses all elements of the standard. Care should be taken to ensure that all components of the standard are addressed during instruction. Cognition of both test items fails to meet the cognitive demand of the standard. The common assessment requires understanding; the Keystone item requires applying, if students actually read the passage and think through their answer (which cannot be observed from multiple-choice items). The standard requires analyzing and evaluating.</p>

Exhibit 2.4.3 (continued)
Alignment of District Common Assessments with State Assessments In English Language Arts
Grades 3, 5, and English I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>L.N.1.1.3</p> <p>Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p>	<p>English I</p>	<p>English I Common Assessment 2</p> <p>In order to straighten their teeth, many children and adults wear braces. These metallic dental appliances can correct overbites, underbites, crossbites, and crooked teeth. Braces can be made of stainless steel and nickel titanium or sometimes plastic. These devices are held onto the teeth with dental cement and kept together by brackets and wires while they apply pressure to the teeth.</p> <p>Patients usually need to wear braces for six months to several years to straighten their smiles. After the orthodontist removes the brace the patient will often need to wear a retainer, which is made of plastic or wire. This device will maintain the positions of the newly straightened teeth.</p> <p>The passage is an example of:</p> <p>A. nonfiction because it provides the reader with factual information.</p> <p>B. fiction because the author creates characters with vivid imagery.</p> <p>C. a biography because it provides information about a person’s life.</p> <p>D. a short story because the author uses a plot to entertain the reader.</p>	<p>Keystone Sampler 2016 – Item #13</p> <p>Read the sentences from the passage. “It was too beautiful a night to sleep, so I put my head out to look and to think. I saw the moon come up and hang for a while over the mountain as if it were discouraged with the prospect, and the big white stars flirted shamelessly with the hills.”</p> <p>Which idea does the author’s use of personification communicate about the setting?</p> <p>A. It provides a vivid backdrop for Elinore’s reflective frame of mind.</p> <p>B. It serves as a constant reminder to Elinore of what she left behind.</p> <p>C. It reassures Elinore that it was wise to make the journey in the company of friends.</p> <p>D. It highlights the scarcity of resources in the area along Elinore’s route.</p> <p>DOK 3</p>	<p>Content Topologically Aligned</p> <p>Context Topologically Aligned</p> <p>Cognition Topologically Aligned</p> <p>Content is topologically aligned in that both the common assessment and Keystone Exam item focus on what the author provides the reader to communicate an idea or concept. However, the keystone item does not address nonfiction; the common assessment does.</p> <p>Context is topologically aligned. Both test items use a multiple-choice format.</p> <p>Cognition is topologically aligned in that both the common assessment and the Keystone sample require understanding. However, the standard requires analyzing, which is higher order thinking.</p>

Data Source: Allentown School District Curriculum Portal and Text-Based and Online Assessments. The Pennsylvania State System of Assessment

Illustrated in [Exhibit 2.4.3](#):

- Three English language arts samples were selected for review in grades 3, 5, and English I for a total of nine comparisons.
- Seventy-eight of the ELA assessment items in the district aligned with the state test topologically, but only partially aligned with the standard 44% of the time. Eleven percent of the common assessment items did not align at all with the test nor with the standard, although for that item, it had aligned context and cognitive type.
- The common assessments provided in the district all deeply aligned with the state test items in context and cognitive type at grades 3 and 5, due to the open-ended nature of the common assessment questions and the limited demand of the multiple-choice format of the state test.

However, the common assessments in English I were all multiple choice in format, and although these topologically aligned with the state test, none of them fully aligned to the state standard. The standards require far greater cognitive demand than the test and the common assessment items in high school failed to meet that demand on any dimension: content, context, or cognitive type.

- One of the assessment items in English I did not align to the test in cognition, nor with the standard.

In summarizing the analysis of English common assessments with PA standards and assessments, alignment in context and cognition was better than alignment in content with the test and with the standard. Open-ended test items that required students to write and show their thinking had the highest alignment and are more likely to assure student success on the high stakes exam, if students can be successful on these tests in the classroom. Cognitive and context demand at high school fell off sharply. The test in ELA at the state level was found to be low level and does not match the intent or demand of the standards themselves.

Auditors also reviewed the mathematics content area for alignment between the state standards, district common assessment items, and *PSSA* and *Keystone* released items in content, context, and cognition. Grades 3, 5, 7, and Algebra I were utilized for the analysis displayed in [Exhibit 2.4.4](#).

Exhibit 2.4.4

**Alignment of District Common Assessments with State Assessments In Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018**

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>M03.B-O.3.1.1</p> <p>Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.</p>	3	<p>Chapter 1 Test –</p> <p>The Science Center displays 236 butterflies. The number of beetles on display is 89 less than the number of butterflies.</p> <p>Part A - About how many beetles are on display at the Science Center? Explain.</p> <p>Part B - How many butterflies and beetles are on display at the Science Center? Show your work.</p>	<p>2016-2017 Sampler – Item #4</p> <p>Katie earns \$5 for each lawn she mows. Last week she earned \$25 mowing lawns. This week she earned \$15 mowing lawns. Which statement correctly explains how many more lawns Katie mowed last week than this week?</p> <p>A. Katie mowed 2 more lawns because $25 \div 5$ is 2 more than $15 \div 5$.</p> <p>B. Katie mowed 10 more lawns because $25 - 5$ is 10 more than $15 - 5$.</p> <p>C. Katie mowed 10 more lawns because $25 + 5$ is 10 more than $15 + 5$.</p> <p>D. Katie mowed 50 more lawns because 25×5 is 50 more than 15×5.</p>	<p>Content Topologically Aligned; partially aligned to standard.</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is topologically aligned. Both the common assessment and the PSSA item use two operations, but neither uses all four operations as required in the standard.</p> <p>Context is deeply aligned in that the common assessment requires open-ended problem solving and explaining how they came to their answer. The PSSA item only has a multiple-choice format, which does not allow students to show their thinking skills. The Common assessment item exceeds the demand of the PSSA test.</p> <p>Cognition is deeply aligned. The cognition required by the common assessment is application; the students are to show their work and explain their answer. The cognition required by the PSSA released item is understanding. The common assessment exceeds the demand of the Keystone item.</p>

Exhibit 2.4.4 (continued)
Alignment of District Common Assessments with State Assessments In Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>M03.D-M.2.1.3</p> <p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.</p>	<p>3</p>	<p>Chapter 2 Test</p> <p>Use the line plot for 17–18.</p> <p>Paige grew squash in her garden. She measured the length of each squash to the nearest inch and recorded the data in the line plot.</p> <p>How many squash were 10 inches or longer?</p>	<p>2017 Sampler – Item #14</p> <p>Jonathan measured the lengths of his pencils as shown in the diagram. Use your ruler to measure the lengths, in inches, of the pencils. Which line plot below shows the lengths of Jonathan’s pencils? Student given 4 choices (A-D) from which to select an answer.</p>	<p>Content Not Aligned</p> <p>Context Not Aligned</p> <p>Cognition Topologically Aligned with test, not aligned with standard.</p> <p>Content is not aligned. Both the chapter test and the PSSA item focus on measurement. However, the common assessment item does not match the standard in having students generate measurement data on their own and neither test item requires students to display (create) the data in pictorial/chart form.</p> <p>Context is not aligned. Although the Common assessment item is open-ended, it does not have students actually measure any objects. Although the PSSA item requires students to measure the length of the diagram of the pencils, it provides them with line plots instead of having them make a line plot as required in the standard. The common assessment item does not match or exceed the context of the Keystone item.</p> <p>Cognition is topologically aligned, but this alignment is moot given the lack of content and context alignment. Neither meets the cognitive demand of the standard.</p>

Exhibit 2.4.4 (continued)
Alignment of District Common Assessments with State Assessments In Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>M03.A-F.1.1.5</p> <p>Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols $>$, $=$, or $<$, and/or justify the conclusions.</p>	3	<p>Chapter 9 Test</p> <p>Mark and Lisa are on the swim team. Mark swims $\frac{3}{8}$ mile each day. Lisa swims $\frac{5}{8}$ mile each day. Which statement is correct? Mark all that apply.</p> <p>A. Mark swims farther than Lisa each day.</p> <p>B. Lisa swims the same distance as Mark each day.</p> <p>C. Lisa swims less than 1 mile each day.</p> <p>D. Lisa swims farther than Mark each day</p>	<p>2017 Sampler – Item #1</p> <p>Alex is painting the chairs in a classroom. So far he has painted 3 of the 8 chairs in the classroom. Which statement correctly compares the fraction of painted chairs to unpainted chairs?</p> <p>A. $\frac{3}{8} < \frac{5}{8}$</p> <p>B. $\frac{5}{8} < \frac{3}{8}$</p> <p>C. $\frac{8}{3} < \frac{8}{5}$</p> <p>D. $\frac{8}{5} < \frac{8}{3}$</p>	<p>Content Topologically Aligned (partially aligned to standard)</p> <p>Context Not Aligned</p> <p>Cognition Topologically Aligned</p> <p>Content is topologically aligned in that both the chapter test and the PSSA item compare fractions. However, neither the chapter test nor the PSSA item requires justifying the conclusions, as required by the standard.</p> <p>Context is not aligned. Although both are multiple choice in the mode of response, the chapter test does not require use of the symbols $>$, $=$, and $<$.</p> <p>Cognition is topologically aligned. Both test items require understanding. Neither matched the cognitive demand of the standard.</p>

Exhibit 2.4.4 (continued)
Alignment of District Common Assessments with State Assessments In Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>M05.A-F.2.1.1</p> <p>Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers).</p>	<p>5</p>	<p>Chapter 2 Test – Item 14</p> <p>Jeannette and Leslie are trying to solve this problem: A camp counselor has a list of 134 campers who signed up for art class. The counselor can place 8 students in each class.</p> <p>How many classes does the counselor need to have?</p> <p>Jeannette says the counselor needs to have 16 classes. Leslie says the counselor needs to have 17 classes. Which student is correct?</p> <p>Explain your reasoning.</p>	<p>2017-2018 Sampler – Item #6</p> <p>A gardening shop receives a shipment of 12 crates of plants. Each crate contains 18 plants. A worker displays all the plants on 24 shelves with the same number of plants on each shelf. How many plants are displayed on each shelf?</p> <p>A. 6 B. 9 C. 16 D. 36</p>	<p>Content Deeply Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is deeply aligned in that the chapter test requires students to solve a word problem involving division of whole numbers that leads to fractions or mixed numbers. However, the PSA item does not meet the standard. The problem does not lead to answers in the form of fractions or mixed numbers.</p> <p>Content is deeply aligned because the chapter test is open ended and requires students to solve independently and explain their reasoning. The PSSA item is multiple choice format.</p> <p>Cognition is deeply aligned. The chapter test requires analysis, since students must correctly explain their reasoning. The PSSA item requires understanding.</p>

Exhibit 2.4.4 (continued)
Alignment of District Common Assessments with State Assessments In Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis												
<p>M05.A-T.1.1.4</p> <p>Compare two decimals to thousandths based on meanings of the digits in each place using $>$, $=$, and $<$ symbols.</p>	5	<p>Chapter 3 Test</p> <p>Jasmine kept a record of how many miles she ran each week during one month.</p> <ul style="list-style-type: none"> • Week 1 - 4.754 • Week 2 - 4.752 • Week 3 - 5.19 • Week 4 - 5.75 <p>Order the weeks from the least amount of miles Jasmine ran to the greatest amount of miles Jasmine ran.</p>	<p>2017-2018 Sampler – Item #3</p> <p>The table below shows four mineral samples and the mass of each sample.</p> <table border="1" data-bbox="841 569 1149 821" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Mineral Masses</th> </tr> <tr> <th style="text-align: center;">Mineral</th> <th style="text-align: center;">Mass (grams)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">albite</td> <td style="text-align: center;">3.012</td> </tr> <tr> <td style="text-align: center;">graphite</td> <td style="text-align: center;">3.07</td> </tr> <tr> <td style="text-align: center;">magnetite</td> <td style="text-align: center;">3.061</td> </tr> <tr> <td style="text-align: center;">quartz</td> <td style="text-align: center;">3.05</td> </tr> </tbody> </table> <p>Which sentence correctly compares the masses, in grams, of two of the mineral samples?</p> <p>A. $3.05 < 3.061$</p> <p>B. $3.05 < 3.012$</p> <p>C. $3.012 > 3.07$</p> <p>D. $3.012 > 3.061$</p>	Mineral Masses		Mineral	Mass (grams)	albite	3.012	graphite	3.07	magnetite	3.061	quartz	3.05	<p>Content Not Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is not aligned. The chapter test does not require the use of the symbols. Both items require students to compare two decimals to thousandths based on digits in each place.</p> <p>Context is deeply aligned. The chapter test does require open-ended reasoning, but this deep alignment in context is moot given the lack of the required symbols in the comparison. The PSSA item is multiple-choice in format.</p> <p>Cognition is deeply aligned. The chapter test requires application; the PSSA item only understanding. However, this deep alignment is not as valuable since the chapter test fails to incorporate the use of symbols, a content mismatch.</p>
Mineral Masses																
Mineral	Mass (grams)															
albite	3.012															
graphite	3.07															
magnetite	3.061															
quartz	3.05															

Exhibit 2.4.4 (continued)
Alignment of District Common Assessments with State Assessments In Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>M05.A-F.2.1.2</p> <p>Multiply a fraction (including mixed numbers) by a fraction.</p>	5	<p>Chapter 5 Test</p> <p>In a fifth-grade class, $\frac{3}{4}$ of the students like to go to the movies. Of the students who like to go to the movies, $\frac{2}{3}$ of them like action movies. Of the students who like to go to action movies, $\frac{4}{5}$ of them also like comedies.</p> <p>Part A- What fraction of the students in the class likes to go to action movies?</p> <p>Part B - What fraction of the students in the class like to go to action movies and comedies? Explain how you found your answer.</p>	<p>2017-2018 Sampler – Item #8</p> <p>A space heater warms the temperature of a room by $\frac{2}{3}$ of a degree Fahrenheit each minute. By how many degrees Fahrenheit will the space heater warm the room in $6\frac{1}{2}$ minutes?</p> <p>A. $4\frac{1}{3}$</p> <p>B. $5\frac{5}{6}$</p> <p>C. $7\frac{1}{6}$</p> <p>D. $9\frac{3}{4}$</p>	<p>Content Topologically Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is topologically aligned. The chapter test requires multiplication of fractions as does the PSSA item. All elements of the standard are included in both.</p> <p>Context is deeply aligned. The chapter test requires open-ended problem solving by the students, whereas the PSSA item is only multiple choice. Both are word problems.</p> <p>Cognition is deeply aligned. The chapter test requires analyzing in the explanation of how the answer was found. The PSSA item requires understanding.</p>

Exhibit 2.4.4 (continued)
Alignment of District Common Assessments with State Assessments In Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>M07.A-N.1.1.1</p> <p>Apply properties of operations to add and subtract rational numbers, including real-world contexts.</p>	<p>7</p>	<p>Module I Assessment Resource</p> <p>Sean, Christian, Anthony, and Mike went to brunch together. Sean paid \$30, Christian paid \$10, and Anthony paid \$20. If the total bill was \$75, how much did Mike pay?</p>	<p>2016-2017 Sampler – Item #3</p> <p>The gas tank in Phil’s car was $\frac{1}{8}$ full. He put more gasoline in the car’s gas tank. The number line below shows how full the car’s gas tank was before and after Phil put in more gas.</p> <p>Which equation represents the change in the amount of gasoline in the car’s tank?</p>	<p>Content Topologically Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is topologically aligned. Both the module assessment and PSSA item require use of the operations adding and subtracting.</p> <p>Context is deeply aligned. The chapter test uses a word problem and requires open-ended problem solving. The PSSA item includes use of a number line and equation in a multiple-choice format. Neither uses a real-world context as included in the standard.</p> <p>Cognition is deeply aligned in that the module assessment requires application in the solving of the problem.</p> <p>The PSSA item requires understanding in identifying the right equation from given choices.</p>

Exhibit 2.4.4 (continued)
Alignment of District Common Assessments with State Assessments In Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>M07.A-R.1.1.4</p> <p>Represent proportional relationships by equations.</p>	7	<p>Module 5 Assessment Resource</p> <p>What is one way to find the total cost of a jacket for \$55.80 with a sales tax of 2.7%?</p>	<p>2016-2017 Sampler – Item #7</p> <p>Jay is painting her room. She mixes 2 pints of blue paint with 5 pints of red paint to get her desired color. Which equation can be used to find the number of pints of blue paint (x) she should mix with 18 pints of red paint?</p> <p>(Student given 4 answer choices from which to select.)</p>	<p>Content Topologically Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is topologically aligned. Both the module assessment and PSSA item require students to represent proportional relationships with equations.</p> <p>Context is deeply aligned. Both the module assessment and PSSA item use a word problem, but the module assessment requires open-ended format. The PSSA item is multiple-choice.</p> <p>Cognition is deeply aligned. The module assessment is open-ended and requires application. The PSSA item requires only understanding.</p>
<p>M07.B-E.2.2.1</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers.</p>	7	<p>Module 6 Assessment Resource</p> <p>Rashida owns a bike rental company. She charges an initial fee of \$10 for each rental and an hourly rate of \$4. Which of the equations below shows the amount (y) that Rashida charges for a bike rental that lasts (x) hours?</p> <p>A. $y = 10 + 4x$</p> <p>B. $y = 10 - 4x$</p> <p>C. $y = 4 + 10x$</p> <p>D. $y = 4 - 10x$</p>	<p>2016 -2017 Sampler – Item #11</p> <p>An author receives \$0.75 for each hardcover book or paperback book that is sold. There were x hardcover books and 42,000 paperback books sold of her most recent book. The author received a total of \$60,000 for the book sales. The equation below can be used to determine the number of hardcover books that were sold.</p> <p>$0.75(x + 42,000) = 60,000$</p> <p>How many hardcover books were sold?</p> <p>A. 18,000</p> <p>B. 24,000</p> <p>C. 28,500</p> <p>D. 38,000</p>	<p>Content Topologically Aligned; not aligned with the standard.</p> <p>Context Topologically Aligned</p> <p>Cognition Not Aligned</p> <p>Content is topologically aligned. Both the Module 6 assessment and the PSSA item require students to either select the right answer for a given equation or select the right equation. However, neither item requires students to develop the equation on their own, as the standard stipulates.</p> <p>Context is topologically aligned. Both the module assessment and the PSSA item provide a word problem and are multiple choice in format.</p> <p>Cognition is topologically aligned. Both require understanding.</p>

Exhibit 2.4.4 (continued)
Alignment of District Common Assessments with State Assessments In Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

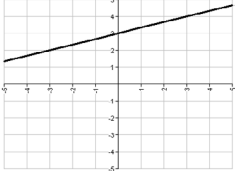
Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>A1.2.2.1.4</p> <p>Determine the slope and/ or y-intercept represented by a linear equation or graph.</p>	<p>Algebra I</p>	<p>Unit 2 – Common Assessment #3</p>  <p>Determine the slope of the line above. Show your work.</p> <p>A. $1/3$</p> <p>B. $2/3$</p> <p>C. $-1/3$</p> <p>D. $3/2$</p>	<p>2017 Keystone Sampler – Item #7</p> <p>Sylvia studied a new language. The equation below describes how many words she knew (y) after studying the language for x days.</p> $y = 5x + 18$ <p>The ordered pair (6, 48) is a solution of the equation. What does the solution represent?</p> <p>A. Sylvia knew 6 words after 6 days.</p> <p>B. Sylvia knew 6 words after 48 days.</p> <p>C. Sylvia knew 48 words after 6 days.</p> <p>D. Sylvia knew 48 words after 48 days.</p>	<p>Content Topologically Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Topologically Aligned</p> <p>Content is topologically aligned. Both the unit assessment and the Keystone item address the standard.</p> <p>Context is deeply aligned. The unit assessment, although also multiple choice, requires students to determine slope from a given graph and students have to show their work. The Keystone item provides the linear equation which students must interpret, given four possible answers.</p> <p>Cognition is topologically aligned. Both the unit assessment and the Keystone item require understanding, as does the standard.</p>

Exhibit 2.4.4 (continued)
Alignment of District Common Assessments with State Assessments In Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

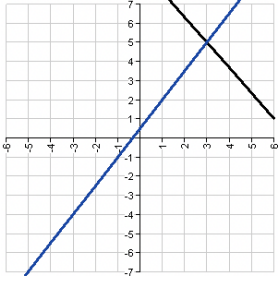
Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>A1.2.1.2.2</p> <p>Translate from one representation of a linear function to another (i.e., graph, table, and equation).</p>	Algebra I	<p>Unit 1 – Common Assessment #2</p> <p>The systems of equations $-4x - 3y = -27$ $-3x + 2y = 1$ is graphed below. Find the solution to the system. Show your work.</p>  <p>A. $x = 5, y = 3$ B. $x = 3, y = 5$ C. $x = 3, y = 6$ D. $x = 4, y = 5$</p>	<p>2017 Keystone Sampler – Item # 4</p> <p>A function of x is graphed on the coordinate plane below.</p> <p>Which equation describes the function?</p> <p>A. $y = \frac{2}{3}x - 4$ B. $y = \frac{2}{3}x + 6$ C. $y = \frac{3}{2}x - 4$ D. $y = -4x + \frac{2}{3}$</p>	<p>Content Topologically Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is topologically aligned. The Unit 1 assessment and Keystone item both require translation from one representation of a linear function to another.</p> <p>Context is deeply aligned. Both the common assessment and Keystone item use graphs and equations and are multiple-choice, but the unit common assessment requires students to also show their work.</p> <p>Cognition is deeply aligned. The Unit 1 assessment requires application in the solving of the system and showing how the solution was reached. The standard requires understanding.</p>

Exhibit 2.4.4 (continued)
Alignment of District Common Assessments with State Assessments In Mathematics
Grades 3, 5, 7, and Algebra I
Allentown School
District May 2018

Standard	Grade	ASD Common Assessment Item	PSSA/Keystone Released Item	Alignment Analysis
<p>A1.2.3.2.2 Analyze data, make predictions, and/or answer questions based on displayed data (box- and-whisker plots, stem- and-leaf plots, scatter plots, measures of central tendency, or other representations).</p>	Algebra I	<p>Unit 5 – Common Assessment #2 The box-and-whisker plot shown below represents students’ scores on Mr. Ali’s history test.</p> <p>a. What is the range of scores for the history test?</p> <p>b. What is the best estimate for the percent of students scoring greater than 92 on the test?</p>	<p>2017 Keystone Sampler – Item #11 The box-and-whisker plot below represents the prices of all the cars for sale at a dealership.</p> <p>Based on the box-and-whisker plot, which statement about the prices of the cars is most likely true?</p> <p>A. One-half of the cars are priced at \$12,000.</p> <p>B. All of the cars are priced no lower than \$10,000.</p> <p>C. One-half of the cars are priced between \$14,000 and \$25,000.</p> <p>D. One-fourth of the cars are priced between \$12,000 and \$14,000.</p>	<p>Content Topologically Aligned</p> <p>Context Deeply Aligned</p> <p>Cognition Deeply Aligned</p> <p>Content is topologically aligned. Both the unit assessment and the Keystone item require interpreting data to answer questions and make predictions.</p> <p>Context is deeply aligned. The unit assessment and Keystone item both use a box-and-whisker plot (one of several in the standard), but the unit assessment requires students to perform open-ended problem solving. The Keystone item is multiple-choice in format.</p> <p>Cognition is deeply aligned. The common assessment uses an open-ended format requiring application, but the Keystone exam only requires understanding.</p> <p>The standard requires analyzing.</p>

Data Source: Allentown School District Curriculum Portal and Text-Based and Online Assessments. The Pennsylvania State System of Assessment

Shown in Exhibit 2.4.4:

- Three samples in grades 3, 5, 7, and Algebra I were reviewed in mathematics for alignment of common assessments in content, context, and cognitive type to PA standards and assessments for a total of 12 comparisons. The primary analysis was to see if the common assessments aligned to the state test; standards were included to show any discrepancies of alignment with the standards.
- Of the 12 common assessment items reviewed, 75% topologically aligned with the state test in content. However, of those that aligned to the state test, one-third of them did not align with the standard itself. An additional 17% of the common assessment items did not align with the state test item nor with the standard. Eight percent, or one item, was deeply aligned with the test in content.
- Context alignment between the common assessments and the state test was higher. Seventy-five percent of the items deeply aligned to the state test and also aligned to the standard. This was mostly due to the less demanding, multiple-choice format of the state test. The common assessment items were more demanding and required students to work problems in an open-ended format and to show their work.

- Seventeen percent of the common assessment items were not aligned to the test in context and 8% were topologically aligned.
- Cognitive alignment was present for 92% of the common assessments; 67% were deeply aligned with the state test and 25% were topologically aligned. However, of the 25% that were topologically aligned, two-thirds of those items did not align to the standard in cognition. Eight percent of the items, or one common assessment item, did not align to the test in cognition.

Overall, the common assessment items were high quality in how they expected students to show their work and resulted in high alignment with the state test. Alignment in content was not as high and mostly topological, and in cases content did not meet the full intent or expectations of the standard.

Overall, auditors found that the alignment of the curricular assessments in mathematics and ELA and of the activities included in the curriculum was adequate in context, mostly due to the open-ended nature of the items and the activities that required more demanding cognitive engagement from the students than the state test. However, content alignment was present between 50 and 70% of the time, which is inadequate to assure student mastery. The state test is not a demanding assessment, cognitively, and students need cognitively engaging and demanding activities and assessments in the classroom to assure they master the standard. Such demand and engagement assures preparedness for the test, and in Allentown, the curriculum has good examples of each. Attention to content alignment is needed but in most cases, the adjustments are minor. On the common assessments, those items that were multiple choice were the least aligned.

III. Analysis of alignment of instructional (classroom) artifacts to the PA Core Content Standards

Classrooms represent a critical juncture for school districts: It is in the classroom that the written curriculum is executed, and, ultimately, it is the work of the classroom that is assessed to determine student achievement. What goes on in the classroom has impact on 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 important that not only the content of student work artifacts be aligned to the written and assessed curriculum, but also that the context and cognitive demand of artifacts is aligned to the high stakes tests in use. Without such alignment, cultural capital, rather than teaching or learning, will determine academic success. To determine the degree to which classroom resources and materials were aligned to the written curriculum, auditors reviewed artifacts selected and provided by schools in the Allentown School District.

To conduct artifact analysis, auditors requested student work samples from the district in the four content areas (English language Arts, mathematics, science, and social studies) and provided guidelines for that collection. The artifacts were to be activities designed to assess mastery of the standards represented without actually being tests. Auditors also asked that some of the artifacts be from recognized subpopulations: ELL, SPED, and advanced students. Samples such as this cannot represent the totality of work in the classroom over the course of a given school year, nor are they meant to. However, the analysis does provide insight into possible areas of weakness with regard to content, context, and cognitive type alignment to high stakes tests in use. They can also provide information of the purported grade levels of the work being done in classrooms.

Over 800 artifacts were received and reviewed for content, context and cognitive types of student engagement. In order to conduct the review, artifacts minimally needed to identify the grade and content area. Auditors received student work products, which lacked key information. Those items were not included in the data review. Additionally auditors received typed and handwritten notes on the artifact cover sheets from elementary staff regarding social studies at the K-5 level. The list of instructions on the cover sheet to staff regarding the student work collection stated, "If struggling with social studies, write a brief statement about lack of resources and curriculum, and submit that statement in place of the work sample." Auditors received fewer social studies work products at the elementary level when compared with ELA, mathematics, and science. Some of the social studies work products included descriptions and/or a picture of a project/activity, but most did not include standards, or objectives. Representative comments from teachers on the cover sheets included the following:

- "We currently cover social studies topic themes through themes included in our ELA reading book. We teach the history or relevance of calendar events as they occur throughout the year."

- “Fourth grade does not have a pacing guide. We cover units that teachers have taught in the past.”
- “First grade’s social studies curriculum is based off of PATHS lessons and integrating lessons into certain Journeys stories. We do not have a specific Social Studies curriculum that we use on a daily basis.”
- “Lack of resources for the content areas.”
- “Lack of resources and curriculum.”
- “It is very difficult to write/show about our Social Studies Units because of the lack of resources and curriculum.”
- “No actual curriculum. We do a lot of geography, map skills and community.”
- “There is no pacing guide for social studies.”
- “We do not have a pacing guide or a curriculum from our district for Social Studies.”
- “We do not have a current social studies program.”
- “In my entire career here, I’ve never been provided professional development on it either.”
- “As a kindergarten teacher I feel that we do not have enough materials and curriculum for social studies.”
- “Due to lack of resources and outdated curriculum the core standards are not being met. The last provided pacing guide is dated 2014-2015.”
- “For social studies, we do not have substantial resources nor do we have a pacing guide.”
- “There is no current Kindergarten curriculum. There are no resources provided. Time for social studies is also lacking throughout the day.”
- “ASD does not have curriculum to use for history and geography. I use Scholastic News magazine and online outside resources to introduce topics in PA State Standards.”
- “I love social studies and try my best to tie things into curriculum as they relate to other things we read in ELA, Math, Science, etc.”
- “It would be nice to have an official curriculum, even more concrete topics to focus on for each grade level.”

Based on the issues with collection of student work in social studies at the elementary level, K-5 artifacts were not included in the data exhibits.

PA Core Standards Content Alignment

Content alignment shows whether a district is teaching the same subject matter as its written curriculum dictates. Alignment of content is important for districts so that students are not surprised by unfamiliar subjects on high stakes tests. Content is the most basic form of alignment and the one with the least depth: it merely shows that a district is teaching the same topics, but not whether those topics are being taught in the same way as they will be assessed (context), or with the same level of cognitive demand (cognitive type). In order to determine content alignment, auditors compared the student work artifacts with the PA Standards. In order for an artifact to be aligned, it had to embody the intent of the standard. For artifacts that included multiple activities, auditors determined what constituted the preponderance of the activity and compared that with the PA Core Standards to determine alignment.

Objective Content Calibration

Objective content refers to the knowledge, skills, processes, and attitudes to be taught as expressed by a student learning objective. For this type of analysis, auditors calibrated the instructional level of the student artifact by comparing the content skill area or concept to be mastered to the district’s content objectives or standards.

For example, a fourth grade artifact might actually correspond more closely to the third grade objective, so we would determine that artifact to be one grade level below. From this calibration, an actual grade level/course content specification can be determined for each artifact by curricular area. The actual grade level of each artifact is then tallied for each grade level to derive a percentage. For example, if grade 5 had eight artifacts and four were determined to be at grade level, we would say that 50% were at grade level; the remaining four artifacts were determined to be at one grade level below, so 50% are at the 4th grade level.

These data are 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 5 has 8 artifacts total and 4 are on grade level and 4 are at 4th grade level, we multiply 4 by 4 for a score of 16 and 4 by 5 for a score of 20. These numbers are added together for a score of 36, then divided by the total number of artifacts for 5th grade: 36 divided by 8, for an average grade level score of 4.5. It is important to note that this is not a grade equivalent score; it merely reflects the average grade level that the artifacts represent. Of more importance are the percentages in the body of the exhibit table, which show the percentage of artifacts calibrating either lower or higher than their purported grade. Also important to note are the percentages of artifacts which are determined to be Content Mismatches (CM): these artifacts did not correspond to any of the objectives at any grade level and are thus not aligned in content to the district’s curriculum. Content mismatches are not counted in the average of artifact grade levels. 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 a lower, or higher, grade level than what the artifact itself expects. It should also be noted that grade level calibrations are a cross section of the types of work students are asked to do to demonstrate mastery of the standards in the district. It is not necessarily a bad thing to have artifacts that calibrate below grade level, especially if a class or group of students needs help remembering prior concepts or skills; however, the fact that these artifacts were selected by Allentown School District to show mastery of grade level standards should give the district pause for thought.

Auditors selected random sampling of artifacts in grades 3, 4, and 5 from the core areas for content calibration. Exhibits 2.4.5 and 2.4.6 displays the content calibration in English language arts, mathematics, and science.

Exhibit 2.4.5 shows the grade level content calibration for English language arts in grades 3, 4, and 5.

Exhibit 2.4.5
Grade Level Content Calibration for English Language Arts
Grades 3, 4, and 5
Allentown School District
May 2018

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	
3		10%	30%	60%				2.5
4		10%		10%	80%			3.6
5				30%		70%		4.4
* For calibration purposes, Kindergarten as a level is 0								

Exhibit 2.4.5 shows the following:

- In grade 3, 60% of artifacts were on level, while 30% were one grade level lower, and 10% were two grade levels lower.
- Auditors noted several artifacts where the only difference between one grade level to the next was the selection of text; the work of the artifact was the same. In such cases as this, where the standard is

identical from one grade level to the next, it becomes critically important for the district to delineate not just what mastery should look like, but also what constitutes a grade level text.

- In grade 4, 80% of English language arts artifacts were on level; 10% calibrated one grade level lower, and a further 10% were three grade levels lower.
- In grade 5, several artifacts (30%) calibrated below grade level. Seventy percent of the artifacts in grade 5 were on level. This was for a variety of reasons. In one instance, the activity of the artifact corresponded most closely to the third grade standard for reading literature; the questioning posed to the student was very basic and did not have enough detail to fulfill the grade 5 standard. However, in other cases, the wording of the standards is not very explicit, so the only thing that sets each grade level apart is the selection of the text under discussion. Artifacts then calibrate below grade level because the standards are not sufficiently differentiated between grade levels.
- There were no content mismatches in grades 3, 4, and 5 in the English language arts sampling.

Exhibit 2.4.6 shows the grade level content calibration for mathematics in grades 3, 4, and 5.

Exhibit 2.4.6

**Grade Level Content Calibration for Mathematics Grades 3, 4, and 5
Allentown School District
May 2018**

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	
3			10%	90%				2.9
4				20%	80%			3.8
5			10%		10%	80%		4.6
* For calibration purposes, Kindergarten as a level is 0								

Exhibit 2.4.6 shows the following:

- In grade 3, 90% of artifacts were on level, and 10% calibrated one grade level below.
- In grade 4, 80% of artifacts were on level, and 20% calibrated one grade level below.
- In grade 5, 80% of artifacts were on level, 10% were one grade level lower, and 10% calibrated to three grade levels lower.
- There were no content mismatches in grades 3, 4, and 5 in the mathematics artifact sampling.

Exhibit 2.4.7 shows the grade level content calibration for science in grades 3, 4, and 5.

Exhibit 2.4.7
Grade Level Calibration for Science Grades 3, 4, and 5
Allentown School District
May 2018

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	
3				100%				3
4				50%	50%			3.5
5				20%	10%	70%		4.5
* For calibration purposes, Kindergarten as a level is 0								

Exhibit 2.4.7 shows the following:

- Of the grade 3 artifacts, 100% were on level.
- In grade 4, the first grade level where students are assessed on the *PSSA* in science, 50% of the artifacts were on level, and 50% calibrated one grade level lower.
- In grade 5, 70% of artifacts were on level, 10% calibrated one grade level lower, and 10% calibrated two grade levels lower.
- There were no content mismatches in grades 3, 4, and 5 in the science artifact sampling.

Overall, grade level content calibration in grades 3, 4, and 5 in ELA, mathematics, and science revealed that 76% of artifacts were on level. Of the artifacts that calibrated below level, 64% calibrated one level below, 27% calibrated two levels below, and 9% were three or more levels below. None of the artifacts calibrated above grade level. However, auditors noted many examples of on-level artifacts that did not fully address the standards they purported to and many interpretations of what mastery of standards should look like, indicating a possible problem with horizontal coordination between schools and/or a problem with the specificity of the standards themselves. The work required of students by the artifacts was often at the lowest levels of cognitive demand. Similarly, the contexts of the artifacts were frequently of the least engaging type.

Auditors found that classroom artifacts were not consistently aligned to the PA Core Standards. Student artifacts evaluated were also not consistently on grade level; in English language arts, artifacts were more consistently below grade level. Calibrating the student work was made more difficult because of the lack of clarity and specificity in the PA Core Standards. Because of gaps in certain areas of these standards, and because some standards are either vague, or repetitive, or both, some artifacts that addressed important concepts and skills actually resulted in a much lower grade level calibration, since the standard was introduced at a lower grade level and then merely repeated in subsequent grade levels with only minor modifications. In some cases, the content did not match the standards at all because of the gaps in the PA Core Standards. While a robust body of research demonstrates that cognitively rigorous instruction for low-performing students results in improved performance, the work required of students by the artifacts was overwhelmingly at the lowest level of cognitive demand.

Standard Redundancy and Lack of Specificity in ELA

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 learning 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. The PA Core Standards are just as subject to this sort of vetting as any other body of objectives, perhaps more so since they purport to be a blueprint statewide. Like any other collection of standards and objectives, they do some things very well, while others contain gaps and overlaps that may be perpetuated in district level documents. [Exhibits 2.4.8](#) and [2.4.9](#) are intended to provide examples both of appropriate spiraling of the curriculum and redundancy of the standards within PA Core Standards for English language arts.

Exhibit 2.4.8

Appropriate Spiraling of Pennsylvania State Standards In English Language Arts Allentown School District May 2018

Grade Level	Standard	Description
K	CC.1.4.K.C	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
1	CC.1.4.1.C	Develop the topic with two or more facts.
2	CC.1.4.2.C	Develop the topic with facts and/or definitions.
3	CC.1.4.3.C	Develop the topic with facts, definitions, details, and illustrations, as appropriate.

From [Exhibit 2.4.8](#) the following should be noted:

- The learning here is clearly spiraled from one grade to the next. The Kindergarten standard employs the qualifying phrase that they do these things “with prompting and support,” which marks it explicitly as an introductory standard.
- First, second, and third grade all build upon the introduction in Kindergarten: students must develop what they’ve learned to identify, then extend that to further develop the topic employing more elements. Finally, they must incorporate details and illustrations as well in the development of the topic.
- Standards written with this level of specificity make it easy for teachers to decide what to teach and how to teach and to determine what mastery of the standard looks like.

Exhibit 2.4.9

**Standard Redundancy and Lack of Specificity PA Standards
English Language Arts
Allentown School District
May 2018**

Grade Level	Standard	Description
K	CC.1.4.K.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 1. Capitalize the first word in a sentence and the pronoun I. 2. Recognize and use end punctuation. 3. Spell simple words phonetically.
1	CC.1.4.1.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 1. Capitalize dates and names of people. 2. Use end punctuation; use commas in dates and words in series. 3. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
2	CC.1.4.2.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 1. Capitalize proper nouns. 2. Use commas and apostrophes appropriately. 3. Spell words drawing on common spelling patterns. 4. Consult reference material as needed.
3	CC.1.4.3.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
4	CC.1.4.4.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
5	CC.1.4.5.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
6	CC.1.4.6.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

From [Exhibit 2.4.9](#) the following may be noted:

- The basic objective of the standard is identical from grade level to grade level. With the sub-points it shows some specificity from grades K to 2, but after that, the learning is functionally identical from grade level to grade level. From grades 3 to 6, the objective remains the same and repeats word for word. From a teaching standpoint, without clear examples, a teacher would have to navigate this standard by “feel,” leaving the door open for multiple interpretations, some of which may not conform to district expectations or align to district assessments.
- Sub-point (1) does not differ substantially from grade level to grade level. It moves from “Capitalize dates and names of people” at grade K to “Capitalize proper nouns at grade 2.” Between grades K, 1, and 2 the skill extends, but it is not specific enough to clarify how the student is to accomplish the objective, or how it will be assessed to determine mastery in grades 3, 4, 5, and 6.
- Sub-point (2) moves from “Recognize and use end punctuation” at grade K to “Use commas and apostrophes appropriately” at grade 2. In the absence of specific guidelines, a teacher may guess wrongly at how using commas and apostrophes appropriately looks and feels, or teachers across schools may interpret differently what mastery of this sub-point should look like.

- Sub-point (3) shows some specificity from grade K to 2, where students move from “Spelling simple words phonetically” to “Spelling words drawing on common spelling patterns.” Additional specificity here would be highly desirable. What should they accomplish in spelling in grades 3 to 6? How, in the end, will mastery of this objective look?
- Sub-point (4) first appears at grade 2 and is only listed in that grade level. Is it a continuing skill, or is it introduced and mastered in grade 2?
- The standard is identical in grades 3-6. As students progress through the grade levels this objective continues, so greater specificity here to indicate the increasing complexity of this demand as students move up the grades would be of great assistance to teachers. Otherwise, they will have to guess what mastery of the standard looks like at each grade level. 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 Pennsylvania State Standards (PSS) often do not provide enough specificity with regard to discrete grade level objectives to ensure that mastery of the standards is clearly understood.

Cognitive Type Analysis

Cognitive Type is an indicator of the sort 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 2.4.10](#).

Exhibit 2.4.10

Description of Cognitive Types in Bloom’s Revised Taxonomy

Cognitive Domain	Definition of Type	Additional Clarification Comments
Remembering	Includes those behaviors and test situations that emphasize remembering, either by recognition or recall of ideas, material, or phenomena	Ranges from the specific and relatively concrete to the more complex and abstract, including interrelations and patterns in which information can be organized and structured. Remembering is the dominant psychological process.
Understanding	When confronted with written or oral communications, the student is expected to know what is being communicated and how to make some use of the materials or ideas contained in it.	Three types: translation, interpretation, extrapolation. Emphasis is on grasping the meaning and intent of the material.

Exhibit 2.4.10 (continued)		
Description of Cognitive Types in Bloom's Revised Taxonomy		
Cognitive Domain	Definition of Type	Additional Clarification Comments
Applying	Student must be able to apply comprehension without prompting in a situation new to the student. Requires transfer of knowledge and comprehension to a real situation.	Emphasis is on remembering and bringing to bear upon a new situation.
Analyzing	Student must break down into component parts, make explicit the relationships between elements, and recognize organizational principles of the structure that hold the elements together as a whole.	Emphasizes breaking wholes into pieces and the ability to detect structure, relationships, organization. Must have a specific purpose.
Evaluating	Making judgments about values for some purpose; ideas, works, solutions, methods, materials, etc.	Involves the use of criteria as standards for appraising the degree to which something is effective, accurate, satisfying. May be quantitative or qualitative. Not merely opinions; must have salient criteria as its basis.
Creating	Putting together elements and parts to form a whole; to create pattern or structure not clearly there before.	Emphasis is on the creative ability of students within a given framework. Must draw on elements from many sources. Should yield a product.

To analyze the cognitive types of the various artifacts collected; a procedure similar to that used for Objective Contexts was utilized to construct a simple percentage chart. The auditors compared the activity of each artifact to the Bloom's Revised Taxonomy, recorded the cognitive type of each artifact, and used those totals, divided by the total number of artifacts, to determine the percentage of each type. Data were organized by content area. Exhibits 2.4.11 through 2.4.14 illustrate the analysis of cognitive type across the four content areas. Grades K-12 across English language arts, mathematics, and science and grades 6-12 in social studies. In the exhibits, Lower Order Thinking Skills include Remembering, Understanding, and Applying, while Higher Order Thinking Skills include Analyzing, Evaluating, and Creating. The exhibits are constructed to show the proportion of lower- to higher-order thinking skills present in the artifacts.

Exhibits 2.4.11 shows the proportion of higher- to lower-order thinking skills for English language arts.

Exhibit 2.4.11

Proportion of Lower- to Higher-Order Thinking Skills for English Language Arts K-12 Allentown School District May 2018

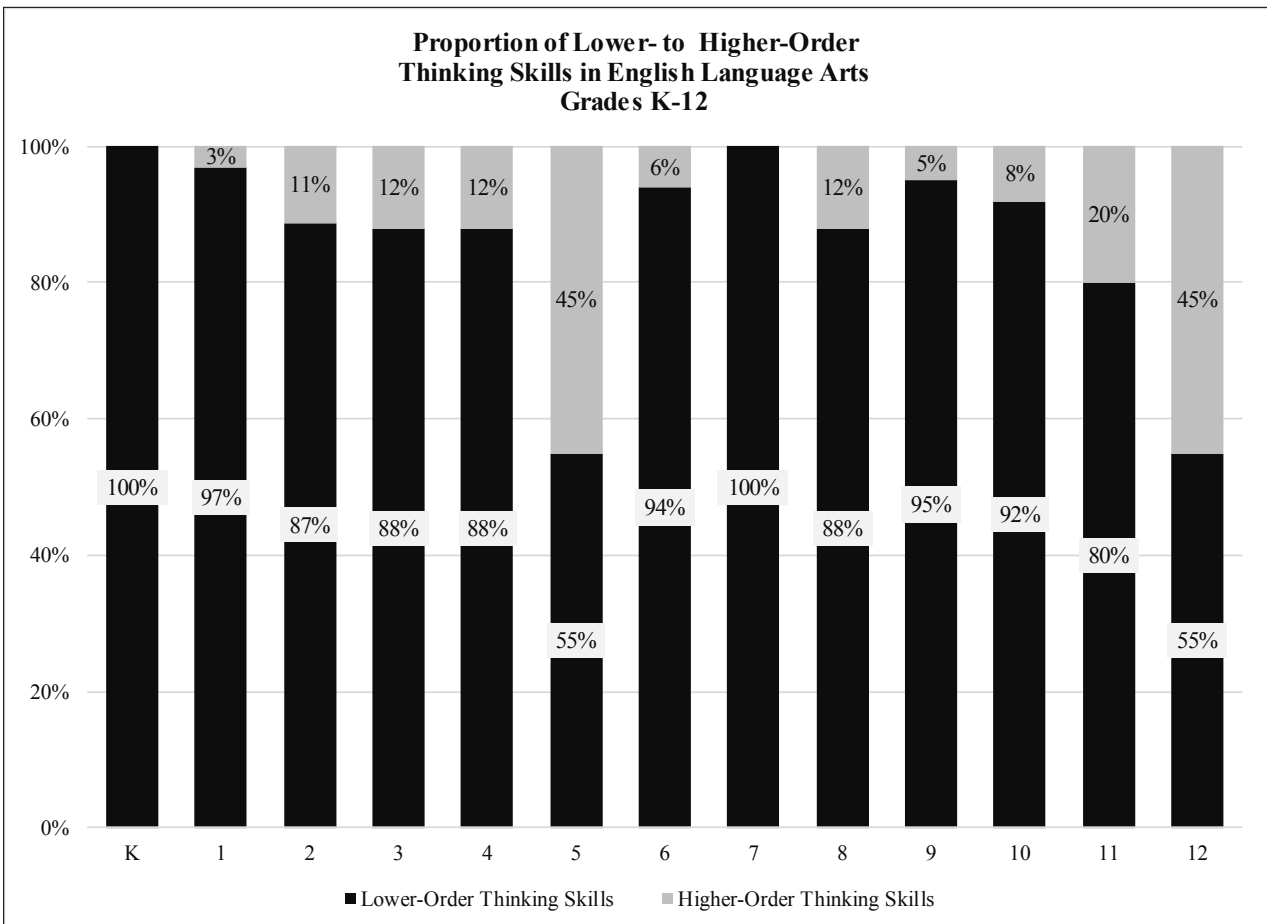


Exhibit 2.4.11 shows the following:

- The grade levels with the lowest proportion of higher-order thinking skills were Kindergarten and grade 7. None of the artifacts at these levels required the use of higher-order thinking skills.
- The grade levels with the highest proportion of higher-order thinking skills were grades 5 and 12, with 45% of artifacts requiring the use of the three highest levels of cognition.
- Grades K and 7 also had greater proportions of lower-order thinking skills to higher-order thinking skills.
- Where lower-order thinking skills were present, they were often in the form of comprehension questions over texts, or mass-produced worksheets from various sources, which required fill-in-the-blank, multiple-choice answers or cut and paste projects. This was particularly true in the lower elementary grades.
- It should be noted that extended writing which requires planning and execution over several class periods involves all the higher levels of cognition: Analyzing, Evaluating, and Creating. In general, the more extended writing is present, the higher the cognitive demand. Allentown School District has placed emphasis on writing as seen in the use and administration of TDAs as common assessments across the grade levels. Further analysis of artifacts might provide some indication that writing is showing up in classroom instructional activities.

Exhibit 2.4.12 shows the proportion of higher- to lower-order thinking skills for mathematics K-12.

Exhibit 2.4.12

Proportion of Lower- to Higher-Order Thinking Skills for Mathematics K-12 Allentown School District May 2018

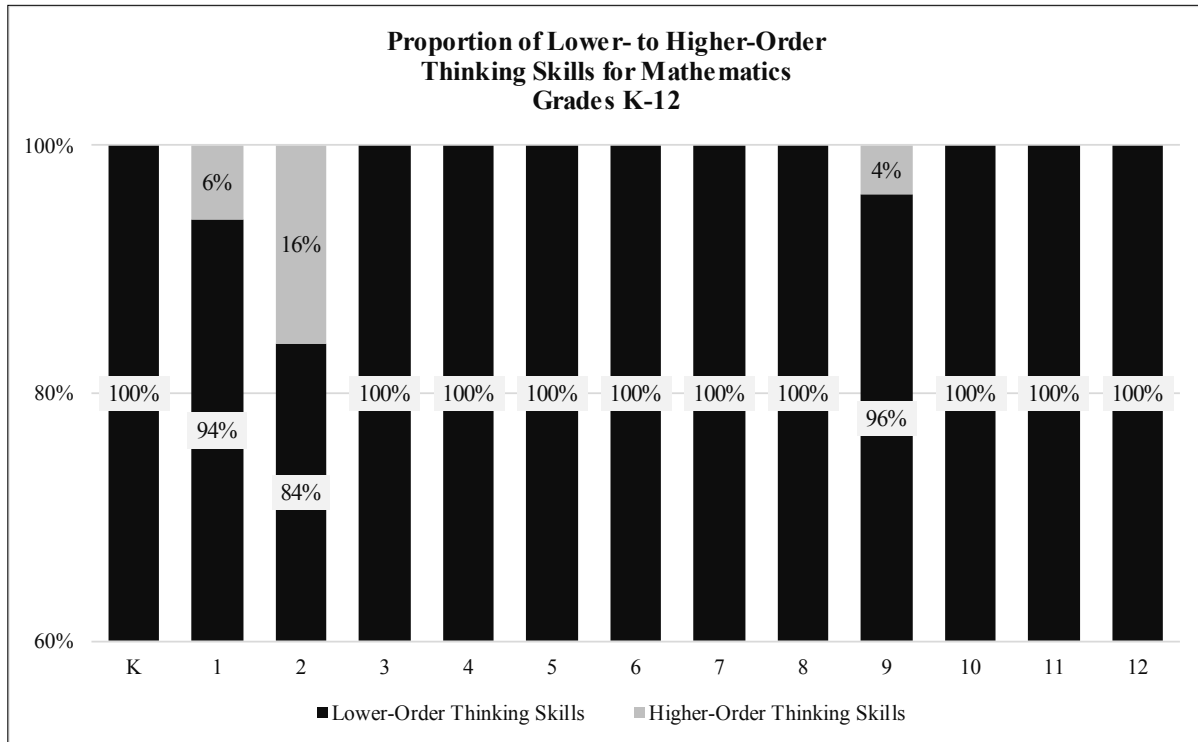


Exhibit 2.4.12 shows the following:

- The grade level with the highest proportion of higher-order thinking skills was grade 2. At this level, 16% of artifacts required Analyzing.
- Ten of the 13 grade levels had 0% proportion of higher order thinking skills, and had no artifacts requiring the use of any type of cognition above Applying.
- Higher-order thinking skills were not very evident in mathematics overall. Auditors did note some instances where students were required to write about solutions or explain a strategy they chose, but these instances were rare.
- Auditors noted many instances of worksheets in which students would practice 20 or more iterations of a concept; this is necessary in order to achieve automaticity in some basic skills, such as addition, subtraction, multiplication, and division, but the cognitive demand of such artifacts is generally lower so care must be taken that this type of worksheet does not dominate the students' work in Math. Additionally, auditors found some examples of math worksheets in which the answers were multiple choice. Because multiple-choice questions give a student a choice of answers, the cognitive demand of such questions is usually lower, especially at lower grade levels. At higher grade levels, these questions usually require the student to work out the answer themselves in order to select the correct one.

Exhibit 2.4.13 shows the proportion of higher- to lower-order thinking skills for science.

Exhibit 2.4.13

Proportion of Lower- to Higher-Order Thinking Skills for Science K-12 Allentown School District May 2018

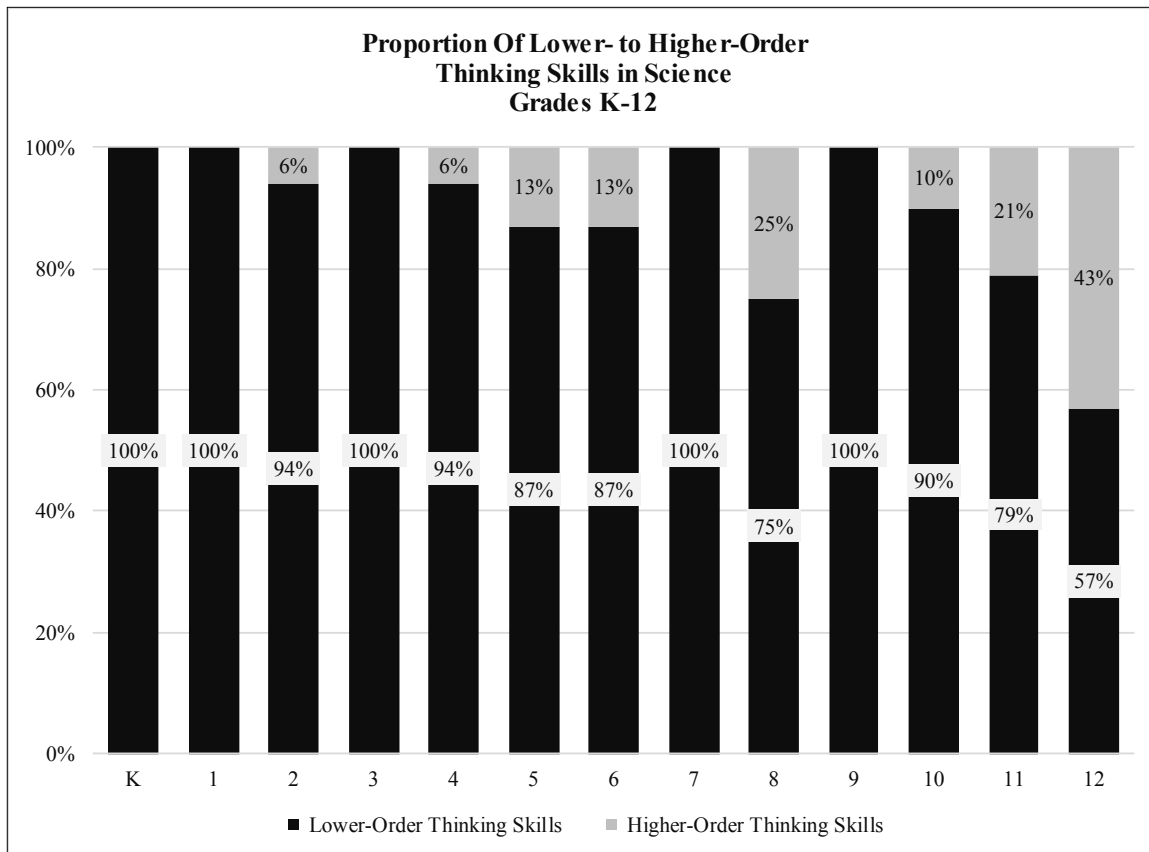


Exhibit 2.4.13 shows the following:

- The grade level with the highest proportion of higher-order thinking skills in science was grade 12 with 43% of artifacts requiring Analyzing, Evaluating, or Creating, followed by grade 8 with 25% and grade 11 with 21%.
- The overall incidence of higher-order thinking skills in Science was low; auditors noted very little in the way of analyzing results of experiments, or formulating and testing hypotheses, or writing interpretations of experiments.
- Auditors did note a high number of worksheets from various sources, which required fill-in-the-blank answers, matching, true-false, and multiple-choice answers. Auditors also noted that sometimes an artifact corresponded to a standard, but that the artifact had stripped out the active portion of the standard. So instead of actively observing the growth process of living things, recording those observations in a data table, and then summarizing those observation notes, students ordered the steps in the growth process that were already listed, drawn, or pictured for them on a worksheet or textbook page.

Exhibit 2.4.14 shows the proportion of higher- to lower-order thinking skills for social studies.

Exhibit 2.4.14

Proportion of Lower- to Higher-Order Thinking Skills for Social Studies 6-12 Allentown School District May 2018

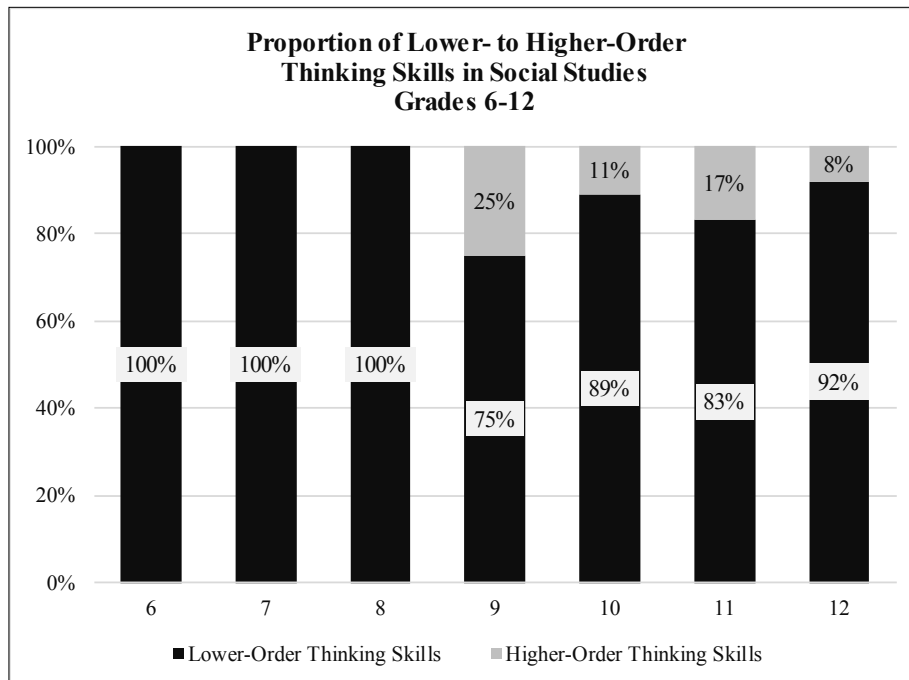


Exhibit 2.4.14 shows the following:

- The grade level 6-12 with the highest proportion of higher-order thinking skills in social studies was grade 9 in which 25% of artifacts required the use of Analyzing, Evaluating, or Creating.
- Grade levels 6, 7, and 8 had the lowest proportion of higher-order thinking skills. None of the artifacts from these grade levels required the use of any of the higher forms of cognition.
- In general, those grade levels with the highest proportion of higher-order thinking skills were also the ones with the most extended writing. Where there were few or no higher-order thinking skills, there were generally worksheets requiring fill-in-the-blank, multiple choice, or simple comprehension questions.

Overall, cognitive demand of artifacts was frequently low, particularly in math. Cognitive demand was somewhat more rigorous in language arts.

Context Analysis

Context, another deeper dimension of alignment, refers to *how* students are assessed—not the content, but the method in which mastery of the content must be demonstrated by the student. 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 that are taken online are different than those requiring bubble sheets and pencils. A problem requiring a single operation to reach the answer is different than 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 increase the chances of success. 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 utilize either engaging contexts or employ items of high

cognitive demand, and in those cases, 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 to which the student is 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 the life cycle of plants using fill-in-the-blank worksheets and a textbook chapter will be less engaged than those who are growing plants in the classroom and are expected to care for them 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. Exhibits 2.4.15 shows the types of contexts.

Exhibit 2.4.15
Context Types
Allentown School District
May 2018

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, which 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.

It should be noted that all contexts are and should be employed in classrooms when appropriate. However, Test Like and Classroom contexts are less engaging for students than Real World and Meaningful Writing contexts. At the very least, there should be a balance of contexts, but the more engaging contexts are to be desired more as these promote the most learning.

Auditors examined the provided artifacts from Allentown School District to determine their contexts and expressed those results in a series of exhibits. Exhibits 2.4.16 through 2.4.19 show the types of contexts for each content area, by grade level.

Exhibit 2.4.16 shows the distribution of contexts for English language arts.

Exhibit 2.4.16
Contexts of English Language Arts Artifacts for Grades K-12
Allentown School District
May 2018

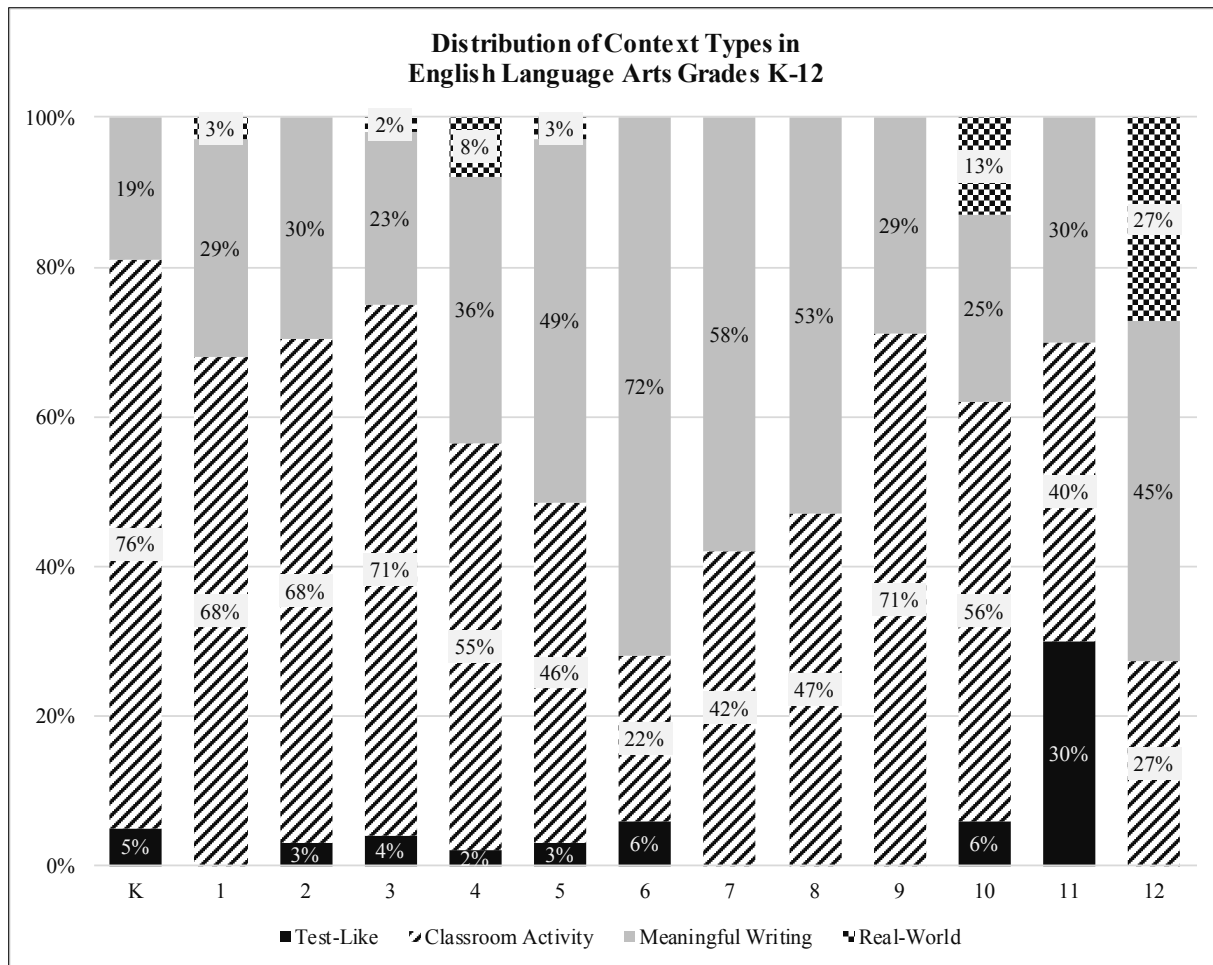


Exhibit 2.4.16 shows the following:

- In language arts, the proportion of more-engaging to less-engaging contexts is highest in grades 6 and 12. In grade 12, 45% of artifacts were Meaningful Writing, 27% were Real-World, and 27% were Classroom Activity. At grade 6, 72% of artifacts were Meaningful Writing, while only 22% were Classroom, and 6% were Test-Like.
- Grades 5, 7, and 8 also had a higher proportion of more-engaging to less-engaging contexts.
- The grade levels with the highest proportion of less engaging contexts were Kindergarten (81%), grade 3 (75%), grade 9 (71%), grade 2 (71%), grade 11 (70%), and grade 1 (68%).

- Auditors noted many instances of worksheets, mainly in grades 6 and below.

Exhibit 2.4.17 shows the distribution of contexts for mathematics.

Exhibit 2.4.17
Contexts of Math Artifacts Grades K-12
Allentown School District
May 2018

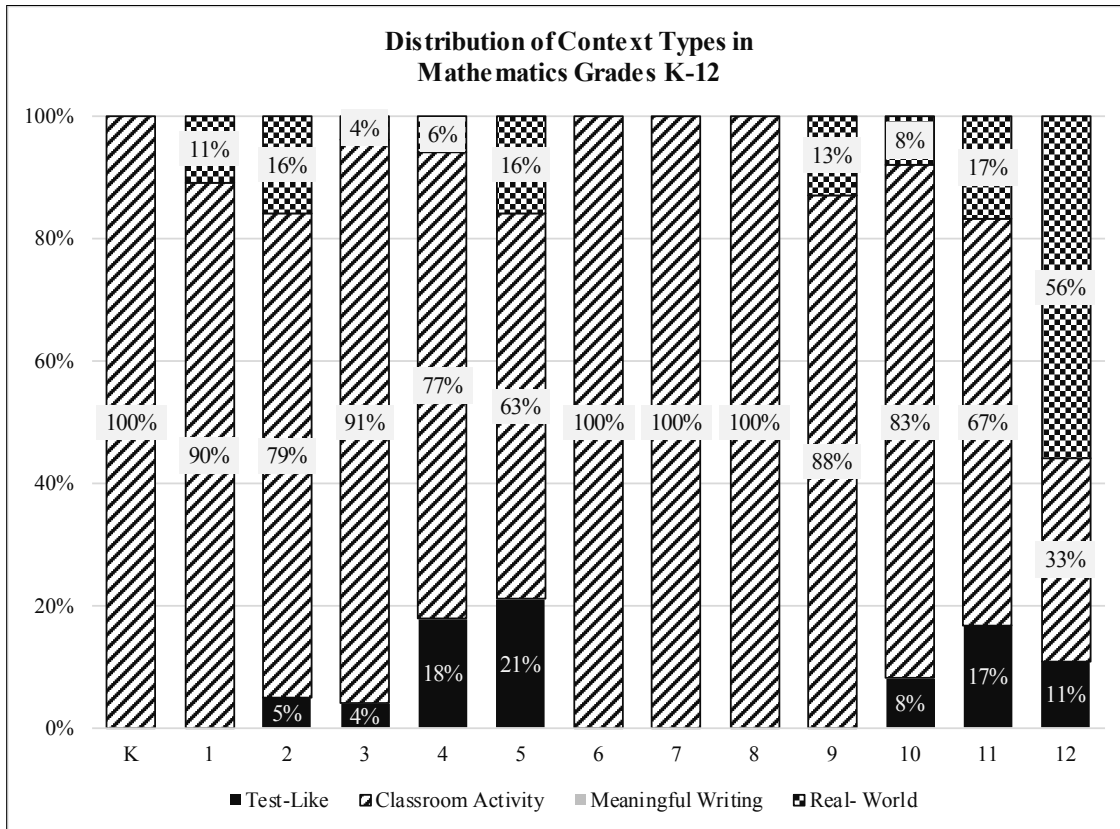


Exhibit 2.4.17 shows the following:

- Math had the highest proportion of less engaging contexts of the four core areas. These were primarily Classroom, meaning they would not be found outside a classroom setting.
- With the exception of grade 12, few Real-World contexts were evident in the artifacts submitted.

Exhibit 2.4.18 shows the distribution of contexts for science.

Exhibit 2.4.18
Contexts of Science Artifacts Grades K-12
Allentown School District
May 2018

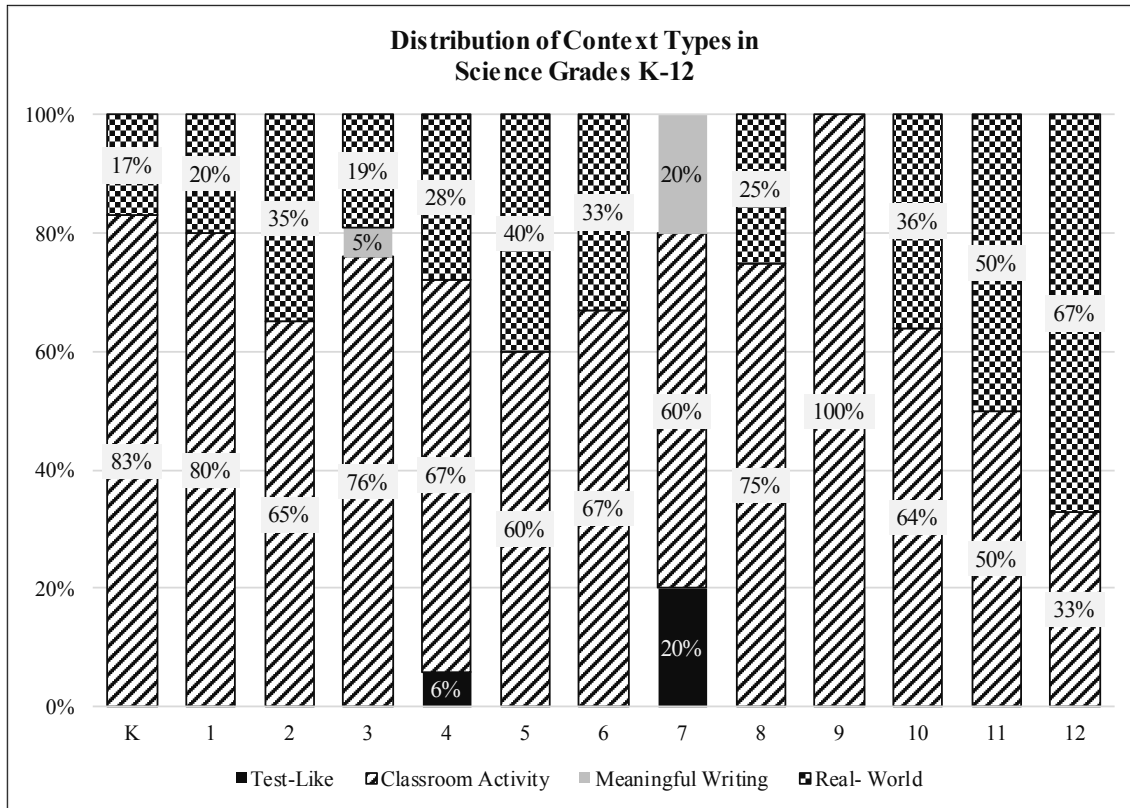


Exhibit 2.4.18 shows the following:

- The grade level with the highest proportion of less engaging contexts was grade 9. At this level, 100% of artifacts were Classroom Activity.
- The grade levels with the highest proportion of more-engaging contexts were grade 12, grade 11 and grade 5, in which 67%, 50%, and 40% of artifacts employed either Meaningful Writing or Real-World contexts.
- With the exception of grades 7 and 9, all grade levels had a proportion of Real-World contexts, ranging from 17% to 67%. Science has great potential for engaging students and more opportunities than other content areas for hands-on, exploratory learning.
- Again, auditors noted the heavy reliance on worksheets, which were mainly fill-in-the-blank, matching, cut and paste projects, and multiple-choice questions.

Exhibit 2.4.19 shows the distribution of contexts for social studies.

Exhibit 2.4.19
Contexts of Social Studies Artifacts Grades 6-12
Allentown School District
May 2018

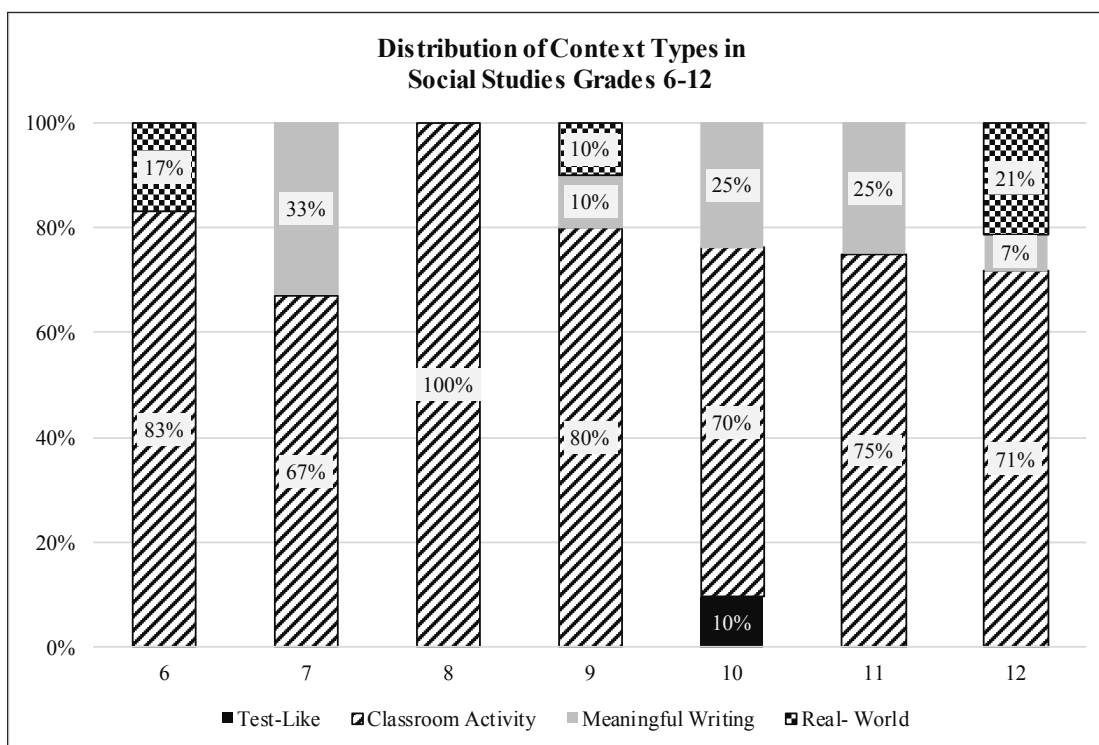


Exhibit 2.4.19 shows the following:

- The grade level with the highest proportion of more-engaging contexts was grade 7. At this level, 33% of artifacts were either Meaningful Writing or Real-World. Grade 12 also employed a somewhat higher proportion of more-engaging contexts (28%).
- The grade level with the lowest proportion of more-engaging contexts was grade 8. Artifacts at this level were 100% Classroom; they employed activities unlikely to be found outside a classroom. Grade 6 (83%), grade 9 (80%), and grade 10 (80%), also had high proportions of less-engaging contexts.
- Meaningful Writing appeared at every grade level except grades 6 and 8. Real-World contexts appeared at grades 6, 9, and 12, but not at grades 7, 8, 10, and 11.

Overall, contexts tended to be of the least engaging types. Real-World contexts were seldom employed in any content area or grade level.

Summary

While 76% of artifacts submitted were on grade level, the cognitive demand of artifacts was generally low, a problem that was contributed to by a high proportion of worksheets in many content areas and at many grade levels. The contexts employed by the artifacts were often of the least engaging types, particularly in the lower grade levels and particularly in Math, Science, and Social Studies.

Curricular instructional materials were 71% percent aligned to assessed standards in content, but were frequently not aligned in context and cognition. District common assessments were for the most part aligned with state administered assessments in content, but inconsistently aligned in context and cognition.

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 Allentown School District:

The PDK-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;
- Equity 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; and
- Teacher and administrator responsiveness to school board policies, currently and over time.

Overview of What the Auditors Found in the Allentown School District:

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

The audit team found that policies and plans were inadequate in terms of specificity in most instances to provide clear expectations and direction for staff activities. Not all students enjoyed equal access to programs and services, nor were they all provided the appropriate resources necessary to be academically successful. Graduation rates were low; drop-out rates were high. The distribution of resources was inconsistent with the need for district-wide reform.

Test scores were low and performance gaps were evident among groups identifiable by gender, race/ethnicity, and EL status. Hispanic, African American, and male students, as well as those from families with limited financial means, were over-represented in academically disadvantageous programs and under-represented in those programs considered academically advantageous. Achievement gaps, characterized by gender and ethnicity, were prevalent. Overall, the delivery of equal access and equity was ineffective.

Auditors found no comprehensive statement of expectations for classroom instructional practices. Those statements that did exist were not translated into observed practice.

The design for professional development, a primary tool for systematic change, was inadequate. The program lacked policy guidance, planning, accountability, and did not address the needs of all staff members vital to successful operations.

The ESOL program is not adequate to address needs of a growing student population. The program lacks policy guidance, planning, accountability, and adequate professional development.

Finding 3.1: Inequalities exist in student access to programs, services, and opportunities. Policies do not specifically include clear expectations and direction for the implementation of programs and student access.

The objective of educational equity efforts is to produce comparable academic outcomes for all students. In order to produce such outcomes, students need to have equal access to programs and services, and equitable support that addresses their unique needs. As used in the audit, the terms “equal” and “equity” are not synonymous. “Equal” means “exactly the same.” “Equity” means that resources are distributed to students according to their needs, rather than being distributed on the basis of per pupil allocations or other formulae that do not take into consideration the fact that students come to the educational setting with different experiences and learning tools. Without monitoring and active measures to achieve both equal access and equity, schools simply perpetuate any societal disadvantages that a public education was designed to mitigate.

In order to determine if students had equal access and equitable support in the Allentown School District, the audit team reviewed documents that included board policies, district plans, test data, budget documents, and program participation and performance rates for a variety of programs and services. Auditors also interviewed board members, administrators, teachers, parents, and community members.

The audit team found that policies and plans were inadequate in terms of specificity in many instances to provide clear expectations and direction for staff activities. Not all students enjoyed equal access to programs and services, nor were they all provided the appropriate resources necessary to be academically successful—and many students were not experiencing success.

Auditors reviewed policies that direct equal access to the curriculum and differentiated support necessary for academic success:

- *Board Policy 101: Mission Statement/Vision Statement, Shared Values* states as one of the Allentown School District shared values, “Ensuring equity of access and opportunities.”
- *Board Policy 102: Academic Standards* states, “The Board recognizes the importance of developing, assessing and expanding academic standards to challenge students to achieve at their highest level possible.”
- *Board Policy 206: Assignment within District* states, “The assignment of students to classes and schools within this district shall be consistent with the educational needs and abilities of students and the best use of district resources.”
- *Board Policy 626: Equity Allocation of Resources* ensures “equitable and fair educational opportunities for all students by allocating resources fairly and equitably, providing diverse learning opportunities, and demonstrating the commitment of equity and fairness across the schools of the district.”

The *2017-2021 District Strategic Framework* describes the Allentown School District means to fulfill its commitment to equity: “This commitment will be demonstrated through an emphasis on personalized learning and instruction for all students regardless of educational classification, language proficiency or any other need... equity will be aligned with outcomes and accountability at the departmental, building, classroom and student levels...ensure students are provided with the opportunities, support, and resources required for quality post-secondary experiences and to prepare our students as global citizens in a digital age.”

Although the auditors were presented with Administrative Regulations, none of the regulations presented informed implementation of the above identified board policies.

Ethnicity and Socioeconomic Diversity of the Student Population

Data reviewed by auditors indicate substantial ethnic and economic diversity in the student population. [Exhibit 3.1.1](#) summarizes this diversity for the period 2015 through 2018.

Exhibit 3.1.1

Ethnicity and Gender Status of Students Allentown School District 2015-2018

Year		White	Af Amer	Asian	Hisp	American Indian/ Alaskan Native	Multi-Racial	Hawaiian/ Other Pacific Islander	Total	Male	Female
2015-16	#	1,849	2,490	223	10,998	19	509	18	16,106	8,589	7,517
	%	11%	15%	1%	68%	0%	3%	0%	100%	53%	47%
2016-17	#	1,783	2,484	224	11,603	27	485	22	16,628	8,789	7,839
	%	11%	15%	1%	70%	0%	3%	0%	100%	53%	47%
2017-18	#	1,613	2,356	206	11,522	24	505	22	16,248	8,618	7,630
	%	10%	15%	1%	71%	0%	3%	0%	100%	53%	47%
Change from 2015-2018	#	-236	-134	-17	524	5	-4	4	142	29	113
	%	-1%	-1%	-0%	3%	0%	-0%	0%	NA	0%	1%
Change as % of 2015-16 population		-13%	-5%	-8%	5%	26%	-1%	22%	1%	0%	2%

Source: LEA Profile and ACS with School Performance Profile Data Snapshot Oct: 2015-16, 2016-17, 2017-18

[Exhibit 3.1.1](#) shows the following:

- Overall, the student population increased by 142 students or near 1% more than the 2015-16 population.
- Hispanics have consistently grown as a percentage of the total student population from 68% to 71% and almost 5% growth within the Hispanic group itself.
- White and African American students experienced about a 1% decline in the overall student population; within their respective ethnic groups, White students declined by 13% and African American students by 5%. Asian students also experienced a notable decline by 8%.

Ethnicity of Staff and Students

It is a widely held belief that diversity of the staff should reflect the diversity of the student population and that a diverse staff can provide effective role models for students, increase students' sense of belonging, and promote equity. Exhibit 3.1.2 shows the percentages of staff and students by ethnicity and gender for academic year 2015-16.

Exhibit 3.1.2
Ethnicity of Staff and Students in Percentages
Allentown School District
2015-16

	White	African American	Hispanic	Hawaii/ Pacific Islander	American Indian/ Alaskan Native	Asian	Multi- Racial	Total
Teachers	93%	2%	4%	0%	0%	0%	NR	99%
Administrators	83%	8%	9%	0%	0%	0%	NR	100%
Students	11%	15%	68%	0%	0%	1%	3%	98%
NR = No Report								
Note: Data on gender of staff were not available for auditors to analyze.								
<i>Source: 2015-16 Staff Report (District Report)</i>								

Exhibit 3.1.2 indicates:

- The ethnic diversity of the staff did not match the diversity of the student population.
- White teachers (93%) and White administrators (83%) were significantly over-represented in reference to all non-White student populations (87%).



A multicultural mural welcomes students and their families at the Newcomer Academy

In interviews with staff and board members, auditors received a range of comments regarding diversity. One staff member told auditors that diversity is a strength of the school system. Others said:

- “There are very few minority employees in the district that hold a degree and, therefore, no role models for the students to look to in a district where enrollment is high in minorities.” (District Administrator)
- “Students do not hold high aspirations to become professionals because they do not see them. They see plenty in non-degree positions such as custodial and kitchen help, which they have often said to me, ‘that is my goal in life to get a job cleaning.’” (Building Administrator)
- “Teachers bring a middle-class view to students who are in significant poverty.” (Board Member)
- “We are about 85% black and brown, but our administration and leadership are on the other end of the spectrum.” (District Administrator)

Enrollment in Special Programs

Board Policy 626, Equity Allocation of Resources states, “The school district is committed to creating, building and sustaining a racially, ethnically, culturally and economically sensitive environment that provides equitable access to a high standard of educational success for all students.”

The auditors reviewed enrollment data for selected programs serving special populations to determine if the numbers of students participating in those programs and services were representative of the total student population. [Exhibit 3.1.3](#) shows student enrollment by program categories: Free and Reduced Lunch (FRL), Special Education, English Learner (EL), Gifted, and Advanced Placement (AP) courses; Advanced Courses were noted for school year 2017-18. Enrollments by ethnicity in those programs were compared to the ethnicity of the total student population.

Exhibit 3.1.3

Percentages of Students Enrolled in Special Programs by Ethnicity and Gender Allentown School District 2015-2018

Program	Male	Female	White	Af Amer	Asian	Hisp	Amer Indian/ Alaskan Native	Multi-Racial	Hawaiian/ Other Pacific Islander	Total % of District Enroll
2015-16										
FRL %	53%	47%	10%	15%	1%	70%	0%	3%	0%	74%
Special Ed	69%	31%	13%	17%	0%	66%	0%	3%	0%	16%
EL	56%	44%	5%	1%	2%	91%	0%	0%	0%	12%
Gifted	54%	46%	38%	14%	5%	42%	1%	5%	0%	3%
AP Courses (Tested)	46%	54%	27%	8%	4%	56%	0%	4%	0%	3%
District Enroll	53%	47%	12%	16%	1%	68%	0%	3%	0%	16,106
2016-17										
FRL %	53%	47%	9%	15%	1%	71%	0%	3%	0%	85%
Special Ed	67%	33%	13%	16%	0%	68%	-0%	3%	0%	17%
EL	55%	45%	5%	1%	2%	91%	0%	0%	0%	14%
Gifted	52%	48%	34%	13%	6%	45%	0%	2%	0%	2%
AP Courses (Tested)	41%	59%	27%	8%	4%	53%	0%	6%	0%	2%
District Enroll	53%	47%	11%	15%	1%	70%	0%	3%	0%	16,628

Exhibit 3.1.3 (continued) Percentages of Students Enrolled in Special Programs by Ethnicity and Gender Allentown School District 2015-2018										
Program	Male	Female	White	Af Amer	Asian	Hisp	Amer Indian/Alaskan Native	Multi-Racial	Hawaiian/Other Pacific Islander	Total % of District Enroll
2017-18										
FRL %	53%	47%	8%	14%	1%	73%	0%	3%	0%	82%
Special Ed	67%	33%	12%	15%	0%	70%	0%	3%	0%	18%
EL	55%	45%	4%	2%	2%	91%	0%	0%	0%	15%
Gifted	51%	49%	38%	11%	5%	43%	0%	2%	0%	2%
AP Courses (Tested)	NR									
9th Gr Enroll in Advanced Courses	52%	47%	14%	17%	1%	67%	NR	1%	NR	9%
District Enroll	53%	47%	10%	15%	1%	71%	0%	3%	0%	16,248
NR = No Report										
<i>Source: Master File for Special Programs 2015-2016, 2016-2017, and 2017-2018; AP District Summary by Student Demographics 2016, AP District Summary by Student Demographics 2017; Allen HS Grade 9 File for Grade Distribution Report and Dieruff HS Grade 9 File for Grade Distribution Report.</i>										

Exhibit 3.1.3 shows gender and ethnic disparities across all programs.

FRL

- The overall student FRL population has increased over the 3-year period by 8%; FRL Hispanic students increased by 3 percentage points.

Special Education

- The percentage of students in special education currently stands at 18%.
- Males are consistently over-represented by more than 12 percentage points in each of the three years; females are consistently under-represented by 12 percentage points.

EL

- The percentage of EL students has increased by 3% over the three-year period.
- Hispanics represent 90% of the EL population.

Gifted

- White students are over-represented in the Gifted program by 23 to 28 percentage points over the three-year period; Asian students are over-represented by 4 to 5 percentage points over that period.
- Hispanic students are under-represented in the Gifted program by 25 to 28 percentage points; African Americans are under-represented by 2 to 4 percentage points.

AP Courses (data reflect only those students who took the AP course examination)

- White students are over-represented in AP courses by 25 to 26 percentage points;
- Hispanic students are under-represented in AP courses by 12 to 17 percentage points.

9th Grade Enrollment in Advanced Courses (2017-18)

White students are over-represented in advanced courses by 4 percentage points, while Hispanic students are under-represented by 4 percentage points and African Americans by 2 points.

The representation of ethnic and gender groups in FRL, Special Education, EL, Gifted, Advanced Placement and Advanced Courses was not proportional to their representation in the student population. African American, Hispanic, and male students were under-represented in academic advantageous courses and programs.

Enrollment in Alternative Education Programs

The district provided data on alternative education for students in grades 6-12. [Exhibit 3.1.4](#) provides enrollment data for the two-year period 2016-17 and 2017-18. Enrollments by ethnicity in those programs were compared to the ethnicity of the total student population.

Exhibit 3.1.4

Percentages of Students Enrolled in Alternative Education Programs By Gender, Ethnicity, and Special Populations Allentown School District 2016-17 and 2017-18

2016-17												
Programs	Male	Female	Asian	Af Amer	Hisp	White	Multi-Racial	IEP	Gifted	EL	Econ D/A	Total
Secondary Newcomer Gr 7-12	45%	55%	0%	5%	90%	5%	0%	0%	9%	0%	68%	1%
Virtual Academy Gr 9-12	37%	63%	2%	14%	68%	17%	0%	20%	5%	12%	63%	0%
AEDY Gr 6-12	63%	38%	0%	13%	81%	6%	0%	6%	0%	3%	81%	0%
Vista Gr 6-12	61%	39%	0%	13%	48%	13%	0%	26%	0%	13%	74%	0%
GAIN Gr 9-12	54%	46%	2%	20%	72%	7%	NR	16%	1%	13%	62%	1%
Re-Engage.* Gr 9-12	35%	65%	0%	4%	87%	9%	0%	13%	4%	26%	35%	0%
District Enroll	53%	47%	1%	15%	71%	11%	3%	17%	2%	14%	83%	16,628
2017-18												
Secondary Newcomer Gr 7-12	47%	53%	0%	4%	85%	6%	4%	2%	17%	0%	58%	0%
Virtual Academy Gr 9-12	31%	69%	5%	10%	62%	24%	0%	36%	5%	10%	81%	0%
AEDY Gr 6-12	71%	29%	0%	15%	82%	0%	3%	3%	0%	3%	85%	0%
Vista Gr 6-12	80%	20%	0%	40%	60%	0%	0%	30%	0%	10%	100%	0%
GAIN Gr 9-12	58%	42%	2%	28%	65%	4%	1%	18%	1%	8%	49%	1%
Re-Engage.* Gr 9-12	42%	58%	0%	11%	84%	5%	0%	37%	26%	16%	42%	0%
District Enroll	53%	47%	13%	15%	71%	10%	3%	17%	2%	14%	83%	16,248
NR = No Report												
Source: (Allentown School District) 2016-2017 Enrollment in Special Programs and 2017-2018 Enrollment in Special Programs												

[Exhibit 3.1.4](#) shows ethnic and gender comparisons. Overall, less than 1% of the student population participate in any of the district alternative education programs.

Secondary Newcomer Academy

Hispanics are the largest ethnic population enrolled in the Secondary Newcomer Academy: 90% in 2016-17 and 85% in 2017-18.

Virtual Academy

- More females (63%) than males (37%) participate in the Virtual Academy.
- Over-represented groups in the Virtual Academy for 2016-17 and 2017-18 include Whites (17% and 24%), Gifted (5% each year), students with an IEP (20% and 36%).

AEDY (Alternative Education for Disruptive Youth)

- The percentage of males (71%) in the AEDY program was more than double the percent of female students (29%) in 2017-18; in 2016-17, males were 63% and females 38%.

VISTA

Males are over-represented in the VISTA program and females are under-represented.

GAIN (Graduation Attainment Initiative Network)

African American students are over-represented in GAIN by 13 percentage points in 2017-2018, while White students were under-represented by 6 percentage points.

Re-Engagement Center

- More females than males participated in the Re-Engagement Center in both years presented.
- The primary ethnic group participating in the Re-Engagement Center is Hispanic.

Both the AEDY program and the Vista programs are housed at the William Penn Building. AEDY is a short-term alternative education placement for students with behavioral difficulties in traditional educational settings. VISTA is a long-term placement that serves students who have been expelled from school. Males are over-represented in these two programs. Hispanics are over-represented in the AEDY program. African American students were over-represented in the VISTA program in 2017-18 and under-represented in 2016-17. The auditors conducted interviews with district and building staff about these two programs: Comments included:

- “Edgenuity is the online program available for students to participate in the curriculum. The curriculum covers topics per the state standards.” (District Administrator)
- “Resources for alternative programs are based on number of students, not student needs.” (Teacher)
- “We have outstanding teachers whose voices are not heard.” (Building Administrator)
- “Regular schools think this (AEDY) is a dumping ground.” (Teacher)

GAIN serves students (ages 18-21) who are not successful in a traditional classroom setting. It is a credit recovery program. Anecdotal information shared by staff indicate equity concerns:

- “The curriculum was watered down. Chunks of the courses were taken off to make them fit the Edgenuity software.”
- “Equity in classes available to ESOL students at the [Newcomers Academy and] the Gain program. Students do not have access to electives.”

The Re-Engagement Center is not a district program. Communities in Schools is a vendor that serves Allentown School District youth (ages 17–24) who have dropped out of school. Females and Hispanics are the primary groups utilizing the out-of- school setting to keep on track to graduate. According to the Allentown Re-Engagement Center April 2018 Monthly Progress Report, “174 students withdrew from the program; 100 students completed the program (51 diplomas, 59 GEDs).”

Discipline and Consequences

Board Policy 218: Student Discipline, states, “The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students....”

Board Policy 235: Students’ Rights and Responsibilities, states, “No student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association.”

The *2017-2018 Code of Conduct* (p 12) identifies the Positive Behavioral Interventions and Supports (PBIS) in place at schools, “PBIS is about improving classroom and school climate while maximizing academic achievement with these goals: 1. Establish and define clear and consistent school-wide expectations. 2. Teach the school-wide expectations to students. 3. Acknowledge students for demonstrating the expected behaviors. 4. Develop a clear and consistent consequence system to respond to behavioral violations. 5. Use data to evaluate the impact of school-wide efforts.

The *Code of Conduct* identifies four levels of infractions with levels 3 and 4 subject to out-of-school suspension per district guidelines.

Exhibit 3.1.5 demonstrates the percentages by level incident, disaggregated by ethnicity and gender.

Exhibit 3.1.5

Percentages of Offenses by Incident Level, Ethnicity, and Gender Allentown School District 2017-18

Incident Level	White	Af Amer	Asian	Hisp	Amer Indian/ Alaskan Native	Multi-Racial	Hawaiian/ Other Pacific Islander	Male	Female	Total # Incidents
1	6%	19%	0%	73%	0%	2%	0%	66%	34%	35,922
2	5%	22%	0%	69%	0%	2%	0%	66%	34%	15,637
3	5%	22%	0%	70%	0%	2%	0%	73%	27%	7,465
4	5%	30%	NA	61%	3%	NA	0%	80%	20%	203
Average Identification Rate	5%	23%	0%	68%	1%	2%	0%	71%	29%	NA
% of District Enrollment	10%	15%	1%	71%	0%	3%	0%	53%	47%	16,248

Source: 17-18 Discipline (4-19-18) (District Report)

Exhibit 3.1.5 shows:

- The ratio of students identified for Level 1 and 2 incidents are 2:1 males to females; and Levels 3 and 4, 3:1 male to female.
- Hispanic students have the highest incident identification rate among all ethnic groups.
- Males have a higher incident identification rate than females by 42 percentage points.
- African American students are over-represented at each incident level ranging from 4 percentage points at Level 1, 7 percentage points for Levels 2 and 3, and 15 percentage points at Level 4.
- White students are under-represented at each incident level ranging from 4 percentage points at Level 1 to 5 percentage points at Levels 2, 3, and 4.

Out-of-School Suspensions

Out-of-school suspensions are reserved for Level 3 and Level 4, the most serious violations of the Code of Conduct. The 2017-2021 District Strategic Framework identified a baseline metric of “9% out-of-school

suspension rate.” Exhibit 3.1.6 shows the percentage of such suspensions by ethnicity and gender for academic years 2015-16 and 2016-17.

Exhibit 3.1.6
Out-of-School Suspensions by Ethnicity and Gender
Allentown School district
2015-2017

Year		White	Af Amer	Asian	Hisp	Amer Indian/Alaskan Native	Multi-Racial	Hawaiian/Other Pacific Islander	Male	Female	Total
2015-16	# Enrolled	1,849	2,490	223	10,998	19	509	18	8,589	7,517	16,106
	% Enrolled	11%	15%	1%	68%	0%	3%	0%	53%	47%	100%
	% Suspended	5%	26%	0%	66%	0%	3%	0%	73%	27%	100%
	over-/under-represented	-6%	11%	-1%	-2%	0%	0%	0%	20%	-20%	NA
2016-17	# Enrolled	1,783	2,484	224	11,603	27	485	22	8,789	7,839	16,628
	% Enrolled	11%	15%	1%	70%	0%	3%	0%	53%	47%	100%
	% Suspended	6%	25%	0%	66%	0%	3%	0%	69%	31%	100%
	over-/under-represented	-5%	10%	-1%	-4%	0%	0%	0%	16%	-16%	NA
Enroll Change from 2015-2017	#	-66	-6	1	605	8	-24	4	200	322	522
	%	-0%	-0%	0%	4%	0%	-0%	0%	1%	2%	3%
Change as % of 2015-16 population		-4%	-0%	0%	6%	42%	-5%	22%	2%	4%	3%
Note: Low income data were not available to auditors for analysis.											
Source: Safe Schools LEA Report 2016-2017 (10-27-17) and Safe Schools LEA Report 2015-2016 (10-27-16)											

Exhibit 3.1.6 demonstrates that during the school years 2015-16 and 2016-17:

- The rate of out-of-school suspensions decreased by 7 percentage points in 2016-17.
- African Americans were consistently over-represented for out-of-school suspensions in comparison to other ethnic groups by approximately 10 percentage points
- White, Asian, and Hispanic students were consistently under-represented.
- Males were over-represented by 16 percentage points; females were under-represented by 16 percentage points in 2016-17.

Interviews with staff members expressed a variety of views of discipline. The following are representative comments:

- “I have heard that some people feel the schools are unsafe.” (District Administrator)
- “Students cannot be permanently excluded, but they can be permanently expelled.” (Building Administrator)
- “We have 20-50 calls for assistance from classrooms each day. The district has talked about getting a dean of students.” (Building Administrator)
- “The code of conduct is not being reinforced in our buildings. Our kids are not learning, and our teachers are not able to teach because of disruptions.” (Union Representative)
- “Discipline is something we really need to work on in the district. We do have gangs, and some girls are flashing gang signs. In-school suspension is known as an alternative suspension here. It’s not always

paperwork; some kids just need to be talked to—some students go the whole day without anyone talking with them.” (Teacher)

Retentions

Board Policy 215: Promotion and Retention states, “The primary determinant regarding promotion or retention shall be whether the student will make the most progress toward the attainment of academic standards through promotion or retention.” Exhibit 3.1.7 provides a comparison among ethnic groups for student retention.

Exhibit 3.1.7

Retentions by Ethnicity, Gender, and FRL Status Allentown School District 2015-16 to 2017-18

Year		White	Af Amer	Asian	Hisp	Amer Indian/ Alaskan Native	Multi-Racial	Haw/ Other Pacific Islander	Male	Female	FRL	Total
2015-16	# Enrolled	1,849	2,490	223	10,998	19	509	18	8,589	7,517	11,910	16,106
	% Enrolled	11%	15%	1%	68%	0%	3%	0%	53%	47%	74%	100%
	# Retained	26	55	2	191	0	2	1	176	101	224	277
	% Retained	9%	20%	1%	69%	0%	1%	0%	64%	36%	81%	2%
	over-/under-represented	-2%	4%	-1%	1%	-0%	-3%	0%	10%	-10%	7%	NA
2016-17	# Enrolled	1,783	2,484	224	11,603	27	485	22	8,789	7,839	14,157	16,628
	% Enrolled	11%	15%	1%	70%	0%	3%	0%	53%	47%	85%	100%
	# Retained	52	121	1	451	0	2	0	381	246	498	627
	% Retained	8%	19%	0%	72%	0%	0%	0%	61%	39%	79%	4%
	over-/under-represented	-2%	4%	-1%	2%	-0%	-3%	-0%	8%	-8%	-6%	NA
2017-18	# Enrolled	1,613	2,356	206	11,522	24	505	22	8,618	7,630	13,399	16,248
	% Enrolled	10%	15%	1%	71%	0%	3%	0%	53%	47%	82%	100%
	# Retained	51	150	4	585	0	6	0	478	318	639	796
	% Retained	6%	19%	1%	73%	0%	1%	0%	60%	40%	80%	5%
	over-/under-represented	-4%	4%	-1%	3%	-0%	-2%	-0%	7%	-7%	-2%	NA
Enroll Change from 2015-2017	#	-236	-134	-17	524	5	-4	4	29	113	1489	142
	%	-1%	-1%	-0%	3%	0%	-0%	0%	0%	1%	9%	1%
Change as % of 2015-16 population		-13%	-5%	-8%	5%	26%	-1%	22%	0%	2%	13%	1%

Source: Master File for Special Programs 2015-16 (Oct 2015), Master File for Special Programs 2016-17 (Oct 2016), Master File for Special Programs 2017-18 (Oct 2017)

Exhibit 3.1.7 evidenced:

- While there has been approximate 1% increase in student population from 2015-16, there has been a 3% increase in overall number of retentions from 2015-2017.
- African American students are over-represented in retentions by four (4) percentage points in each year.
- Hispanic student retentions have grown by two (2) percentage points from 2015-16.
- Male students are over-represented by seven (7) percentage points in 2016-17 and 2017-18; female students are under-represented in retentions by seven (7) percentage points in 2016-17 and 2017-18.

- 80% of students retained were FRL students for each year; however, given the total FRL student population, overall FRL student retentions declined by nine (9) percentage points.

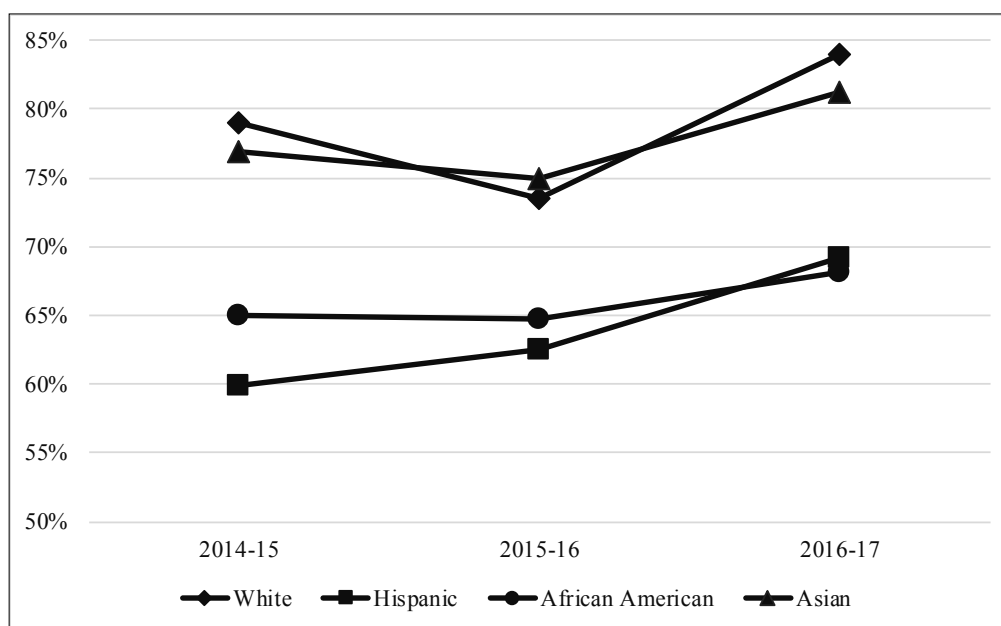
Graduation Rates

Board Policy 217: Graduation Requirements provides, “The Board shall award a regular high school diploma to every student enrolled in this district who meets the requirements of graduation established by this Board as part of the district’s Strategic Plan.”

The Allentown School District vision articulated in the *2018-2021 Strategic Framework* states, “Each and every student, with the active support of the entire community, will graduate ready to thrive in a diverse and complex world.” Graduation rates are one index of the success of this vision.

Exhibit 3.1.8 shows recent graduation rates by ethnic group and gender for students in the Allentown School District. It should be noted that Building 21 is a new district high school, which opened its doors to students in September 2015 and does not figure into this analysis. The line graph shows the graduation rates for the four largest racial/ethnic groups (White, Hispanic, African American, and Asian) in the Allentown School District.

Exhibit 3.1.8
Graduation Rates by Ethnicity
4-Year Cohorts
Allentown School District
2014-2017



Year	White	Hispanic	African American	American Indian/Alaskan Native	Multi-Racial	Native Hawaiian/Pacific Islander	Asian	Total # Grads	Total # Cohort	Total Grad Rate
2014-15	79.0%	59.9%	65.0%	75.0%	NR	50.0%	76.9%	761	1,196	63.6%
2015-16	73.6%	62.6%	64.7%	NR	33.3%	NR	75.0%	866	1,334	64.9%
2016-17	84.0%	69.2%	68.2%	100.0%	80.0%	100.0%	81.3%	921	1,297	71.1%
% Change from 2014-15 to 2016-17	5.0%	9.3%	3.2%	25.0%	NA	50.0%	4.4%	NA	NA	7.5%

NR = No Report

Source: Pennsylvania Department of Education SY 2014-2015 4-Year Cohort Graduation Rate, SY 2015-2016 4-Year Cohort Graduation Rate and SY 2016-2017 4-Year Cohort Graduation Rate. NR indicates no report, NA is not applicable.

Exhibit 3.1.8 shows:

- The overall graduation rate increased by 7.5 percentage points from 2014-15 to 2016-17.
- Eighty-four percent of White students graduated in 2016-17, a gain of 5 percentage points compared to 2014-15 rates; 81.3% of Asian student graduated in 2016-17, a 4.4% increase over 2014-15 graduation rates.
- Sixty-eight percent of Hispanic students graduated in 2016-17 school year, a gain of 9 percentage points compared to 2014-15,
- African Americans students evidence an increase of 3 percentage points in graduation rates compared to 2014-15.
- Hispanics (69.2%) and African American (68.2%) student graduation rates were below the overall graduation rate of 71.1% in 2016-17.

Graduation rates also vary between the two established district high schools. Exhibit 3.1.9 shows the percentage of students graduating from William Allen High School and Louis E. Dieruff High School and the percentage of students graduating in the State of Pennsylvania.

Exhibit 3.1.9
Graduation Rates by High School
4-Year Cohorts
Allentown School District
2014-15 and 2015-16

High School	2015-16 Grad Rate	2014-15 Grad Rate
Wm. Allen	65%	62%
L.E. Dieruff	68%	69%
District	65%	64%
State	86%	85%
<i>Source: Pennsylvania Department of Education SY 2015-2016 4-Year Cohort Graduation Rate and SY 2014-2015 4-Year Cohort Graduation Rate</i>		

Exhibit 3.1.9 demonstrates:

- The graduation rate for all students at Allen High School increased by 3 percentage points.
- The graduation rate for the school district is 21 percentage points below the state average.

Dropouts

The Pennsylvania Department of Education defines dropout as “A student who, for any reason other than death, leaves school before graduation without transferring to another school/institution.” The dropout rate is “an annual or ‘event’ rate that measures the proportion of students enrolled who drop out during a single school year. The total number of dropouts for the school year is divided by the fall enrollment for the same year.”

Exhibit 3.1.10 shows the percentage of student dropouts by grade, gender, and ethnicity for grades 7 through 12 for the 2015-16 school year.

Exhibit 3.1.10
Dropout Rates Grades 7-12
Allentown School District
2015-16

Grade	White	Af Amer	Hisp	Asian	Multi-Racial/Ethnic	Hawaiian/Pacific Islander	Male	Female	Total	Oct 1 Enroll Gr 7-12	Dropout Rate
7	25%	0%	75%	0%	0%	0%	25%	75%	1%		
8	0%	40%	40%	20%	0%	0%	40%	60%	2%		
9	3%	16%	81%	0%	0%	0%	48%	52%	22%		
10	9%	13%	75%	1%	1%	0%	61%	39%	23%		
11	3%	14%	83%	0%	0%	0%	62%	38%	22%		
12	9%	24%	63%	1%	1%	1%	67%	33%	30%		
District Total	7%	18%	74%	1%	1%	0%	59%	41%	288	3,889	7%
State Total	45%	30%	20%	2%	3%	0%	57%	43%	13,506	807,280	2%

Source: Pennsylvania Department of Education Dropouts Public by School 2015-2016 and Dropouts ASD District Report

Exhibit 3.1.10 shows:

- The district exceeded the state dropout rate by 5 percentage points.
- Hispanics have the highest dropout rate across all grade levels; Hispanic student dropout rate exceeded the state average by 54 percentage points.
- Males drop out at higher rate overall than their female counterparts.

Achievement Gaps

Board Policy 626: Equity Policy states, “The Board of Directors recognizes that to achieve its goal of becoming a model urban district, it must improve achievement for all of its students.” The goal of equal access and equity efforts is to produce that result. However, that goal has not been reached. A snapshot of student performance is provided here with further details to be presented under Standard Four.

For the testing period Spring 2017, Exhibit 3.1.11 compares the percentages of students who scored proficient or advanced on the *Pennsylvania Keystone End-of-Course Assessments* for four student groups: Special Education, EL (English Learners), FRL (low income), and Historically Underperforming Students. The auditors noted that there is redundancy and overlap in the groups compared in Exhibit 3.1.11.

Note: The Pennsylvania Department of Education defines Historically Underperforming Students as “a non-duplicated count of students with disabilities, disadvantaged students, and English Language Learners (EL)... the group is not a cohort.”

Exhibit 3.1.11

**Pennsylvania Keystone End-of-Course Assessments
 Percentage of Students Scoring Proficient or Advanced
 Special Education, English Learners, Low Income, and Historically Underperforming
 Allentown School District
 Spring 2017**

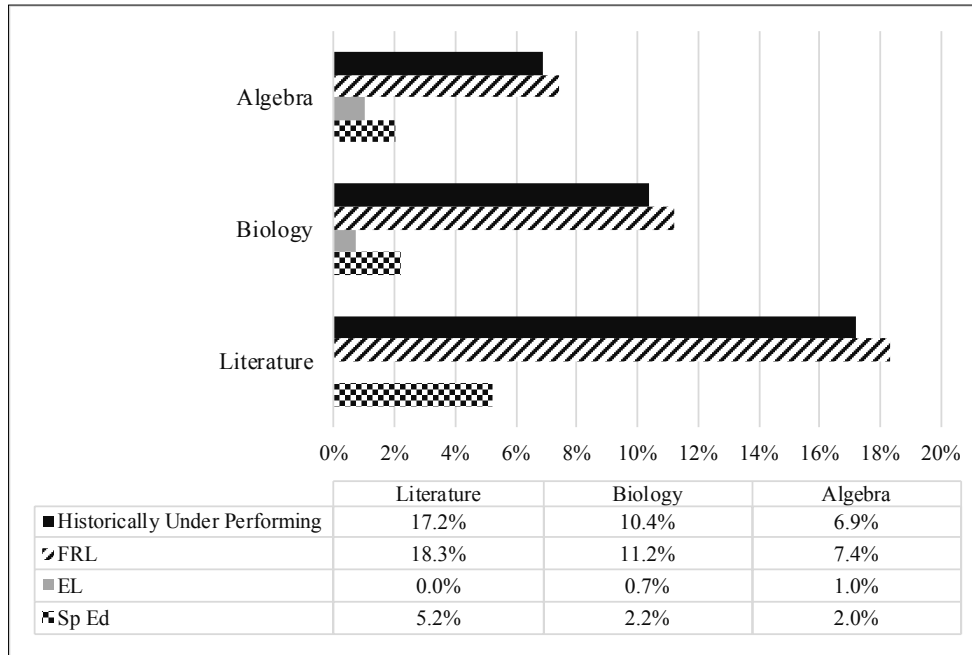


Exhibit 3.1.11 shows the following regarding the students who scored proficient or advanced on the end-of-course assessments:

- All groups had less than 20% of students scoring proficient or advanced on the Literature exam, less than 15% on Biology, and less than 10% scored proficient or advanced in Algebra.
- The percentage of EL students scoring proficient or advanced was less than 1% in Literature and Biology; and 1% in Algebra
- Special education students had low percentages of students scoring proficient or advanced across all three of the content areas.

Exhibit 3.1.12 compares the percentages of males and females who scored proficient or advanced on the *Pennsylvania Keystone End-of-Course Assessments*.

Exhibit 3.1.12

**Pennsylvania Keystone End-of-Course Assessments
Percentage of Students Scoring Proficient or Advanced
Female and Male Students
Allentown School District
Spring 2017**

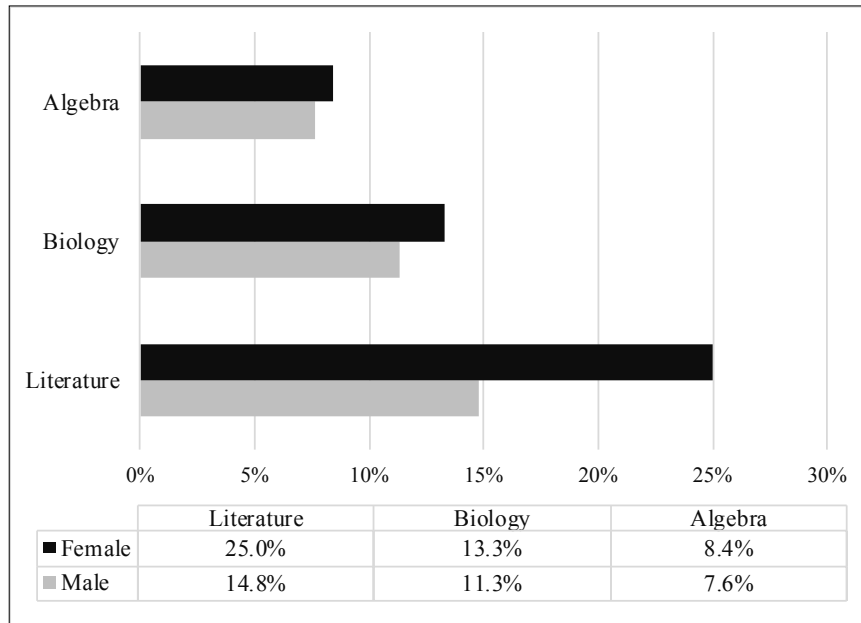


Exhibit 3.1.12 shows the following regarding the students who score proficient or advanced on the end-of-course assessments:

- A substantial performance gap is evident between the genders on the Literature exams; females outperformed males by 10 percentage points.
- Less than 15% of males and females scored proficient or advanced on the Biology exams.
- Less than 10% of males and females scored proficient or advanced on the Algebra exam.

Exhibit 3.1.13 compares the percentages of students who scored proficient or advanced on the *Pennsylvania Keystone End-of-Course Assessments* by ethnicity.

Exhibit 3.1.13
Pennsylvania Keystone End-of-Course Assessments by Ethnicity
Percentage of Students Scoring Proficient or Advanced
Allentown School District
Spring 2017

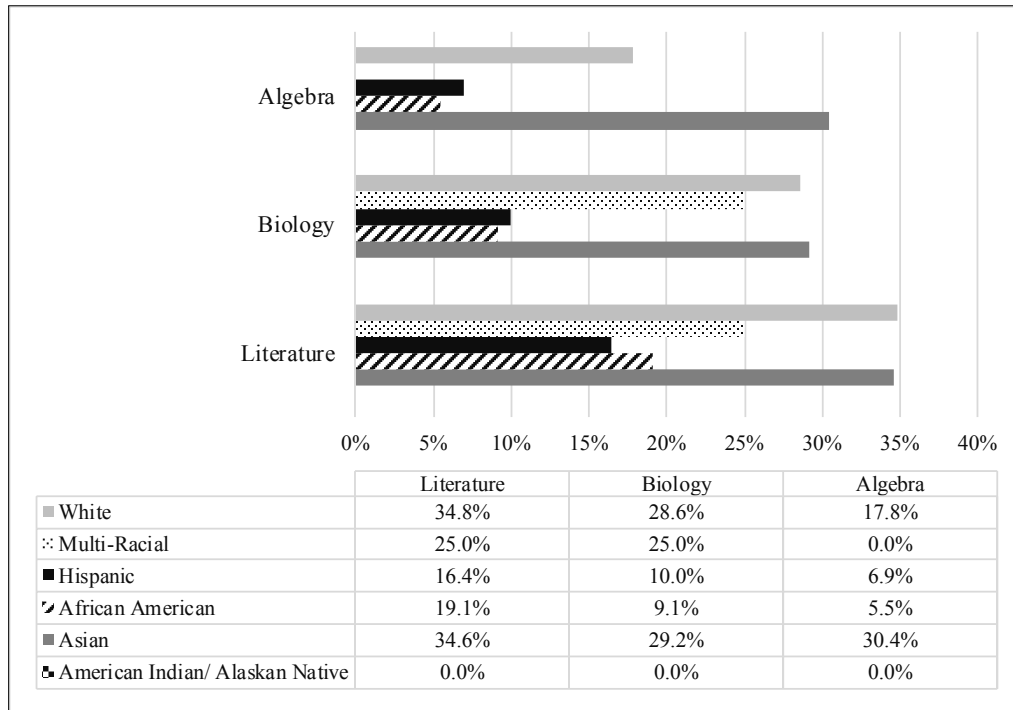


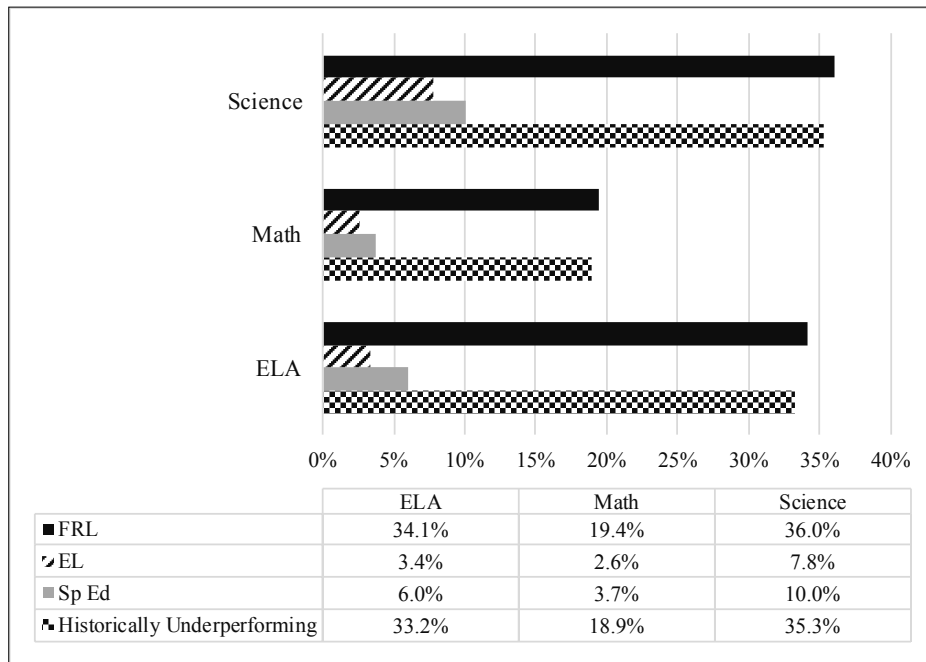
Exhibit 3.1.13 shows the following regarding the students who score proficient or advanced on the end-of-course assessments:

- White and Asian students had the highest percentage of students scoring proficient and advanced in all three content areas.
- The gap between Asian and White students scoring proficient or advanced in Algebra was 12 percentage points.
- The gap between White and African American students ranged from 15.7 percentage points in Literature, 19.5 points in Biology, and 12.3 points in Algebra.
- The gap between White and Hispanic students ranged from 18.4 percentage points in Literature, 18.6 points in Biology, and 10.9 points in Algebra.

For the testing period Spring 2017, [Exhibit 3.1.14](#) compares the percentages of students in grades 3-8 who scored proficient or advanced on the *Pennsylvania System of School Assessments (PSSA)* for four student groups: Special Education, EL (English Learners), FRL (low income), and Historically Underperforming Students.

Exhibit 3.1.14

**Pennsylvania System of School Assessments
Percentage of Students Scoring Proficient or Advanced
Special Education, English Learners, Low Income, and Historically Underperforming
Allentown School District
Spring 2017**



[Exhibit 3.1.14](#) shows the following regarding the students who score proficient or advanced on *PSSA*:

- FRL students and historically underperforming students had the highest percentage of students scoring proficient or advanced in ELA, math, and science.
- EL students had the lowest percentage of students scoring proficient or advanced on all three testing areas with 3.4% in ELA, 2.6% in math, and 7.8% in science.
- Special education students had low percentages of students scoring proficient or advanced with 6% in ELA, 3.7% in special education, and 10% in science.

Exhibit 3.1.15 compares the percentages of males and females who scored proficient or advanced on *PSSA*.

Exhibit 3.1.15

**Pennsylvania System of School Assessments
Percentage of Students Scoring Proficient or Advanced
Female and Male Students
Allentown School District
Spring 2017**

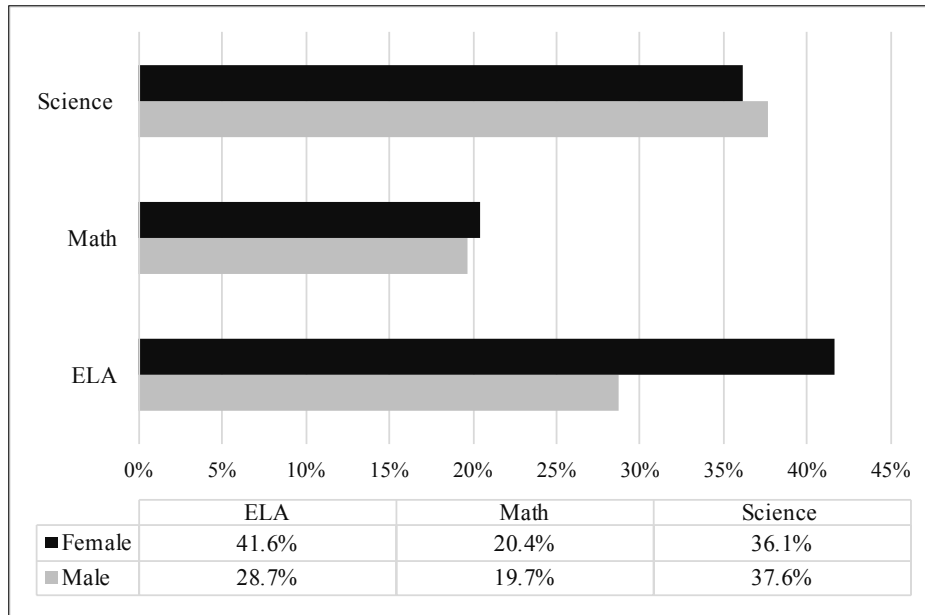


Exhibit 3.1.15 shows the following regarding the students who score proficient or advanced on *PSSA*:

- Females and males scored proficient or advanced comparably in math and science.
- The only substantial gender gap was in ELA where females outperformed males by just under 13 percentage points.

Exhibit 3.1.16 compares the percentages of students who scored proficient or advanced on *PSSA* by ethnicity.

Exhibit 3.1.16
Pennsylvania System of School Assessments by Ethnicity
Percentage of Students Scoring Proficient or Advanced
Allentown School District
Spring 2017

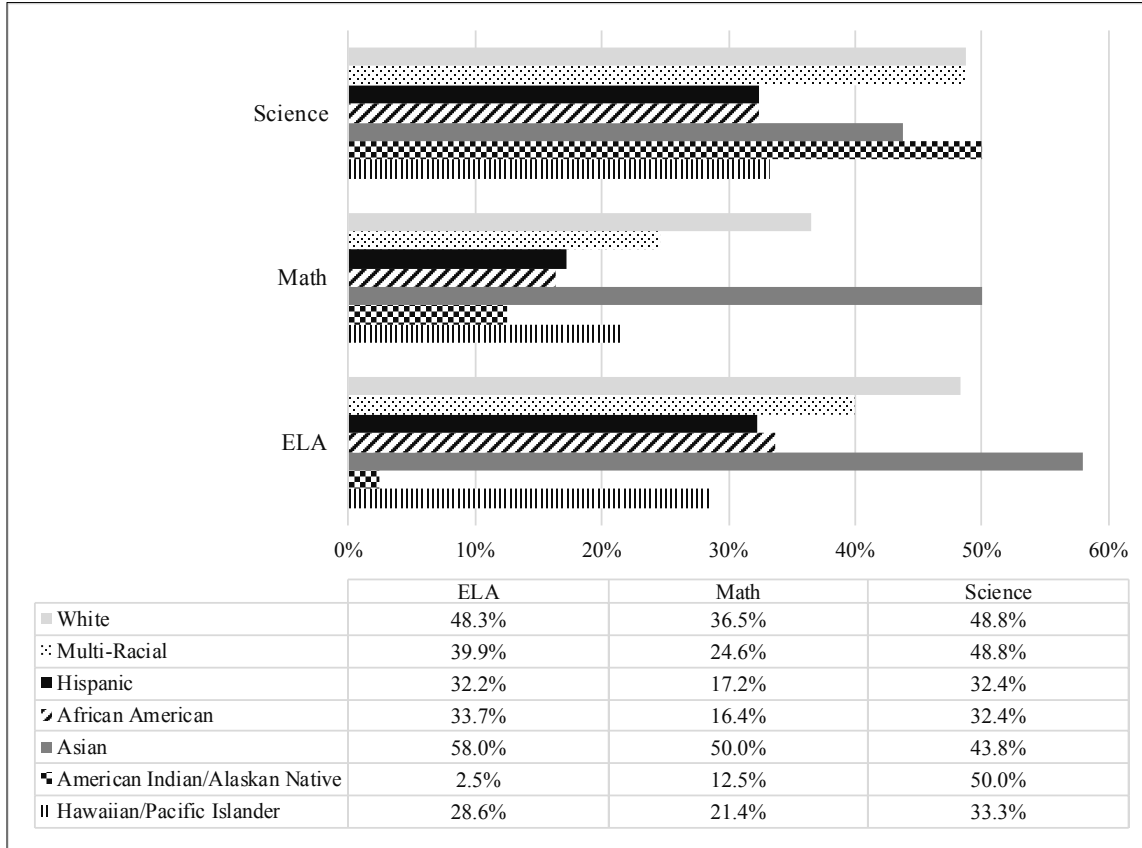


Exhibit 3.1.16 shows the following regarding the students who scored proficient or advanced on *PSSA*:

- Asian students outperformed their White counterparts by almost 10 percentage points in ELA, and almost 14 points in math. White students outperformed Asian students by 5 points in science.
- American Indians/Alaskan Natives were the lowest performing groups on ELA.
- American Indians/Alaskan Natives, African Americans and Hispanic students were the lowest performing groups on math.
- African Americans, Hispanic and Hawaiian/Pacific Islander students were the lowest performing groups on science.
- The gap between White and African American students was 14.6 percentage points in ELA, 20.1 points in math, and 16.4 points in science. Asian students outperformed African American students by 24.3 points in ELA, 33.6 points in math, and 11.4 points in science.
- The gap between White and Hispanic students was 16.1 percentage points in ELA, 19.3 points in math, and 16.4 points in science. Asian students outperformed Hispanic students by 25.8 points in ELA, 32.8 points in math, and 11.4 points in science.

The preceding information on testing performance indicates substantial achievement gaps among groups.

The auditors conducted interviews with board members, district administrators, principals, teachers, and parents. The comments below reflect some perceptions of equity in the district.

- “We have a waiting list of gifted kids and some of them are ESOL. Some of them have moved on in life and were never given access to the gifted program.” (District Administrator)
- “We don’t know the course selection process; parents should be contacted to talk about course selection with students.” (Parent)
- “The equity policy did not dictate shifts in behavior.” (District Administrator)
- “Access to technology and equitable access to innovations are equity issues in the district.” (District Administrator)
- “We are looking at schools, and there is an imbalance of resources and support.” (Teacher)
- “I don’t think that you can close the achievement gap until you invest in the resources needed.” (Building Administrator)
- “Our starting place is compliance as we go towards excellence.” (Board Member)

Summary

The audit team found that most policy direction was inadequate in terms of specificity in many instances to provide clear expectations and direction for staff activities. The delivery of programs, services, and opportunities is ineffective in bringing about equal access to the curriculum and equitable distribution of resources necessary for student success. Implementation of various programs has produced results that are inconsistent with policy statements, and district and school improvement plans.

Staff demographics do not reflect the ethnicity of the student population. Student participation in special programs is not representative of their numbers in the overall student population. Many students drop out of the system before graduating, and graduation rates are low.

While Hispanics are the largest demographic group in the district, a relatively small percentage of the students scored proficient or advanced on state assessment exams. African American students scored similarly on state assessments. The gap between White students and Hispanic and African American students ranged from more than 10 points on *Keystone* exams and more than 15 points on *PSSA*.

Overall, delivery of equal access and equity has been ineffective.

Finding 3.2: Instructional delivery in the Allentown School District reflects neither district nor state expectations for instructional approaches and modes of student engagement. Classroom instruction is dominated by whole-group approaches. The auditors found no defined instructional model to guide teacher decisions.

Quality instruction is essential for positively influencing student achievement. Multiple approaches to the delivery of the district curriculum and the use of a variety of instructional strategies promote increased student achievement for all students, regardless of ethnicity, gender, or socioeconomic status. It is the responsibility of leaders to establish and communicate the desired characteristics for quality instruction and then to monitor those expectations for the actual delivery of the written curriculum.

The auditors examined board policies, administrative regulations, and district planning documents to determine district direction for the delivery of the written curriculum. During interviews with district administrators and staff and school leaders, the auditors were often told that they expected classroom instruction that was rigorous with high student engagement and differentiated instruction. The auditors visited 262 classrooms in 26 schools and programs in the district and analyzed classroom snapshot data in comparison to district leadership expectations for instruction.

The auditors found the classroom instructional practices were ineffective to increase student achievement and provide culturally responsive instruction for the district’s diverse population. Board policies and planning

documents lacked specificity about district expectations for classroom instruction. The auditors observed that instructional practices were limited to a narrow range of strategies, primarily whole group instruction and independent seat work.

The auditors examined board policies, planning, and other documents to determine district direction for the delivery of the curriculum and found the following:

- *Board Policy 101: Mission Statement/Vision Statement/Shared Values* states as the Allentown School District Mission: “Each and every student will graduate college and career ready by having their individual needs met through active engagement in a rigorous, safe and nurturing learning environment.”
- *Board Policy 102: Academic Standards* affirms the district’s curriculum shall be “designed to provide students with the planned instruction needed to attain established academic standards.”
- *Board Policy 105: Curriculum* defines curriculum as “a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards at the proficient level by all students.”
- *Board Policy 107: Adoption of Planned Instruction* requires “objectives to be achieved by all students; content including materials, activities, and instructional time; relationship between objectives of planned course and the established academic standard; and, procedure for measurement of objectives.”
- The *District Strategic Framework (2017-2021)* articulates the district’s commitment to equity, “demonstrated through an emphasis on personalized learning and instruction for all students regardless of educational classification, language proficiency or any other need.” The framework states, “School leaders are required to do walkthroughs to monitor the implementation of the strategies, and data is collected once a month from central office to monitor the implementation at the school level.”
- The *Allentown City SD District Level Plan 07/01/2018 - 06/30/2021* describes the district walk-through process: “Principals, central office staff, and teachers periodically review ‘look-fors’ such as active participation, higher level thinking, and formative assessments so that reliability is maintained.” There is also reference to the implementation status of differentiated instruction for each grade level.
- The *Newcomer Academy Teachers’ Handbook* identifies its focus on quality instruction and student engagement.
- Reviews of selected school improvement plans reference a “rigorous” instructional environment.

Board policy and other documents referenced general expectations for classroom instruction but lacked specificity about the overall delivery of the written curriculum. While there is mention of rigor, personalized learning, and student engagement, these references lacked detail to provide direction to classroom teachers about instructional expectations and implementation strategies.

Classroom Snapshot Data

Auditors’ visits were brief (two to five minutes), and the data collected were compiled to provide an overview “snapshot” of classroom instruction across schools, grade levels, and content areas at the time of the visits. Auditors visited 15 elementary schools, 4 middle schools, 3 high schools, the Alternative Education Program, Building 21, the Newcomer Academy, and the Early Childhood Center. In all, 262 classrooms were visited. Data were gathered at all times during instructional periods in both the morning and afternoon. The auditors used a standardized observation form to collect data on dominant teacher and student activities, cognitive processes and knowledge dimensions, and effective instructional strategies.

The auditor’s observations were categorized according to the descriptors in [Exhibit 3.2.1](#).

Exhibit 3.2.1

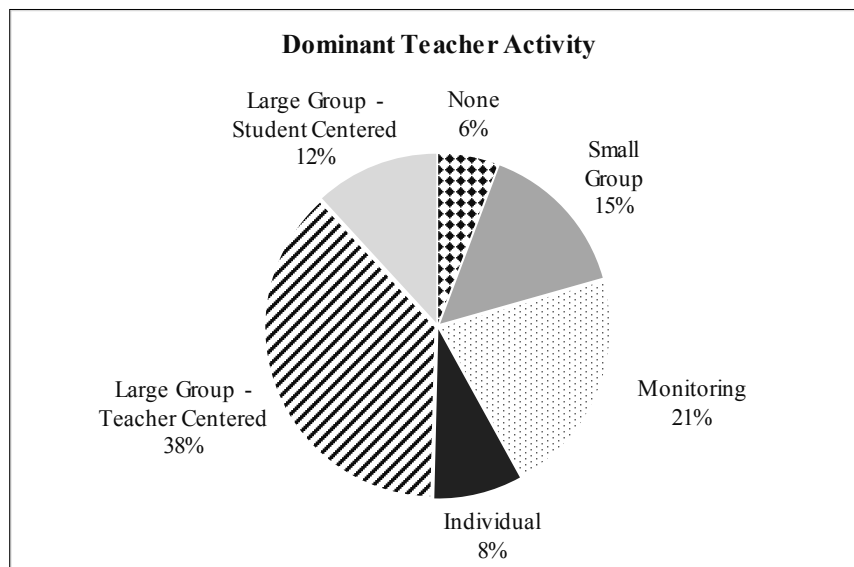
Teacher Instructional Behaviors

Teacher Instructional Behaviors	Description
None (at desk or not engaged with students)	“None” can be noted when the teacher is engaged in an activity other than the classifications listed (e.g., distributing papers, grading papers, watching a video with students, preparing students for transition, or sitting at his/her desk).
Small Group Instruction	Teacher is engaged in direct instruction with a small group while other students are completing a different task(s).
Monitoring Student Work	Teacher is observing and interacting with students as they work (guided practice, test review, small group work, individuals completing a task).
Individual Assistance	Teacher intervenes with individual student to reteach, clarify, redirect.
Large Group-Teacher Centered	Teacher is presenting a lesson or engaging with students on same concept/task in a whole group format.
Large Group-Student Centered	Teacher is serving as facilitator with students actively engaged in experimentation, asking/answering questions of each other.

Teacher instructional behaviors observed by the audit team were categorized in accordance with the definitions shown in [Exhibit 3.2.1](#) and depicted in a pie chart in [Exhibit 3.2.2](#). It is important to note that the segments of classroom activities observed by auditors were quite brief in duration (normally, two to three minutes or less), and types of activities varied, depending on the time of the day classrooms were visited. The brief observation has been documented as adequate to identify the type of teacher activity under way at the time of the school visitation. [Exhibit 3.2.2](#) shows the frequencies and percentages of teacher activities observed in the classrooms visited.

Exhibit 3.2.2

**Dominant Teacher Activity
Allentown School District
May 2018**



[Exhibit 3.2.2](#) shows:

- The most frequent teacher behavior observed was large group teacher-centered instruction (38%); the second most observed activity was monitoring (21%).
- Small group instruction and individual assistance were observed on a less frequent basis.

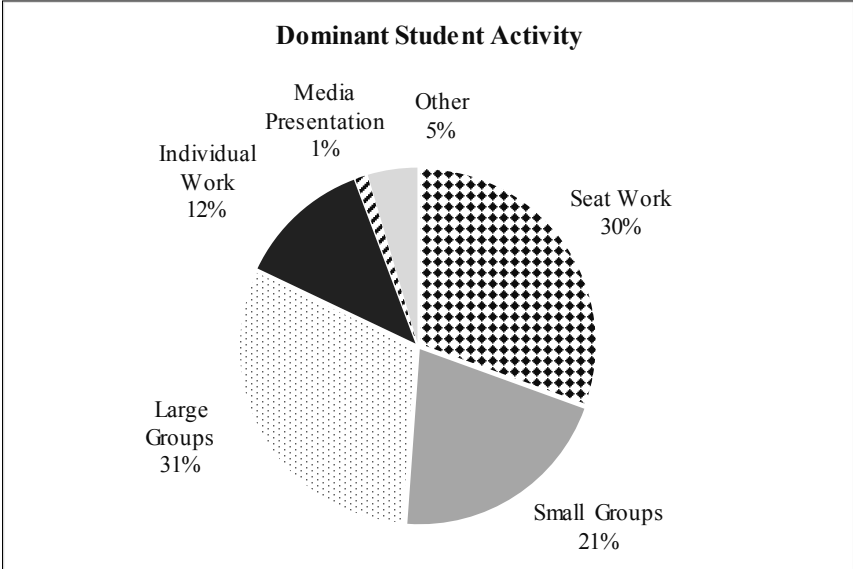
Student learning behaviors observed by the audit team were categorized in accordance with the definitions in [Exhibit 3.2.3](#) and illustrated in a pie chart in [Exhibit 3.2.4](#).

Exhibit 3.2.3
Student Learning Behaviors

Student Learning Behaviors	Description
Seat Work	Students are working at their desk doing some type of pencil/paper task (e.g., worksheets).
Small Group Work	1. Groups of students carrying out an assigned task and using previous learning to apply to solution/product; directing own discussion and approaches to task. 2. Small group of students directly working with the teacher on a specific task.
Large Group Work	All/most students in same learning mode (listening to teacher, seatwork on same task, peers/groups responding to/discussing teacher-led prompts).
Individual Work	Students working independently completing tasks, doing make-up, reviewing, research.
Media Presentation/ Using Technology	Students are conducting presentations with media or engaging with technology to apply learning for a purpose (research, create product, seek solutions to phenomena).

As with teacher behaviors, it is important to note that the segments of classroom activities observed by auditors were quite brief in duration (normally, two to three minutes or less), and types of activities varied, depending on the time of the day classrooms were visited. The brief observation has been documented as adequate to identify the type of student activity at the time of the school visitation. [Exhibit 3.2.4](#) shows the frequencies and percentages of student learning activities observed in classrooms visited.

Exhibit 3.2.4
Dominant Student Activity
Allentown School District
May 2018



[Exhibit 3.2.4](#) shows:

- The predominant student activities were large group work (31%) and seat work (30%).
- The least observed student activity was media presentation.

The auditors collected classroom snapshot data on cognitive types and knowledge dimensions that reflect rigor using Bloom’s Taxonomy. [Exhibit 3.2.5](#) displays the descriptions used to categorize the levels of cognition and knowledge dimensions observed in classrooms. [Exhibit 3.2.6](#) displays the data results collected on cognition during brief visits to classrooms.

Exhibit 3.2.5
Descriptors for Cognitive Processes

Cognitive Type	Definition/Example
Knowledge	Remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.
Comprehension	Ability to grasp the meaning of material. This may be shown by translating material from one form to another (words or numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond simple remembering of material and represent the lowest level of understanding.
Application	Ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those of comprehension.
Analysis	Ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationship between parts, and recognition of the organizational principles involved. Learning outcomes here present a higher intellectual level than comprehension and application because they require an understanding of both the content and structural form of the material.
Synthesis	Ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operation (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns and structures.
Evaluation	Ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance and purpose), and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus value judgments based on clearly defined criteria.

Exhibit 3.2.6

**Cognitive Types Observed During Classroom Observations of Instruction
Allentown School District
May 2018**

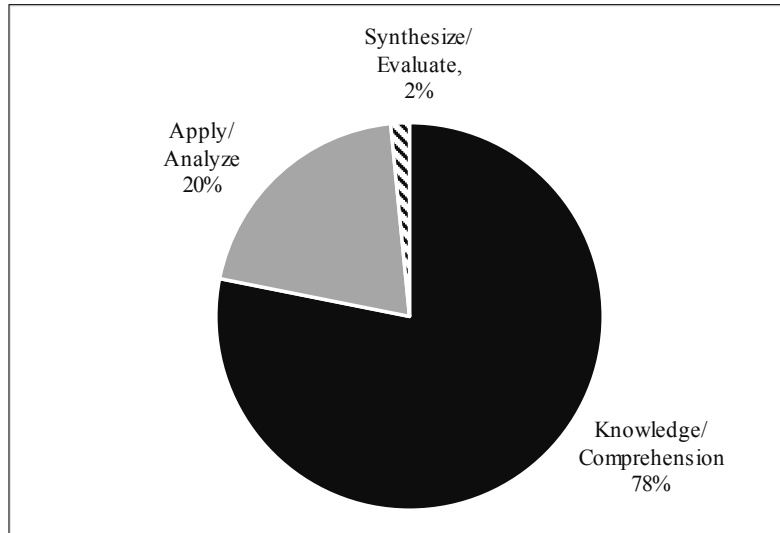


Exhibit 3.2.6 shows:

- The most observed cognitive type was knowledge/comprehension at 78%.
- The second most observed level of cognition was application and analysis (20%).
- Synthesis and evaluation were observed the least (2%).

The auditors also collected data on knowledge dimensions including:

- Factual knowledge
- Conceptual knowledge
- Procedural knowledge
- Metacognitive knowledge

Exhibit 3.2.7 provides a description of each of the knowledge dimensions. Exhibit 3.2.8 presents the data results of the classroom observations.

Exhibit 3.2.7

Descriptors for Knowledge Dimensions

Knowledge Dimensions	Definition/Example
Factual Knowledge	The basic elements students must know to be acquainted with a discipline or solve problems in it (e.g., technical vocabulary, musical symbols)
Conceptual Knowledge	The interrelationships among the basic elements within a larger structure that enable them to function together (e.g., periods of geologic time, Pythagorean theorem, law of supply and demand, etc.)
Procedural Knowledge	How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods (e.g., painting with watercolors, whole-number division, interviewing techniques, scientific method, etc.)
Metacognitive Knowledge	Knowledge of cognition in general as well as awareness and knowledge of one's own cognition (e.g., outlining as a means of capturing the structure of a unit of subject matter in a textbook, knowledge of the different types of tests, cognitive demands of different tasks, etc.)

Exhibit 3.2.8

Knowledge Dimensions Observed During Classroom Observations of Instruction Allentown School District May 2018

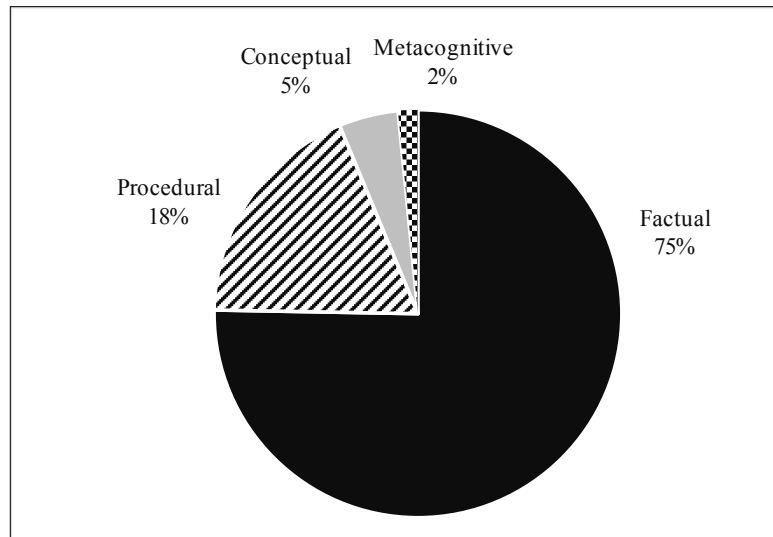


Exhibit 3.2.8 shows:

- The predominant knowledge dimension observed was factual (75%); procedural was the next most observed (18%).
- Metacognition was the least observed level (2%).



Whole group instruction is provided during a science class at Building 21 High School

The auditors also collected data on effective instructional strategies using classifications as shown in [Exhibit 3.2.9](#). Effective instructional strategies are critical to improving student achievement and meeting district goals. When a variety of effective strategies are used regularly, then it is more likely that the learning needs of a diverse population will be met. [Exhibit 3.2.10](#) charts the results of the data collected by the auditors regarding instructional strategies observed during classroom visits.

Exhibit 3.2.9
Instructional Strategies

Specific Learning Objective	Specifically state standard being taught that day; Written in student friendly terms—I will, we will, I can, or we can.
Graphic Organizers/Non-Linguistic Representations	Physical models, mental pictures, pictures or pictographs, graphic organizers such as graphs, charts, etc.
Generates/Tests hypotheses (student)	Using critical thinking skills to make reasonable predictions and draw logical conclusions.
Summarization and Note Taking (student)	Students are analyzing important points and putting them into their own words. Students are given an outline for taking notes but are not copying notes word for word.
Uses formal cooperative learning approaches	Students are in formal groups with roles working collaboratively—not just seated in groups working independently.
Provides guided practice with corrective feedback	Students are practicing content with guidance, modeling, and feedback from the teacher.
Uses Questions/Inquiry	Effective questioning techniques that are more open-ended and promote more rigorous discussions.
Uses Kinesthetic Activities/ Movement (non-linguistic)	Involves using the whole body instead of just hands-on activities.
Identifying Similarities and Differences (student)	Engaging students in comparing and classifying such as using Venn diagrams and charts. Creating metaphors and analogies.
Reinforcement of effort and providing recognition	Help students see connection between effort and achievement. When providing recognition connect it to a particular standard or goal.
Uses vocabulary development strategies	Writing definition, drawing a picture, using synonyms and antonyms, creating jingles or songs, using in a sentence, acting it out, window pane activity, etc.

Exhibit 3.2.10
Instructional Strategies Observed
Allentown School District
May 2018

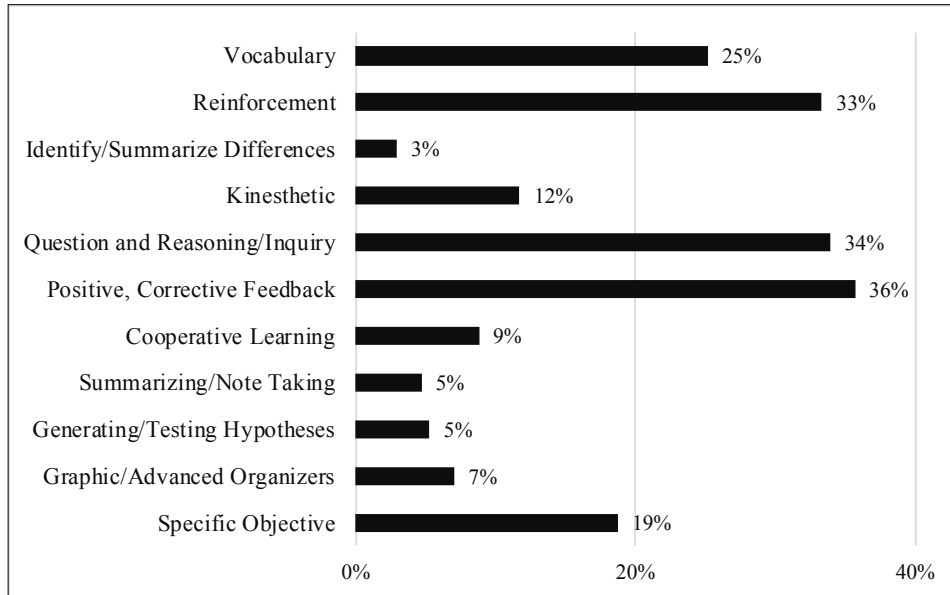


Exhibit 3.2.10 shows:

- Positive, corrective feedback (36%) was the most observed instructional practice.
- Question and reasoning/inquiry (34%) and reinforcement (33%) were the next most observed instructional practices.
- Vocabulary was observed in 25% of classrooms, specific learning objectives in 19% of classrooms, and kinesthetic practices in 12% of classrooms.
- Five of the 11 powerful instructional practices were observed in less than 10% of classrooms.

If the snapshot data are representative of classroom instructional practices, then few instructional strategies are used on a consistent basis to be effective in increasing student learning.

Teacher and Administrator Survey Responses

Teachers were asked in an online survey to indicate their degree of agreement (strongly agree to strongly disagree) with the following statements about their classroom and school.

Exhibit 3.2.11 captures teacher responses.

Exhibit 3.2.11
Teacher Perceptions of Their Classroom and School
(n = 462)
Allentown School District
May 2018

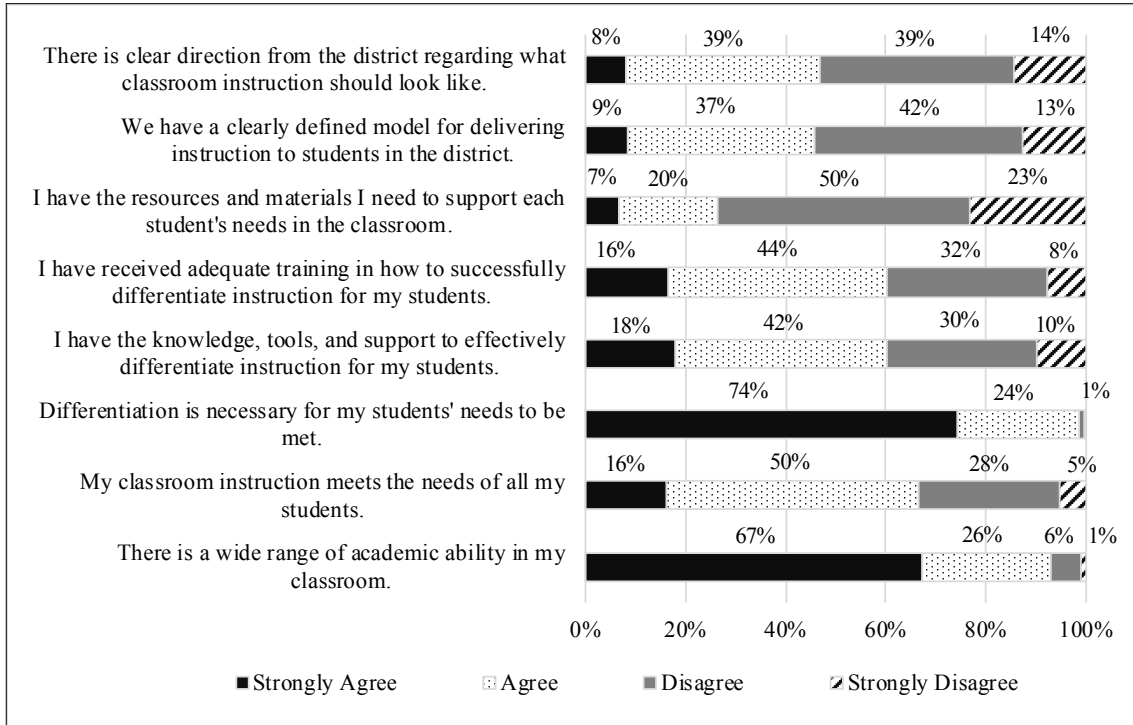


Exhibit 3.2.11 shows

- Ninety-three percent of the teachers strongly agree/agree that there is a wide range of ability in their classroom.
- Two-thirds of teachers strongly agree/agree that their classroom instruction meets the needs of their students.
- Almost 100% of teachers strongly agree/agree that differentiation is needed for student needs to be met.
- About 60% of teachers strongly agree/agree they have the knowledge, tools, and support to effectively differentiate instruction for my students.
- About 60% of teachers strongly agree/agree that they have received adequate training in how to successfully differentiate instruction for students.
- Teachers strongly disagree/disagree (73%) that they have the resources and materials needed to support each student's needs in the classroom.
- Fifty-five percent of teachers strongly disagree/disagree that they have a clearly defined model for delivering instruction to students in the district.
- Fifty-three percent of teachers strongly disagree/disagree that there is clear direction from the district regarding what classroom instruction should look like.

Administrators were similarly asked to rate their degree of agreement (strongly agree to strongly disagree) with respect to the following statements about their classrooms and school.

Exhibit 3.2.12
Administrator Perceptions of Their Classroom and School
(n= 26)
Allentown School District
May 2018

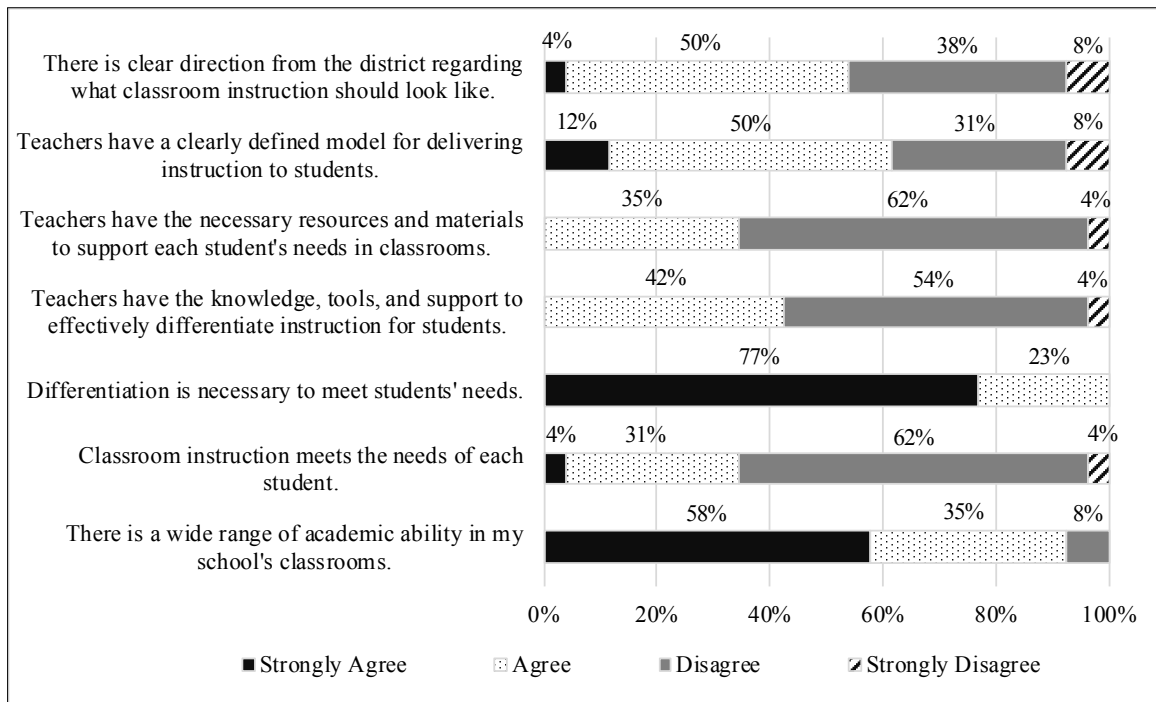


Exhibit 3.2.12 shows

- Ninety-three percent of administrators strongly agree/agree that there is a wide range of ability in classrooms.
- Administrators (66%) responded disagree/strongly disagree that classroom instruction meets the needs of students.
- Administrators (100%) indicated strongly agree/agree that differentiation is needed for student needs to be met.
- Fifty-eight percent of administrators disagree/strongly disagree that teachers have the knowledge, tools, and support to effectively differentiate instruction for students.
- Administrators strongly disagree/disagree (66%) that teachers have the necessary resources and materials needed to support student needs in the classroom.
- Sixty-two percent of administrators strongly agree/agree that teachers have a clearly defined model for delivering instruction to students.
- Administrators (54%) strongly agree/agree that there is clear direction from the district regarding what classroom instruction should look like.

Teachers were also asked to rate how clearly expectations for classroom delivery of the curriculum and classroom instruction are communicated via the following:

- Board policy and communications
- Central office communications
- Building administrator communications
- Written curriculum
- Professional development activities
- Monitoring of classroom instruction by district/school administrators

Exhibit 3.2.13 captures the teachers’ responses using the rating scale: extremely clearly, somewhat clearly, clearly, not clearly, or NA.

Exhibit 3.2.13

**Teacher Perceptions Regarding Communications of Expectations
For Classroom Delivery of the Curriculum and Classroom Instruction
(n=429)
Allentown School District
May 2018**

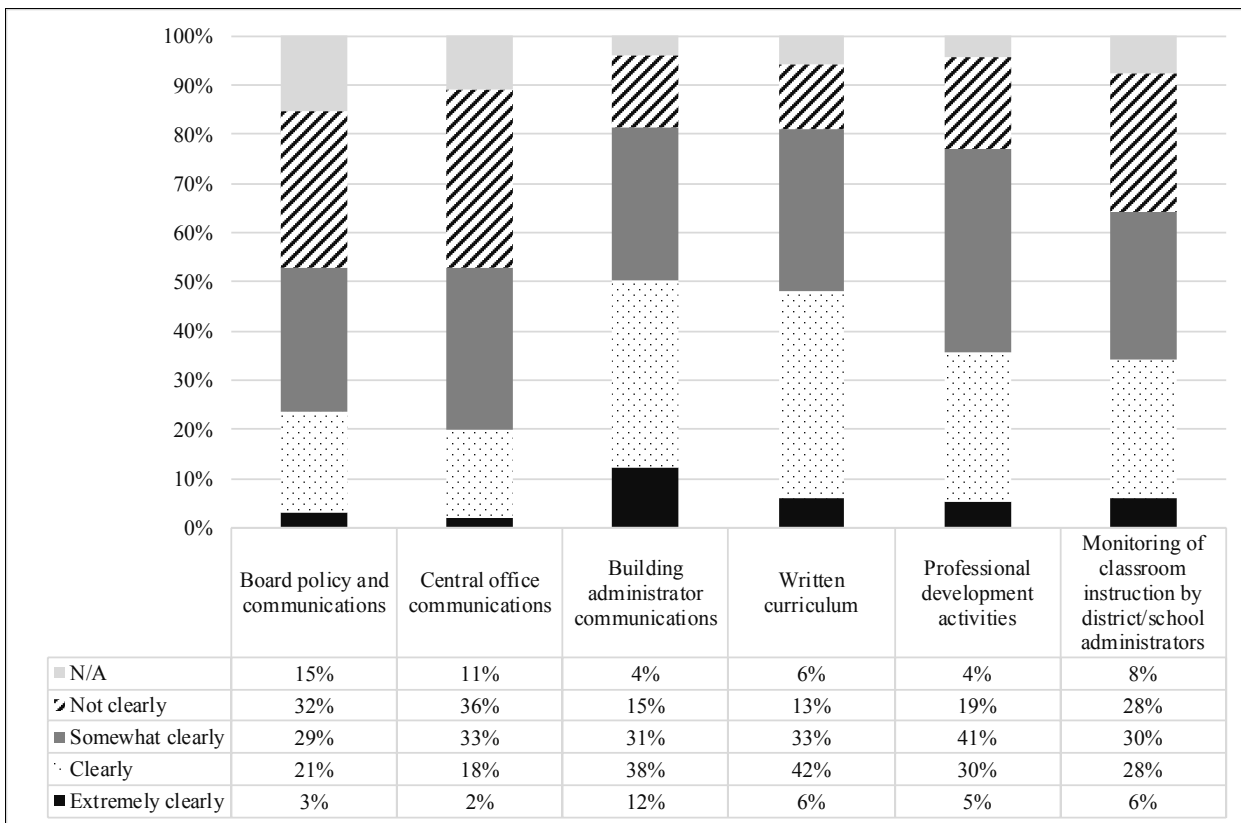


Exhibit 3.2.13 shows:

- The highest rated communication of expectations for delivery of the curriculum and instruction were building administrators with 50% of teachers indicating extremely clearly/clearly; 48% of teachers responded that the written curriculum extremely clearly/clearly communicates expectations for delivery of curriculum and instruction.

- Central office communications of expectations were the lowest rated with more than a third of teachers selecting not clearly and another 33% of teachers selecting somewhat clearly.
- Sixty-one percent of teachers believe board policy and communications of expectations are communicated somewhat clearly/not clearly.
- Approximately two-thirds of teachers indicated that communication of expectations for curriculum delivery and instructional delivery are somewhat clearly/not clearly communicated through professional development activities.
- Teachers (58%) responded that monitoring of classroom instruction by district/school leaders somewhat clearly/not clearly communicates expectations for delivery of the curriculum and instruction.

Parents weighed in on an online survey regarding rigorous instruction by rating their degree of agreement: My child’s needs for academic acceleration and cognitively rigorous instruction are being met. Exhibit 3.2.14 presents parent responses.

Exhibit 3.2.14

**Parent Perceptions of the Extent to Which the Need for Rigorous Instruction are Being Met
(n=81)
Allentown School District
May 2018**

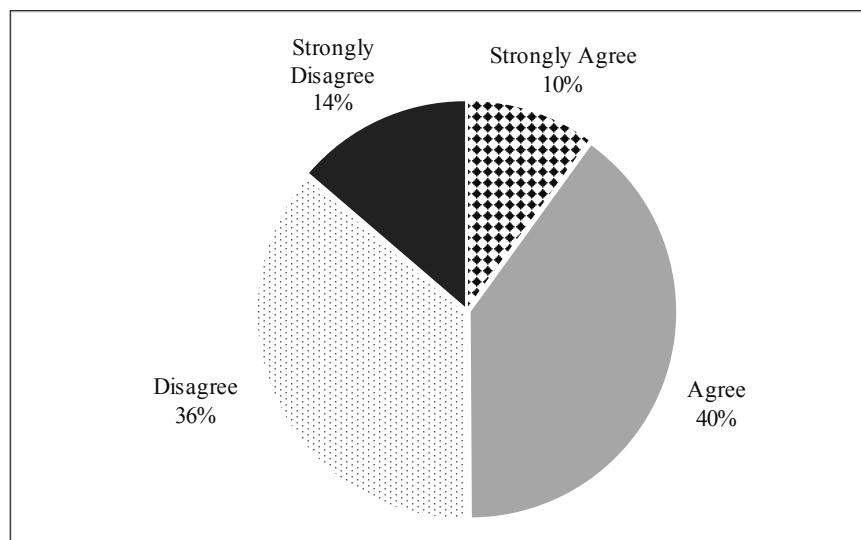


Exhibit 3.2.14 shows:

Parents are about evenly split in their responses, 50% strongly agree/agree and 50% disagree/strongly disagree that their child’s need for academic acceleration and cognitively rigorous instruction are being met.

The auditors interviewed board members, district and building administrators, teachers, and parents about classroom instruction in the district.

- “Differentiation in the classroom is not happening. Modifying for the whole class is not differentiation.” (District Administrator)
- “With the new material, I am still struggling with differentiating. They say to differentiate, but we teach the grade, but not the kids.” (Teacher)
- “Differentiation is difficult when you have 30 or more students in your class that come in at various times.” (Union Representative)
- “Teachers need to challenge the students with more higher-level questions.” (Building Administrator)

- “I want to see small group instruction, clear evidence of what students are learning, students talking to each other, and use of technology, not worksheets.” (Building Administrator)
- “I don’t think everyone understands or knows how to differentiate instruction.” (Building Administrator)
- “The teachers really do want to help the students that want to learn.” (Parent)
- “I have kids that are honors material and those that can’t read. I can’t differentiate that far.” (Teacher)

Summary

The auditors found that board policy and planning documents lacked adequate detail about expectations for classroom instruction. During the 262 classroom visits, the auditors observed that large group instruction was the dominant instructional behavior. Monitoring and student seat work were the next most observed classroom mode.

The auditors observed that the predominant cognition type used in the classrooms was lower level knowledge and comprehension. Less than 2% of classroom observations documented the metacognitive knowledge dimension in use. Positive, corrective feedback and inquiry were the most observed instructional strategies observed in classrooms.

Teacher and administrator surveys indicate a discrepancy in perceptions regarding teachers having the knowledge, tools, and support to effectively differentiate instruction: 58% of administrators disagree while 60% of teachers agree. Teachers rated building administrators (50%) and the written curriculum (48%) highest for communications about expectations for curriculum and instruction. Parents were evenly divided in their perceptions (agree/disagree) of academic acceleration and cognitively rigorous instruction.

Finding 3.3: While there are adequate professional development opportunities in the Allentown School District, there is no cohesive, system-wide focus on planning and related processes to focus on improving the quality of instruction with evidence of increased student achievement.

Professional development is a critical part of equipping teachers and support staff with the skills and knowledge they require to effectively meet the needs of an ever-changing student population and master the delivery of the written curriculum. In effective school districts, the main focus of professional development is on curriculum delivery: what concepts, skills, and knowledge students must master and how to effectively teach them. 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).

The most effective professional development is needs-based and is differentiated in response to individual teacher or staff needs. All trainings should be selected based on careful analysis of data from classrooms, schools, and feeder areas in response to demonstrated weaknesses and needs in the educational program. There is no single perfect model for all professional development initiatives; models and approaches must vary based on the type of training needed, the purpose(s) of the training, and how the acquired skills or concepts need to be implemented. However, all professional development should have a clear and measurable effect on teacher or staff performance, which in turn impacts and improves student achievement.

Professional development may be conducted via workshop-style trainings, during staff meetings, through professional learning communities, online, or in teachers’ individual classrooms. It may focus on specific content that students are expected to master, on new materials and resources that will help teachers deliver instruction, or on effective approaches or learning activities in the classroom. Regardless 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.

Professional development that is centrally coordinated with other district and school improvement plans is powerful when it is data-driven, focused on organizational change, and congruent with the organizational mission and goals. Such congruence is the primary reason school districts provide professional development. To improve student achievement, focused professional development programs follow consistent needs assessment,

planning, implementation, monitoring, and evaluation procedures that are aligned with the district’s curriculum and attainment of its goals.

Long-term change requires sustained, detailed staff development, and focused implementation plans. High quality staff development policy and planning includes provisions for assessing the effect of staff development on student outcomes and may also address participants’ reactions to training, learning, and use of skills acquired through the various aspects of the program. A focused and effective professional development program is guided by a comprehensive plan that provides all staff with the knowledge and skills to be productive in meeting the long-range goals of the district. Monitoring and evaluation of professional development strategies help to effectively measure the success of the training in improving student achievement.

To determine the status of professional development auditors reviewed board policies, workshop schedules, district improvement plans, and a sampling of school performance plans. The auditors also interviewed teachers and district and school administrators.

The auditors found that the quality of the professional development opportunities could not be determined. Although many principals indicated that certain trainings are selected in response to a demonstrated need and/or based on the analysis of test data, the effectiveness of building level trainings and initiatives is not evaluated. Teachers are not required to attend trainings that their supervisors deem critical to their improvement, which limits the degree to which a specific training can ameliorate ineffective instruction or poor student achievement in a school or program. The variety of professional development cannot be explicitly linked to improvement at various levels of the district.

Exhibit 3.3.1 presents the documents reviewed.

Exhibit 3.3.1

Professional Development Documents Reviewed Allentown School District May 2018

Documents Reviewed	Date of Document
Board Policy 100 Comprehensive Planning	5/24/2018
Board Policy 333 Professional Development (Administrators)	12-21-2000
Board Policy 433 Professional Development (Professionals)	12-21-2000
Administrative Regulations (Allentown School District)	Unknown
Administrative Regulations (Pennsylvania School Board Association/PSBA)	2016
2018-2021 District Strategic Framework	2017-2021
2018-2021 Allentown City SD Comprehensive Plan	2018-2021
School Improvement Plans (Various)	7/25/2017
My Perspectives PD	6/20,8/30,10/9 2017
Little Kids Rock	1/17/2018
Elementary PD	1/22/2018
Math Constructed Responses	7/8/2017
Visual Arts	10/9/2017
Summer Institute Secondary Teachers	7/18-19/2017
Star Training	9/27-28/2017
New Teacher Induction	8/23-24/2017
Co-Teaching	8/30/2017
EL Differentiation	11/8/2017
ESL Inclusion	8/30/2017
ESOL Reading	11/7/2017
ESOL Updates and WIDA Screener	8/30/2017

Exhibit 3.3.1 (continued) Professional Development Documents Reviewed Allentown School District May 2018	
Documents Reviewed	Date of Document
ESOL Summer Institute	7/17/2017
ELD Framework English	3/6/2018
ELD Framework Social Studies	3/6/2018
Early Literacy	5/2/2018
Nov 7 Early Reading	10/30/2017
ELD Facilitation Guide	Not Dated
Special Education Plan Report	2018-2021
Director of Professional Development Job Description	4/3/2012
Director of ESOL Programs and World Languages Job Description	4/10/2012

Exhibit 3.1.1 presents board policies, administrative regulations, district and school planning documents, and a variety of professional developments opportunities delivered during the 2017-18 summer and school year.

While board policies address professional development and require the preparation of an education development plan, they fall short of providing clear direction for the implementation of a comprehensive, coordinated professional learning program that includes requirements for staff to be coached in the implementation of professional learning initiatives. Auditors were not presented with administrative regulations regarding professional development.

District and school improvement plans are developed based on data and individual department and school needs, but auditors found no evidence that the district is monitoring the plans for connectivity across all areas to create a coordinated systematic approach to learning and professional growth. While there is a job description for a Director of Professional Development, the position is currently vacant. The Director of ESOL and World Languages job description states, “Collaborates with the Director of Professional Development in the planning and implementation of staff development on topics related to English Language Learners.”

To determine the adequacy of professional development in the system, the auditors use criteria to rate the adequacy of policy, planning and design, delivery, and assessment of professional development. These criteria are presented in Exhibit 3.3.2, along with the auditors’ ratings for each characteristic.

Exhibit 3.3.2
Curriculum Management Improvement Model Staff Development Criteria
Auditors’ Assessment of Staff Development Program
Allentown School District
May 2018

Characteristics	Auditors’ Rating	
	Adequate	Inadequate
Policy		
1. Has policy that directs staff development efforts.	X	
2. Fosters an expectation for professional growth.	X	
3. Is for all employees.	Partial*	
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

Exhibit 3.3.2 (continued)		
Curriculum Management Improvement Model Staff Development Criteria		
Auditors' Assessment of Staff Development Program		
Allentown School District		
May 2018		
Characteristics	Auditors' Rating	
	Adequate	Inadequate
6. Provides the necessary funding to carry out professional development goals.		X
7. Has a current plan that provides a framework for integrating innovations related to mission.		X
8. Has a professional development mission in place.		X
9. Is built using a long-range planning approach.		X
10. Provides for organizational, unit, and individual development in a systemic manner.		X
11. Focuses on organizational change—staff development efforts are aligned to district goals.		X
Delivery		
12. Is based on proven research-based approaches that have been shown to increase productivity.		X
13. Provides for three phases of the change process: initiation, implementation, and institutionalization.		X
14. Is based on human learning and development and adult learning		X
15. Uses a variety of professional development approaches.	X	
16. Provides for follow-up and on-the-job application necessary to ensure improvement.		X
17. Expects each supervisor to be a staff developer of staff supervised.		X
Evaluation		
18. Requires an evaluation 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	3	15
Percentage	17%	
*Partial ratings are tallied as not met.		
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Exhibit 3.3.2 indicates that 3 of the 18 characteristics were rated adequate by auditors; 15 were rated inadequate. A minimum of 70% or 13 of the 18 characteristics must be considered adequate to form the framework for an effective staff development program—17% were rated adequate overall. Therefore, the Allentown School District professional development program is not deemed adequate for developing and expanding the skills of the district's professional staff for successful design and delivery of the written, taught, and tested curriculum. A description of the auditors' findings for each characteristic follows.

Characteristic 1: Directs professional development efforts (Adequate)

Board Policy 100: Comprehensive Planning acknowledges, “The Board recognizes the importance of comprehensive planning in developing and guiding the district’s goals...The district shall develop and submit a professional education plan to the Secretary of Education.”

Board Policy 333: Professional Development provides for the continued professional development of all administrative employees. *Board Policy 433: Professional Development* provides for the continued professional

development of all professional employees. While this characteristic was met, board policies do not address the following:

- Use of student achievement or other data as sources for making decisions regarding professional development;
- How professional learning needs should be identified, prioritized, and coordinated at the district, school, and individual level; or
- The need for a formal evaluation process to determine the impact of professional learning on student achievement.

While there is an administrative regulations review process in progress, the auditors were not presented with regulations that specifically addressed details for comprehensive planning or professional development in the Allentown School District.

Characteristic 2: Expectation for professional growth (Adequate)

Board Policy 433: Professional Development provides graduate/special courses, an induction plan, and a professional education plan that is designed to meet the educational needs of the district and its employees. However, the policy does not articulate specifics for the development of professional learning communities, strategic planning, leadership conferences, support of teachers with alternative certifications, or use of technology to support instruction to further professional growth.

Characteristic 3: All employees (Partially Adequate)

Local *Board Policies 333 and 433* addressed professional development for all administrative and professional employees. While this characteristic was met, district documentation provided to the auditors does not clearly demonstrate that all employees are required to attend specific training at either the district or school level. A system-level process to ensure that all employees receive job-appropriate training on a regular basis was not presented to the auditors.

Characteristic 4: Data-driven (Inadequate)

The District Improvement Plan states, “Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.” However, it is unclear in the documents provided to the auditors how to assess the frequency of data analysis included in the preparation and planning for professional learning.

School Improvement Plans review state testing data and implement professional development based upon site needs. The auditors found no evidence that upon completion of professional development an analysis of student data was disaggregated to determine the effect of the training upon student achievement.

Characteristic 5: System-wide coordination (Inadequate)

Auditors determined that credit for this characteristic could not be awarded. While there is a job description (dated 4/3/2012) for a Director of Professional Development, charged with the sole responsibility for the development and implementation of the District’s Professional Development Plan, the position is currently vacant. The Executive Director of Elementary Education and Executive Director of Secondary Education are responsible for professional development of building principals.

Many district academic personnel are developing and delivering professional development without a formalized plan or clear district expectations for delivery. There is currently no process in place for evaluation of the impact on student achievement or strategies to measure changes in teacher practice. Most schools have a building-based professional development plan; however, no centralized comprehensive plan for the district was presented to the auditors.

Characteristic 6: Funding (Inadequate)

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.

Characteristic 7: Framework for integrating innovations related to mission (Inadequate)

Board Policies 333: Professional Development and *433: Professional Development* specifically reference the development of a “professional education plan designed to meet the needs of the district and its employees; specifies approved courses, programs, activities, and learning experiences.” The auditors were presented with the District Improvement Plan, which includes professional learning strategies to address district priorities. However, it does not provide for district-wide planning and coordination of professional learning. School Improvement Plans independently address professional growth. Trainings and workshops vary according to schools and result in a fragmented, not systemically aligned, approach to professional development.

Characteristic 8: Professional development mission (Inadequate)

The auditors found no defining mission written specifically for professional development. The District Strategic Framework states a commitment to equity: “deepen our commitment through collective professional learning.”

Characteristic 9: Long-range planning approach (Inadequate)

Auditors found no evidence of a current long-range comprehensive district plan outlining the coordination, selection, evaluation, or institutionalization of professional growth from a centralized standpoint.

Some opportunities are designated as a district initiative, but implementation is varied, and professional learning agendas do not show that initiatives have been provided in an all-inclusive manner. There is no evidence of a systemic planning or approval process. Professional learning is carried out at school sites guided by school improvement plans, which are driven by test scores. The result is a fragmented, inductive approach to professional development.

Characteristic 10: Organizational, unit, and individual development in systematic manner (Inadequate)

There is an expectation for professional development at all levels of the organization. There are no specifics as to how this should be structured or implemented in a systemic way.

Characteristic 11: Focuses on organizational change—staff development efforts are aligned to district goals (Inadequate)

There is an expectation for professional development alignment with district priorities and instructional strategies articulated in the District Improvement Plan. It is difficult to ascertain the degree of alignment and implementation with fidelity without the benefit of a comprehensive professional learning plan. No plan was provided that documents alignment.

Characteristic 12: Research-based approaches shown to increase productivity (Inadequate)

The District Improvement Plan identifies seven strategies as essential to ensure fidelity to professional learning. While the strategies provide a framework for best practices that have been determined to be successful in improving student achievement, there is no evidence of a system in place that is designed to coordinate the methods or the content that is delivered. It is acknowledged in the District Improvement Plan that “a systemic process needs to be developed along with a system to identify how we measure the effectiveness of the professional development events and what follow up needs arise.”

Characteristic 13: Initiation, implementation, and institutionalization (Inadequate)

After reviewing documents related to professional development, auditors determined that the majority of professional development is in the initiation phase.

Quality professional learning begins with an initiation phase that includes orienting participants to the changed behavior and providing a clear rationale, explanations, and demonstrations of the new learning. In order to be successful, initial training must be high quality, in-depth, and incorporate sufficient modelling and

demonstration. Successful implementation requires sufficient practice to ensure mastery and coaching over time so that new learning and skills are implemented with fidelity.

In interviews and discussion with district and building administrators, auditors noted that there is no consistent implementation of district-initiated professional development. Auditors were not provided with information on follow-up procedures to monitor or assess implementation of professional development.

Characteristic 14: Human learning and development and adult learning (Inadequate)

Many of the professional development offerings include strategies such as team development and professional learning communities. However, it is unclear as to the degree and nature of follow-up support, review of progress during implementation, and evaluation to inform participants of the value of their learning and to provide them consistent support to deepen their understanding of how they can impact instruction and increase student achievement.

Characteristic 15: Uses variety of professional development approaches (Adequate)

A review of professional development documents reveals an array of approaches at both district and school levels, including workshops, seminars, online courses, train-the-trainer, staff collaboration, departmental, team development, off-site conferences, and professional learning communities. Presentation of information is primarily at the discretion of the presenter.

Characteristic 16: Provides for follow-up and on-the-job application (Inadequate)

Evaluation methods outlined in the District Improvement Plan include:

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Standardized student assessment data other than the *PSSA*
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

However, the auditors found no systematic process in place for monitoring and evaluating professional development.

Characteristic 17: Supervisor to be a staff developer of staff (Inadequate)

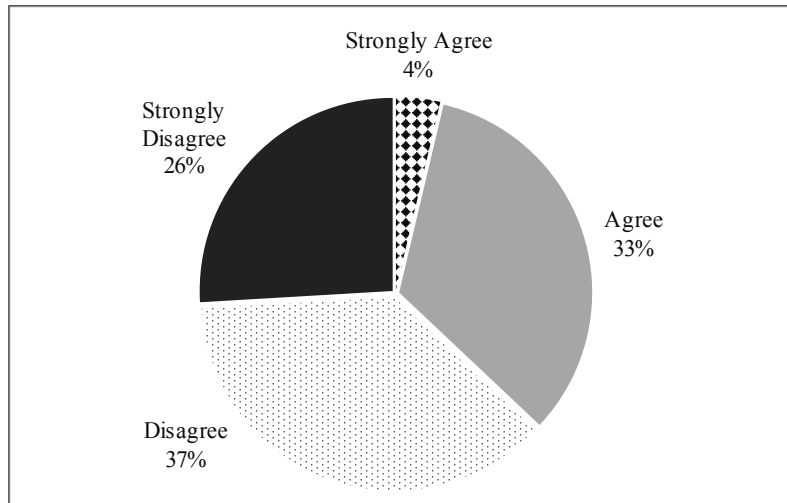
There is an expectation in the district for principals to support teacher professional development. The District Improvement Plan notes, "Professional development in the school district revolves around instructional strategies and moving teachers to a more effective level of instruction. PD priorities were established, and all PD events fit into the priorities established. School leaders are required to do walkthroughs to monitor the implementation of the strategies and data is collected once a month from central office to monitor the implementation at the school level."

A district administrator states, "School administrators do not attend all PD events their teachers attend. Requiring principals to attend the PD their teachers attend will be encouraged." However it is not clear how the process is ongoing and systematized to evaluate the quality, effectiveness, or impact of professional development.

Principals and Assistant Principals were asked to respond to a survey question that focused on the relevance of professional development in meeting their needs as school leaders. Administrator responses to the statement, "The professional development I receive in my position as a building leader sufficiently meets my needs," are presented in [Exhibit 3.3.3](#).

Exhibit 3.3.3

**Administrator Responses Regarding Relevance of Professional Development
(n=27)
Allentown School District
May 2018**

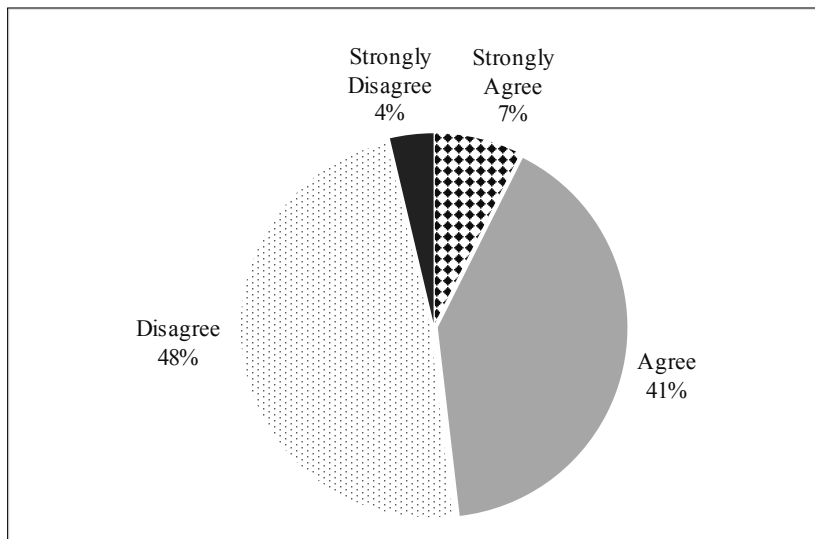


As shown in [Exhibit 3.3.3](#), 63% of building administrators disagree with the statement, “The professional development I receive in my position as a building leader sufficiently meets my needs;” 37% agree. Auditors concluded that the rate of satisfaction with principal professional development is low as it relates to meeting their needs as building leaders.

Administrator response to the survey question regarding training to support teachers’ delivery of instruction are presented in [Exhibit 3.3.4](#).

Exhibit 3.3.4

**Administrator Responses Regarding Training to Support Teacher Delivery of Instruction
(n = 27)
Allentown School District
May 2018**



[Exhibit 3.3.4](#) illustrates that approximately half the principals believe that they have adequate training to support teachers’ delivery of instruction, and half do not.

Characteristic 18: Requires an evaluation process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual change in behavior (Inadequate)

The district provides several methods to evaluate professional development. However, it was not clear to auditors how the process is ongoing and systematized to evaluate the quality, effectiveness, or impact of professional development.

The following are representative quotations from interviews with teachers, district administrators, and building administrators regarding professional development. Several comments were made about coordination and quality of professional development in the district in the sense of system delivery, training sophistication, and impact on practice.

- “We are seriously lacking a professional development system, plan, process for where we are going.” (District Administrator)
- “We are still missing the link of the professional development need for specific teachers.” (District Administrator)
- Professional Development and Mentoring: “We are lacking developed systems in those areas.” (District Administrator)
- “Most district trainings center around data meetings. As I have said before since I have been here long enough, new people continually come in and want to analyze the data, but it is essentially the same data for the past decade that I have been here. Most people consider the trainings to be so worthless that you may as well just take the day off.” (Teacher)
- “My facilitator has announced that topics for in-services are sent to them sometimes the day before with the request—can you put something together or do you have something on this?” (Teacher)
- “Our school system should limit the number of district-wide directives/initiatives that interfere with our focus on instruction.” (Building Administrator)
- “The district is woefully deficient in offering PD support for progress monitoring, formative assessments, instruction. It’s not about building that toolbox to support teaching and learning.” (Building Administrator)
- “There is little follow-through for any PD we get. We have stuff just thrown at us. Rarely get any good feedback. Everything is micro-managed. The principals went through training, and we spent one or two hours on it during a faculty meeting and it was stopped. (Union Representative)
- “We don’t have a robust process for development of the Professional Development calendar. No one monitors professional development to see where people are going.” (District Administrator)
- “We are not truly providing enough professional development when we provide curriculum.” (Board Member)
- “We have had hardly any time as a SPED department with PD with the teachers.” (Teacher)

Exhibit 3.3.5 illustrates teacher responses to the question regarding focus of professional learning at their campus this school year.

Exhibit 3.3.5
Teacher Responses Regarding Focus of Professional Learning at their Schools
(n = 437)
Allentown School District
May 2018

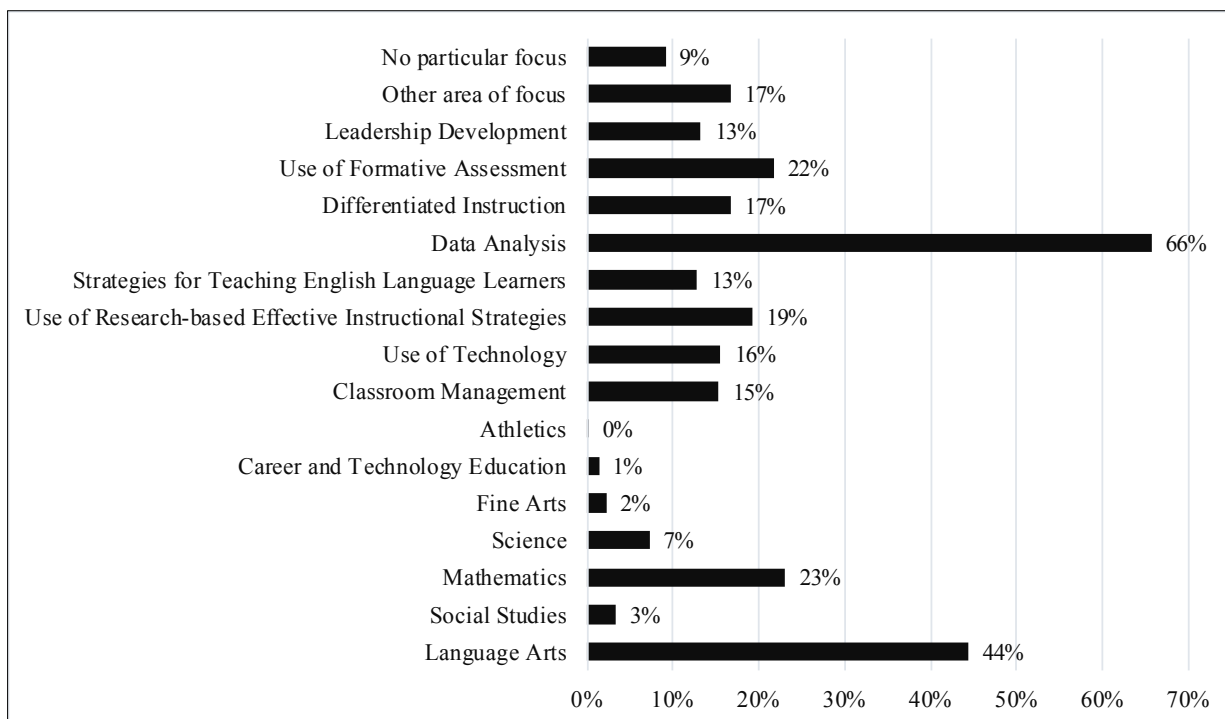


Exhibit 3.3.5 identifies various professional learning activities that took place at their school.

- Sixty-six percent of professional learning focused on data analysis.
- Language arts (44%) and mathematics (23%) were the next most frequent professional learning activities.
- Strategies for English Language Learners, Research-based Effective Instructional Strategies, and Differentiated Instruction were less than 20% of the focus for professional learning this year.

Summary

There is a spoken commitment to provide meaningful and engaging professional development in the district. However, there is no evidence of a plan or a system to guide professional development in the Allentown School District. The professional development that is occurring is fragmented, uneven in quality, and not systematically evaluated for effectiveness in improving instruction and student achievement. System-level efforts are not coordinated with building-based initiatives; the number of trainings and areas of focus increase fragmentation.

While there is a commitment to doing professional development and to involving as many people as are willing to participate, there is no coordinated approach for ensuring that the teachers who most need professional development are receiving it and benefitting from it. Although school-based professional development focused primarily on data analysis, it is unclear to auditors if this was a district focus. There is a requirement for principals to support teachers; however, there is no requirement for principals to participate in the same professional development. There is also no quality control system for how trainers are selected or monitored.

Finding 3.4: The district program for English language learners is inadequate to eliminate the differences in achievement among student groups. The auditors were not provided with a written plan or a clear definition of what quality sheltered instructional approaches look like. Documents provided did not address accountability for lesson/instructional delivery or a consistent processes for monitoring and evaluation.

Serving the needs of English Learners (ELs) in any school system is a complex responsibility. Many factors contribute to a student’s success and challenges, and all must be considered when designing and delivering effective programs to ensure EL students’ learning. The most effective programs for EL students are those that are based on a philosophy of student learning that is rooted in research and that has clear expectations and procedures for implementation. These programs also have clearly defined goals for student progress in both English language learning and content mastery and include an instructional model that outlines for teachers the expectation that lessons be planned in response to data and student need.

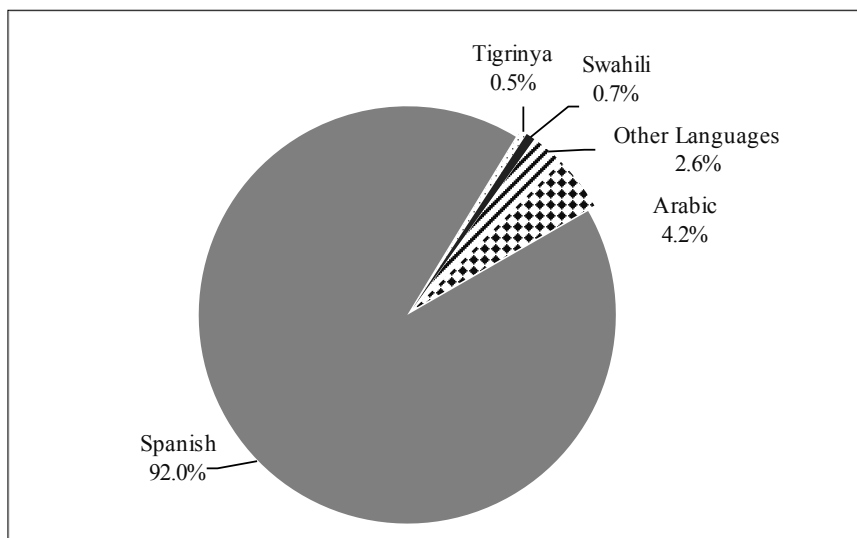
Educating ELs effectively requires monitoring their English development as well as their content mastery and attending to each, making accommodations for students based on their proficiency levels, interests, and background. Teaching ELs requires a strong written curriculum that clearly defines the student objectives and provides suggestions for the best approaches and accommodations as well as the resources and materials they require. This includes a comprehensive battery of authentic, formative assessments that teachers can rely on to plan individualized instruction.

To determine the adequacy of the ESOL program design and to evaluate its effectiveness, the auditors interviewed district and building administrators, visited all schools across the district, reviewed district policies and plans, and collected data and feedback via an online survey offered to all parents, principals, and teachers. The survey was also made available to parents in Spanish.

Overall, the auditors found that there is very limited direction for the ESOL program in the Allentown School District documents. The written curriculum is inadequate and is particularly weak in providing linked resources and materials, as well as assessments. Implementation of the ESOL program and services is inconsistent across buildings.

The EL population in the Allentown School District represents 27 different languages as reported on the 2017-18 School Profile Report. Ninety-two percent have Spanish as their primary language. The distribution of languages within the EL population is presented in [Exhibit 3.4.1](#).

Exhibit 3.4.1
Distribution of Language Origins of the EL Population
Allentown School District
2017-18

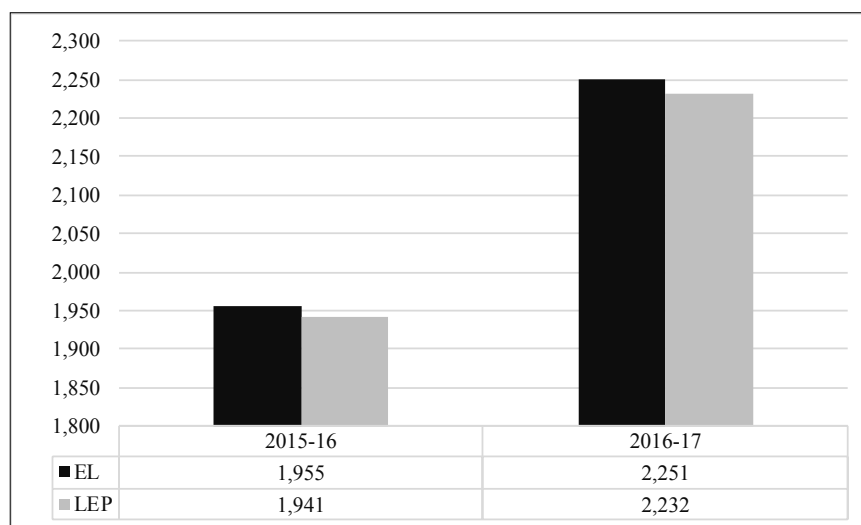


Data Source: 2017-18 District Profile Report

The growth of the EL population in the Allentown School District over the past three years has grown from 1,955 in 2015-16 to 2,251 in 2016-17 to 2405 in 2017-18. A total of 450 EL students entered the district during this three-year period; Hispanics account for 94% of the growth.

Not all English Learners (ELs) who entered the district were designated as Limited English Proficient (LEP) because they were already fluent in English, had previously attained proficiency, or came from a country where English was part of their schooling. However, based on the data presented to auditors, most students entering the Allentown School District were designated LEP. [Exhibit 3.4.2](#) presents the proportion of EL and LEP students over a two-year period.

Exhibit 3.4.2
Enrollment Rates of EL and LEP Students
Allentown School District
2015-2017



Data Source: Pennsylvania Department of Education 2015-16 and 2016-17 LEP Report and District Profile Reports

[Exhibit 3.4.2](#) shows that 99% of English Learners (ELs) students were designated as Limited English Proficient (LEP) over the two-year period. LEP data were not available for the 2017-18 school year.

The auditors also reviewed board policy and administrative regulations, district planning, as well as other state and district documents.

- *Board Policy 102: Academic Standards* states, “the district shall assess individual student attainment of established academic standards and provide assistance for students having difficulty attaining academic standards.”
- *Board Policy 138: Limited English Proficient* states, “the district shall provide an appropriate planned instructional program for students whose dominant language is not English....The LEP program shall be designed to provide instruction that meets each student’s individual needs based on the assessment of English Proficiency...adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards.”
- *Board Policy 105: Curriculum* provides for “Limited English Proficiency programs for students whose dominant language is not English, pursuant to law and regulation.”
- *Board Policy 626: Equity of Educational Resources* states, “The Board of Directors recognizes that a number of critical factors must be considered to ensure that all students achieve at high levels. These factors include, but are not limited to, (1) the quality and stability of leadership in a school; (2) the allocation of resources, including fiscal, operational and structural resources necessary to support high

levels of student achievement; (3) the goal of high expectations for all students; and (4) the inclusion of students from diverse backgrounds in all school and classroom settings.”

- *Administrative Regulation 138-Ar-0: English As A Second Language/Bilingual Education Program* states, “The district will develop and implement a program for ESL/Bilingual Education instruction based on law, regulations, state requirements and federal funding requirements. The district’s written program plan shall include:
 1. A detailed description of the instructional models implemented by the district.
 2. The process for identification of LEP students/English Language Learners.
 3. Criteria for exit from the program.
 4. The monitoring process for students who have exited from the ESL/Bilingual Education instructional program.”
- *ESOL/Newcomer Academy Mission*: “To assist English Language Learners from all over the world, who come to the Allentown School District, along the Pathways to Success as they acquire English and meet rigorous academic content standards so that they become successful in a multilingual and multicultural global society.”
- *Allentown City SD Comprehensive Plan 2018-2021*: “Project Estrella (Instruction for ELLS will improve across content areas as indicated by walkthrough data and observations based on the Danielson model and the District’s walkthrough overlay for ELLS. Data from the Language Acquisition Benchmarks (*WIDA MODEL*) and content benchmarks will indicate improvement. A home language survey, *WIDA* access placement test, math placement test, and previous records are used to create a program of study for each student.
- *State Regulation, 22 Pa. Code § 4.26* requires, “Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student’s achievement of English proficiency and the academic standards.”
- *Pennsylvania English Language Proficiency Standards*: “The primary use of the English Language Proficiency Standards (ELPS) is to guide curriculum development and alignment, instruction, and assessment for English language learners.” The Pennsylvania ELPS are standards developed to advance academic language proficiency across the curriculum.

Exhibit 3.4.3

**Criteria for Design Quality of Programs and Services
For English Learners (ELs) with Auditors’ Rating
Allentown School District
May 2018**

Characteristics of Quality of Design of District-level Plans for Programs and Services for English Language Learners (ELLs)	Auditors’ Rating	
	Adequate	Inadequate
There is evidence of...		
1. Direction: The governing board has placed into policy an expectation that programs and services for ELLs will be designed and delivered in ways that allow students to meet or exceed all standards for English language proficiency and content area mastery as quickly as possible while providing equal access to the core curriculum.		X
2. Reasonableness: The district’s plan/program design is reasonable and sufficient in that it has a feasible number of goals and objectives for the resources (financial, time, people) available.		X

Exhibit 3.4.3 (continued) Criteria for Design Quality of Programs and Services For English Learners (ELs) with Auditors' Rating Allentown School District May 2018		
Characteristics of Quality of Design of District-level Plans for Programs and Services for English Language Learners (ELLs)	Auditors' Rating	
There is evidence of...	Adequate	Inadequate
3. Comprehensiveness and Equal Access: The documentation is designed to meet the needs of ELLs throughout the system to acquire proficiency in academic English through focused English Language Development over a reasonable time frame (5-7 years). The plan provides for students to have full and comprehensible access to the core curriculum through sheltered instruction and/or primary language support. The plan includes an explicit description of the district's instructional models for ELD and sheltered instruction.		X
4. Rationale: The district has a rationale for the approach used that would be accepted by proponents in the field.		X
5. Student Identification and Progress: Systems are in place for the identification, placement, and monitoring of progress (in English Language Development [ELD] and content areas) of <i>each</i> English Learner.		X
6. Organizational Capacity: The plan/program design is built on effective staff improvement strategies, particularly in building the capacity of staff to serve the specialized needs of ELLs.		X
7. Special Assistance for Newcomers: The plan/program design includes provisions for specialized services and support for students entering the district with virtually no prior schooling in English nor any observable English language proficiency to assist with rapid acquisition of survival English and acculturation.		X
8. Translation: The plan/program design outlines a procedure for translating documents, forms, notices, etc., and providing translators as needed for both written and oral forms of communication with parents.		X
9. Integration: The programs and services included in the plan for EL students are aligned to major district-wide goals and priorities as well as to expectations for all students.		X
10. Budget: Budget planning considers the needs of ELs and assigns appropriate and adequate resources to support the programs and services implemented.		X
11. Evaluation: There is a written plan for evaluation of all programs and services for ELLs.		X
Total Meeting Audit Criteria	0	11
Percentage Meeting Audit Criteria	0%	
©2017 CMSi		

As can be seen in [Exhibit 3.4.3](#), the absence of adequate policy and plans in the Allentown School District indicate that the district is inadequate in meeting the criteria for quality program design. All of the criteria were found to be inadequate. Thus the rating of 0% meeting audit criteria is based on 10 criteria. A discussion of each criterion follows.

Criterion 1: Direction (Inadequate)

There are general expectations provided in policy. *Board Policy 138: Limited English Proficient* states, “the district shall provide an appropriate planned instructional program for students whose dominant language is not

English...The LEP program shall be designed to provide instruction that meets each student's individual needs based on the assessment of English Proficiency." However, board policies do not address the need to support the student's rapid effective learning of academic English or a requirement for teachers to provide sheltered instruction.

There is no formal district plan that specifically addresses the design of programs and services for EL students.

Criterion 2: Reasonableness (Inadequate)

Under this criterion, the auditors look to see if the number of goals is reasonable and whether or not the goals themselves are clear, measurable, and written in terms of student gains and achievement. *Administrative Regulation 138-Ar-0: English As A Second Language/Bilingual Education Program* requires the district to develop a written program plan. However, the auditors were not presented with a specific district plan to serve EL students. No specific goals for EL students linked to student achievement were presented for analysis.

The Allentown City SD Comprehensive Plan identified "Project Estrella (Effective Strategies, Techniques & Resources for ELLS in ASD) - Instruction for ELLS will improve across content areas as indicated by walkthrough data and observations based on the Danielson model and the District's walkthrough overlay for ELLs."

The auditors expected to see a goal(s) that aimed for success based on each child's, demonstrable progress and gains on appropriate measures. The statements above are aimed at what the district will do, not what an individual student accomplishes.

Criterion 3: Comprehensiveness and Equal Access (Inadequate)

An expectation for equitable access to programs and services was addressed in board policy. *Board Policy 101: Mission/Vision/Shared Values* articulates one of the district's shared values: "Ensuring equity of access and opportunities." *Board Policy 138: Limited English Proficient* expects "adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards."

Pennsylvania Department of Education Regulation 22 Pa. Code §4.26 specifies that districts must provide English Language Development (ELD) instruction: "ELD must be codified in a dedicated and planned curriculum specifically designed to develop the English language proficiency of ELs so that they are able to use English in social and academic settings and access challenging academic standards." The ESOL program in the Allentown School District lacks a coherent approach for the acquisition of fluency in a second language.

The auditors were not provided documentation that described the comprehensive nature of the ESOL program, how it is equally accessible to students, or how staff should implement strategies to support LEP access to academic content. This criterion was found to be inadequate.

Interviews with staff members highlight some inequities:

- "There is inequity in the allocation of resources. We are a district of second language learners." (Building Administrator)
- "There is a lack of services for ELL students. Kindergarten students are not provided with ESL services. Kindergarten classrooms are sitting at 30 students. They are going to repeat Kindergarten or go to first grade without proper language. In the high schools, they are co-teaching where neither (teacher) speaks any Spanish." (Teacher)
- "Co-teaching model is used at elementary and middle levels; ESOL is supporting language acquisition. There is not enough staff to support ESOL students in regular classroom." (Building Administrator)
- "We don't have the resources to provide kids what they need. From school to school, decisions are not made equitably by the district. We have highest number of ESOL students with three ESOL teachers while other schools have more." (Building Administrator)

Criterion 4: Rationale (Inadequate)

The district utilizes the Pennsylvania Department of Education (PDE) Standards for English Language Development (ELD) for its EL instructional framework. However, the auditors were not presented with documented evidence that ELDs are being utilized by all teachers working with ELs. The auditors were not presented with a system-wide plan or rationale for delivery of instruction for review.

Criterion 5: Student Identification and Progress (Inadequate)

Information was provided to the auditors that outlines the tests to be administered when a student is new to the district and whose home language survey indicates a need for English proficiency testing. Auditors were presented with an assessment calendar that indicates dates for *Study Island*, *PSSA*, and *Keystone Benchmark* testing and *WIDA ACCESS* ELL testing for grades K-12.

However, there is no system in place to track identification, placement, and monitoring of progress (in English Language Development [ELD] and content areas) of *each* English Language Learner.

Criterion 6: Organizational Capacity (Inadequate)

Under this criterion, the auditors look to see if the system has adequate supports in place to implement the ESOL program. The auditors did not find sufficient evidence in support of this criterion. While there is a myriad of ELL training and information including *WIDA* screening, ESL Inclusion, and the ELD Framework, the auditors found no evidence of coherent, targeted professional development for the purpose of equipping all content area teachers to shelter instruction.

Teacher and administrator comments about professional development for teaching ELs included:

- “The teachers need the right strategies to teach our ESOL students.” (District Administrator)
- “(We are) working on the ESOL framework and research-based best practices, ELD framework, and differentiation tool. Very often we would get bounced off of the calendar for other programs. Unless we commit to training our teachers and paraprofessionals, I worry about whether we will be effective.” (District Administrator)
- “We might have ELL PD plans, but implementation is flawed.” (Teacher)
- “Professional Development is offered to the masses, which means low impact. There is no follow-up to see how teachers implement strategies and to offer additional support.” (Building Administrator)

Criterion 7: Special Assistance for Newcomers (Inadequate)

The Newcomer Academy Staff Handbook is primarily a procedural handbook for staff with no plan or programs that identify provisions for specialized services and support for students entering the district with virtually no prior schooling in English nor any observable English language proficiency to assist with rapid acquisition of survival English and acculturation.

The auditors found no evidence of a coordinated support system K-12 for newcomers, especially for students whose primary language isn't English or Spanish.

There were comments concerning services to newcomers and related challenges during interviews:

- “The students in the Newcomer Academy are 100% trauma need and 100% cultural and language acquisition need. Kids are refugees.” (District Administrator)
- “The Newcomer Academy was created to help reduce the achievement gap.” (District Administrator)
- “The Newcomer Academy is a temporary placement for grades 7–12. These students are new to the United States, or many are from Puerto Rico.” (Building Administrator)
- “The Director of ESOL and World Languages oversees the ESOL program in addition to serving as the Principal of the Newcomer Academy.” (District Administrator)

Criterion 8: Translation (Inadequate)

Board Policy 138: Limited English Proficient states, “Communication with the parents/guardians of English language learners being considered for special education placement, who may be English language learners themselves, shall be clear and presented, whenever possible, in a mode and language they understand.” While the auditors observed documents that were translated in multiple languages, no plan or program design was provided to the auditors that outlines a procedure for translating documents, forms, notices, etc., and providing translators as needed for both written and oral forms of communication with parents.

Criterion 9: Integration (Inadequate)

Goals found in the District Comprehensive Plan did not address needs specific to EL students. The goals for these district plans were inclusive of all students, but this special population was not mentioned specifically. The auditors did not find specific goals for the ESOL program.

Criterion 10: Budget (Inadequate)

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 for EL students. However, teachers expressed concerns related to the need for additional resources. This criterion was not rated.

Criterion 11: Evaluation (Inadequate)

Auditors were not presented with documentation that specified evaluation of all programs and services for ELs, nor was there evidence of prior evaluation of the ESOL program implementation. The auditors did not find sufficient evidence to support this criterion.

However, in an agreement between the U.S. Department of Education, Office for Civil Rights (OCR), and the Allentown School District, there is a requirement for the district to conduct two comprehensive program evaluations with reporting dates scheduled for 2019 and 2020.

Overall, the auditors found the design quality of programs and services for English Learners (ELs) inadequate. The absence of a written district plan, program goals, and an evaluation process create a lack of focus, measurability, and consistency across the ESOL program.

In Exhibit 3.4.4, survey responses are captured from an online teacher survey regarding their rate of agreement with statements about the district’s program for English Language Learners.

Exhibit 3.4.4
Teacher Perceptions Regarding the District’s Program for English Language Learners
(n=443)
Allentown School District
May 2018

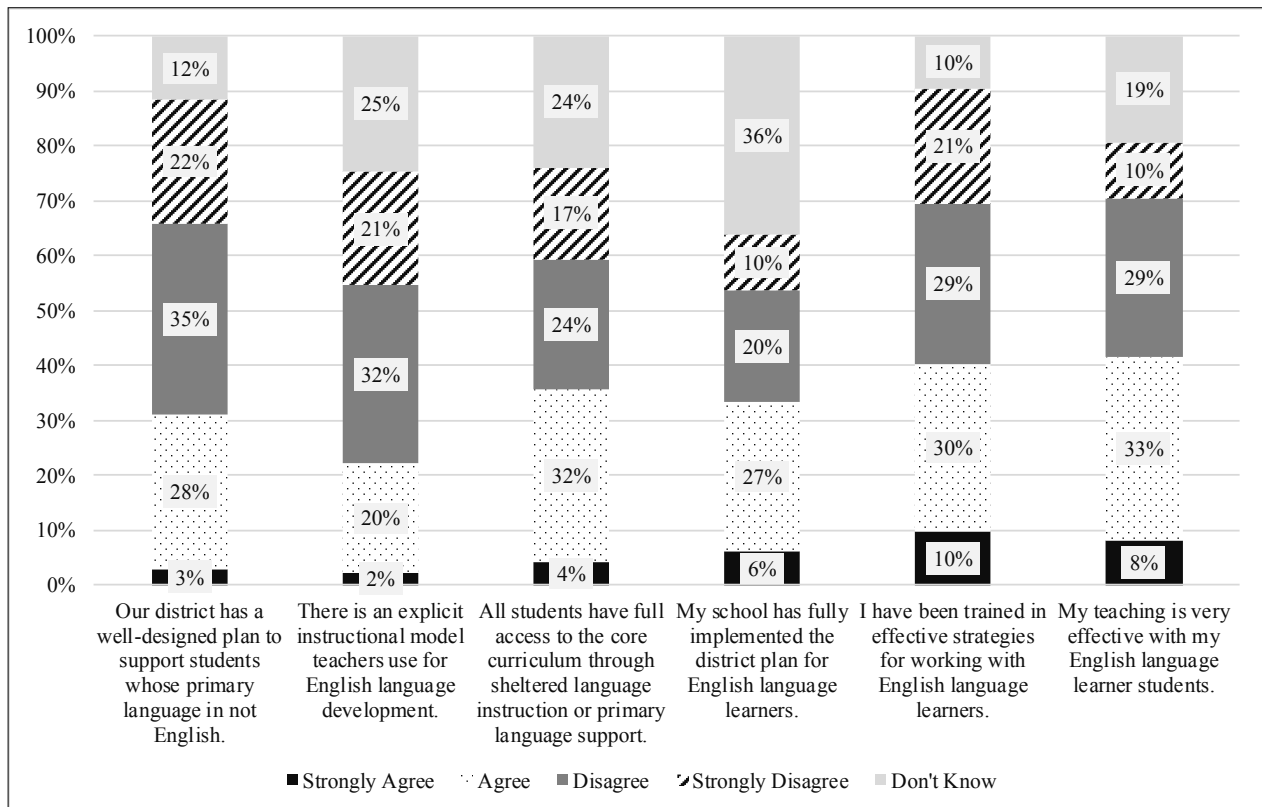


Exhibit 3.4.4 shows:

- Fifty-seven percent of teachers disagree/strongly disagree that the district has a well-designed plan to support students whose primary language in not English; 12% responded “don’t know.”
- One-quarter of teacher respondents indicated “don’t know” in response to the statement that there is an explicit instructional model teachers use for English language development; 53% disagree/strongly disagree.
- Approximately one-quarter of teachers indicated “don’t know” in response to the statement that all students have full access to the core curriculum through sheltered language instruction or primary language support; 41% disagree/strongly disagree.
- More than one-third of teachers (36%) responded “don’t know” to the statement, “My school has fully implemented the district plan for English language learners;” 33% strongly agree/agree and 30% disagree/strongly disagree.
- With regard to training in effective strategies for working with English language learners, 50% of teachers disagree/strongly disagree, 40% strongly agree/agree, and 10% responded “don’t know.”
- Forty-one percent of teachers strongly agree/agree with the statement, my teaching is very effective with my English language learner students, 39% disagree/strongly disagree, and 19% responded “don’t know.”

In December 2017, the Allentown School District applied for a Refugee Grant. In the application abstract the district cites, “70% of refugees that arrive in Allentown do not have English language skills....A key problem in Allentown is the lack of basic English instruction, evidenced by long waiting lists, that in some cases exceed numerous months.” Students from Puerto Rico arrived in the Allentown School District due to hurricanes, which, in part, contributes to the increased number of EL students. Building administrator comments further acknowledge this issue:

- “The influx of ESOL students from Puerto Rico and other places, we basically throw them in a classroom and expect them to know our standards.”
- “Some of them (ESOL students) haven’t even been to school. The Baby Newcomer does not meet the needs of our schools. We are definitely not meeting the needs of our ESOL students.”

The following quotations are taken from interviews with board members, teachers, and district and building administrators regarding the ESOL program. Several comments were made about staffing, instruction, and equity.

- “We have a heavy Puerto Rican and Syrian population, 2,000 White, 2,000 Black students, and roughly 13,000 Hispanic or other nations. That’s why we have two newcomer schools, which are absolutely the best things we do for students. (We have) third largest Syrian population in the USA.” (Board Member)
- “The ESOL department was gutted in the furloughs that happened, losing well over 20 teachers and 6 facilitators, but the population has increased. The department has a small office budget, and that is a disgrace. We cannot assist our ESOL students without support.” (District Administrator)
- “We have two district-wide ESOL facilitators. Our staff went from seven to four to two district facilitators even though our ESOL population has increased.” (District Administrator)
- “It is not about what the (ESOL) students can do in my class; it is about what I can do to support students learning in my class. Some of our teachers don’t think this way.” (Teacher)
- “ESOL Students? Around 30%. This year, we had about 500 Level 1 students. We moved into a co-teaching model with ESOL, and our buildings are struggling with the implementation of that. The stretch with the ESOL teachers is tough.” (Building Administrator)
- “Principals must hold teachers accountable for (implementing) ESOL framework.” (District Administrator)
- “Equity Issues in the district? We definitely have that when it comes to our ESOL kids. How we staff with needs versus what is equal. We have one interventionist in every building.” (District Administrator)
- “The new schedule caused our SPED and ESOL kids to lose a reading block. These students now are down a literacy course. They had reading, English, and a third reading course. Now they are down because they only have the one class block.” (Teacher)
- “The SPED and ESOL students were segregated in the literacy courses for the middle school.” (Teacher)
- “ESOL and SPED, everybody is so focused on what they are doing, the collaboration is not there. The principals do not have enough time to be collaborating with each other.” (Teacher)

Summary

Overall, planning and written direction for the ESOL program in the Allentown School District are inadequate. General guidance is provided in policy; however, the policy falls short in specifying the need to support the student’s rapid effective learning of academic English or a requirement for teachers to provide sheltered instruction. There is no written plan with mission or goals identified to meet the needs of English Learners (ELs). Professional development, while plentiful, lacks a targeted focus to equip all content area teachers to shelter instruction. Staffing is not adequate to meet the needs of student in the growing EL population. Program implementation is not consistent; concerns persist over preparedness of teachers to shelter instruction and provide rigorous instruction in classrooms.

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 how classroom instruction may be evaluated and subsequently improved;
- A timely and relevant database upon which to analyze important trends in student achievement;
- A vehicle to examine how well specific programs 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 Allentown School District:

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 Allentown School District:

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

The auditors found that the district lacks a comprehensive assessment and evaluation plan. The auditors found that the district uses a variety of state-mandated assessments; however, assessment of student achievement across the core and general curriculum is inadequate in scope, covering only 31% of the curriculum.

The auditors also found the use of formative and summative data to be inadequate in the Allentown School District (ASD). The district lacks adequate direction in policy, job descriptions, and planning documents. While the district has implemented a number of benchmark assessments at the primary level and in state-tested levels and content areas, the tools are not adequate for teachers to make immediate and informed instructional decisions, and the summative uses of the benchmark assessment are not resulting in increasing achievement.

The auditors were provided with some descriptive summaries of state and national assessments for students in the school district. The auditors found that ASD students consistently trailed statewide performance at each grade level and in each content area, often by large amounts. Furthermore, ASD students trailed state and national averages on the *Scholastic Aptitude Test (SAT)*. Overall, auditors found that student achievement has not improved and has generally regressed. Given the achievement gaps that exist outside and inside the system, the school system has not responded in ways that are sufficient to improve student achievement.

Finally, the auditors found that ASD has not formally engaged in program evaluation. While the district does have an Accountability & Assessment department, their direction does not focus on program evaluation. Furthermore, auditors found that data use in ASD is relatively limited and not used systemically to improve the overall school system.

Finding 4.1: The Allentown School District needs a comprehensive student assessment and program evaluation plan to guide decision making for improvement of student achievement.

An effective student assessment and program evaluation system ensures that students are being assessed appropriately and that the information gleaned from those assessments is utilized to make informed decisions that positively impact student learning. An effective system provides information that can be used at all levels of the district, from officials making large-scale budgeting decisions, to principals allocating resources, to individual teachers modifying instruction for individual students. When a school district lacks an effective student assessment and program evaluation plan, the decision makers lack the data needed to make informed decisions and instead must rely on instinct or past practice.

An effective assessment system includes a clear plan for how students are assessed and how the information will be used. The plan expects that students are assessed in all content areas, in not only a summative fashion, but also in a formative fashion that provides instructors with the diagnostic information needed to adapt and improve instruction for their students. Additionally, an effective assessment system provides procedures and information for evaluating larger academic programs to determine their effectiveness so that they can be continued, modified, or terminated. The desired impact of an effective student assessment and program evaluation system is the ongoing improvement of student achievement over time.

To determine the scope and adequacy of the district plans for student assessment and program evaluation, auditors reviewed board policy, job descriptions, assessment and program evaluation plans, curriculum documents, assessment materials, and data pertaining to student assessment and program evaluation. The auditors asked district administrators if a comprehensive assessment and evaluation plan existed for the district. Telling of the responses received to this question was the statement provided by two central administrators:

- “We do not have an assessment or evaluation plan.”
- “No, not in place.”

Thus, the auditors found that while Allentown School District students are frequently assessed, there is no district assessment and program evaluation plan to provide written direction for student assessment and program evaluation.

Board policy and other governing documents contained general information regarding the district’s expectations related to the purposes and use of assessments, particularly formative or diagnostic tools. The role of assessment data in school-level decision making, including instructional decision making, was not provided to the auditors or defined in policy.

Exhibit 4.1.1 lists the district’s board policies that relate to student assessment and program evaluation.

Exhibit 4.1.1
Board Policies Referencing Student Assessment and Program Evaluation
Allentown School District
May 2018

Policy Number/ Document Title	Content
Board Policy 127	<i>Assessment of Educational Program</i> This policy directs the superintendent “to develop and implement a strategic plan for the continuing qualitative assessment of the progress of the district’s educational program. To this end, s/he shall recommend for Board approval such district-wide assessments and methods as may be indicated by generally accepted professional practice and best professional judgement.”
Board Policy 102	<i>Academic Standards</i> “...For purposes of Board policy, the term academic standards shall be deemed to encompass Pennsylvania Core Standards, state academic standards and local academic standards... The district shall assess individual student attainment of established academic standards and provide assistance for students having difficulty attaining academic standards.”
Board Policy 106	<i>Guides for Planned Instruction</i> Each curriculum guide shall include “assessment criteria and methods intended to evaluate the extent to which learning objectives have been achieved.”
Board Policy 107	<i>Adoption of Planned Instruction</i> “Planned instruction shall consist of at least the following...procedure for measurement of the objectives.” “The superintendent or designee is responsible for the continuous evaluation of the effectiveness of the planned instruction.”

The auditors identified four policies that referenced student assessment and program evaluation. The auditors expected to find explicit statements in board policy regarding the need for a comprehensive student assessment system that includes at minimum: formative and summative assessment in all areas, requirements for program evaluation, use of data to measure curriculum effectiveness, and regular reports to the board regarding program effectiveness. *Board Policy 127* requires the superintendent to develop and implement a strategic plan for the continuing qualitative assessment of the progress of the district’s educational program. However, no plan was provided to the auditors that documented the existence of an assessment and evaluation plan. None of the other policies reviewed by the auditors required formative and summative evaluation of programs or student achievement. No policy was provided to the auditors that required annual recommendations for program revision, expansion, or termination based on student achievement.

Summary

Student and program assessment data can provide useful information to a school system. While Allentown students are being assessed and data are being collected, the auditors were not provided with any documents that demonstrated that the district had a plan for comprehensively assessing or evaluating district programs or practices focused on student achievement outcomes. The district lacks a comprehensive student assessment and program evaluation system plan to guide decision making for improvement of student achievement.

Finding 4.2: The scope of assessment is insufficient to monitor and evaluate student progress and achievement in most areas of the curriculum across all grade levels.

A comprehensive student assessment program provides the foundation for decisions regarding curriculum design and delivery. One aspect of the comprehensiveness of the assessment program is the extent of the curriculum that is covered by formal assessments. If only part of the curriculum is formally assessed, then decision making is based on incomplete feedback, and planning for improvement may be misguided. In addition, those who have an interest in the district's success, such as community members or funding agencies, may generalize their impressions of the school system from the formally assessed portions of the curriculum to the district.

An effective testing program requires that student achievement be formally evaluated in every course taught within the system and at every grade level. While it is desirable to have assessment for every course offered, the audit criterion is 70%. When the scope of assessment does not meet this standard, stakeholders will not have the evidence they need to determine student learning progress in each content area as students move through the grades.

To determine the scope of assessment, the auditors examined documents provided by the district to determine the scope of formal assessment in the Allentown School District, including district policies, assessment plans, assessment calendars, lists of course offerings, and lists of tests administered. The auditors also interviewed district administrators, district curriculum support staff, principals, teachers, board members, and community members to gather information about the scope of the district's assessment. While the school district uses a variety of assessments to monitor student progress, auditors found that the scope of the assessment is inadequate to provide sufficient data for instructional decision making in all areas of the curriculum and at all grade levels. Auditors found that formal assessment is limited to state-tested content areas and AP courses.

For this finding, a formal assessment is defined as an assessment that is used across the district and is administratively mandated for all the district's students. The results of these assessments are collected at the district level and are available for district decision making. Please note the following special cases related to the auditors' definition of formal assessments:

- Both formative and summative assessments are formal if they meet the criteria for standardization and administrative mandate.
- State and national examinations are considered formal assessments if they are mandated for all Allentown students in a grade level or course.
- Teacher-created assessments are not considered formal assessments unless they are standardized district-wide and mandated by administrative regulation for all the district's students in a course or grade level.
- Assessments mandated for students identified as Limited English are not considered formal assessments, since not all students in a course or grade level are required to complete them.
- *Advanced Placement (AP)* examinations are considered formal assessments even though they are not officially mandated, because the results are collected at the district level and are available for district decision making.

Board policy in the Allentown School District does not address the scope of assessment, but according to the Mission Statement, "Each and every student will graduate college and career ready by having their individual needs met through active engagement in a rigorous, safe and nurturing learning environment."

Student assessment in the Allentown School District contains both state-mandated and locally administered assessments. The state-mandated assessments are the *Pennsylvania System of School Assessment (PSSA)* and the *Keystone Exams*. The *PSSA* assesses English/language arts and mathematics in grades 3-8. Science is assessed using the *PSSA* at grades 4 and 8. *Keystone* assessments in Algebra, Biology, and Literature are administered at the secondary school level. *WIDA ACCESS* is administered to English learners in grades K-12. Exhibit 4.2.1 provides descriptions of the state-mandated and locally administered formal assessments that are administered to the students in the school district.

Exhibit 4.2.1

Formal Assessments of Student Performance Allentown School District May 2018

Test	Subject	Frequency	Grade(s)	Description
PSSA	ELA	Annually	3-8	Assessments in Mathematics and English Language Arts/Literacy, which give teachers, schools, students, and parents better information on whether students are on track in their learning.
	Mathematics	Annually	3-8	
PSSA	Science	Annually	4 and 8	Assessments in Science, which give teachers, schools, students, and parents better information on whether students are on track in their learning.
PASA	Alternate Assessment	Annually	3-8	Assessment for students with certain types of disabilities
Kindergarten Entrance Inventory (KEI)	Readiness Skills	Annually	K	Measures the readiness level of kindergarten level students.
STAR Reading	Reading	Four times a Year	K-8	Quarterly assessments to mark student progress
STAR Math	Math	Four times a Year	6-8	Quarterly assessments to mark student progress
GO Math! Benchmarks	Math	Four times a Year	K-5	Quarterly assessments to mark student progress
Read 180	Reading	Four times a Year	4-8 (for IEP only)	Reading diagnostic exam
Study Island Benchmark	Science	Three times a Year	4 and 8	Science criterion-referenced benchmark assessment
Study Island Benchmark	Algebra, Biology and Literature	Three times a Year	9, 10, and re-testers	Criterion-referenced benchmark assessments
Otis Lennon School Abilities Test	Aptitude	Annually	2	Mental abilities test used for screening purposes
WIDA ACCESS	English proficiency exam	Annually	K-12	Language proficiency exam for English learners
Keystone Exam	Algebra	Annually	8	State-required secondary school mathematics exam
Keystone Exam	Algebra, Biology and Literature	Annually	High School	State-required secondary school exams

Exhibit 4.2.1 (continued)
Formal Assessments of Student Performance
Allentown School District
May 2018

Test	Subject	Frequency	Grade(s)	Description
PSAT	College preparation exam	Annually	10 and 11	Assesses students' academic readiness for college.
AP	English III English IV Calculus AB Statistics Chemistry World History U.S. History Humanities Geography Psychology Spanish Music Theory	Annually	10-12	Assesses achievement in Advanced Placement high school courses and can be used to award college credit or college course exemption.

Auditors noted the following about the assessments listed in Exhibit 4.2.1:

- Both criterion- and norm-referenced assessments are administered in the Allentown School District.
- The *PSSA* assessments include criterion-referenced assessments in English/language arts and mathematics in grades 3 through 8, and science in grades 4 and 8.
- The *PASA* is the alternate assessment for students with certain disabilities in grades 3-8.
- *STAR Reading* is used as a benchmark assessment in grades K-8 and *STAR Math* is used as a benchmark assessment in grades 6-8. Other benchmark assessments include *Go Math!* (grades K-5); and *Study Island* (science, grades 4 and 8; and grades 9 and 10 in Algebra, Biology, and Literature).
- *WIDA ACCESS* is used to assess English language proficiency for English learners in grades K-12.
- *Keystone Exams* are administered in Algebra, Biology, and Literature at the secondary school level.
- The *PSAT* is administered as a college access exam at grades 10 and 11.
- A variety of *Advanced Placement* exams are administered at the high school level.

Exhibit 4.2.2 summarizes the scope of the assessments from Exhibit 4.2.1 by noting whether the assessment is required at the state or district level or if the assessment is optional.

Exhibit 4.2.2

Matrix of Formal Assessments by Grade Level Allentown School District May 2018

	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
KEI	D												
STAR Reading	D	D	D	D	D	D	D	D	D				
STAR Math							D	D	D				
Go Math!	D	D	D	D	D	D							
Read180 Reading Inventory					D	D	D	D	D				
Study Island—Science					D				D				
Study Island—Algebra, Biology, and Literature										D	D		
Otis Lennon Abilities Test			D										
PSSA				S	S	S	S	S	S				
PASA				S	S	S	S	S	S				
WIDA ACCESS	S	S	S	S	S	S	S	S	S	S	S	S	S
Keystone Exams									S	S	S	S	S
PSAT											D	D	
Advanced Placement											O	O	O
S = State-mandated assessment, D = District-mandated assessment, and O = optional assessments													

Auditors made the following observations about Exhibit 4.2.2:

- Students in grades 3 through 8 have state-required assessments in English/language arts and math using *PSSA* and in science at grades 4 and 8.
- The *Keystone Exams* are state-required assessments in Algebra, Biology, and Literature administered at the secondary school level.
- Students in grades K-8 have district-required benchmark assessments in reading using *STAR Reading*; Students in grades 6-8 have district-required benchmark assessments in mathematics using *STAR Math*.
- Students in grades K-5 have district required benchmark assessments in mathematics using *Go Math!*
- *Study Island—Algebra, Biology, and Literature* exams are used as district-mandated benchmark assessments in high school.
- *Study Island—Science* is used as the district-mandated benchmark assessment for science in grades 4 and 8.
- *WIDA ACCESS* is required by the district for English learners in grades K-12.
- Students completing AP courses in grades 10-12 may take the *AP* exams.
- The *PSAT* is administered by the district at grades 10 and 11.

Thus, teachers in grades K–12 have feedback in literacy and math to guide their decision making about curriculum development, unit and lesson design, differentiation of instruction, and determinations about interventions for individual students. In disciplines other than literacy and math, however, teachers only have formal feedback for science at grades 4, 8, and high school. Neither the school district or the state assesses all students in content areas such as social studies, world languages, or other subject areas. Teachers and school leaders who have no

other formal student assessment feedback for use in making curricular and instructional decisions in areas other than literacy and math do not have the benefit of reliable district-wide feedback.

After reviewing the types of assessments administered, auditors determined the adequacy of the scope by tallying the number of student courses for which a formal assessment was administered. Only district- and state-required assessments were used in this comparison presented in Exhibit 4.2.3. To be considered adequate, the scope of the taught curriculum that is assessed must be 100% for the academic core areas and at least 70% for the remaining areas of the taught curriculum.

Exhibit 4.2.3

**Matrix of Formal Assessments for Students by Grade Range and Curriculum
Allentown School District
May 2018**

	Core Courses			Non-Core Courses			All Courses		
	Number of Courses	Number of Courses Assessed	Percent of Courses Assessed	Number of Courses	Number of Courses Assessed	Percent of Courses Assessed	Number of Courses	Number of Courses Assessed	Percent of Courses Assessed
K-5 Core: Reading, Language Arts, Math, Science, Social Studies	30	24	80%	30	0	0%	60	24	40%
6-8 Core: Language Arts, Math, Science, Social Studies	24	21	88%	21	0	0%	45	21	47%
9-12 Core: Language Arts, Math, Science, Social Studies	71	33	46%	75	0	0%	146	33	23%
Total	125	78	62%	126	0	0%	251	78	31%
Auditor Rating	Inadequate			Inadequate			Inadequate		

An analysis of the data in Exhibit 4.2.3 shows that:

- In grades K-5 formal assessments are administered in 80% of the core content areas, but none of the non-core content areas.
- In grades 6-8 formal assessments are administered in 88% of the core content areas, but none of the non-core content areas.
- In grades 9-12 formal assessments are administered in 46% of the core content areas and none of the non-core content areas.
- Overall, only 31% of the curriculum in the Allentown School District is assessed using a district or state required assessment.

The auditors interviewed district and site administrators, teachers, board members, and parents concerning the existing assessments in Allentown:

- “Our math and science is curriculum-based, and we do not have formative measures in place. We rely on the state.” (Central Administrator)
- “This year, we are finally looking at how data now drives instruction.” (Central Administrator)
- “We don’t have any way of knowing if a program actually makes a difference with students.” (Teacher)”

- “We push out assessment data each quarter so that downtown can check to see that assessments are given.” (Principal)
- “We are working with assessments that are not aligned to our daily instruction.” (Principal)

Summary

The scope of formal assessment in Allentown is inadequate to evaluate student achievement or curriculum effectiveness. Allentown student achievement on core content was formally assessed in 62% of courses. Most courses for Allentown students lack formal assessments that would provide sufficient data for instructional decision making regarding student achievement or program effectiveness. The scope of assessment meets the standard of adequacy only in Reading/English Language Art/Literature and Mathematics when you consider what the standards are in those content areas at each of the grade levels K-12. However, in those content areas, particularly at the secondary school level, several of the courses do not have an assessment that is specifically aligned with the course content (e.g., Algebra is what is required for the State assessment, but Allentown also provides mathematics courses beyond Algebra, such as Calculus). In all other content areas, however, the district has not provided teachers and administrators with reliable district-wide feedback on student performance. The scope of assessment is inadequate to monitor and evaluate student progress and achievement in most areas of the curriculum and at all grade levels.

Finding 4.3: The district needs quality formative assessment tools and a consistent approach for utilizing formative and summative assessment data to inform instructional decision making.

Formative and summative student assessment data provide staff with ongoing feedback regarding student learning and the effectiveness of educational programs. Teachers who utilize formative assessment are equipped to address student needs immediately by modifying instruction to impact individual and classrooms of students. Beyond the individual classroom, school and district leaders can identify trends in formative and summative assessment results and promptly respond with curricular resources and programming to assist teachers in improving their students’ achievement. Effective use of formative and summative data allows teachers to proactively address student needs prior to subsequent summative assessment and helps ensure students remain on target to meet mastery of the curriculum.

When teachers lack formative and summative assessment information or fail to make use of it, they are left to their instincts when making instructional decisions. When districts fail to use formative and summative assessment data, they lack the continual review needed to make sound and informed decisions regarding how to modify the academic program. Teachers and districts that fail to utilize formative assessment data are left to rely on the results of summative assessment to identify student weaknesses and are forced to respond reactively by designing reteaching and remediation plans to help ensure students master the curriculum. Such efforts often leave students without prerequisite knowledge for subsequent learning, leading to further need for reteaching. Such a cycle becomes difficult to overcome and leaves student achievement below levels of expected mastery.

To determine if the district formative and summative data use is adequate to improve student achievement, the auditors examined board policies, job descriptions, assessment data reports, and other district documents, as well as interviewing and surveying administrators and teachers to determine the extent of formative and summative data use in the district.

The auditors found the use of formative and summative data to be inadequate in the Allentown School District (ASD). The district lacks adequate direction in policy, job descriptions, and planning documents. While the district has implemented a number of benchmark assessments at the primary level and in state-tested levels and content areas, the tools are not adequate for teachers to make immediate and informed instructional decisions, and the summative uses of the benchmark assessment are not resulting in improved achievement.

Board Policy

Auditors examined board policies in regards to the direction they provide for student assessment and the use of assessment results. Auditors found that district policy was largely silent on the topic of student assessment. The only policies that auditors identified that gave some direction for student assessment were:

- *School Board Policy 127: Assessment of Educational Programs*, which was last updated in April 1998. That was prior to *No Child Left Behind* and the current high-stakes testing environment currently present in Pennsylvania. It focuses on assessment as part of the strategic planning process.
- *School Board Policy 106: Guides for Planned Instruction*, which calls for “assessment criteria and methods to evaluate the extent to which objectives have been achieved” to be included in district curriculum guides.

The district has not adopted the common Pennsylvania *School Board Policy 213: Assessment of Student Progress* that expects all students to be assessed in a variety of fashions, that information be provided by the district on how student achievement is to be measured, and that the district must articulate how information will be used to assist students having difficulty meeting standards. A student assessment system that is focused on the individual student would provide greater direction to the district.

Job Descriptions

Another source of direction for the use of data is job descriptions. Auditors found many references to the use of data in a formative or summative fashion in job responsibilities. However, auditors also noted that many academic roles in the district lacked references to data use, and descriptions were inconsistent in their expectations for the use of student achievement data. Auditors also did not have access to job descriptions for those holding key instructional roles, including the middle and elementary school principal and classroom teachers. Two specific responsibilities within the description for the Director of Assessment make it clear that ASD intends to utilize formative and summative data, as the director is responsible for developing systems to support such action:

- “Facilitates the development of a K-12 assessment system that provides ongoing formative assessment data to support standards-aligned K-12 curriculum development, implementation, and evaluation processes within the district.”
- “Designs and implements systems and protocols for continuous monitoring and reporting of progress on District accountability benchmarks.”

Additional examples of responsibilities related to formative and summative assessment data in other job descriptions included:

- Assistant Principal Elementary – “Uses data-driven decision making to improve school and student outcomes and will ensure that all education stakeholders, especially teachers, have timely access to actionable information.”
- Assistant Principal Elementary – “Assists in implementing a comprehensive instructional improvement system that includes the expansion and integration of real-time school and district data into the Standards Aligned Systems (SAS) online tool (e.g., diagnostic assessments, voluntary model curriculum) with an interface that provides easy-to-access and interpret information, customized (e.g., teacher, parent) password-protected feature and additional applications and tools.”
- Assistant Principal High School and Assistant Principal Middle School – “Defines problems, collects data, establishes facts, and draws valid conclusions.”
- Director of Educational Operations – “Interfaces with the Director of Accountability in using data to inform the work of the schools.”
- Director of Instructional Planning and Monitoring – “Examines data for remediation purposes and improved student achievement; Monitors intervention and enrichment numbers.”
- Executive Director of Instruction – “Works collaboratively with the Executive Director of Accountability to ensure that student achievement data drives informed continuous instructional improvement.”
- Executive Director of Secondary Education – “Interfaces with the Director of Accountability and Assessment in using data to inform the work of each of the secondary schools.”

- Principal High School – “Leveraging research and data to drive initiatives and instruction.”
- Principal High School – “Collaborates in conducting a summer staff data review meeting; quarterly staff data review meeting; bi-weekly leadership data team meeting and audits the weekly teacher collaborative planning meeting.”
- Principal High School – “Interfaces with the Director of Assessment in using data to inform the work of each of the schools supervised.”
- Principal High School (05-03-2018) – “Defines problems, collects data, establishes facts, and draws valid conclusions.”

While auditors noted that these job descriptions include responsibilities that clearly call for the use of data, auditors also noted a number of descriptions for academic roles that lacked such direction:

- Assistant Director of Assessment Systems
- Assistant Director of Special Education
- Chief Academic Officer
- Director of Instructional Initiatives
- Director of Literacy
- Director of Special Education
- Director of Science, Technology, Engineering, and Mathematics (STEM)
- Executive Director of Special Education
- Supervisor of Instruction (9-12)
- Supervisor of Instruction (6-8)

After reviewing the exiting policy, administrative regulations, job responsibilities, and given the fact that the district lacks an assessment plan, auditors concluded that the district lacks adequate direction for the use of formative and summative data to positively impact instruction. While there are enough references to suggest it should be occurring, and use may be occurring, the direction fails to give structure for its systemic and consequential use.

Use of Formative Assessment in the District

In [Finding 4.2](#), auditors analyzed the scope of Student Assessment in ASD. During the analysis, auditors identified the formal district-wide assessments occurring in ASD. The following assessments were administered to all students at their respective grade levels and can be considered formative assessments that provide results that can be used in a formative fashion to measure student progress.

- *STAR Reading Benchmark* (Grades K-5, 6-8) – computer-adaptive assessments that measure comprehension and measure achievement and growth aligned to state assessments.
- *STAR Math Benchmark* (Grades 6-8) – computer-adaptive assessments that measure student math skills and provide access to resources appropriate to the current student levels.
- *Go Math! Benchmark* (Grades K-5) – benchmark assessments provided by the mathematics instructional resource that measure students’ progress towards curricular goals.
- *Study Island PSSA Benchmark* (Grades 4, 8) – benchmark assessment aligned with the *PSSA*.
- *Study Island Keystone Benchmark* (Algebra, Literature, Biology) – benchmark assessment aligned with the *Keystone* exams.

This complement of assessments will provide data to teachers that could be used in formative fashions. However, the data are limited to the state-tested areas of Language Arts (Grades 3-8 and High School English Literature), Mathematics (Grades 3-8 and High School Algebra 1), and Science (Grades 4, 8, and High School

Biology), as well as primary instruction in Reading and Mathematics. The assessments do not address all content areas and grade levels.

To further determine the adequacy of design for formative assessments in ASD, auditors completed an analysis utilizing the Curriculum Management Improvement Model: Presence of Formative Student Assessments—Minimal Basic Competencies. Auditors rated each of the criteria on a scale of 0-3. To be considered adequate, auditors would expect a total of 12 out of 15 possible points.

The criteria for Minimal Basic Competencies and the auditors’ ratings are shown in Exhibit 4.3.1.

Exhibit 4.3.1

**Formative Assessment Analysis Frame 1: Minimal Components
Allentown School District
May 2018**

Point Value	Criteria	Auditors’ Rating
1. Formal formative student assessments for all curriculum standards/objectives are available for teacher use in determining students’ <u>initial acquisition of learning</u>		
0	No district formative student assessments to determine initial acquisition of learning are in place for any of the curriculum standards.	0
1	Formative assessments to determine students’ initial acquisition of learning are in place for some of the curriculum, including at least two or three academic core areas at a minimum of six grade levels.	
2	Formative student assessments to determine initial acquisition of learning are in place for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.	
3	Formative assessments are in place to determine students’ initial acquisition of learning for all required and elective subject areas and all grades/courses.	
2. Informal formative assessments are available for all appropriate course/grade standards/objectives for teachers to use prior to teaching a standard to determine if students possess necessary <u>prerequisites (the concepts, knowledge, and skills that are required before students can successfully master the intended standard or objective)</u>		
0	No district formative student assessments to determine whether prerequisite knowledge of learning are in place for any of the curriculum standards.	0
1	Formative student assessments to determine student prerequisite knowledge of learning are in place for some of the curriculum, including at least two or three academic core areas, at a minimum of six grade levels.	
2	Formative student assessments to determine student prerequisite knowledge of learning are in place for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.	
3	Formative student assessments to determine student prerequisite knowledge of learning are in place for all required and elective subject areas and all grades/courses.	
3. Informal formative assessments for all standards/objectives are in place for teachers to use prior to teaching a standard to determine prior student mastery		
0	No district formative student assessments to determine students’ prior mastery of learning are in place for any of the curriculum standards.	0
1	Formative student assessments to determine prior mastery of learning are in place for some of the curriculum, including at least two or three academic core areas at a minimum of six grade levels.	
2	Formative student assessments to determine students’ prior mastery of learning are in place for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.	
3	Formative student assessments to determine students’ prior mastery of learning are in place for all required and elective subject areas and all grades/courses.	

Exhibit 4.3.1 (continued) Formative Assessment Analysis Frame 1: Minimal Components Allentown School District May 2018		
Point Value	Criteria	Auditors' Rating
4. Pools of informal student assessment items for all curriculum standards/objectives are available for teachers to use during their ongoing instruction to diagnose students' current status of learning—both initial acquisition and sustained mastery		
0	No district item pools for informal district formative student assessments are available for teachers' use as part of their ongoing instruction around the standards.	
1	Item pools for informal formative student assessments are available to determine student learning for some of the curriculum, including at least two or three academic core areas at a minimum of six grade levels.	1
2	Item pools for informal formative student assessments are available to determine student learning for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.	
3	A variety of informal formative student assessments are available to determine student learning for all required and elective subject areas and all grades/courses.	
5. Formative student assessments are treated as diagnostic tools rather than summative tools		
0	Formative student assessments are generally seen as summative in nature or the distinction between the two is not reflected in their use.	0
1	Some formative student assessments are used appropriately, but most are seen and/or used as summative instruments. Grades are often assigned for scores.	
2	Many formative student assessments are being used appropriately, but there is some use of the assessments in a summative way. In some cases, grades are assigned for scores.	
3	Formative student assessments are generally used appropriately as diagnostic tools. No grades are given on the assessments; rather, teachers use the information from these assessments to guide their instructional decisions regarding each student's needs.	
Total Points		1 (7%)
*Partial ratings are tallied as inadequate.		
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As noted in [Exhibit 4.3.1](#), with a score of 1 out of 15, or 7%, the auditors found the formative assessment system to be inadequate. The assessment system does not meet the minimum score of 12, or 80%, needed to meet the requirements for adequacy. For the data shown in [Exhibit 4.3.1](#), the auditors made the following observations regarding the five criteria.

While the district has adopted the battery of benchmark assessments and each primary student and each student in tested grade levels will take the assessments on four occasions throughout the year, the structured nature of a benchmark assessment does not meet the underlying purpose of formative assessment. The goal of formative assessment is to be able to be used “in time” immediately prior to, during, or immediately following instruction to determine prior understandings as well as initial acquisition and mastery of information. This provides teachers with information that they may immediately respond to and use to adapt instruction. The timing of benchmark assessments does not provide for “in time” data for teachers. Rather the data may relate to material addressed months ago or months in the future. The results of benchmarks serve some value to planning if the results demonstrate mastery prior to instruction; otherwise, the data are largely a summative tool from which teachers can identify lack of understanding with prior teaching and develop reteaching and remedial instruction. Auditors awarded 1 point, as the tools used by the district do provide teachers with a pool of question items that can be utilized as part of formative assessments; however, the adopted benchmarks themselves do not meet the audit criteria for formative assessment and, consequently, the other criteria were rated as 0.

While the nature of benchmark assessments are not purely summative assessments, the auditors considered their use in the analysis: Characteristics of Summative Student Assessment Data Use for an Adequate Instructional

Approach. Auditors rated each of the criteria as adequate, partially adequate, or inadequate. To be considered adequate, auditors would expect a total of 4 of 5 criteria to be rated as adequate.

The criteria for Summative Data Use and the auditors’ ratings are shown in [Exhibit 4.3.2](#).

Exhibit 4.3.2
Characteristics of Summative Student Assessment
Data Use for an Adequate Instructional Approach
Allentown School District
May 2018

Characteristic	Auditors’ Rating	
	Adequate	Inadequate
1. Provides teachers with student achievement data for each student in their class(es). Data from prior years’ assessments are available by student, so every teacher has data for their new students at the beginning of the year or course.		X
2. Identifies for the teacher the individual student’s summative data for every objective, his or her respective level of achievement for that objective, and where he or she is within that level. Data include group or subgroup levels of achievement for a given concept/standard.	Partial*	
3. Presents the student’s summative achievement data for every objective within the context of the district’s sequence of objectives or pacing chart.	Partial*	
4. Presents teachers with longitudinal data for each student, organized by class roster, and specifies the gain required to close any identified achievement gaps. This information is intended to assist teachers in moving each student to grade-level performance over the course of their education within the district.	Partial*	
5. Identifies formative student assessment instruments that teachers may use prior to teaching targeted concepts, knowledge, or skills to diagnose individual student mastery of those targeted objectives based on summative achievement data from one or more years. This allows teachers to determine whether students are making desired progress over time.	*Partial	
Total	0	5
Percentage of Adequacy	0%	
*Partial ratings are tallied as inadequate.		
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As noted in [Exhibit 4.3.2](#), with a score of 0 out of 5, or 0%, the auditors found the formative assessment system to be inadequate. The assessment system does not meet the minimum score of 4, or 80%, needed to meet the requirements for adequacy. For the data shown in [Exhibit 4.3.2](#), the auditors made the following observations regarding the five criteria.

Criterion 1 (Inadequate): Auditors did not find evidence that data from prior years assessments are readily available and easily accessible by classroom teachers.

Criterion 2 (Partially Adequate): The benchmark tools provide teachers with individual summative data by each objective. However, the tools do not necessarily provide teachers with subgroup information about student performance.

Criterion 3 (Partially Adequate): Given that the benchmark assessments utilized are provided by outside vendors, they will not necessarily provide feedback directly aligned with the district’s sequence of objectives. However, given that the district’s objectives are largely based upon the PA Core in the tested areas and the benchmarks are aligned to the same, it can be inferred that reporting at least partially aligns to district objectives.

Criterion 4 (Partially Adequate): The benchmark assessments provide teachers with longitudinal information about student performance; however, assessments will not necessarily provide teachers with specifics regarding what is necessary to close achievement gaps.

Criterion 5 (Partially Adequate): The assessments, particularly in the case of the *STAR* assessments, develop or identify instructional activities for students. However, such tools do not fully address the criteria.

In addition to reviewing the assessments in use in the district, auditors also surveyed principals and teachers to determine formative and summative assessment and data use practices in the district. The survey of principals included the following:

- Fifteen of 27 Principals (56%) responded Strongly Agree or Agree to the statement: “[Teachers in my building] consistently use student data in their daily instruction.”
- Fourteen of 27 Principals (52%) responded Strongly Agree or Agree to the statement: “[Teachers in my building] consistently select instructional interventions based on formative assessment data.”
- Twenty-five of 26 Principals (96%) responded Strongly Agree or Agree to the statement: “Assessment tools are available to teachers to support them in determining student progress in mastering curriculum objectives.”
- Five of 26 Principals (19%) responded Several times a week (4), or Daily (1) to the question: “In general, how frequently do teachers at your school use the results of assessments to plan instruction?”

The survey of teachers included the following:

- Of 462 teachers, 231 (50%) responded Several times a week (123) or Daily (108) to the question: “How frequently do you use the results of assessments to plan instruction?”
- Of 456 teachers, 381 (84%) included “To plan reteaching” in their response to the statement: “I use student assessment data for the following: (Mark all that apply).” 295 of 456 (65%) included “To refer students to intervention.” 342 of 456 (75%) included “To place students in small groups for targeted instruction.”
- Of 449 teachers, 224 (50%) strongly agreed or agreed to the statement: “We have adequate instruments for assessing each student’s progress in mastering the curriculum.”
- Of 450, 178 (40%) strongly agreed or agreed to the statement: “The quality of the assessments available for use is very high.”
- Of 449, 289 (64%) strongly agreed or agreed to the statement: “The assessments are clearly linked to specific, discrete standards/objectives.”
- Of 447, 340 (76%) strongly agreed or agreed to the statement: “I am able to see results from assessments immediately or almost immediately.”

The teacher and principal survey results indicate inconsistent practices and perceptions regarding the use of data and access to quality assessments in ASD. While 50% of teachers responding to using data regularly (i.e., several times a week or more), only 19% of principals recognized such frequency of use. Only 50% of teachers responded that they had adequate instruments for assessing student progress, while 96% of principals believed adequate tools were present. These perceptions may indicate or be symptoms of the lack of formal guidance for assessment use identified in their review of policy and job descriptions. While the district has implemented benchmark assessments and teacher perceptions indicate they are attempting to utilize the data, the system of assessment, or rather the lack of adequate assessments and lack of an articulated system for data use, is not resulting in improving achievement as indicated in [Finding 4.4](#).

Summary

Auditors found the use of formative and summative data in ASD to be inadequate. ASD lacks adequate direction for student assessment in its policy and job descriptions, and, furthermore, it lacks an assessment plan to give guidelines for use. While the district has implemented benchmark assessments at the primary level and at

stated tested grade levels/subject areas, the tools do not provide teachers with the formative data needed to make informed decisions, and summative uses of the benchmark assessments are not resulting in increasing achievement.

Finding 4.4: Student performance on state and national assessments consistently trails state and national averages, and current improvement trends are insufficient to close existing gaps. An analysis of disaggregated data demonstrates students do not have equal access to curriculum, when performance is examined by student subgroup and students’ school of attendance.

Student achievement data are the primary resource for providing ongoing feedback on the effectiveness of a district’s curriculum. Regular review of the trends of the aggregate assessment data and comparisons with state and national benchmarks provide insight into how schools and classes of students are performing. By reviewing results and trends from summative assessments, such as the *Pennsylvania System of School Assessment (PSSA)*, *Keystone End-of-Course Exams*, and the *SAT*, staff can make informed modifications to curriculum, instruction, and professional development that result in improved student achievement (see [Findings 2.3](#) and [3.3](#)). Furthermore, review of data disaggregated by demographic qualities and school of attendance can help identify circumstances of inequity present in the system (see [Finding 3.1](#)).

To determine the levels and trends of student achievement, auditors reviewed achievement data collected and shared by Allentown School District (ASD) staff, documents generated by the Pennsylvania Department of Education (PDE), and documents provided by the College Board. Auditors compared those results and trends to state and national norms, as well as comparing the results of schools within ASD.

Through the analysis of assessment results, auditors found that ASD students consistently trailed statewide performance at each grade level and in each content area, often by large amounts. Furthermore, ASD students trailed state and national averages on the *Scholastic Aptitude Test (SAT)*. Despite the lack of achievement, auditors further found that results have only improved on 7 of the 17 state tested subjects and grade levels; students identified by the state as Historically Underperforming trail their counterparts in the district by wide margins; and large gaps are evident in performance between schools within the district, particularly at the elementary level. Overall, auditors found that student achievement has not improved and has generally regressed. Given the achievement gaps that exist outside and inside the system, the school system has not responded in ways that are sufficient to improve student achievement.

[Exhibit 4.4.1](#) includes the sources of student achievement results utilized by auditors in the analysis.

Exhibit 4.4.1
Sources of Student Achievement Results
Allentown City School District
May 2018

Documents	Date
Pennsylvania State System of Assessment State and School Level Results http://www.education.pa.gov/Data-and-Statistics/PSSA/Pages/default.aspx	2015, 2016, 2017
Pennsylvania Keystone Assessment State and School Level Results http://www.education.pa.gov/Data-and-Statistics/Pages/Keystone-Exams-Results.aspx	2013, 2014, 2015, 2016, 2017
Pennsylvania State and School Level SAT Results http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/SAT-and-ACT.aspx	2013, 2014, 2015, 2016, 2017
College Board College-Bound Senior Reports (Pennsylvania & Total Group) https://research.collegeboard.org/programs/sat/data/archived (Database)	2013, 2014, 2015, 2016, 2017

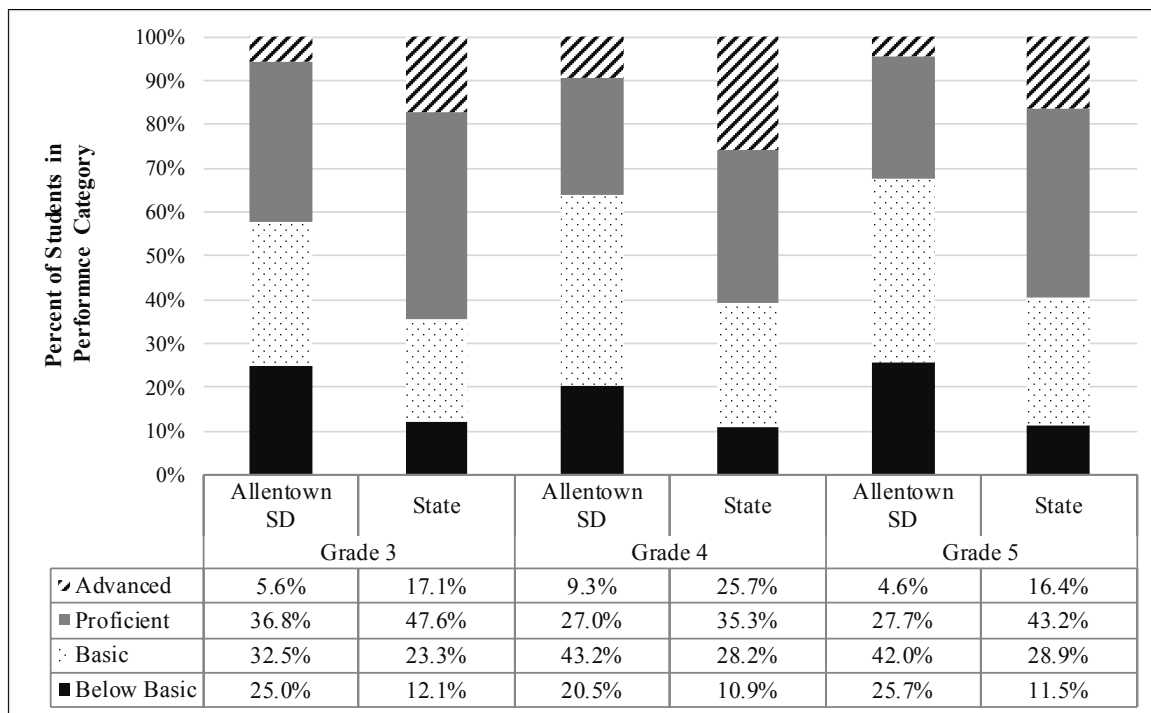
To determine the current levels and trends of achievement for ASD, auditors reviewed the results of the *PSSA* exams, *Keystone* exams, and the *SAT* exams. Auditors examined these results district-wide in comparison to state and national norms. They also analyzed the results as a comparison between demographic groupings and as comparisons between schools within ASD.

Auditors traditionally attempt to analyze the trends of achievement over five years of data. However, in the case of the *PSSA*, auditors chose to analyze only the most recent three. The 2014-15 school year included a significant modification to the *PSSA* that is administered in grades 3 through 8. During that administration, the state implemented a new *PSSA* aligned with the Pennsylvania Core Standards. They also adopted new cut scores that were more rigorous, resulting in far more students statewide failing to score proficient on the assessments. Consequently, auditors only analyzed the student performance on the three years of the new assessments for consistency. Pennsylvania did not adopt any changes to the *Keystone Examinations* during the period reviewed by the auditors, and while the *SAT* also changed during the five-year analysis period, auditors utilized College Board provided concordance tables to reliably compare scores over the two different formats.

Auditors began their analysis by considering the gap that currently exists between ASD student performance and statewide performance. Exhibits 4.4.2 through 4.4.7 show the most recent performance of ASD students relative to state and national norms on the *PSSA* and *Keystone*. Pennsylvania identifies four levels of performance on the *PSSA* and *Keystone* exams: Advanced, Proficient, Basic, and Below Basic. Pennsylvania considers a Proficient or Advanced score to be “passing.”

Exhibit 4.4.2 compares the performance of ASD and Pennsylvania students on the 2017 grades 3-5 *PSSA* English language arts assessments.

Exhibit 4.4.2
Performance of ASD and Pennsylvania Students
Grades 3-5 English Language Arts PSSA
Allentown School District
2017



Note: Pennsylvania does not release district level *PSSA* results. The district level results are the result of aggregating the individual building level data.

Source: Pennsylvania State System of Assessment State and School Level Results.

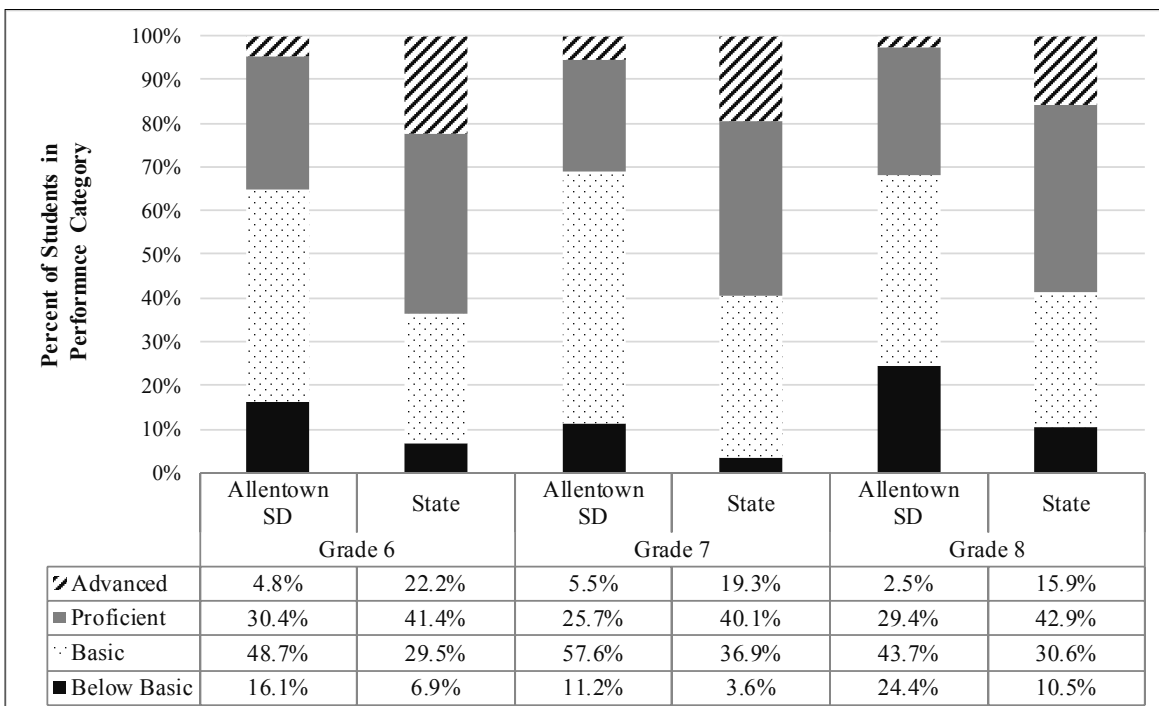
Auditors noted the following about Exhibit 4.4.2:

- ASD student performance trailed state performance at all three grade levels.
- The gap between ASD and statewide performance for Proficient and Advanced students collectively was 22.3%, 24.7%, and 27.3% in grades 3, 4, and 5, respectively.

- ASD student performance had more than twice as many Below Basic students as statewide averages in grade 3 and grade 5 and just slightly less than twice as many in grade 4.
- Statewide, the percentage of Advanced students was more than three times that of ASD students in grade 3 and grade 5 and just slightly less than three times as many in grade 4.

Exhibit 4.4.3 compares the performance of ASD and Pennsylvania students on the 2017 grades 6-8 PSSA English Language Arts assessments.

Exhibit 4.4.3
Performance of ASD and Pennsylvania Students
Grades 6-8 English Language Arts PSSA
Allentown School District
2017



Note: Pennsylvania does not release district level PSSA results. The district level results are the result of aggregating the individual building level data.

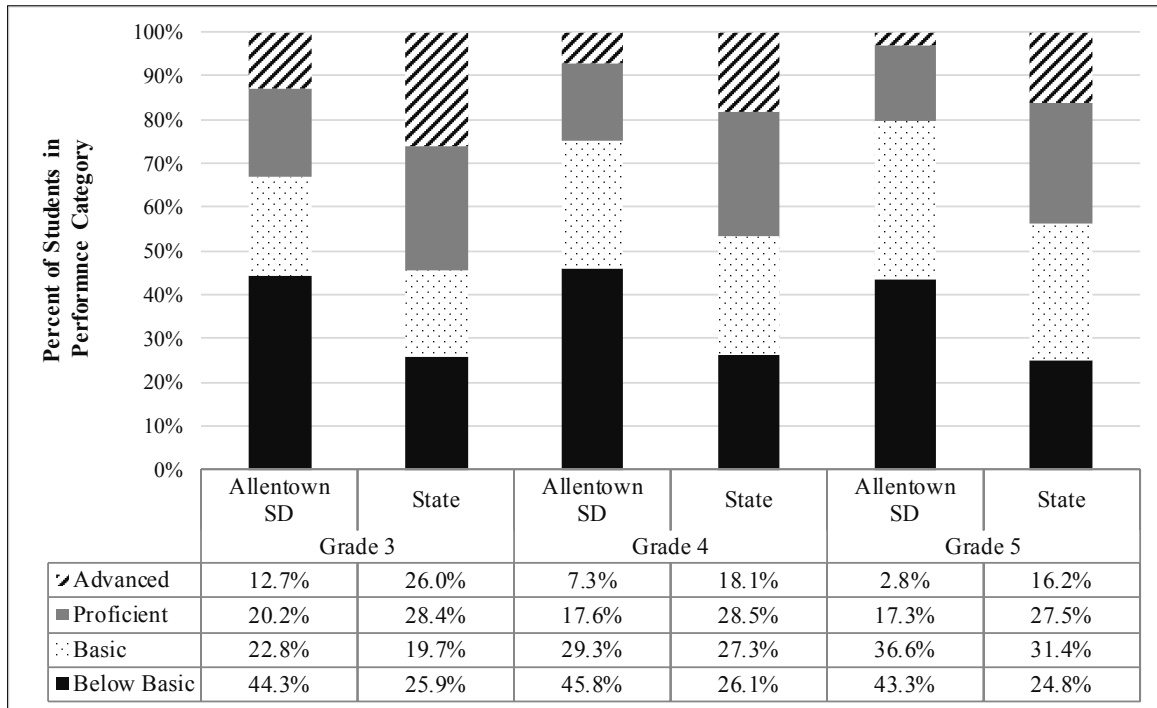
Source: Pennsylvania State System of Assessment State and School Level Results.

Auditors noted the following about Exhibit 4.4.3:

- ASD student performance trailed state performance at all three grade levels.
- The gap between ASD and statewide performance for Proficient and Advanced students collectively was 28.4%, 28.2%, and 26.9% in grades 6, 7, and 8, respectively.
- ASD student performance had more than twice as many Below Basic students as statewide averages in grade 6 and grade 8 and three times as many in grade 7.
- Statewide, the percentage of Advanced students was more than four times that of ASD students in grade 6, more than three times in grade 7, and more than six times in grade 8.

Exhibit 4.4.4 compares the performance of ASD and Pennsylvania students on the 2017 grades 3-5 *PSSA* Mathematics assessments.

Exhibit 4.4.4
Performance of ASD and Pennsylvania Students
Grades 3-5 Mathematics PSSA
Allentown School District
2017



Note: Pennsylvania does not release district level *PSSA* results. The district level results are the result of aggregating the individual building level data.

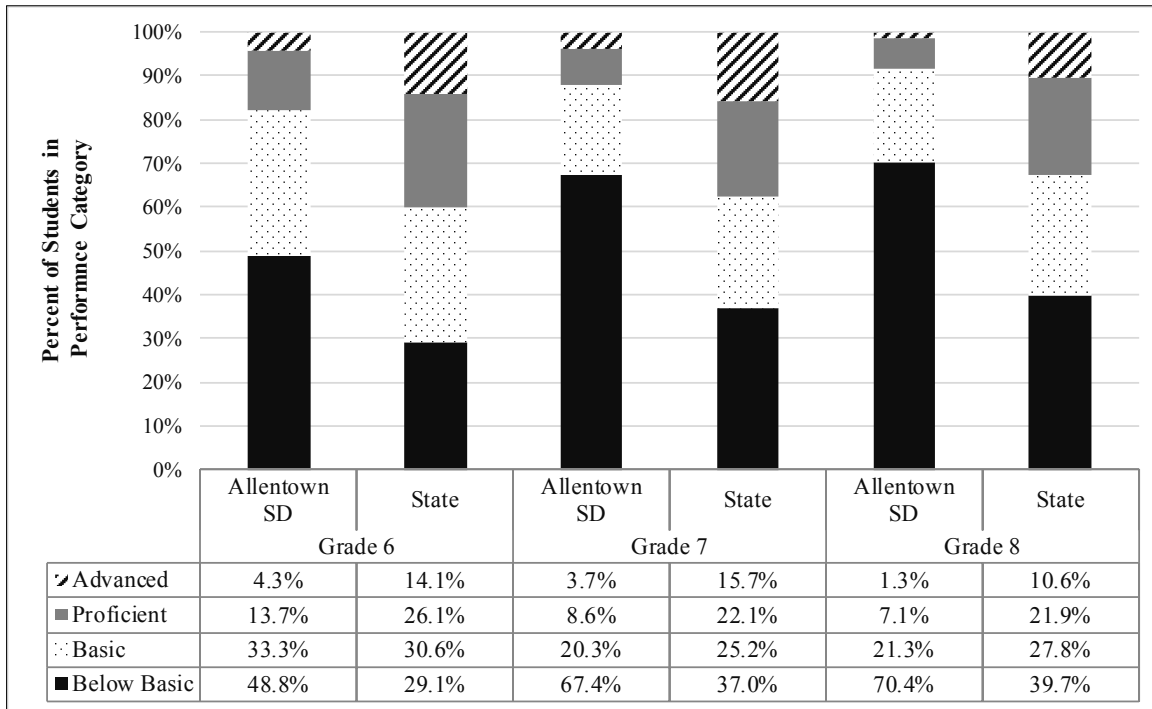
Source: Pennsylvania State System of Assessment State and School Level Results.

Auditors noted the following about Exhibit 4.4.4:

- ASD student performance trailed state performance at all three grade levels.
- The gap between ASD and statewide performance for Proficient and Advanced students collectively was 21.5%, 21.7%, and 23.6% in grades 3, 4, and 5, respectively.
- ASD student performance had nearly twice as many Below Basic students as statewide averages in all three grades.
- Statewide, the percentage of Advanced students was more than two times that of ASD students in grade 3 and grade 4 and more than five times in grade 5.

Exhibit 4.4.5 compares the performance of ASD and Pennsylvania students on the 2017 grades 6-8 PSSA Mathematics assessments.

Exhibit 4.4.5
Performance of ASD and Pennsylvania Students
Grades 6-8 Mathematics PSSA
Allentown School District
2017



Note: Pennsylvania does not release district level PSSA results. The district level results are the result of aggregating the individual building level data.

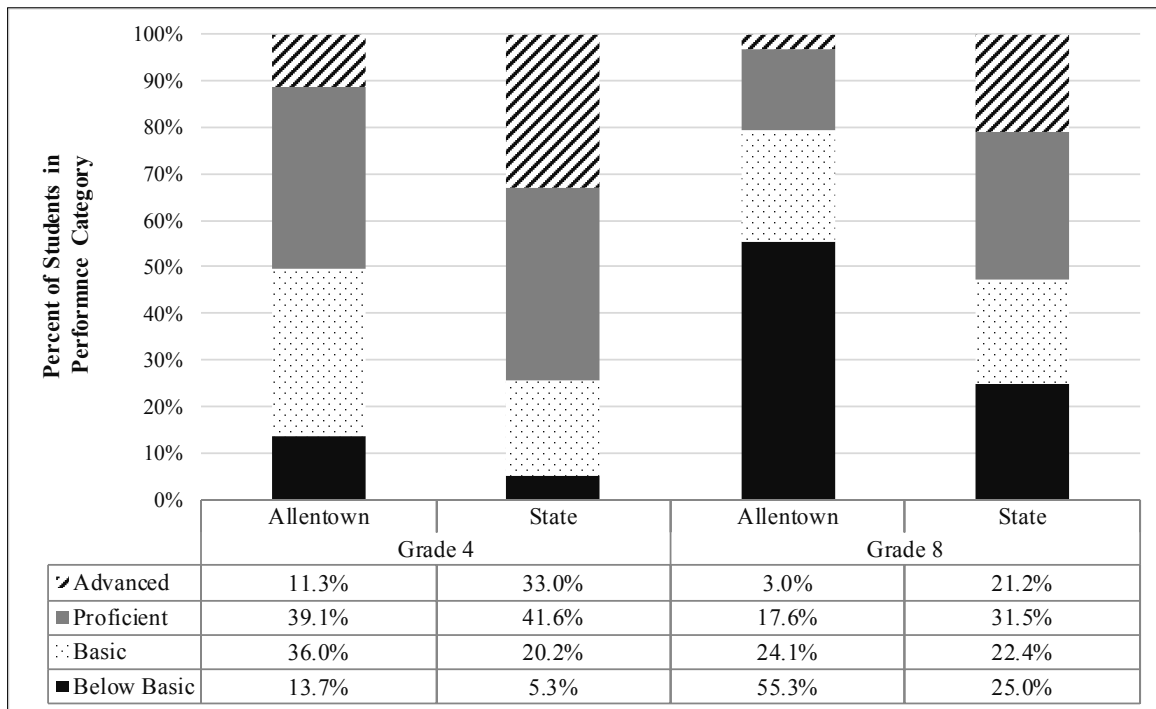
Source: Pennsylvania State System of Assessment State and School Level Results.

Auditors noted the following about Exhibit 4.4.5:

- ASD student performance trailed state performance at all three grade levels.
- The gap between ASD and statewide performance for Proficient and Advanced students collectively was 22.2%, 25.5%, and 24.1% in grades 6, 7, and 8, respectively.
- ASD student performance had nearly twice as many Below Basic students as statewide averages in all three grades.
- Statewide, the percentage of Advanced students was more than three times that of ASD students in grade 6, more than four times in grade 7, and more than eight times in grade 8.

Exhibit 4.4.6 compares the performance of ASD and Pennsylvania students on the 2017 grades 4 and 8 *PSSA* Science assessments.

Exhibit 4.4.6
Performance of ASD and Pennsylvania Students
Grades 4, 8 Science PSSA
Allentown School District
2017



Note: Pennsylvania does not release district level *PSSA* results. The district level results are the result of aggregating the individual building level data.

Source: Pennsylvania State System of Assessment State and School Level Results.

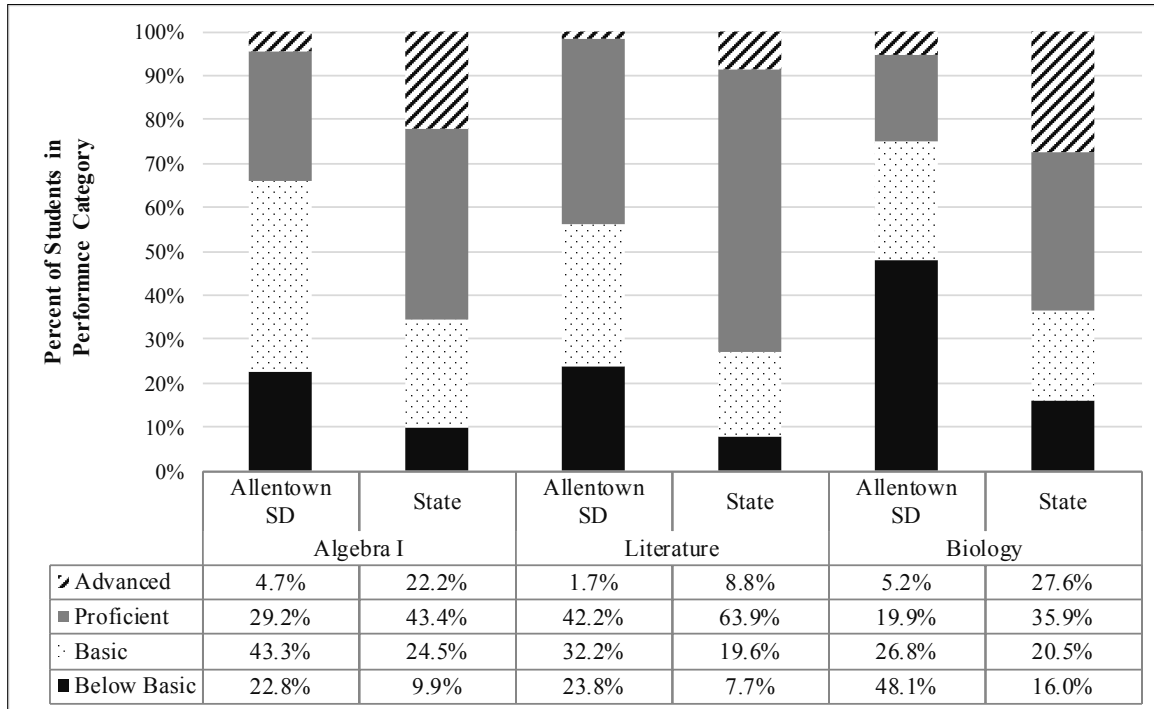
Auditors noted the following about Exhibit 4.4.6:

- ASD student performance trailed state performance at both grade levels.
- The gap between ASD and statewide performance for Proficient and Advanced students collectively was 24.2% and 32.1% in grades 4 and 8, respectively.
- ASD student performance had more than twice as many Below Basic students as statewide averages in both grades.
- Statewide, the percentage of Advanced students was nearly three times that of ASD students in grade 4 and more than seven times in grade 8.

Exhibit 4.4.7 compares the performance of ASD and Pennsylvania students on the 2017 *Keystone* assessments.

Exhibit 4.4.7

**Performance of ASD and Pennsylvania Students
Biology, Literature, and Algebra I Keystone Assessments
Allentown School District
2017**



Note: Pennsylvania does not release district level *Keystone* results. The district level results are the result of aggregating the individual building level data.

Source: Pennsylvania *Keystone* State and School Level Results.

Auditors noted the following about Exhibit 4.4.7:

- ASD student performance trailed state performance on each of the three assessments.
- The gap between ASD and statewide performance for Proficient and Advanced students collectively was 31.7%, 28.8%, and 38.4% on the Biology, Literature, and Algebra I assessments, respectively.
- ASD student performance had more than three times as many Below Basic students as statewide averages on the Biology and Literature assessments and more than two times as many on the Algebra I assessment.
- Statewide, the percentage of Advanced students was more than five times that of ASD students on the Biology assessment, and more than four times on the Literature and Algebra I assessments.

The comparative analysis of 2017 *PSSA* and *Keystone* results demonstrates that ASD performance substantially trails statewide averages at each grade level and content area. The total percentage of proficient ASD students (including Advanced) is more than 20% lower than statewide averages at each grade and content area. Furthermore, ASD students are more than twice as likely to score Below Basic on the assessments as compared to statewide averages, and statewide students are three or more times as likely to score Advanced than ASD students on the assessments.

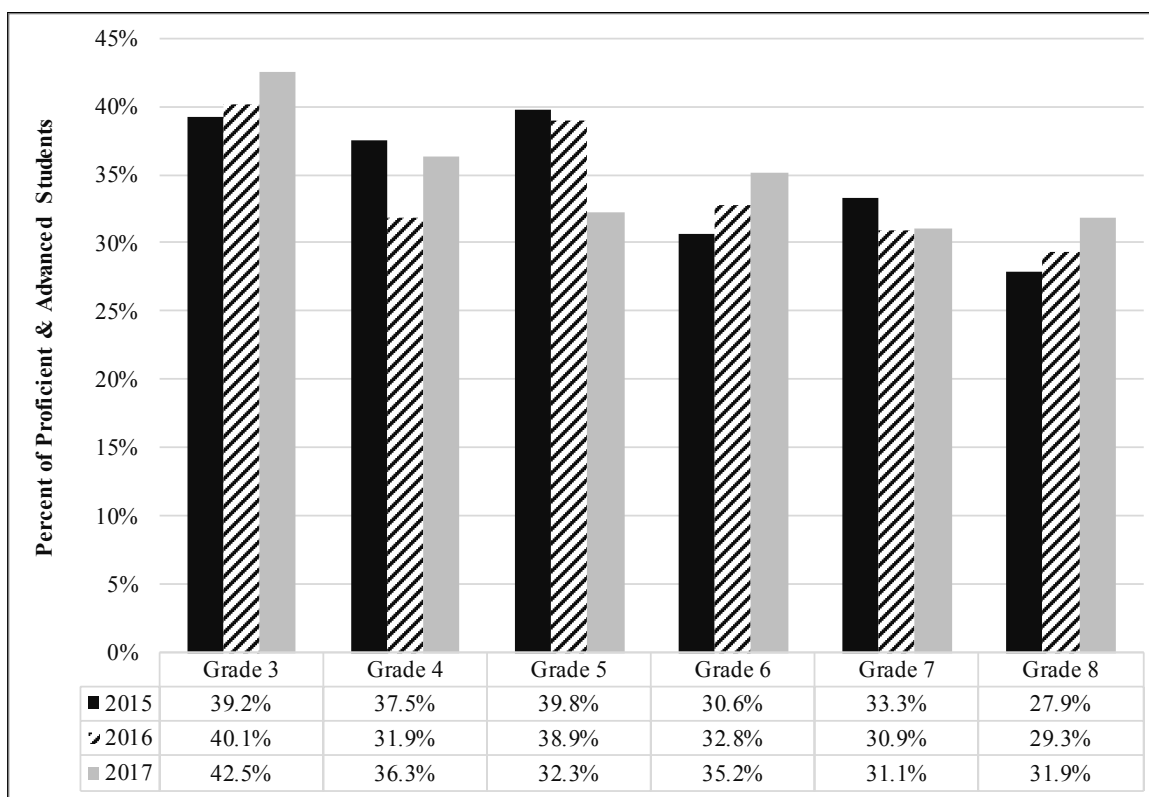
While recognizing the presence of gaps is an important responsibility of school systems, even more important is tracking achievement trends. A productive school system sees positive trends where greater percentages of students are meeting the expected standards, and gaps in achievement are closing, whether those gaps are

comparisons to state and national norms, gaps between demographic groups within the school system (see [Finding 3.1](#)), or gaps between schools within the same school system.

Consequently, auditors generally analyze the trends in performance over a number of years to determine if greater percentages of students are meeting standards and to determine whether achievement gaps are closing or widening. Given the changes in *PSSA*, auditors were unable to do this traditional analysis over five years for grades 3-8. Instead, they analyzed the trends over the years of the new format and scoring of the assessment, 2015 through 2017. They were able to analyze the *Keystone* results over the five-year period 2013 through 2017 as the *Keystone* format and scoring did not change. The trend analysis is displayed in [Exhibits 4.4.8](#) through [4.4.11](#).

[Exhibit 4.4.8](#) displays the trends of achievement in ASD on the Grades 3-8 English Language Arts *PSSA* from 2015 through 2017.

Exhibit 4.4.8
Trends of Performance of ASD Students
Grades 3-8 English Language Arts PSSA
Allentown School District
2015-2017



Note: Pennsylvania does not release district level *PSSA* results. The district level results are the result of aggregating the individual building level data.

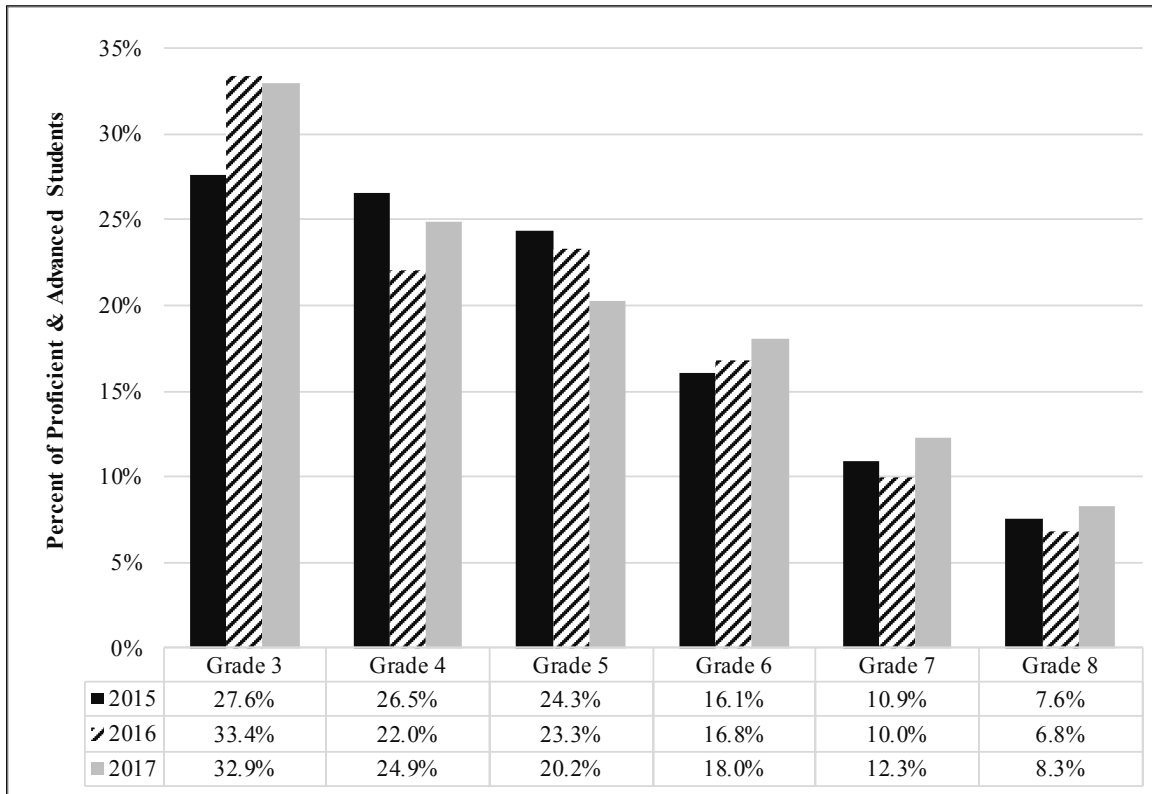
Source: Pennsylvania State System of Assessment State and School Level Results.

Auditors noted the following about [Exhibit 4.4.8](#):

- English Language Arts performance has declined at three grade levels: grades 4, 5, and 7, while performance has improved in three grade levels: grades 3, 6, and 8.
- The greatest increase was in grade 6 (4.6%), and the largest decrease was in grade 5 (7.5%).
- There is a drop off in performance from one grade level to the next. This mirrors the statewide pattern shown in [Exhibits 4.4.2](#) and [4.4.3](#).

Exhibit 4.4.9 displays the trends of achievement in ASD on the Grades 3-8 Mathematics PSSA from 2015 through 2017.

Exhibit 4.4.9
Trends of Performance of ASD Students
Grades 3-8 Mathematics PSSA
Allentown School District
2015-2017



Note: Pennsylvania does not release district level PSSA results. The district level results are the result of aggregating the individual building level data.

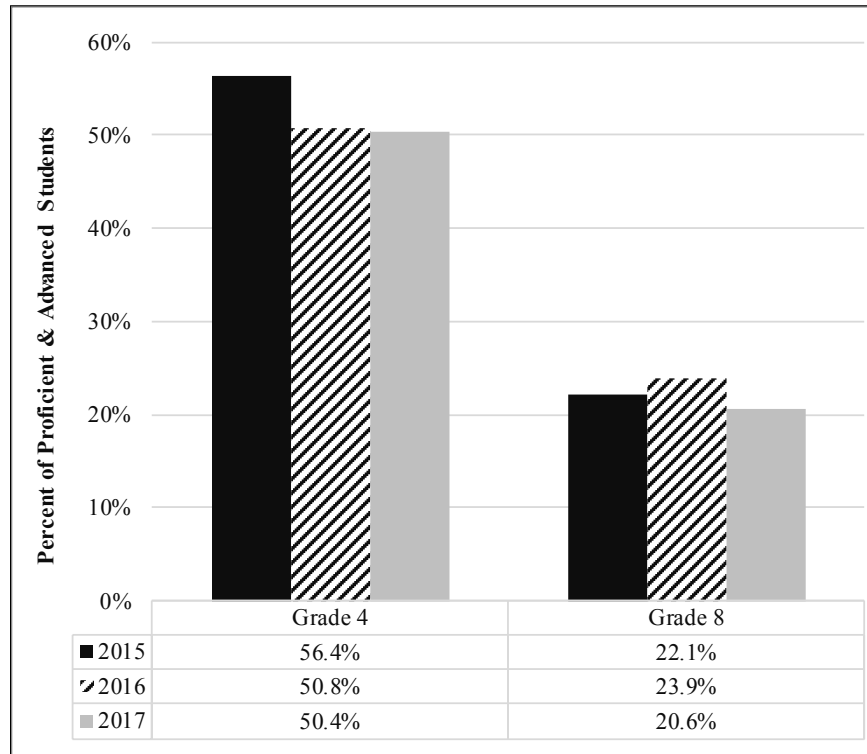
Source: Pennsylvania State System of Assessment State and School Level Results.

Auditors noted the following about Exhibit 4.4.9:

- Mathematics performance has improved at four grade levels: 3, 6, 7, and 8; performance has declined in two grade levels: 4 and 5.
- The greatest increase was in grade 3 (5.3%), and the largest decrease was in grade 5 (4.1%).
- There is a drop off in performance from one grade level to the next. This mirrors the statewide pattern shown in Exhibits 4.4.4 and 4.4.5.

Exhibit 4.4.10 displays the trends of achievement in ASD on the Grades 4 & 8 Science *PSSA* from 2015 through 2017.

Exhibit 4.4.10
Trends of Performance of ASD Students
Grades 4 & 8 Science PSSA
Allentown School District
2015-2017



Note: Pennsylvania does not release district level *PSSA* results. The district level results are the result of aggregating the individual building level data.

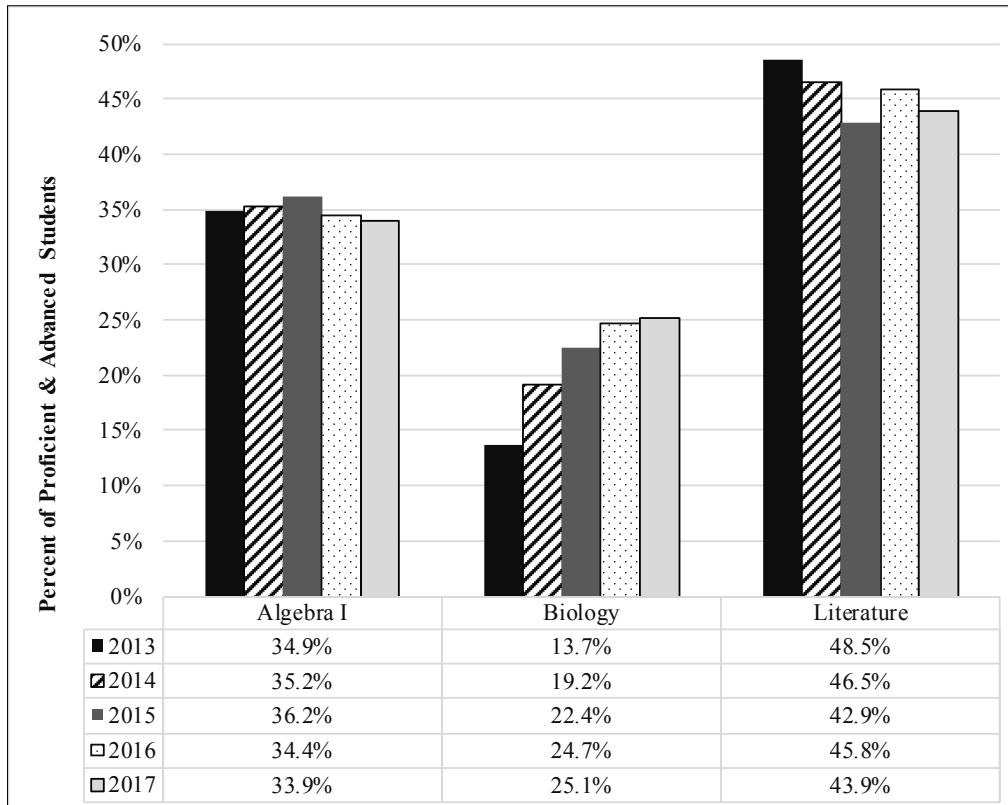
Source: *Pennsylvania State System of Assessment State and School Level Results*.

Auditors noted the following about Exhibit 4.4.10:

- Science performance has declined at both grade levels.
- Grade 4 performance declined by 6%, while grade 8 declined by 1.5%.
- There is a substantial drop off in performance from grade 4 to grade 8. This mirrors the statewide pattern shown in Exhibit 4.4.6.

Exhibit 4.4.11 displays the trends of achievement in ASD on the Biology, English Literature, and Algebra I *Keystone* assessments from 2013 through 2017.

Exhibit 4.4.11
Trends of Performance of ASD Students
Keystone Assessments
Allentown School District
2013-2017



Note: Pennsylvania does not release district level *Keystone* results. The district level results are the result of aggregating the individual building level data.

Source: *Pennsylvania Keystone State and School Level Results*.

Auditors noted the following about Exhibit 4.4.11:

- Performance has improved on the Biology Assessment by 11.4%.
- Performance has declined on the English Literature Assessment by 4.6%.
- Performance has declined slightly on the Algebra I Assessment by 1.0%

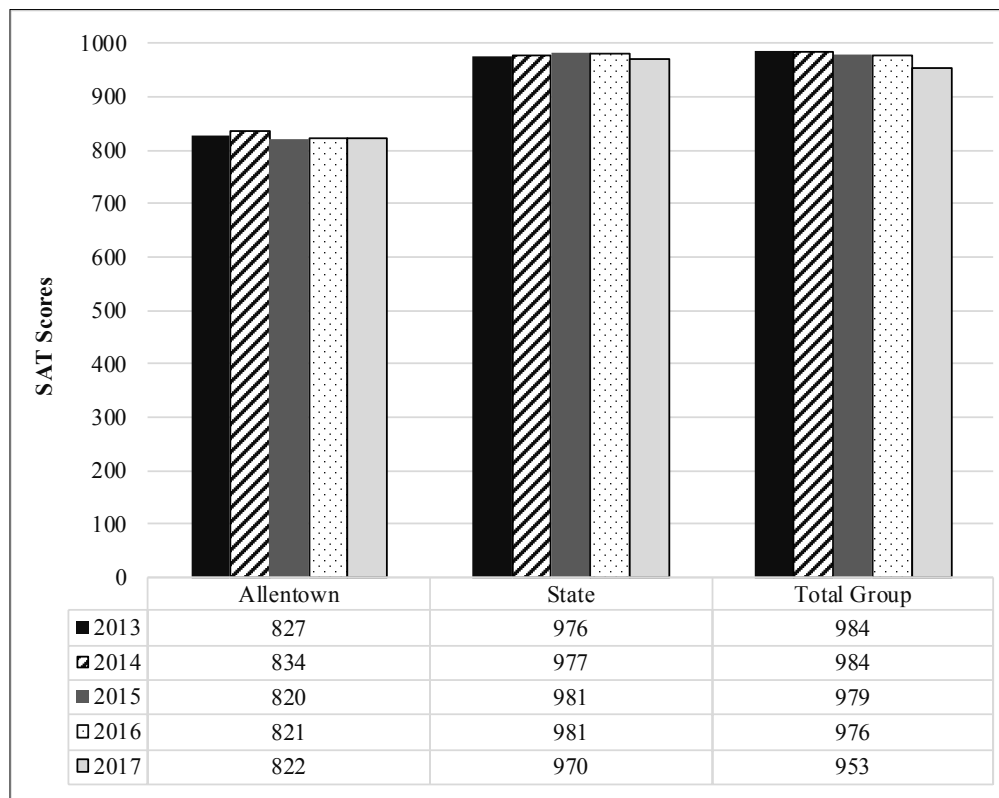
To close the gaps that were identified in the first analysis, auditors would expect to find results with continual year-to-year improvement resulting in large improvements over the three- or five-year period. However, auditors actually found the opposite. Auditors only found improvements in 7 of the 17 assessed areas, and none of the improvements was substantial enough to close the gap with statewide averages in any reasonable time. Furthermore, auditors found that many of the assessment results demonstrated declines over the same period of time that were larger than the improvements in other areas.

In addition to state assessment data, school systems and, particularly, high schools have access to other data that can be tracked to identify student achievement progress. Many high school students participate in the *Scholastic Aptitude Test (SAT)* that is used for college admissions. As with the state assessments, analyzing trends of this data and comparing the system's data to state and national norms can give perspective on the effectiveness of the school system.

The College Board made significant modifications to the *SAT* starting with the March 2016 administration. The changes included emphasizing different types of information, making the writing assessment optional, and adjusting the scoring from a total maximum of 2400 to 1600. Consequently, direct trend analysis of the *SAT* over recent years is not possible as results through 2016 were scaled to 2400 while the 2017 results were scaled to 1600. To assist users in understanding the transition, the College Board provided concordance tables (<https://collegereadiness.collegeboard.org/pdf/higher-ed-brief-sat-concordance.pdf>) to allow for conversion from one format to the other. As the auditors had four years of data from the prior administration and just one year of data from the new administration, auditors chose to convert the 2017 data to the previous format to display the trend analysis. The mathematics portion of the assessment was scored out of 800 on both versions of the assessment. However, the Language Arts portion was worth 1600 on the prior administration with 800 for Critical Reading and 800 for Writing administration. On the new administration, those assessments are combined into one score of up to 800 for an Evidence-Based Reading and Writing score. Consequently, auditors chose to consider the Language Arts portion by totaling the Critical Reading and Writing averages from 2013 to 2016 and converting the 2017 result to the 1600 point scale.

Exhibit 4.4.12 displays the trends of achievement in ASD on the Reading and Writing portion of the *SAT* from 2013 through 2017.

Exhibit 4.4.12
Trends of Performance of ASD Students
Scholastic Aptitude Test Old Writing plus Critical Reading
Allentown School District
2013-2017



Note: Pennsylvania does not release district level *SAT* results. The district level results are the result of aggregating the individual building level data.

Source: Pennsylvania *SAT* Results and College Board College Bound Seniors Reports.

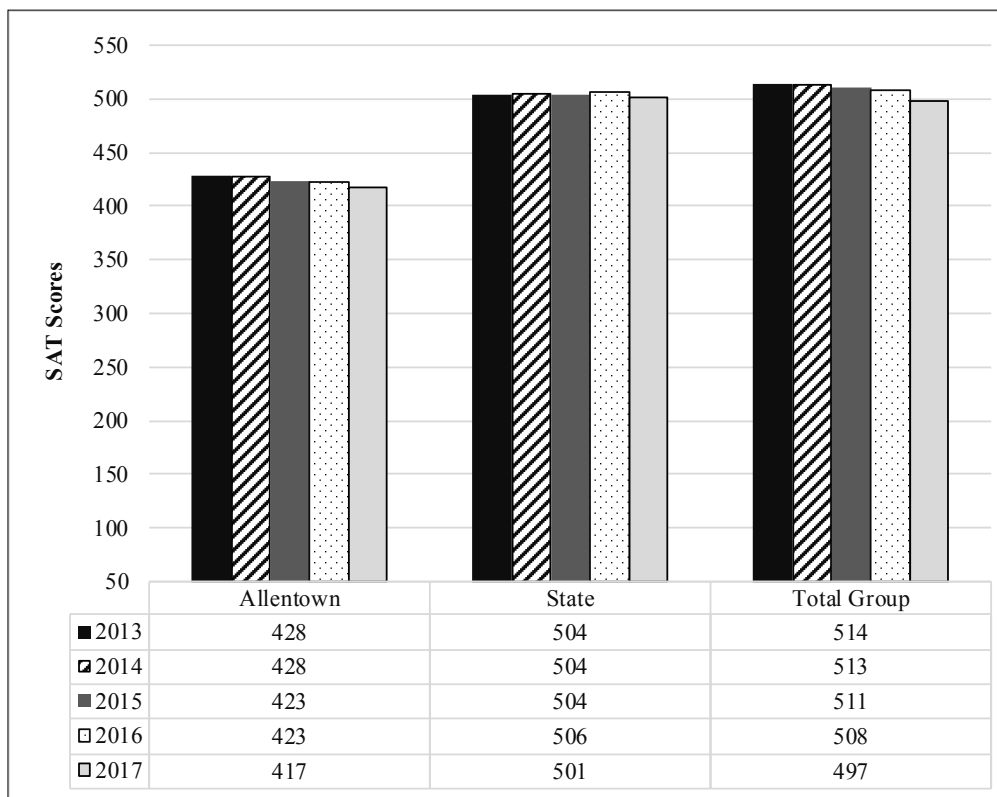
Auditors noted the following about Exhibit 4.4.12:

- ASD students have demonstrated a slight decline in performance over the period shown (5 points). However, this decline was less than the state (6 points) and total group (31 points).

- Overall ASD students trail state and total group performance by 148 and 131 points, respectively, in 2017.

Exhibit 4.4.13 displays the trends of achievement in ASD on the Mathematics portion of the *SAT* from 2013 through 2017.

Exhibit 4.4.13
Trends of Performance of ASD Students
Scholastic Aptitude Test (SAT) Old Mathematics
Allentown School District
2013-2017



Note: Pennsylvania does not release district level *SAT* results. The district level results are the result of aggregating the individual building level data.

Source: *Pennsylvania SAT Results and College Board College Bound Seniors Reports.*

Auditors noted the following about Exhibit 4.4.13:

- ASD students have demonstrated a decline in performance over the period shown (11 points), although 6 of those points occurred in the last year with the new administration. This decline was greater than the state decline (3 points) and less than the total group decline (17 points).
- Overall, ASD students trail state and total group performance by 84 and 80 points, respectively, in 2017.

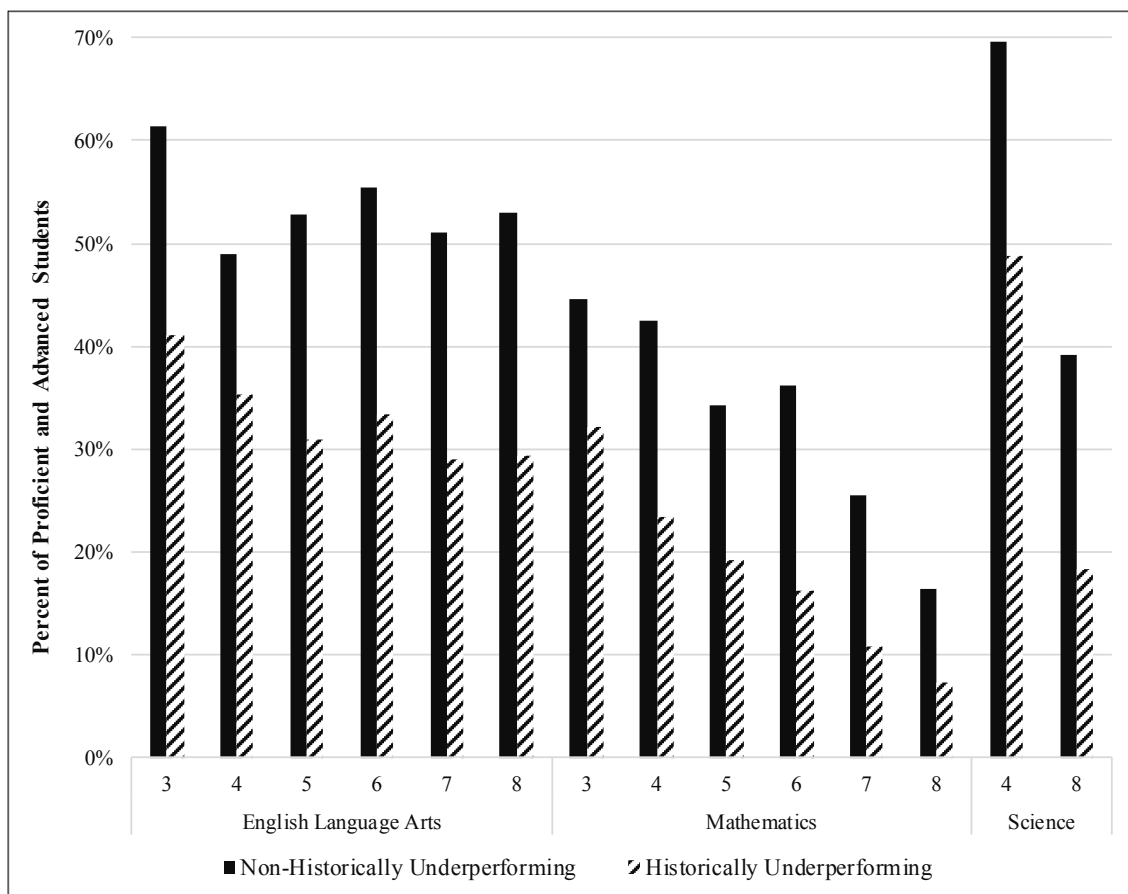
The *SAT* results indicate similar overall performance and performance trends to the *PSSA* and *Keystone* results. ASD performance is substantially lower than state and total group averages, and overall performance has declined in both Reading/Writing and Mathematics.

Once auditors complete overall performance analyses, they consider analysis of disaggregated data to identify if there are pockets of particularly strong or weak performance by various demographics. Often the analysis will consider the performance of students by race/ethnicity as well as by socioeconomic, language learning, and special education status. The state of Pennsylvania does not publicly release performance school and district level data by race/ethnicity. The only disaggregated data released are via a category described as Historically

Underperforming. The Historically Underperforming subgroup is a non-duplicated aggregated count of economically disadvantaged students, English language learners, and special education students. Typically more than 90% of students fall into this category in ASD. In 2017 in ASD, 91.1% of *PSSA* and *Keystone* assessments were taken by students in this category. Pennsylvania schools have been held accountable to close the gap in performance between these students and the overall population as part of the scoring system of the School Performance Profile. Auditors examined the performance and progress of this subgroup and compared it to the performance and progress of students not in the subgroup in [Exhibits 4.4.14 through 4.4.17](#).

[Exhibit 4.4.14](#) displays compares the achievement of Historically Underperforming and Non-Historically Underperforming students in ASD on the *PSSA* in 2017.

Exhibit 4.4.14
Historically Underperforming and Non-Historically Underperforming ASD Students
PSSA
Allentown School District
2017



Note: Pennsylvania does not release district level *PSSA* results. The district level results are the result of aggregating the individual building level data.

Source: *Pennsylvania State System of Assessment State and School Level Results*.

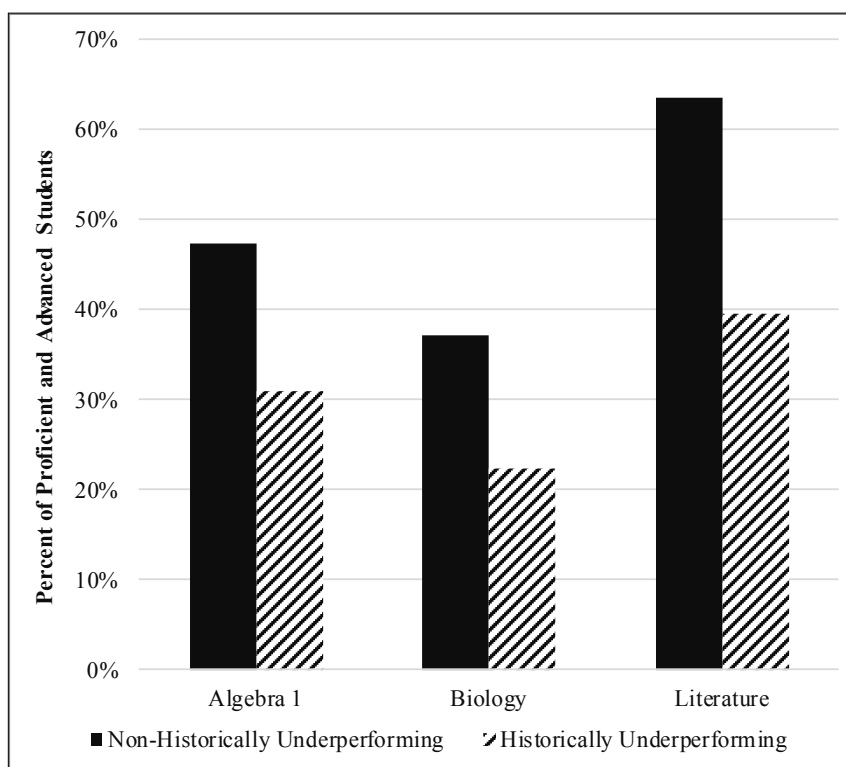
Auditors noted the following about [Exhibit 4.4.14](#):

- Historically Underperforming student performance trails that of Non-Historically Underperforming on each *PSSA* assessment.
- The largest gap in performance is in grade 8 English Language Arts (23.5%), and the smallest gap is in grade 8 Mathematics (9.2%).

- All but one gap in English Language Arts and Science is greater than 20%. The gaps in Mathematics range from a low of 9.2% to a high of 19.8% in grade 6.

Exhibit 4.4.15 compares the achievement of Historically Underperforming and Non-Historically Underperforming students in ASD on the *Keystone* Assessments in 2017.

Exhibit 4.4.15
Historically Underperforming and Non-Historically Underperforming ASD Students
Keystone Assessments
Allentown School District
2017



Note: Pennsylvania does not release district level *Keystone* results. The district level results are the result of aggregating the individual building level data.

Source: *Pennsylvania Keystone State and School Level Results*.

Auditors noted the following about Exhibit 4.4.15:

- Historically Underperforming student performance trails that of Non-Historically Underperforming on each *Keystone* assessment.
- The gaps are 16.4% in Algebra 1, 14.8% in Biology, and 24.0% in Literature.

Once auditors identify gaps in performance between demographic groups, they typically do an analysis called years to parity. This analysis looks at the trends in performance of the two groups and projects the length of time it will take for the two groups to reach the same level of performance. This analysis assumes that the trends of achievement of both groups are generally increasing. When there are declining trends of achievement, Years to Parity may produce a future date where achievement reaches parity; however, the result will be a product of declining achievement, or slower declines in achievement. Such means to achieve equity is not the intent of any school system. When auditors began the analysis, they found that the Historically Underperforming subgroup had just 8 of 17 assessments where there were increasing trends of achievement, and the Non-Historically underperforming subgroup had just 5 of 17 assessments with increasing trends of achievement. Consequently, auditors chose not to calculate the Years and Parity and rather just displayed the trends of the two groups to demonstrate the negative trends present in the district for both advantaged and disadvantaged students.

Exhibit 4.4.16 compares the improvement or decline in achievement of Historically Underperforming and Non-Historically Underperforming students in ASD on the PSSA from 2015 through 2017.

Exhibit 4.4.16

**Historically Underperforming and Non-Historically Underperforming ASD Students
PSSA
Allentown School District
2015-2017**

Grade	Non Historically Underperforming				Historically Underperforming			
	2015	2016	2017	Change	2015	2016	2017	Change
English Language Arts								
3	57.9%	56.6%	61.4%	3.5%	37.7%	38.7%	41.1%	3.4%
4	56.9%	50.6%	48.9%	-8.0%	35.4%	30.6%	35.3%	-0.1%
5	56.2%	64.1%	52.8%	-3.4%	38.4%	36.6%	30.9%	-7.5%
6	48.4%	40.4%	55.4%	7.0%	29.4%	31.3%	33.3%	3.9%
7	64.5%	46.8%	51.1%	-13.4%	30.7%	28.4%	29.1%	-1.6%
8	54.3%	46.4%	52.9%	-1.4%	25.6%	25.9%	29.4%	3.8%
Mathematics								
3	50.0%	50.0%	44.6%	-5.4%	25.7%	32.0%	32.1%	6.4%
4	40.2%	43.2%	42.4%	2.2%	25.0%	20.5%	23.5%	-1.5%
5	53.9%	44.6%	34.2%	-19.7%	21.7%	21.3%	19.2%	-2.5%
6	24.2%	20.8%	36.1%	11.9%	15.5%	16.0%	16.3%	0.8%
7	27.3%	19.2%	25.6%	-1.7%	9.5%	8.5%	10.9%	1.4%
8	19.5%	10.2%	16.5%	-3.0%	6.6%	6.2%	7.3%	0.7%
Science								
4	82.8%	75.0%	69.6%	-13.2%	53.6%	49.1%	48.8%	-4.8%
8	47.6%	38.7%	39.2%	-8.4%	19.9%	21.0%	18.4%	-1.5%
Note: Pennsylvania does not release district level PSSA results. The district level results are the result of aggregating the individual building level data.								
Source: Pennsylvania State System of Assessment State and School Level Results.								

Auditors noted the following about Exhibit 4.4.16:

- Seventeen of the 28 subgroup values demonstrated declining achievement trends.
- There were just three assessments where both the Non-Historically Underperforming and Historically Underperforming showed increased achievement. In each case, the Non-Historically Underperforming group had greater increases, and, therefore, the Years to Parity analysis would have shown that the Underperforming group would never catch up.

Exhibit 4.4.17 compares the improvements or decline in achievement of Historically Underperforming and Non-Historically Underperforming students in ASD on the *Keystone* Assessments from 2013-2017.

Exhibit 4.4.17

**Historically Underperforming and Non Historically Underperforming ASD Students
Keystone Assessments
Allentown School District
2013-2017**

Non-Historically Underperforming						
	2013	2014	2015	2016	2017	Change
Algebra I	57.7%	59.6%	56.1%	44.3%	47.4%	-10.3%
Biology	32.3%	36.9%	50.9%	31.4%	37.2%	4.9%
Literature	73.7%	71.0%	70.8%	56.2%	63.6%	-10.1%
Historically Underperforming						
	2013	2014	2015	2016	2017	Change
Algebra I	31.1%	31.7%	33.3%	32.0%	31.0%	-0.1%
Biology	10.5%	16.7%	18.2%	23.1%	22.4%	11.9%
Literature	44.2%	43.2%	38.7%	43.3%	39.6%	-4.6%
Note: Pennsylvania does not release district level <i>Keystone</i> results. The district level results are the result of aggregating the individual building level data.						
<i>Source: Pennsylvania Keystone State and School Level Results.</i>						

Auditors noted the following about Exhibit 4.4.17:

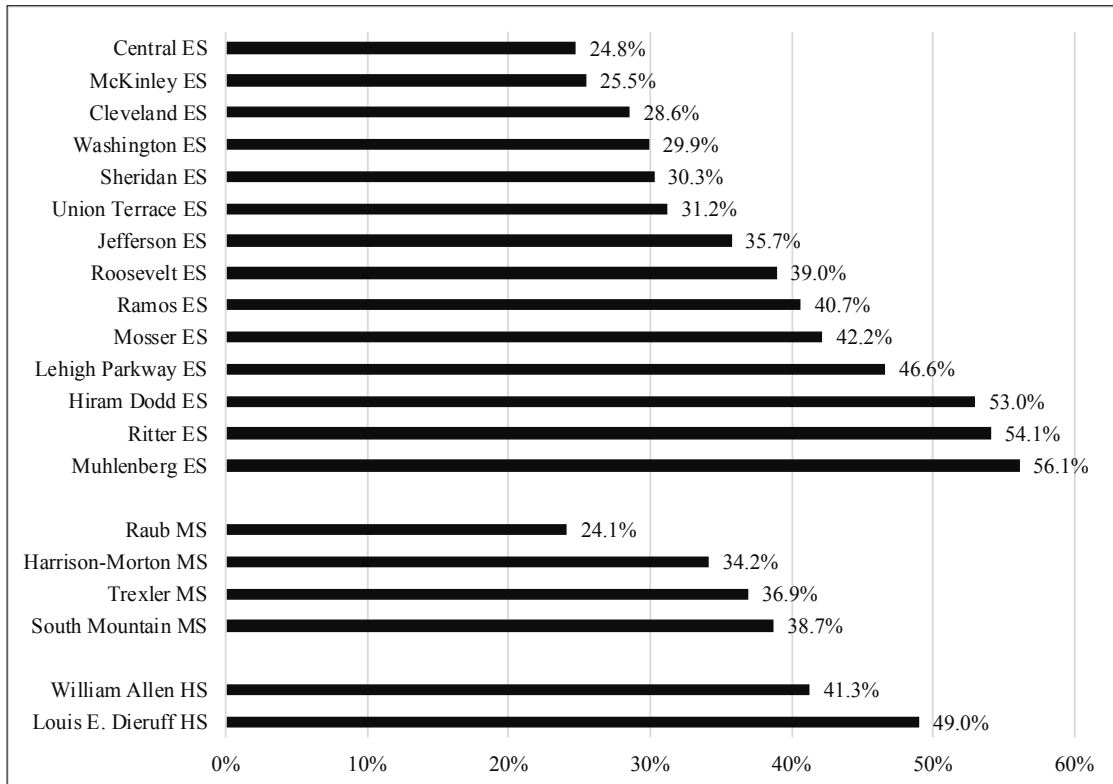
- There are negative trends of achievement for both subgroups on the Algebra I and Literature *Keystone* exams. Auditors did note that the declining achievement was substantially less for the Historically Underperforming group.
- Both subgroups showed increasing achievement on the Biology assessment. If the trend was to continue, the Years to Parity analysis would show that it would take 8.4 more years for the two subgroups to reach the same level of achievement.

The primary purpose of the Years to Parity analysis is to demonstrate inequality in performance trends between two demographic subgroups. While inequalities were present, the analysis proved to be another indicator that student performance, in general, is declining regardless of demographic background. The trends for Non-Historically Underperforming students, those who are not economically disadvantaged, not English language learners, and not part of special education programming, show declines at most grade levels on the various assessments. These students are the ones who researchers argue have the learning advantages. If they are not growing, it is another indicator of inadequacies in the overall academic system—not to mention how those inadequacies impact those with disadvantages to their learning.

The last series of analyses that auditors conducted involved comparing student achievement across schools in the school district. In any school system, students should expect to have an equal opportunity to learn and be able to meet achievement expectations regardless of their school of attendance. Consequently, when auditors compare schools, they expect to see similar levels of achievement across all buildings. When such similar levels are not present, it can be an indication of disparities in services provided, disparities in the quality of instruction, or failure on the part of the school system to respond to the unique needs of students in those schools. To determine the trends and gaps in achievement across school buildings on the 2017 *PSSA* and *Keystone* assessments, auditors compared the performance of students for each school in the district on each assessment. Exhibits 4.4.18 through 4.4.20 display the performance of students by building on the English Language Arts, Mathematics, and Science assessments, respectively.

Exhibit 4.4.18 displays the performance of students in ASD by building on the Pennsylvania English Language Arts assessments in 2017.

Exhibit 4.4.18
Performance of ASD Students by Building
English Language Arts
Allentown School District
2017



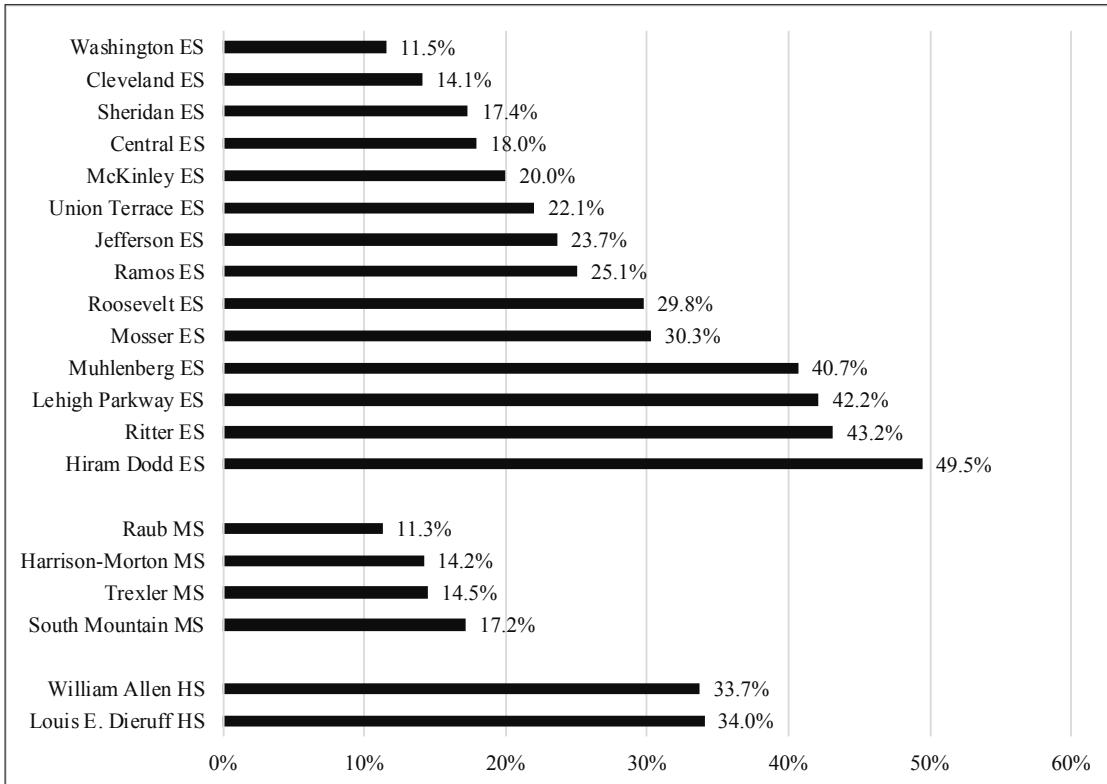
Source: Pennsylvania State System of Assessment and Keystone Assessment School Level Results.

Auditors noted the following about Exhibit 4.4.18:

- Large gaps in achievement exist between the highest and lowest achieving schools at each level.
- There is a gap of 31.3% between Central Elementary and Muhlenberg Elementary, 14.6% between Raub Middle and South Mountain Middle, and 7.7% between William Allen High and Louis E. Dieruff.

Exhibit 4.4.19 displays the performance of students in ASD by building on the Pennsylvania Mathematics assessments in 2017.

Exhibit 4.4.19
Performance of ASD Students by Building
Mathematics
Allentown School District
2017



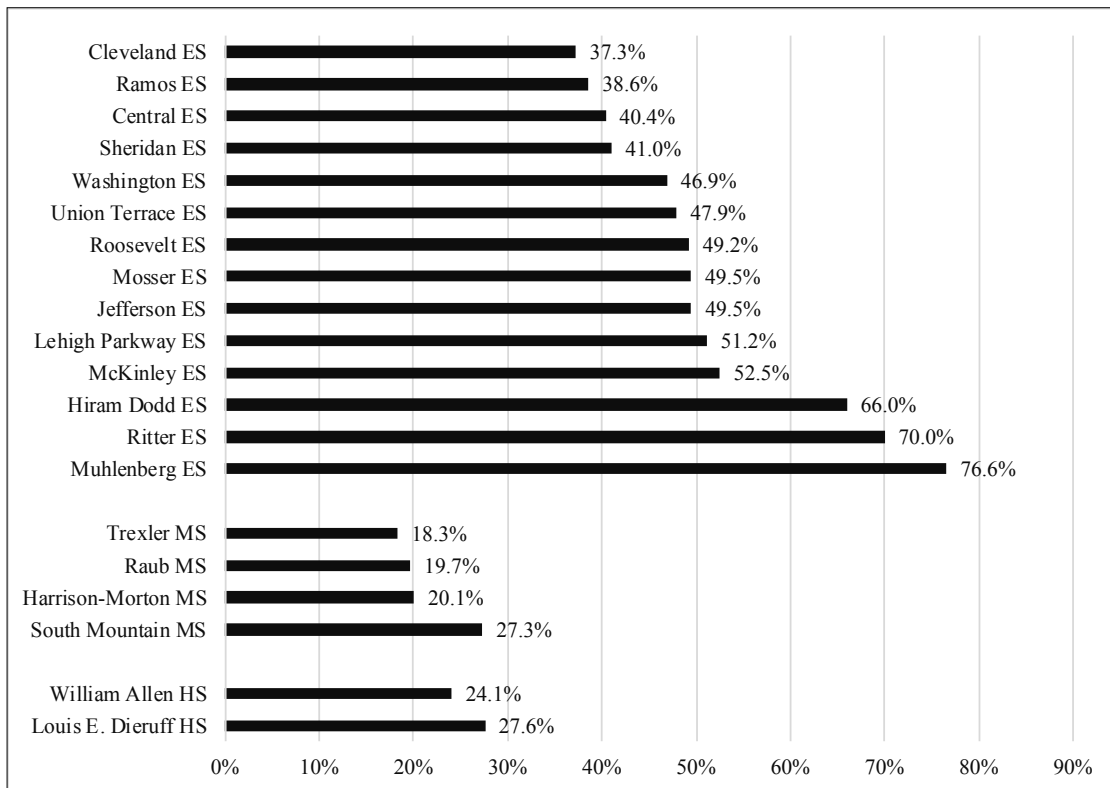
Source: Pennsylvania State System of Assessment and Keystone Assessment School Level Results.

Auditors noted the following about Exhibit 4.4.19:

- There are large gaps in achievement at the elementary levels and a smaller gap at the middle school. The high school performances are similar.
- There is a gap of 38.0% between Washington Elementary and Hiram Dodd Elementary, 5.9% between Raub Middle and South Mountain Middle, and 0.3% between William Allen High and Louis E. Dieruff.
- Four elementary schools: Hiram Dodd, Ritter, Lehigh Parkway, and Muhlenberg have more than three times the number of proficient students as the lowest achieving school, Washington Elementary.

Exhibit 4.4.20 displays the performance of students in ASD by building on the Pennsylvania Science assessments in 2017.

Exhibit 4.4.20
Performance of ASD Students by Building
Science
Allentown School District
2017



Source: Pennsylvania State System of Assessment and Keystone Assessment School Level Results.

Auditors noted the following about Exhibit 4.4.20:

- There are large gaps in achievement at the elementary level and smaller gaps at the middle and high school level.
- There is a gap of 39.3% between Muhlenberg Elementary and Cleveland Elementary, 9.0% between Trexler Middle and South Mountain Middle, and 3.5% between William Allen High and Louis E. Dieruff.
- The number of proficient students at Muhlenberg Elementary is more than twice the number at Cleveland Elementary.

Exhibits 4.4.18 through 4.4.20 demonstrate inequities that are present for students of Allentown School District. The elementary schools have large disparities in performance with gaps between the lowest and highest performing schools of 31.3%, 38.0% and, 39.3% on the three *PSSA* assessments. Students attending certain elementary schools have a substantially better chance of scoring proficient simply by their school of attendance. Gaps also exist at the middle school and high school level; however, they are not as significant as those at the elementary level.

Summary

Student performance in ASD, as measured by the *PSSA*, *Keystone* exams, and *SAT*, trails state and national averages by large margins and is generally declining. Auditors found gaps of more than 20% at all grade levels

and content areas on the *PSSA* and *Keystone* exams. Furthermore, auditors found achievement trends to be declining at 10 of the 17 tested grade levels and subject areas. Analysis of performance contrasting Historically Underperforming students and their counterparts, as well as results by school in ASD, demonstrate inequity is present, and trend analysis indicates that gaps are not closing.

Finding 4.5: Data use practices are not fully defined nor effectively implemented to plan and evaluate district programming and positively impact curricular and instructional decisions.

The ongoing evaluation of district programming is a critical component of any productive and successful school system. Districts invest significant sums of dollars and human resources into implementing programming with the goal of positively impacting student achievement. When programming is continually monitored, the system can utilize feedback to continually improve the program or choose to terminate the program if it proves ineffective. However, when programming is not continually monitored, the school system cannot determine whether or not programs are effective or need modification, and the ineffective programs can consume valuable resources that could be utilized elsewhere to positively impact student achievement.

A comprehensive program evaluation system includes board policy that directs all programs go through regular review. It includes plans and procedures where new programs are monitored regularly so that staff receive the ongoing formative feedback necessary to refine the program, and existing programs are monitored periodically, at least once every three years, to ensure that the program is still meeting its mission. A comprehensive system requires that evaluation extend beyond mere data collection and include detailed narratives that explain the program and evaluation procedures and offer recommendations for subsequent improvement. Lastly, and perhaps most important, an effective system ensures that program evaluations are utilized. The use of the evaluations is demonstrated in response to recommendations, modifications of programs, and termination of programs that are not making a positive impact on students.

To determine the adequacy of district program evaluation and data use, auditors examined board policy, job descriptions, and sought evidence of program evaluations. The auditors also interviewed and surveyed district administrators and teachers to gather further information about program evaluation and data use in the district.

The auditors found that Allentown School District (ASD) has not formally engaged in program evaluation. While the district does have an Accountability & Assessment department, their direction does not focus on program evaluation. Furthermore, auditors found that data use in ASD is relatively limited and not used systemically to improve the overall school system.

Board Policy

Auditors examined board policies in regards to the direction they provide for program evaluation and use of data in the school system. Auditors found that district policy was largely silent on these topics. The only policies that auditors identified that gave some direction for program evaluation and data use were:

- *School Board Policy 011: Principles of Governance and Leadership* directs the board to “Evaluate continuously,” “Utilize appropriate data to make informed decisions,” “Use effective practices for the evaluation of the Superintendent,” “Assess student growth and achievement,” and “Review effectiveness of the comprehensive plan.”
- *School Board Policy 127: Assessment of Educational Programs* directs the superintendent to “develop and implement a strategic plan for the continuing qualitative assessment of the progress of the district’s educational program.” The policy also states that “the Superintendent may recommend improvements in the program and staff based upon the evaluation of the district’s program.”

Auditors found no other reference to programmatic evaluation in school board policy. They also noted that *Policy 127* was adopted in April 1998 and has not been updated to reflect current best practices for the use of achievement data. Auditors noted that the strategic or comprehensive planning process requires some aspects of program evaluation; however, such planning is done periodically, typically every three or six years, and such evaluation will not address the regular evaluation of individual programs as expected by the audit.

Job Descriptions

Another source of direction for the use of data can be found in job descriptions. Auditors found that many of the academic officers of the district had some responsibility for program evaluation.

- Director of Assessment – “Facilitates the development of a K-12 assessment system that provides ongoing formative assessment data to support standards-aligned K-12 curriculum development, implementation, and evaluation processes within the district.”
- Assistant Principal High School and Assistant Principal Middle School – “Defines problems, collects data, establishes facts, and draws valid conclusions.”
- Director of ESOL and World Languages – “Evaluates the effectiveness of the ESOL program through the use of data.”
- Director of Instructional Initiatives – “Coordinates, facilitates, and evaluates the Dual Enrollment program at both high schools through LCC;” and “Coordinates, facilitates, and evaluates the Dual Enrollment program at both high schools through the College Board.”
- Director of Instructional Planning and Monitoring – “Examines data for remediation purposes and improved student achievement; Monitors intervention and enrichment numbers.”
- Director of Professional Development – “Conducts evaluations of staff development’s effectiveness in achieving district and school goals for student learning;” and “Focuses staff development based on new instructional initiatives, data analysis and staff needs.”
- Director of Special Education – “Supervises, coordinates, and evaluates special education classroom programs and gifted support programs.”
- Executive Director of Instruction – “Works collaboratively with the Executive Director of Accountability to ensure that student achievement data drives informed continuous instructional improvement.”
- Principal High School – “Leveraging research and data to drive initiatives and instruction,” and “Defines problems, collects data, establishes facts, and draws valid conclusions.”

In [Finding 4.1](#), auditors noted that ASD lacked a formal assessment plan and also found the district lacks any other direction for evaluating programs or systemically utilizing data to improve the district’s curricular program. While there are limited inferences to evaluation in board policy and many of the academic officers have responsibilities to evaluate, the district has not provided direction for what a program evaluation should entail, nor did the district provide examples of such evaluations. Such direction is necessary so that programs can be systematically reviewed and then modified or terminated based on the feedback provided. Without such a review, programs can continue to consume resources while the district remains unaware if the program is serving its purpose and positively impacting student achievement.

Examples of Program Evaluations

Auditors were not provided any examples of program evaluations conducted by the district, and interviews with district staff members indicated that program evaluation was not occurring in the district. One district administrator responded in an interview: “I don’t think we evaluate programs in this district. I don’t know who is evaluating the effectiveness of these programs.”

While the auditors were not provided with any examples of district direction for program evaluation or any examples of program evaluation, they have listed the Program Evaluation Criteria to demonstrate what would be expected in formal program evaluation. To be considered adequate, auditors would expect to find 10 of the 12 criteria (83%).

Exhibit 4.5.1

Curriculum Management Improvement Model Program Evaluation Criteria

Characteristics
The program evaluation/report document...
1. Describes why this program was selected to be evaluated, with reasons that suggest an expected evaluation outcome.
2. Presents a description of the program goals, objectives, activities, individuals served, context, funding source, staffing patterns, and expected outcomes.
3. Uses multiple measures of data collection, resulting in both quantitative and qualitative data. The report describes what data were collected from what sources and the collection methodology.
4. Clearly describes the program evaluation procedures, findings, and recommendations.
5. Describes specific procedures used in the evaluation process.
6. Includes designs for program evaluation that are practical, ethical, cost effective, and adequately address relevant political issues.
7. Is performed in a timely manner so that decisions regarding program effectiveness and their maintenance can be made.
8. Uses only sampling techniques that are adequate to support the conclusions that are drawn or any generalizations made to different settings or populations.
9. Is performed by independent evaluators, or by individuals who do not attempt to influence or control the results.
10. Supports findings with triangulated data (clear evidence).
11. Makes recommendations that correlate with reported findings and that are reasonable and feasible.
12. Contains information related only to the program evaluation.
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Other Uses of Data

While auditors found that the district was not formally evaluating programs, they sought other evidence that data were being utilized to impact student achievement. Auditors reviewed documents, surveyed teachers and administrators, and interviewed district and school administrators.

One example of data use is presented in the *Allentown School District Strategic Framework (2017-2021)*. The document lists a number of goals that the district has set for its future. It includes a large number of data figures that are listed as baseline metrics. These figures are evidence of the need for the particular goals in the framework. The purpose of the plan is to improve the results of those measures over the time of the Framework. The metrics include student achievement measures, as well as references to attendance, discipline, facilities, personnel, and financial measures.

The document also lists a number of strategic actions the district intends to take related to the use of the data:

- Develop robust processes and data systems that will enable quick intervention regarding discipline, attendance, and academics
- Develop and implement a robust data system to track individual progress of students and the progress of various subgroups
- Create school-based and district-based interdisciplinary teams to respond to data/needs of students
- Establish operational metrics for system in order to monitor and increase efficiency and effectiveness
- Establish data-based performance management system to foster data-driven decision making and continuous improvement

Auditors also reviewed ASD's 2013-14, 2014-15, and 2015-16 Annual Reports expecting to find references to data. Auditors found very limited references to student achievement data. The Academic Performance section of the reports included numerous bullet points of Curriculum Highlights that listed new activities that were implemented at various levels, but no actual student data outside of listing the School Performance Profile score of each school in the district and profiles of future plans for the district's graduates. The report does list demographic data about the district's student body as well as financial figures.

Auditors were not provided with many other documents that demonstrate use of data. One example that did was titled *PSSA* and *Keystone* Data Presentation. It consisted of a series of slides presented at the November 2, 2017, board meeting. The presentation provided a snapshot of a handful of grades and test results, including disaggregated data by race/ethnicity and comparative data for the middle schools. The final slide is titled "Now What" and includes some short-term and long-term activities of the district.

Staff Reporting of Data Use Practices

Auditors interviewed and surveyed district staff regarding the use of data in ASD. The use of student level data was analyzed in [Finding 4.3](#). Beyond student level use of data, district administrators shared the following common uses of data: planning professional development, student scheduling or grouping, as well as planning instruction and interventions. However, the vast majority of responses from administrators focused on student level use of data; few referenced system-level use.

Summary

While the Allentown School District has access to a significant amount of data from state assessments and locally administered assessments, it has not systemically used data to improve student achievement and district efficiency. The district has not formally evaluated programs to determine their effectiveness, and data use has been largely focused on student level classroom responses, rather than system-wide responses.

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 PDK-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 Allentown School District:

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 Allentown School District:

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

The auditors found that the district’s budget development process is not focused on clientele needs, appropriate data, or strategic priorities. The general fund demonstrates inadequate solvency with revenues less than expenditures for three of the past five years. The district has not established policy action in the past five years to function and operate programs and services within the organization’s means, and the district has not employed procedures to identify and use cost-benefit relationships in budgeting for programs and services. Budget documents impede determinations of cost-effectiveness and equity in program activities and services. School leaders are not currently able to look at expenditures for high-priority services in terms of acceptability or unsuitability, based on program results and outcomes.

The auditors also found that the district’s long-range facilities plan does not meet the audit components of a comprehensive plan, and some facilities are inadequate to provide quality curriculum delivery and support for current instructional strategies

Finally, the auditors found that the district does not have a comprehensive technology plan, and the distribution of technology across the district is uneven and lacks infrastructure.

Finding 5.1: The district’s budget development and financial decision-making process is not effectively driven by clientele needs, curricular goals, strategic priorities, or assessment data; budget documents impede determinations of cost-effectiveness and equity in program activities and services.

The budget is the major financial planning document for expressing in dollars the goals and priorities of the district and keeping the organization focused on productivity. As such, it needs to reflect a direct connection between the resources provided and the significance of the goals toward which those resources are directed. System-wide productivity is enhanced by budgetary decisions that assure adequate resources to specific program

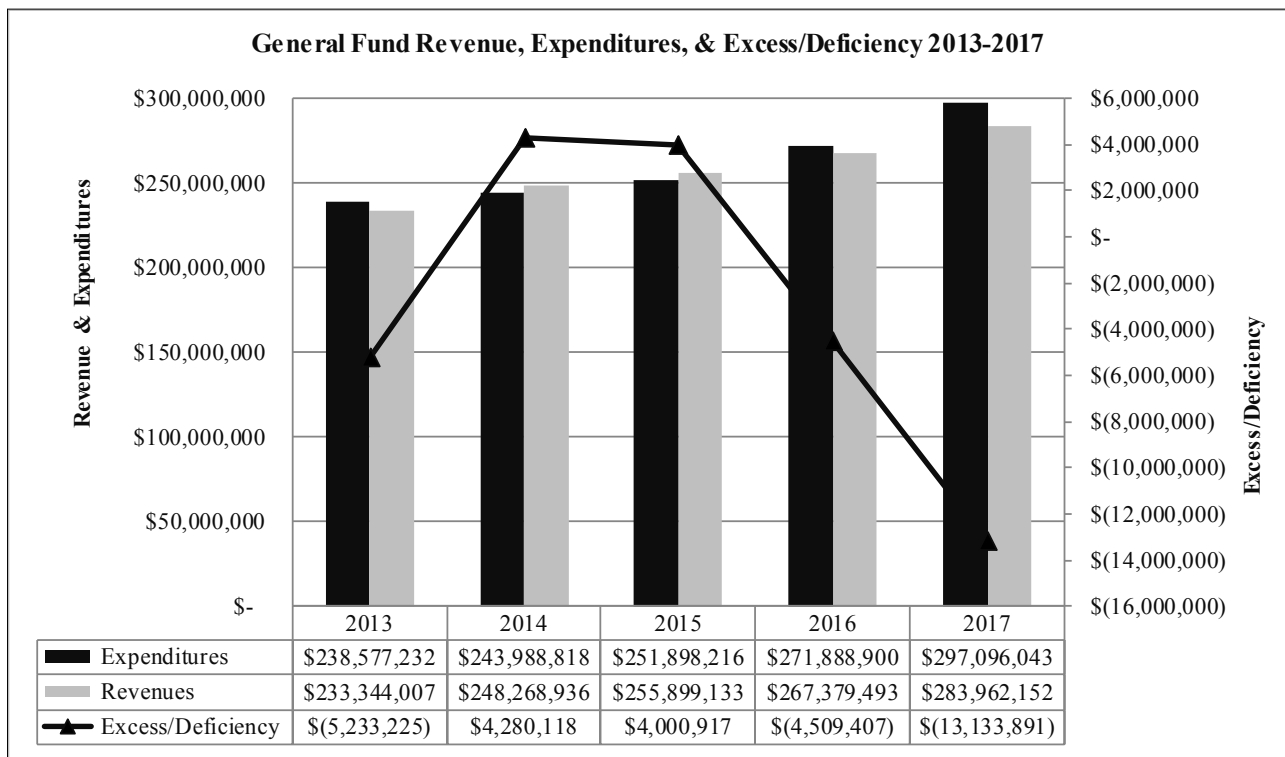
activities and needs that are congruent with district goals and priorities and that can demonstrate success in meeting them.

Without this systematic linkage, officials can easily allow themselves to spread district fiscal resources too unevenly or unreasonably, drifting from the system’s mission and focus, and end up serving the students and community ineffectively, inequitably, or inconsistently.

Financial standing of the Allentown School District

In examining the financial history of the Allentown School District, the auditors found that the district’s general fund demonstrates inadequate solvency with revenues less than expenditures for three of the past five years. Exhibits 5.1.1 and 5.1.2 explicate the system’s financial practices and solvency in the general fund from 2013-2017.

**Exhibit 5.1.1
General Fund Revenue, Expenditures, & Excess/Deficiency
Allentown School District
2013-2017**

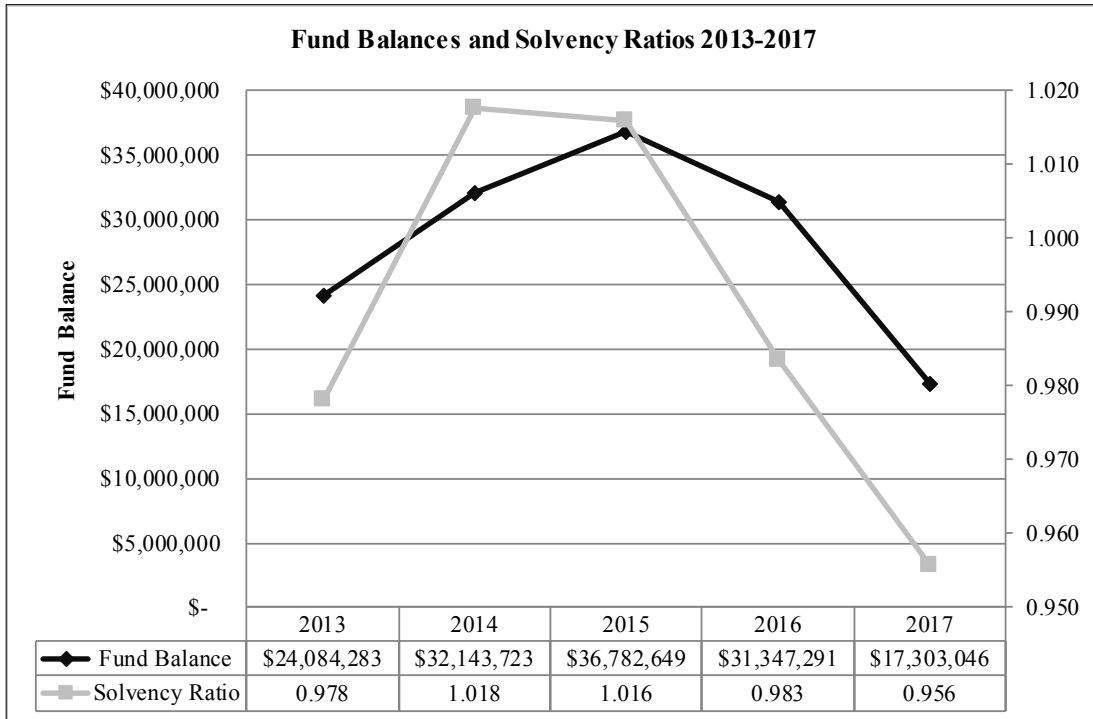


The Allentown School District’s lack of fiscal prudence is illustrated above by a perceived inability to live within its means. Moreover the deficiency in revenues less expenditures in 2017 is more than twice what it was in 2013. Continuing a deficit condition may seriously jeopardize the effectiveness and efficiency of the system.

In the Allentown School District, the board of directors has not established forthright policy action in the past five years to function and operate programs and services within the organization’s means, and the district has not employed procedures to identify and use cost-benefit relationships in budgeting for programs and services. The deficit conditions also indicate failure of the district to manage financial resources of the Allentown School District appropriately.

Exhibit 5.1.2

**Fund Balances and Solvency Ratios
Allentown School District
2013-2017**



As shown above, the Allentown School District’s fund balances have declined substantially in the past four years. Moreover, calculating the solvency ratio for the system shows that the general fund’s expenditures are not aligned with the revenues available, reflecting inadequate fiscal solvency over the past five years. Generally, a ratio of 1.06 or better is an acceptable ratio to demonstrate fiscal competence.¹

Relationship of Budgeting and Allentown School District Aims and Purposes

In terms of instructional programs, budgeting and fiscal practices directly impact the resources available to support the tangible needs of programs. Budget responsibilities for school boards and district leadership are to assure that the budget for the Allentown School District is faithful to its mission, supports its goals, and incorporates evaluation of the results of student assessment and program evaluation efforts to help assure program efficacy.

Leaders also are responsible for tempering budget decisions with the principles of equity and ensuring a data-based focus of resources to enhance student learning and system productivity. The ongoing management of resources is expected to be consistent with budget decisions, state and federal laws, and generally-accepted principles of accounting.

Budgeting Practices: Board Responsibilities

The general role of a school board in the budget process should be to adopt policies that guide district operations and budget activities at the program level. Boards have the responsibility to provide adequate oversight to assure that priorities and goals are clearly identified, based on data, and communicated system-wide prior to budget planning. A board must then assure the public that financial resources are placed to best support the mission and declared priorities, educational goals, and identified needs. The auditors found that the board was not adequately able to exercise these functions in accordance with their mission and oversight responsibilities due to factors delineated below.

¹ Note: The solvency ratio of an organization gives an insight into the ability of the organization to meet its financial obligations.

Budgeting Practices, Program Responsibilities, and District Requirements

The auditors reviewed a number of budget-related district documents, including the following:

- Allentown Annual Financial External Audits for 2013, 2014, 2015, 2016, and 2017
- Budget process documents for 2017-2018
- Estimated Budgets for 2017-18
- Bond sale support documents for 2017 (Bond refunding)
- Board Goals (Allentown School District website, 2018)
- Assessed Valuation documents for 2013-2017
- Public Financial Management report (re: deficit condition), 2017
- Policy 127: Assessment of Educational Programs
- Policy 140: Charter Schools
- Policy 601: Budget Objectives
- Policy 602: Budget Planning
- Policy 603: Budget Preparation
- Roles and Responsibilities of the School Board
- School Performance Profile (Pennsylvania Department of Education Document)

Policy 602 states that in order to ensure adequate time for the preparation and review of the proposed budget, the board requests that the superintendent or designee present to the board all available information associated with the budget at least 60 days prior to the end of the preceding fiscal year.

In its narrative, *Policy 602* requires that the budget shall evolve primarily from the needs of the individual schools and programs as expressed by building principals and/or central administration, and shall be compatible with district goals and long range plans. Ironically, the budget documents presented did not display or include specific measurable objectives or intentions based on programmatic distinctions (see [Exhibit 5.1.3](#)).

In examining the budgeting and financial documents cited above, the auditors found that configuration of the budget process inhibits the board and superintendent from fulfilling their required duties and responsibilities due to the lack of cost-benefit information about program activities and the lack of connectivity with program and services performance and assessment information.

In point of fact, the budget configuration is actually a spending plan based on line items without designated programmatic units with measurable objectives and planned outcomes, cost information, methods of accomplishing intentions and purposes, and assessment procedures for efficacy and effectiveness.

What the Auditors Heard from Stakeholders about Budgeting and Financial Management

The auditors documented the following quotations from various members of the staff, community, and external evaluators with respect to budgeting:

- “At one time (we) had so many programs but we’ve cut so much. Not as appealing, hence the flight to charter schools.” (District Administrator)
- “Other than financial, the district functions as if it is 1960 (technology-wise, being open to new and diverse ideas; that’s a cultural shift that is needed but it takes time). Pennsylvania and Allentown are behind.” (Board Member)
- “Hopefully the state will help close the (financial) deficit – we have no more fat to cut, and the district has done what it needs to do to get its house in order. Past mistakes are there, but it’s a new day and have to move on.” (Board Member)

- “For the first time I can look at the numbers and have confidence.” (Board Member)
- “Before you just checked your debit card and never looked at the balance. Now we are paying more attention.” (Board Member)
- “Emergencies that float to the top determine where monies are allocated.” (District Administrator)
- “Financial weakness is probably biggest and largest issue; [we] struggle year to year to offer all we need to for students [but] several years ago cut most if not all of support positions—areas like intervention specialist, reading specialists, arts, librarians. Staff cuts were also impacted—curriculum support, Special Education, business department, etc.” (District Administrator)
- “The district faced numerous budget shortfalls over the past decade, most recently for the current budget, which was \$15 million short when it was being debated in April.” (PFM Report)
- “Budget projections last spring were \$10 million too optimistic, leading the board to pass a 2017-18 budget without accurate information.” (PFM Report)
- “Salaries also exceeded the budget by almost \$6.5 million, which was 6% more than budgeted.” (PFM Report)
- “The district lacks a system to obtain accurate and timely information on its financial picture.” (PFM Report)
- “Finances are always a challenge here. (We) do not have the resources for the staff that we need, [or] the programs we need. ASD pays about 8K per student when some of the surrounding districts pay as much as 18K.”² (District Administrator)
- “Funding cuts have certainly impacted the ability of teachers to discuss curriculum. Class sizes are larger. It’s a challenge, it’s a hardship. The school was designed in the early 1900s.” (Department Chair)
- “Teacher A does not have what Teacher B has in another building. There is no consistency in the curriculum.” (Board Member)
- “More and more, we are buying curricula.” (Board Member)
- “Funding for schools, need tutors for students. They don’t have the resources to bring the books home.” (Parent)
- “Low income drives the dollars, instruction is driven by need.” (Central Office Administrator)

From interview comments and public reported information, it was clear to the auditors that participation in the budgeting process is limited and not well communicated, nor did respondents express support for the closely held nature of the budgeting process.

Budget and Financial Management Operations

Auditors found that the expenditure budget documents present little information for program activities, and little interpretive guidance was provided for the lay public and school personnel to understand the budget. The budget says much about how much the money is and where it is to go, but it says very little about what the money actually is intended to do or accomplish.

The mission, goals, and operations of programs were not separately delineated in district budget documents, which effectuates the following consequences:

- The board is not able to:
 - Identify the relationships between priorities, current spending, and outcomes for individual program activities and interventions;

² Note: The amount spent per pupil in 2017-18 in ASD was approximately \$17,000 per pupil, as reflected in audited financial reports reviewed by the auditors.

- Clarify both relative spending on discrete services and the organizational practices that influence how resources are deployed; and
- Establish the current cost of individual program activities as a necessary precursor to identifying whether there are better ways to provide some services.
- The Allentown School District’s budget is not organized with spending-on-activities approaches to cost analysis.
 - The current approach fails to inform strategic resource decision making by zeroing in on what is provided compared to what is needed.
 - The budget process fails to break out per-pupil expenditures and performance results by the discrete programs and services that students receive.
 - Use of programmatic-costing methods are not utilized appropriately or implemented as a management tool – to be used on a periodic basis, rather than a new accounting system requiring continuous and extensive record keeping.
- Service costing was not found, which would enable the board, leadership, and community to determine per-pupil expenditures for various courses of study, with connections between costs, benefits, results, and program performance.
- The line-item approach to budgeting presented to the auditors is common in Pennsylvania, but local determinations of how much “bang is obtained from the buck” are not feasible without sorting out programmatic components with goals, objectives, assessment of outcomes and performance, and incumbent costs.
- The district’s closely-held budgeting process uses financial data for determining allocations by departments or schools. The current system fails to account for factors that contribute to differential costs for different schools, diverse student clientele, various programs, subject areas, and course levels. Moreover, it is silent on what and how tangible performance outcomes impact allocations, depriving district and school leaders of information to manage resources efficiently and cost-effectively.

In effect, school leaders are not currently able to look at expenditures for high-priority services in terms of the acceptability or unsuitability based on program results and outcomes.

Then the question is, “what changes are needed to improve outcomes?” Without the cost-of-services programmatic approach, it is difficult to uncover relatively high spending in areas of low priority or performance. Making changes in program design and delivery to reduce costs in one place frees up funds for redirection to a high-priority area.

A centrally driven revenue-based process, which allocates to all schools and district departments, was determined to be present by auditors, but incremental components of program spending and quality were not found.

In effect, the auditors found the budgeting process and documents were inadequate to connect effectiveness of results to expenditures for various activities.

How the Allentown School District Budgeting Process is Assessed with Audit Criteria

The audit team assessed the procedures and documents used in the Allentown School District budget development and management processes against the six audit components of a curriculum-driven or performance-based budget. [Exhibit 5.1.3](#) lists the components expected in the budget development process and the auditors’ ratings of the presence or absence of these criteria in the district’s budgeting approach.

Exhibit 5.1.3

**Components of a Performance-based Budget
And Adequacy of Use in the Budget Development Process
Allentown School District
May 2018**

Performance-based Budget Criteria	Auditors' Rating	
	Adequate	Inadequate
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 is described 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	0
Percentage Adequate	0%	
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As can be gathered from the information in [Exhibit 5.1.3](#), auditors found that none of the six relevant criteria were adequate in the district's approach to budgeting for 2017-18. Further comments are provided on each criterion below.

Criterion 1: Connections (Inadequate)

In this criterion, plans and previous performance results must be figured into decisions about budget requests, and conscious connections with budget planning and assessment must be consistently or systematically occurring. Budget instructions or request forms need to require information that demonstrates this linkage.

Criterion 2: Rank Ordering (Inadequate)

Rank ordering of programmatic requests needs to be evident across program components, options, and operations, as well as other key programs provided by the system. No forms for developing differential funding levels for individual programs, rank ordering, or incremental presentation of requests at the system level were presented to auditors.

Criterion 3: Descriptions for Evaluation of Funding Consequences (Inadequate)

Descriptions of funding/non-funding consequences must be submitted to decision makers (board, administration, staff, etc.) with brief informational memoranda provided upon request. No standardized forms were presented as customary elements of the budgeting process for specific programs.

Criterion 4: Cost Benefits Analysis (Inadequate)

Cost-to-benefit information must be presented with proposals for new programs or intervention efforts. Cost/benefit analysis is also a systematic ingredient of budget requests for continuation programmatic items or proposals for deletion of budget components. Cost-benefit information was not found.

Criterion 5: Competition on Basis of Needs and Effectiveness (Inadequate)

Any competition among proposals that is based on needs analysis or effectiveness of the services represented in the proposal occurs informally either within the staff from which the proposal is presented or within the decision-making discussions at the superintendent's level. Such considerations are not formalized in an outlined procedure, and forms to present competing proposals were not available. The board does not characteristically engage in discussion of programs on a needs/criticality basis when the budget is presented to them.

Criterion 6: Participation in Decision-Making Process (Inadequate)

The budget process was found to limit participation of key district staff and stakeholders, which should typically (but not always) not only occur at the presenter's level (school, department, or program), but also at the budget management level, when principals, teachers, parents, and key community stakeholders evaluate information about the planned budget and make recommendations to the superintendent for subsequent recommendation to the board. Principals and teachers were not found to be participants in setting priorities at the allocation level, which delimits their suggestions in setting those priorities.

In summary, without the benefit of formal assessment to verify program efficacy, there is no systematic linkage between funding and board-adopted priorities. Consequently, decision makers can easily allow fiscal resource allocations indiscriminately without connections to the system's mission and focus. Without cost-effectiveness data on allocations for programs and service, the system could end up serving the students and community ineffectively, inequitably, or inconsistently.

Cost benefit information about programs, services, and operations was not sufficient to identify what results are obtained from system actions and processes, and whether those activity results justify maintaining, modifying, or terminating the activity.

Productivity is attained when the organization gains greater efficacy within its current resources, but current budget development and decision making processes of the Allentown School District are not fully adequate in assuring system-wide cohesion and productivity.

Finding 5.2: The district's long-range facilities plan does not fully meet the audit characteristics of a quality, comprehensive plan, and some facilities are inadequate to support quality curriculum delivery and desired instructional strategies. Some facilities are not well maintained.

Planning is a crucial function and in a school district determines direction for sound instructional programs and practices. Effective planning allows for the efficient use of district resources to maintain and project for future facility needs. A comprehensive facilities plan includes enrollment projections and considerations for district population growth and/or decline. Each district facility is assessed as part of the plan, and information provided allows the district to determine future direction for operation and maintenance. A cost analysis of potential capital needs and a prioritization of those projects are part of the comprehensive plan. The community and other stakeholders are included in the development and evaluation of the plan. The absence of a plan may lead to maintenance, renovation, and/or recommendations for facilities replacement that are inadequate to provide quality curriculum delivery and support for current instructional strategies. The lack of a facilities plan may also cause inefficiencies in the use of resources and inequities in instructional programs (see [Findings 1.2](#); [Finding 3.1](#)).

Allentown (PA) is a community of over 118,000 and has a student population of around 17,000. The district's instructional facilities include an Early Childhood Center, 4 schools with grades 1-5, 10 schools with grades K-5, 8 middle schools, 3 high schools, an alternative education program for grades 6-12, and a center for newcomers, serving both elementary and secondary students.

Auditors examined district documents provided as evidence of facility planning. The documents included board policies, facilities plans commissioned by the district, demographic information, and internal communication. District and building administrators were interviewed, as were board members and teachers about the conditions of current facilities. District school campuses were visited as part of site visits, and particular conditions that might impact the quality of the teaching and learning environment were noted.

Finding 1.1 provides an overall analysis of board policies; however the following policies are specifically related to long-range facility planning.

- *Board Policy No. 701: Facilities Planning:* “Strategic planning is desirable and is required by State Board of Education regulations. Community involvement is an important part of such a process. Facilities planning is a primary component of long range planning.”
- *Board Policy No. 703: Sanitary Management:* “The Board recognizes that the health and physical well-being of the students of this district depend in large measure upon the cleanliness and sanitary conditions of the school premises.”
- *Board Policy No. 704: Maintenance:* “Adequate maintenance of buildings, grounds, and property is essential to efficient management of the district.”
- *Board Policy No. 707: Use of School District Facilities and Grounds:* “The Board recognizes that its buildings and grounds are maintained primarily for the district’s educational program. Accordingly, the district will deny, modify, or revoke any application for the use of its facilities, which will in any way prevent, obstruct, or impede the use of the buildings and grounds for educational purposes.”

The auditors examined what was presented to them by district staff as their long-term plan documents: Allentown School District District-wide Feasibility Study: Volume 1 – Enrollment and Capacities Evaluation and Volume 2 – Building Assessments: 10 Year Capital Improvement Plan by Breslin Ridyard Fadero Architects (October 2017). The auditors also reviewed other documents associated with facilities planning. Exhibit 5.2.1 provides a listing of the documents reviewed by auditors and key points of each documents.

Exhibit 5.2.1

**District Facility Planning Documents
Reviewed by Auditors
Allentown School District
May 2018**

Document	Key Points
Allentown School District District-wide Feasibility Study Volume 1 – Enrollment and Capacities Evaluation By Breslin Ridyard Fadero Architects October 26, 2017	The study was commissioned to analyze and document the educational space needs for the next 10 years. Volume One is an analysis of space vs. capacity. District has sufficient capacity to meet projection forecasts to the year 2026.
Allentown School District District-Wide Feasibility Study Volume 2 – Building Assessments: 10 Year Capital Improvement Plan By Breslin Ridyard Fadero Architects October 12, 2017	The study was required by the Commonwealth of Pennsylvania to provide an appraisal of the district’s “ability to meet current and planned educational program needs.” The study examined and evaluated the state of repair of buildings’ interiors, exteriors, and site conditions, as well as mechanical, electrical, plumbing, and security systems. Hazard materials assessments and compliance with codes were also examined and evaluated.
Allentown School District District-wide Feasibility Study Volume 1 – Enrollment and Capacities Evaluation Appendix By Breslin Ridyard Fadero Architects	Includes floor plans for each building and the enrollment projection report provided by DecisionInsite.

Exhibit 5.2.1 (continued)
District Facility Planning Documents
Reviewed by Auditors
Allentown School District
May 2018

Document	Key Points
Allentown School District District-Wide Feasibility Study Volume 2 – Building Assessments: 10 Year Capital Improvement Plan APPENDIX By Breslin Ridyard Fadero Architects	Building conditions, energy star ratings, profiles, asbestos percentage.
Physical Condition Assessment of Five Schools: Allentown School District (Cleveland ES, Jefferson ES, McKinley ES, Harrison-Morton MS, Francis D. Raub MS) By Breslin Ridyard Fadero Architects June 1, 2016	The purpose of the report was to ensure sufficient local planning as the district prepares for undertaking a reimbursable construction project. The report indicated that “schools in this study within the ASD have been well maintained and the program of scheduled maintenance sound.” The report provided assessment on each of the five Allentown District schools slated for significant renovation or closure. All had significant issues, including not ADA accessible for all.
Asbestos Hazard Emergency Response Act (AHERA): AHERA 6-Month Periodic Surveillance Inspections By Element Environment Solutions, Inc. April 2017	The report provided assessment of asbestos in each building in Allentown School District. Some buildings had significant issues and were rated Damage Condition Level 10: Very Significant Damage, Removal Mandated.
Analysis of Projected Cost (Excel spreadsheet) February 2018	Spreadsheet on the projected cost of maintenance and renovation for district facilities.
ASD Workplace Safety Committee April 12, 2018	Document provides purpose, goal, objectives, and members of the ASD Workplace Safety Committee: Goal was to eliminate workplace injuries and illness by involving employees and administrators/supervisors in identifying hazards and suggesting how to prevent them.
Allentown School District Facilities Review Process – Logic Model (No date)	PowerPoint on district’s vision to upgrade or replace facilities within the district using three pertinent pieces of data: completed feasibility study, DecisionInsite, district financial projections per fiscal analysis
Facilities Review and Capital Planning Process	PowerPoint slides on process to create Comprehensive Ten Year Capital Improvement Plan
Historical Data (No date)	PowerPoint: on chronology of facilities assessments from 2005 to 2016
Facilities Services Strategic Planning July 10, 2017	PowerPoint on strategic planning process for facilities services.

The district commissioned a 10-Year Capital Facilities plan that was provided by Breslin Ridyard Fadero Architects. The report is an evaluation of enrollment capacities and building assessments with projections for the next 10 years of the buildings’ use. The report indicated that the district has space to meet its educational needs through 2026. The report also indicated that five school facilities are in severe condition and need to be replaced: Cleveland Elementary School, Jefferson Elementary School, McKinley Elementary School, Harrison-Morton Middle School, and Raub Middle School. Additional documents provided to auditors and

listed in [Exhibit 5.2.1](#) are supporting documents and documents prepared as presentations on the report by Breslin Rydyard Fadero Architects. The documents do not provide adequate support for planning the long-range operational needs of the school district, and they do not provide for short-term facility maintenance and utilization.

The auditors used the Allentown School District District-wide Feasibility Study, Volumes 1 and 2 by Breslin Ridyard Fadero Architects as the basis for determining whether the components of a comprehensive long-range facilities plan met audit requirements. The results of the analysis are provided in [Exhibit 5.2.2](#). [Exhibit 5.2.2](#) shows a listing of the components auditors consider essential for an effective facility master plan and the ratings for each of the components.

Exhibit 5.2.2

**Components of Comprehensive Long-range Facilities Plan
And Auditors' Assessment of the Planning Efforts
Allentown School District
June 2018**

Components of a Comprehensive Long-range Facilities Plan	District Planning Efforts	Reviewer's Rating	
		Adequate	Inadequate
1. Philosophical statements that reflect community aspirations and the educational mission of the district and their relationship to short- and long-range facilities goals	The report does not include a philosophy statement reviewing the community aspirations, nor does it include the educational mission of the district.		X
2. Enrollment projections that take into account any known circumstances that may change the pupil population	Enrollment and capacities evaluations were provided in Vol. 1 of the report.	X	
3. The current organizational patterns of the district and identification of possible organizational changes necessary to support the educational program	Organizational patterns and changes of the district were not included in the report.		X
4. Identification of educational programs considered by designers of capital projects for renovation or addition of school facilities	Educational program needs were not included in the commissioned report provided by Breslin Ridyard Fadero Architects.		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	An assessment of each facility was provided in the report. Architects, engineers and material specialists provided the results of their examination and evaluation of the interior and exterior of the buildings, as well as mechanical, electrical, plumbing, and security systems.	X	
6. Prioritization of needs for renovation of existing facilities and the provision of additional facilities	The report provides a prioritization of needs for renovation and recommendations on the need for additional facilities.	X	

Exhibit 5.2.2 (continued)
Components of Comprehensive Long-range Facilities Plan
And Auditors' Assessment of the Planning Efforts
Allentown School District
June 2018

Components of a Comprehensive Long-range Facilities Plan	District Planning Efforts	Reviewer's Rating	
		Adequate	Inadequate
7. Cost analysis of potential capital projects to meet the educational needs of the district, including identification of revenues associated with capital construction	The report provides cost analysis of potential capital projects and revenues associated with construction of new facilities.	X	
8. Procedures for the involvement of all stakeholders of the school community in the development and evaluation of the long-range facilities plan	No procedures were provided for involving stakeholders in the report that was presented by the architects as a comprehensive 10-year facilities plan.		X
Total		4	4
Percentage of Adequacy		50%	
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There are eight components auditors consider as requirements for a comprehensive long-range facilities plan. Exhibit 5.2.2 shows that in the Allentown comprehensive facilities plan, four of the eight components were considered adequate, and four were considered inadequate. The auditors considered both Volume One and Volume Two of the Comprehensive Plan. Taking both volumes together, the plan is inadequate to plan facilities needs for the district. The percentage of adequacy for comprehensive facilities planning in Allentown School District is 50%. Other documents, listed in Exhibit 5.2.1 were also considered; however, none were adequate for planning facility needs.



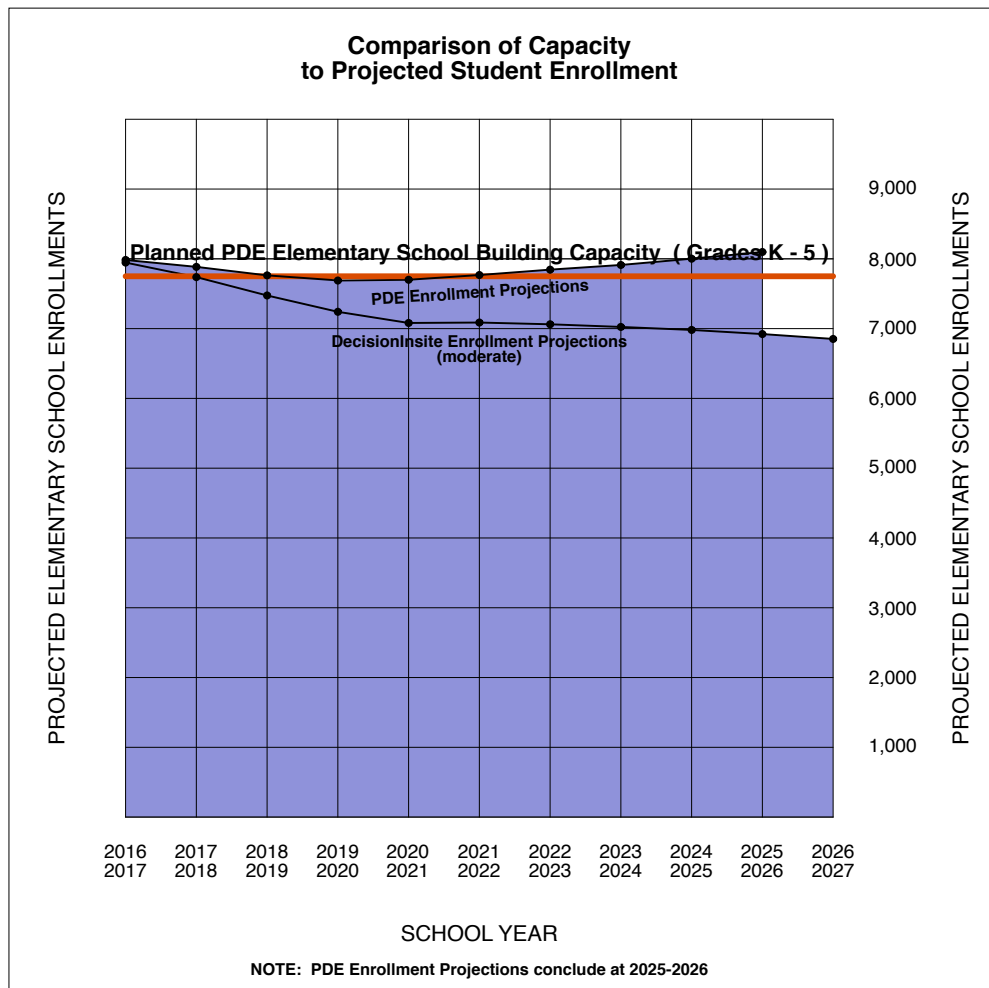
Allen High School has a classical facade which reflects the time in which it was built

The auditors were provided enrollment data that were included in Volume One of the Allentown School District District-wide Feasibility Study by Breslin Ridyard Fadero Architects. An Appendix for Volume One was also provided to the auditors. The report indicates that the district has sufficient overall capacity to meet projection forecasts to the year 2026. The report further states the following:

- Elementary – projections will be adequate if programming remains status quo (increases capacity by 575 students).
- Middle School – adequate if programming remains status quo.
- High School – adequate if special education classrooms are reconfigured “to reclaim Regular Classroom space.” Lab spaces: recommendation to increase from 20-25 students.

The following charts show the comparison of building capacity to projected student enrollment for elementary, middle, and high schools. The charts include enrollment projections from DecisionInsite (Fall 2017) and the Pennsylvania Department of Education (PDE) presented as part of the report from Breslin Ridyard Fadero Architects (October 2017). The PDE Capacity does not include Temporary Classrooms, Special Education Classrooms, and ESOL Classrooms.

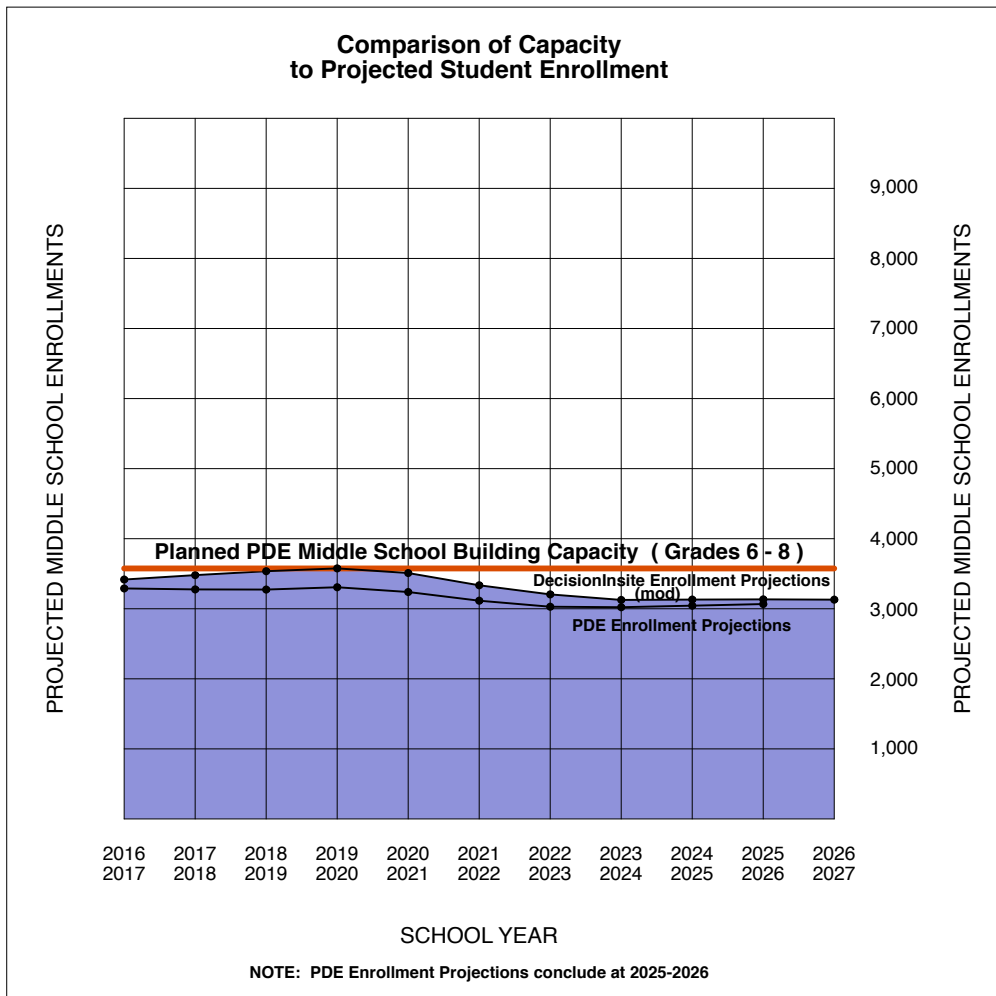
Exhibit 5.2.3
Comparison of Capacity to Projected Student Enrollment
Elementary Schools
Allentown School District
2016-17 to 2026-27



Source: Breslin Ridyard Ferado Architects, October 2017

Exhibit 5.2.3 shows the projected elementary school enrollment from 2016-17 to 2026-27. DecisionInsite enrollment projections show a decline: 7,086 students in 2021 to 6,852 students in 2026. Pennsylvania Department of Education (PDE) elementary capacity projections show a slight increase: 7,699 students in 2021 and 8,098 in 2026.

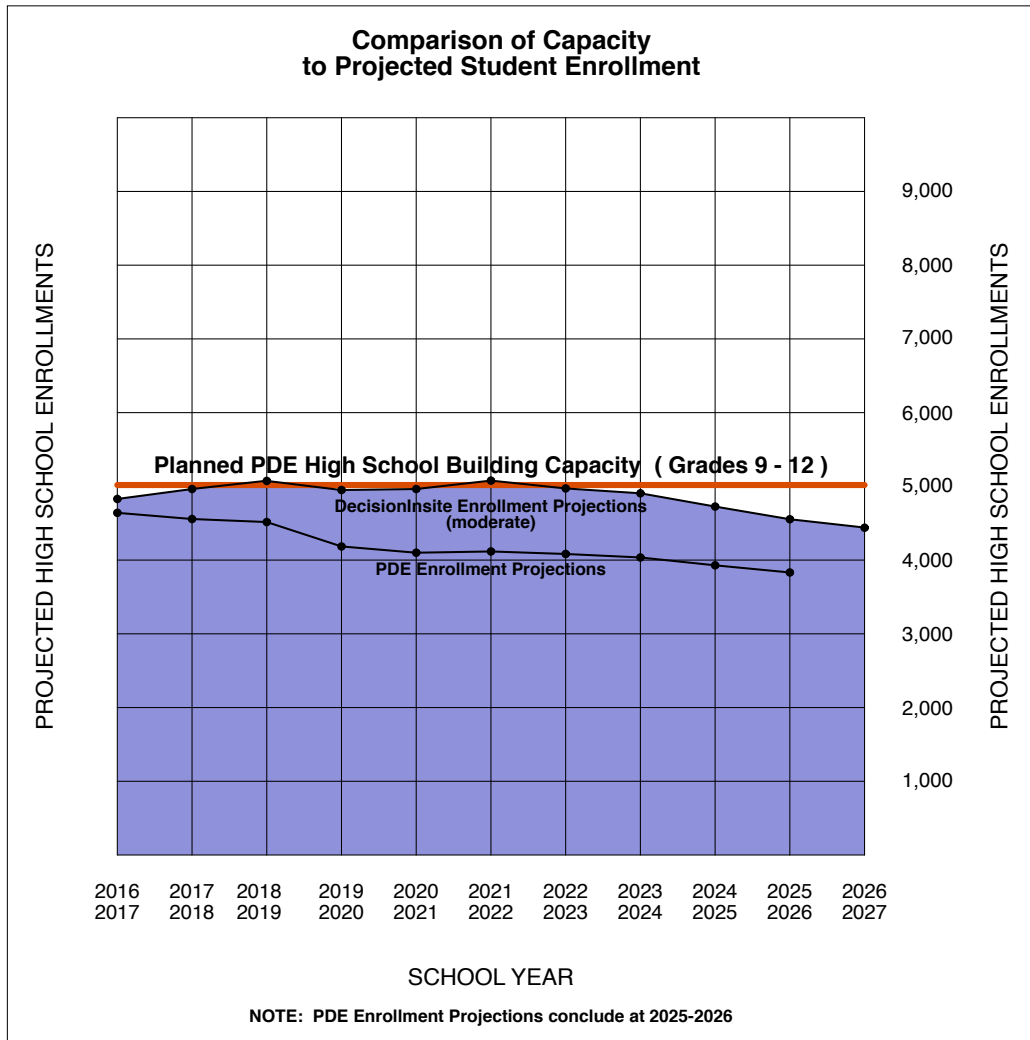
Exhibit 5.2.4
Comparison of Capacity to Projected Student Enrollment
Middle Schools
Allentown School District
2016-17 to 2026-27



Source: Breslin Ridyard Ferado Architects, October 2017

Exhibit 5.2.4 shows the projected middle school enrollment from 2016-17 to 2026-27. DecisionInsite (Fall 2017 Moderate) enrollment projections show a decline: 3,335 students in 2021 to 3,130 students in 2026. Pennsylvania Department of Education (PDE) middle school capacity projections also show a decline: 3,239 students in 2021 and 3,067 in 2026.

Exhibit 5.2.5
Comparison of Capacity to Projected Student Enrollment
High Schools
Allentown School District
2016-17 to 2026-27



Source: Breslin Reidyard Ferado Architects, October 2017

Exhibit 5.2.5 shows the projected high school enrollment from 2016-17 to 2026-27. DecisionInsite (Fall 2017 Moderate) enrollment projections show a decline: 4,978 students in 2021 to 4,439 students in 2026. Pennsylvania Department of Education (PDE) middle school capacity projections also show a decline: 4,101 students in 2021 and 3,832 in 2026.

Based on the enrollment projections, Breslin Ridyard Fadero Architects provided the district with conceptual cost options for accommodating the facilities needs:

- Option 1A: Construct a new elementary school for 875 students to replace Cleveland and McKinley Elementary Schools, and provide additional student capacity to augment Educational Programs in various existing elementary schools (\$39,218,132)
- Option 1B: Construct a new middle school for 1,000 students to replace Harrison-Morton Middle School (\$62,024,895).

Exhibit 5.2.6 shows a comparison of DecisionInsite and PDE enrollment projections. DecisionInsite report is included as an Appendix in the Breslin Ridyard Fadero Architects report. DecisionInsite provided two enrollment projections: one was a Conservative Projection, and the other was a Moderate Projection. DecisionInsite recommended using the Moderate Projection for facilities planning.

Exhibit 5.2.6

**Comparison of DecisionInsite and PDE Enrollment Projections
Allentown School District
May 2018**

COMPARISON OF DECISIONINSITE AND PDE ENROLLMENT PROJECTIONS								
	ELEMENTARY (K-5)		MIDDLE (6-8)		HIGH (9-12)		TOTAL	
	DI Mod.	PDE	DI Mod.	PDE	DI Mod.	PDE	DI Mod.	PDE
2016-2017		7,984		3,290		4,640		15,914
2017-2018	7,738	7,885	3,480	3,276	4,964	4,557	16,182	15,718
2018-2019	7,478	7,763	3,536	3,274	5,074	4,515	16,088	15,552
2019-2020	7,241	7,689	3,576	3,308	4,948	4,185	15,765	15,182
2020-2021	7,081	7,699	3,510	3,239	4,963	4,101	15,554	15,039
2021-2022	7,086		3,335		4,978		15,399	
5 YEAR CHANGE	-652	-285	-145	-51	14	-539	-783	-875
2021-2022		7,767		3,115		4,117		14,999
2022-2023	7,062	7,845	3,205	3,029	4,972	4,083	15,239	14,957
2023-2024	7,024	7,912	3,126	3,022	4,906	4,037	15,056	14,971
2024-2025	6,982	8,002	3,131	3,044	4,726	3,929	14,839	14,975
2025-2026	6,922	8,098	3,134	3,067	4,554	3,832	14,610	14,997
2026-2027	6,852		3,130		4,439		14,421	
5-10 YEAR CHANGE	-210	331	15,726	-48	-533	-285	-818	-2
10 YEAR CHANGE	-886	114	-350	-223	-525	-808	-1,761	-917

Source: Breslin Ridyard Ferado Architects, October 2017

The elementary enrollment provided by DecisionInsite (DI) shows a significant decrease in the number of elementary students enrolled in Allentown School District over the next 10 years (a decline of 886 students). At the middle school level DI shows a moderate decline (350) and at the high school level significant decreases in the next 10 years (808). The district totals show a loss of 1,761 students using the DI projections and 917 students using the PDE enrollment projects.

Overall, the data presented to auditors show a decline in enrollment as projected for 10 years from both the report from DecisionInsite (Fall 2017 Moderate) and PDE, with the exception of a slight increase projected by PDE for elementary schools. The data presented show that the district has capacity for its student enrollment through 2026.

The district’s administrative staff are using the report provided by Breslin Ridyard Fadero Architects as a guide in their facilities planning. The condition of facilities is provided in the report – Volume Two. Volume Two does not include analysis of Cleveland Elementary School, Jefferson Elementary School, McKinley Elementary School, Harrison-Morton Middle School, and Raub Middle School. These five schools are included in a separate report from Breslin Ridyard Fadero Architects, dated June 1, 2017.

Breslin Ridyard Fadero Architects provided the district with a summary of capital improvement plan estimates. The estimated cost for elementary facilities totaled \$133,258,221. The cost for middle school capital improvement plan estimates totaled \$83,798,403. The cost for high school capital improvement plan estimates

totaled \$57,905,669. The total cost for capital improvement plan estimates for school facilities, not including non-schools, is \$274,962,293.

The high capital improvement estimate, as indicated by Breslin Ridyard Fadero Architects, is a result of many factors:

“Facility deficiency and capital investment needs identified across the district are a product of many factors. These include, but are not limited to: cyclical maintenance, original design and construction qualities, obsolete building systems, modern code and regulatory requirements and the general age of the building stock currently in service. The latter three factors are highly relevant to this evaluation. Among most codes, the American with Disabilities Act (ADA), which guarantees disabled citizens unencumbered access to public facilities, often makes the care and renovation of existing buildings an involved and costly process. Obsolete mechanical, electrical, plumbing and fire protection systems account for more than 50% of projected investment cost in every district building; in many cases exceeds 70%. And finally, the clear majority (67%) of the Allentown School District’s facilities and building additions exceed 60 years of age, with several of this group older than 100 years. While all have been the subject of renovations and very attentive maintenance and upkeep through the years, aging structures are often ill suited to support the functional and curricular demands of a 21st century school facility. They are also commonly burdened by the presence of hazardous materials, such as asbestos, lead and PCBs, which require ongoing containment or expensive mitigation to eliminate.”

Breslin Ridyard Fadero further states that “when the total cost of capital improvement projects over a 10-year period approaches the cost of a total renovation or complete building replacement, it becomes feasible to complete a total renovation or replacement capital project.”

The auditors interviewed and surveyed district and building administrators. Also interviewed were board members, teachers, parents, and community members.

The auditors asked principals whether facilities were adequate. Just over 30% said facilities were adequate. Almost 70% disagreed or strongly disagreed. Comments included the following:

- “Adequate, but not well maintained.”
- “Over capacity, not enough bathrooms, classrooms too small.”

The auditors also asked about principal satisfaction with response to maintenance issues. The responses showed about 54% strongly agreed or agreed with the statement, “I am satisfied with the response time to maintenance issues in my building.” Forty-six percent indicated that they strongly disagreed or disagreed with the statement. When asked, “Is there anything else about your school system you believe the auditors should know?” a comment was made on the age of facilities and lack of air conditioning, indicating it “creates nearly unbearable heat conditions at certain times.”

The survey indicated similar responses from teachers. Teachers were asked to respond to the following statement: “Please rate your campus facilities in providing a quality teaching and learning environment.” The percentage of teachers who responded “Poor” to the survey items is listed below:

- | | |
|--|--------|
| • Curb appeal (i.e., external appearance – especially building entrance) | 21.33% |
| • Welcoming environment (e.g., welcoming and respectful front office) | 11.70% |
| • Physical condition of the building | 39.54% |
| • Ongoing maintenance (e.g., timeliness and quality of needed repairs) | 46.10% |
| • Size (i.e., adequate accommodation of student enrollment and activities) | 26.10% |
| • Custodial care (e.g., cleaning) | 37.33% |

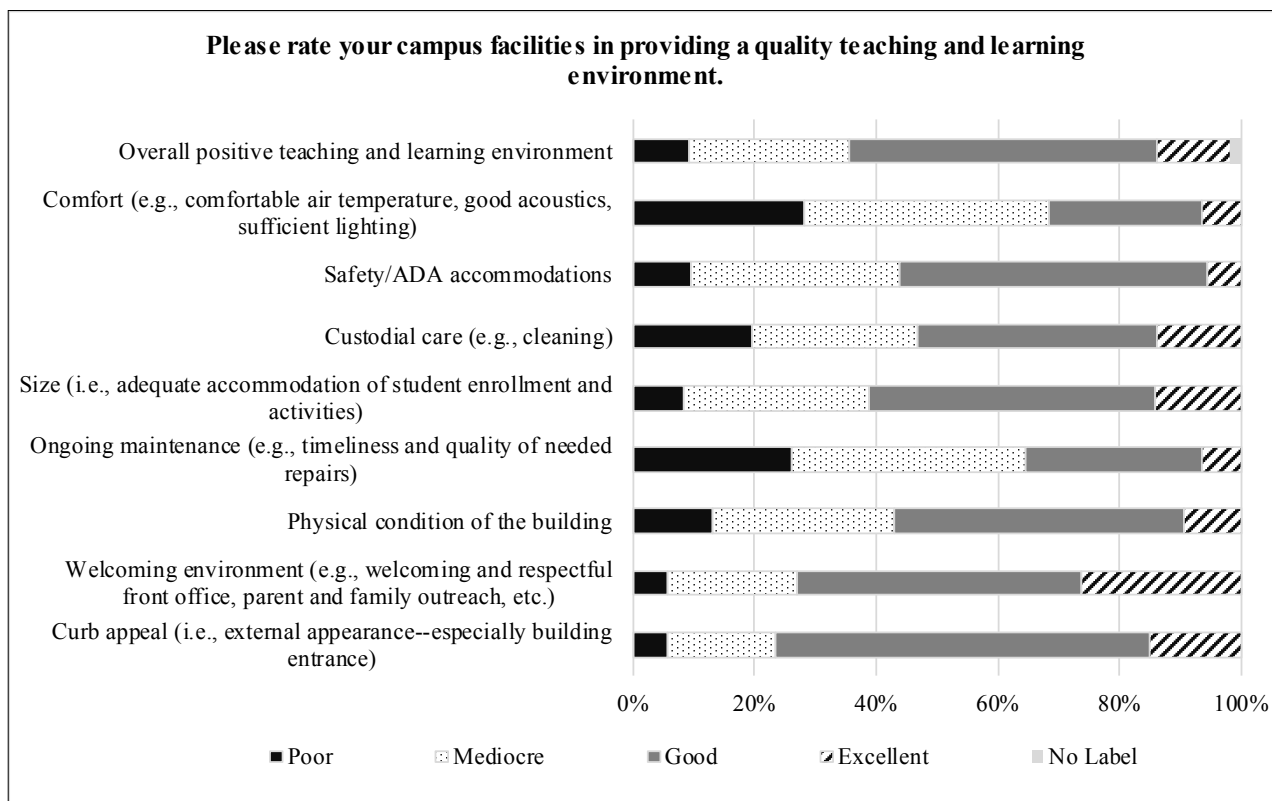
- Safety/ADA accommodations 23.94%
- Comfort (e.g., comfortable air temperature, good acoustics, sufficient lighting) 55.28%
- Overall positive teaching and learning environment 17.93%

Of 585 teachers who responded to the survey, 149 skipped Question 38, regarding campus facilities. Of the 436 teachers who responded to the survey question, the majority indicated that comfort affects their quality teaching and learning environment the most (55.28%). Comfort included air temperature, good acoustics, and sufficient lighting. Ongoing maintenance (46.10%) and physical condition (39.54%) were the next highest factors affecting the quality of teaching and learning.

One respondent commented, “If I could only pick one [thing to change], it would be the buildings. They are filthy and not kept up. To name a few examples, there are bugs often; the floors get cleaned in the classroom rarely, and garbage is not emptied every day.” Another stated that if they had to pick one thing about the school district to change or improve: “Get air conditioning. Kids do not want to listen in the heat. Kids feel sick. It is not an environment that promotes learning.”

Exhibit 5.2.7 shows the ratings of teachers regarding their campus facilities as related to providing a quality teaching and learning environment:

Exhibit 5.2.7
Teachers Survey – Question 38
Rating of Campus Facilities for Providing
Quality Teaching and Learning Environment
Allentown School District
May 2018



Auditors heard similar comments during interviews: Some of the comments received regarding the condition of the district’s facilities were as follows:

- “We just continually fix and patch up things in the buildings. With the age of the buildings, we do the best that we can with the resources that we have.” (Building Staff)
- “Because some windows in the building are a safety hazard or because of not being able to get the proper springs to repair them, the windows are screwed shut for safety.” (Teacher)
- “Our facilities are not keeping up with the needs of our students” (Teacher)
- “I get that our building is old and can’t change the fact, but you can keep it clean.” (Teacher)
- “They are old, like Civil War era old.” (Board Member)
- “They do the best they can.” (Building Administrator)

Facilities are many times the first thing someone new to the district sees, prior to any conversation with district staff. Facilities maintenance and upkeep often provide the first impression of the district. The comments noted from interviews and from the responses to the survey indicate that there are facility issues that may be impacting the quality of the teaching and learning environment.

Summary

Quality curriculum delivery is critical to teaching and learning. Adequate facilities support quality curriculum delivery. Both are dependent on a comprehensive facilities plan that takes into account the maintenance, renovation, and replacement need of facilities. In the absence of quality planning for facilities, classroom instruction may be impacted and learning interrupted. There may also be a compounded effect on resources, as attention to maintenance and repairs become episodic rather than the result of planned maintenance. This may lead to inefficiencies and resources eroded by emergencies.

The auditors were provided with a feasibility report that included a 10-year capital improvement plan and recommendations. The district is using this document as a facilities plan; however, it does not meet the audit criteria for a comprehensive facilities plan. Fifty percent of the components for a comprehensive facilities plan are not present in the Allentown School District facilities plan. The plan does not have a philosophy statement and does not include stakeholders as part of the process. Stakeholders are key to the planning process, as their involvement may be necessary in securing resources to execute the recommended maintenance, renovation, and replacement of facilities. The facilities plan that was provided to auditors also did not include the educational mission of the district. Interviews and survey responses also indicated that some facilities are not well maintained. A comprehensive facilities plan would assist the district in preparing for the facilities needs of the district and ensure facilities are adequate to provide quality curriculum delivery and support for current instructional strategies.

Finding 5.3: The district does not yet have a comprehensive plan for instructional technology programming, with a clearly stated program philosophy and vision. Technology is unevenly distributed across the district; in some schools, there is no infrastructure to support technology hardware.

Students live in a technology world. They are immersed with technology, including iPhones, androids, iPads, tablets, and other equipment that have become intrinsic to their existence. They use various social media, Smart devices, and are inundated with apps of all types. Therefore, when they are in schools, one would think that technology would transfer to their instructional space. To adequately prepare students for the technology world they are in currently and will face in their future, districts must comprehensively plan for instructional technology programming that includes a clearly stated vision. Technology access must be distributed throughout the district, and there must be an infrastructure to support technology hardware. Technology planning is essential to provide Allentown School District with direction for the selection, adoption, implementation, and evaluation of technology. The auditors reviewed the following district documents related to technology:

- Congratulations letter from PDE on Technology Report (June 28, 2012)
- Achievements of Thomas Derhammer, Director of Technology (2014-2018) (No date given)
- Excel Spreadsheet of Computers by Building (No date given)

- Memorandum from ASD Budget Manager regarding 2018-2019 Budget Allocation request (March 28, 2018)
- Technology Planning 2018-2019 – Excel spreadsheet with four-year budget allocations (No date given)
- Technology Budget 2018-2019 – Excel Spreadsheet with budget request (No date given)
- Memo to ASD Employees: Reminder about email safety (June 11, 2015)
- Memo to ASD Computer Technicians/Analysis: Technician Toolkit (June 4, 2015)
- Memo to ASD Computer Technician/Analysis: Technology Naming Process (December 2, 2015)
- Security Camera RFP from CSi Integrated Security & Communications (February 14, 2017)
- Security Camera System Design from CSi – proposal response RFP (No date given)
- Nova Series BCD108 Data Sheet – PDF with specification on Nova Series Appliances (No date given)
- SuperNova Server Series BCD108 – PDF with specifications on Nova Storage Series BCD456-NS-45FP (No date given)
- SuperNova Server Series BCD108 – PDF with specifications on Titan Networking Series TTN-7200F-10G (No date given)
- Technology Committee Notes: Physical Security (No date given)
- Technology Committee Meeting Agenda (November 2016)
- Budget Calculator FY 2018 (No date given)
- ePlus PO Number by School (No date given)
- FY2018 E-Rate Cabling Bid Response Matrix (No date given)
- ASD Wireless Infrastructure Project Report (No date given)
- Cable Bidding Packet – Response Matrix (January 10, 2018)
- Cable Bidding Packet – Sign-In Sheet (January 12, 2018)
- Cable Bidding Packet: Responses to Questions and Addenda 1, 4, 5 (January 12, 2018)
- School Level Plans (July 2017-June 2018)

The auditors interviewed members of the board, district and building administrators, and received surveys from principals, teachers, and parents. Reviewers also visited school campuses and recorded technology being used in the classrooms. The auditors used the information gathered to determine the extent of technology planning occurring in the district. The auditors found technology planning to be inadequate to guide the integration of technology in the teaching and learning environment. The auditors found that the district lacks a comprehensive plan for instructional technology programming, with no clearly stated program philosophy or vision, and also that technology is unevenly distributed throughout the district. In some schools, there is no infrastructure to support technology hardware.

The auditors reviewed the instructional technology programs with the quality criteria auditors would expect to find in the school district. The comparison is presented in [Exhibit 5.3.1](#).

Exhibit 5.3.1

**CMSi Criteria for Instructional Technology Programs
Allentown School District
May 2018**

Program Component	Adequate	Inadequate
1. Board policy or administrative regulation for instructional technology exists.		X
2. There is a clear statement of program philosophy/vision.	Partial*	
3. A comprehensive view of technology exists.		X
4. A needs assessment has been completed and evaluated.		X
5. Measurable student goals and objectives exists.	Partial*	
6. An ongoing student assessment component exists.		X
7. An ongoing program assessment component exists.		X
8. There are comprehensive staff trainings 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	2	13
Percentage Adequate	13%	
Partial ratings are tallied as inadequate.		
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The auditors used the documents provided to them by district administrators. Among the documents, one was provided to the Pennsylvania Department of Education titled, “Educational Technology Report.” The report, also referred to throughout the document as the Educational Technology Plan, was used to review the district’s instructional technology program, using the quality criteria auditors would expect to find in an instructional technology plan. As indicated in [Exhibit 5.3.1](#), the report met 13% of the quality criteria and is, therefore, deemed inadequate to provide direction for the district’s instructional technology planning. A rating of at least 70% is required for adequacy. Additionally, the report is dated June 2012 and, at the time of the audit, was six years old. The following explains the auditors’ ratings.

Criterion 1: Board Policy (Inadequate)

There is no board policy that directly relates to instructional technology. The auditors found that some board policies reference instructional technology; however, the policies do not provide direction on how technology is to be developed or implemented:

- *Board Policy No. 102: Academic Standards:* “The Board shall approve academic standards for (3) Science and Technology – to include reading in science and technology, and writing in science and technology.”
- *Board Policy No. 113: Exceptional Children – Special Education:* “All services, e.g., technology education, art, physical education, music, home economics, library education, etc., which are extended to the general population of students shall be provided for the exceptional pupil where feasible.”

- *Board Policy No. 303: Employment of Administrators:* “The Board places substantial responsibility and authority for the effective management of the district with administrators who are employed by the district...For the purposes of this policy, administrative positions shall be deemed to be...Director of Information Technology...Instructional Technology & Media Specialist.”
- *Board Policy No. 815: Acceptable Use of Communications and Information (CIS) Systems:* “The Allentown School District (“school district”) provides employees, students, and Guests (“users”) with hardware, software, and access to the school district’s electronic communication system and network, which includes internet access, whether wired, wireless, virtual, cloud, or by any other means.”
- *Board Policy No. 815.1: Acceptable Use of District Website:* “The Board authorizes the use of its website and webpages for legitimate educational purposes.”
- *Board Policy No. 815.2: Acceptable Use of Social Media:* “In response to increasing use of evolving technology, the Board adopts this policy to require that employees utilize District-sponsored social media in a manner that is consistent with the educational mission of the District. Employees and students must use District-sponsored social media in a manner that is consistent with this policy at all times.”

Criterion 2: Program Philosophy (Partially Adequate)

The report states the vision of Allentown School District as providing “every student in the Allentown School District (ASD) with an individualized academic plan that leads to graduation and success in postsecondary education or a job paying a family-sustaining wage.” The report further states in the Reflection section, “ASD believes technology is an instructional tool which supports learning outcomes. Technology will lead the way for students to compete globally for competitive jobs. ASD values technology and understands its efficiencies and effectiveness as a teaching and learning tool.” The rating is partial because there is not a clear vision statement relative to instructional technology. The Vision section of the report is separate from the Reflections section of the report and provides no crossover or reference to the other. There is no reference to student experiences with emerging technologies.

Criterion 3: Comprehensive View (Inadequate)

There is no statement or provision for the use of instructional technology in the report provided. The report states, “ASD uses technology to make informed instructional decisions at the classroom level with the use of a new Student Information System (SIS).” It does not go on to reference how technology can inform teaching and learning during instructional delivery.

Criterion 4: Needs Assessment (Inadequate)

The needs assessment section of the report is left blank. There is no information provided in this section of the report.

Criterion 5: Measurable Goals (Partially Adequate)

The report references district goals related to academic proficiency and indicates that the district will provide reading curricular software and online resources. There is no indication of how the goal will be measured. The list of strategies for improving academic programs and services includes web-based management and student management systems, community web portal, monitoring cyber education, online share point, adaptive technology, etc. There is no direct reference to how this will be accomplished through the teaching and learning process.

Criterion 6: Student Assessment (Inadequate)

Auditors could not find an assessment that measured expected outcomes. The report referenced student achievement on such assessments as *4-Sight*, *DIBELS*, *PSSA*, observations and surveys. These instruments do not measure the effectiveness of instructional technology.

Criterion 7: Program Assessment (Inadequate)

Auditors could not find any reference to program assessment in the report provided to them as the Educational Technology Plan.

Criterion 8: Staff Training (Inadequate)

The report indicates that staff will be trained on the software being used for formative assessments and the management systems: DIBELS Next, Study Island, Classroom Diagnostic Tool, Web 2.0 Tools, SIS – Students Information System, and SAS – Standards Aligned Systems. The report further states that the plan encompasses a continuous learning opportunity for all staff and administrators. There is no provision for comprehensive training for instructional technology and no measurable standards for equipment, application, and technology.

Criterion 9: Hardware Standards (Inadequate)

There were no hardware standards provided to auditors. The auditors received documents listed in [Exhibit 5.3.1](#), but none of the documents had equipment standards. The report lists a strategy for Goal 8 – Facilities is to “work to provide equitable resources of technology across all buildings.” The activity listed is to equip the classrooms in the district with current technology.

Criterion 10: Standards and guidelines for software/applications (Inadequate)

There were no standards or guidelines provided to auditors for software/application. Different software was available throughout the district, but there was no coordination of the software/applications and no standards for district use.

Criterion 11: Internet Access Standards (Adequate)

There are administrative regulations on website use: 815.1AR Website Administrative Regulations. The report also has information on Internet Safety: “The Allentown School District makes every possible effort to filter web content in accordance to the Children’s Internet Protection Act (CIPA).” The auditors determined the Internet Access Standards are adequate.

Criterion 12: Role of School Library (Inadequate)

There is no role for the school library listed in the report. The role of the school library is deemed inadequate.

Criterion 13: Implementation Budget (Adequate)

The report has a potential budget included. The budget includes the funding source, and response to each goal area in the report.

Criterion 14: Maintenance Budget (Inadequate)

The budget in the report does not include a maintenance budget. There are references to continuing programs, but no mention of a budget to maintain existing equipment.

Criterion 15: Site Plan Alignment (Inadequate)

There is no alignment to site plans. While building site plans exist for 2017-18, the plans do not specify instructional technology use.

The report presented to auditors as the educational technology plan met the audit criteria for two areas and was found inadequate in 13 areas. The two areas listed as partially adequate are considered inadequate by audit standards, as partial does not meet the criteria for quality. The total percentage met is 13%. The technology plan was for the years 2012-2015.



Old laptop computers stored in boxes in the basement of Cleveland Elementary School

The auditors received information from surveying teachers, students, and parents. When teachers were asked about the strengths of the school district, a few mentioned technology:

- “The district offers diversity and good use of technology.”
- “The district tries to keep up with current research/trends in education. They are working on purchasing more technology.”

Conversely, when teachers were asked about the weaknesses of the district, technology was also mentioned as an area of weakness. The following are representative comments:

- “[We] need more hands-on student access to technology.”
- “Technology—There are Smart Boards that no longer work. I have been asking for a Ladybug projector for 3 years now. I was not at the top of the list and didn’t get one. . .yet there are teachers hoarding them and not putting them to use.”
- “The district needs to provide students with better technology access and more of it.”
- “Technology has gone to the wayside. Our servers aren’t able to support websites. Teachers have little control over the student desktops (can’t mark favorite places or control desktop shortcuts). Our IT staff that serves the buildings isn’t necessarily equipped.”
- “Technology [is a weakness]. It takes weeks for tech department to fix tech issues. Teachers do not have access to add apps on iPads for use in the classroom.”
- “Update the technology and equipment to serve 21st century learning styles and information to excel in the 21st century economy.”



Dodd Elementary students complete classwork using computers

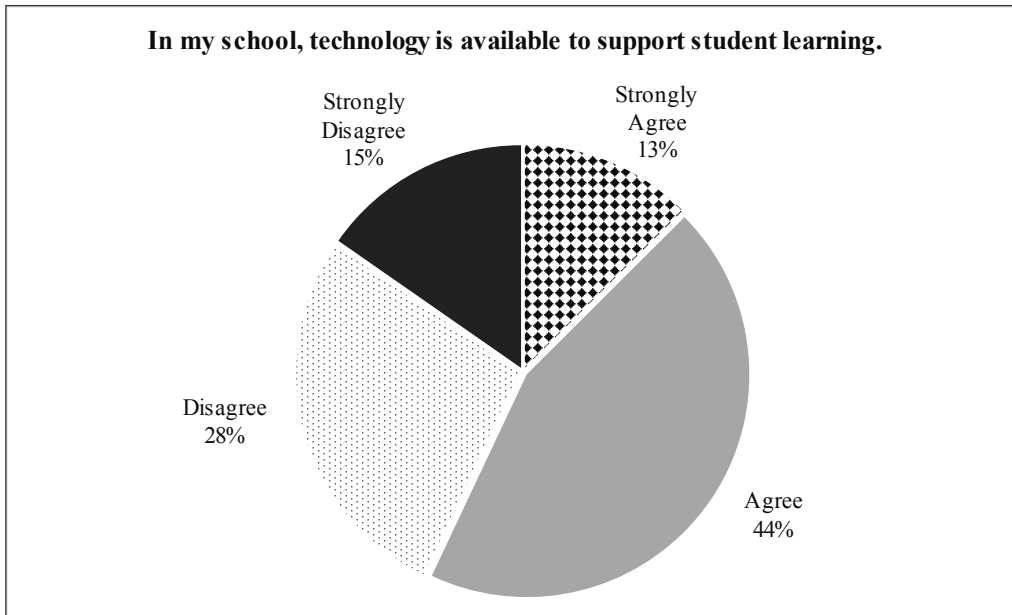
Auditors surveyed teachers, administrators, and parents to determine their responses to the following statements related to technology:

- Question 17: In my school, technology is available to support student learning.
- Question 18: In my school, technology is available to support teacher instruction.
- Question 19: Technology software and programs are selected based on strong alignment to district curriculum objectives and state assessments.
- Question 20: Technology software and programs are clearly referenced in the curriculum documents for my grade/course.
- Question 21: The frequency with which I use the following learning technology tools in the classroom.
 - Computers (laptops and/or desk computers)
 - iPads or tablets
 - Smart phones
 - Calculators
 - Smart boards
 - Overhead projectors or document camera

Responses to these statements are reported in the following exhibits and narrative.

Exhibit 5.3.2 shows teacher responses to survey question #17, regarding the availability of technology to support student learning.

Exhibit 5.3.2
Allentown Teacher Survey
Question 17
Allentown School District
May 2018



As can be seen in Exhibit 5.3.2, of 463 teachers who responded to the survey question, the majority (57%) agreed that technology is available to support student learning. Forty-three percent disagreed. When considering the information further, auditors noted that responses by grade level indicated that more than half (56%) of middle school teachers disagreed or strongly disagreed with the statement in Question #17, while almost 70% high school teachers strongly agreed or agreed. High school teachers responding to the survey were more likely to indicate that technology is available to support student learning. Exhibit 5.3.2a shows teacher responses to survey Question #17, disaggregated by elementary, middle, and high school level.

Exhibit 5.3.2a
Teacher Survey Response by Grade Level
Question #17
Allentown School District
May 2018

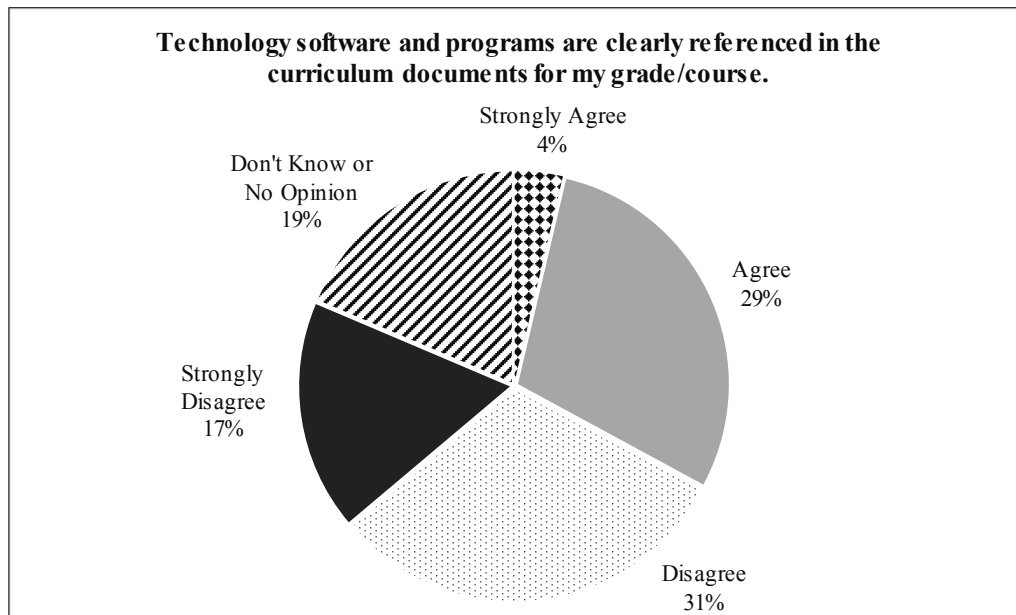
Question #17: In my school, technology is available to support student learning.				
Level	Strongly Agree	Agree	Disagree	Strongly Disagree
Elementary	9%	48%	26%	17%
Middle School	10%	34%	37%	19%
High School	20.5%	47%	23%	9%

Exhibit 5.3.2a indicates that more high school teachers agree that technology is available to support student learning. More than two-thirds of high school teachers who responded to the survey strongly agreed or agreed with the statement, while less than half (44%) of middle school teachers and just over half (57%) of elementary teachers agreed.

Teachers responded to statements that technology is available to support teacher instruction. Of the 462 teachers responding to Question #18: In my school, technology is available to support teacher instruction, 70% indicated technology is available. When asked (Question #19) if technology software and programs are selected based on strong alignment to district curriculum objectives and state assessments, 39% indicated they strongly agreed or agreed with the statement. However, it should be noted that 27% stated they did not know or had no opinion.

Exhibit 5.3.3 shows the responses to Question 20: Technology software and programs are clearly referenced in the curriculum document for my grade/course.

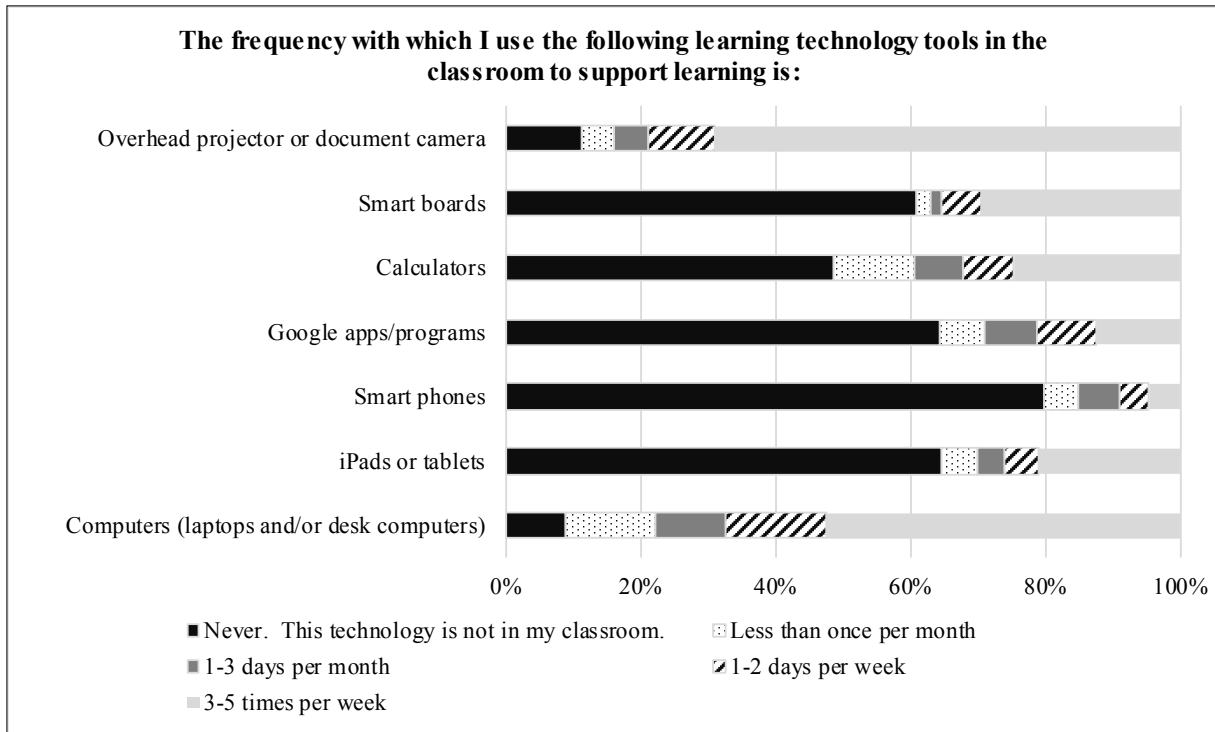
Exhibit 5.3.3
Allentown Teacher Survey
Question 20
Allentown School District
May 2018



As can be seen in Exhibit 5.3.3, 33% of teachers indicated that they strongly agreed or agreed with this statement. Forty-eight percent disagreed or strongly disagreed. Another 19% indicated that they don't know or had no opinion. Most teachers either disagree or don't know if the technology software and programs are clearly referenced in the curriculum documents for their course or grade.

Teachers were also asked to respond to the statement: The frequency with which I use the following learning technology tool in the classroom – computers (laptops and/or desk computers), iPads or tablets, Smart phones, Google apps/programs, calculators, Smart boards, overhead projectors or document cameras. These data are presented in Exhibit 5.3.4.

Exhibit 5.3.4
Allentown Teacher Survey
Question 21
Allentown School District
May 2018



As can be seen in Exhibit 5.3.4, the highest use reported by teachers was of overhead projectors or document cameras. Sixty-nine percent of teachers responding to the survey indicated that they use overhead projectors or document cameras three to five times per week. The next highest use for three to five times a week was laptops/desk computers at 53%. About one-third of the teachers responding (30%) indicated they use Smart boards three to five times per week, and one fourth of the teachers responding (25%) indicated they use calculators three to five times per week.

Additionally, teachers responded that certain learning technology tools were not in their classrooms. Auditors noted the following learning technology tools were reportedly not available, according to 50% or more of the teachers who responded to the survey:

- iPads or tablets (64.5%)
- Smart phones (79.76%)
- Google apps/programs (64.24%)
- Calculators (48.48%)
- Smart boards (60.93%)

Exhibit 5.3.4a shows the frequency of use of select learning technology tools available in the classroom to support student learning.

Exhibit 5.3.4a
Teacher Survey Response by Grade Level
Question #21
Allentown School District
May 2018

Question #21: The frequency with which I use the following learning technology tools in the classroom to support learning: Never – This technology is not in my classroom.			
Technology Tool	Elementary	Middle School	High School
Computers (Laptops and/or desk computers)	7%	12%	10%
iPads or tablets	45%	77%	92%
Smart phones	88%	96%	49%
Google apps/programs	69%	69%	51%
Calculators	52%	41%	49%
Smart boards	79%	18%	66%
Overhead projector or document camera	9%	10%	16%

Exhibit 5.3.4a shows the uneven distribution of technology tools in Allentown School District. Technology tools like iPads or tablets are not available in most of the high school classrooms (92%), yet are available in more than half of elementary classrooms (55%). Almost 80% of elementary school classrooms do not have Smart boards, while 82% of middle school classrooms have Smart boards. The technology tools most prevalent in Allentown School District are computers and overhead projectors/document cameras.

The auditors were provided with a document listing the number of computers by building (see Appendix D). The district listed the following technology tools/computers:

Exhibit 5.3.5
Summary of Number of Computers in District Schools
Allentown School District
May 2018

Computer	Number in District Schools
Ncomputing*	3,558
Chromebox	168
Desktops	812
iPads	1,195
Chromebooks	106
Laptops	7,696
Total	13,535
*Network Computing	

The number of each item listed in Exhibit 5.3.5 varies by school. Some schools have none of the listed areas in their classrooms. Appendix D provides the computer/technology tools by individual school.

The auditors also received many comments from teachers who responded to Question #21: The frequency with which I use the following learning technology tools in the classroom to support learning. The comments, which are listed in Appendix E, highlighted non-working equipment and uneven access to learning technology tools to support student learning. A few sample comments are listed below:

- “The student computers are TERRIBLE! They are so slow, and there is always an issue when I am trying to teach a small group and I am always interrupted.”
- “...they are so slow that it is a waste of instructional time.”

- “I have 11 laptops for a class of 30 students. So while it is nice to have technology at all, it’s hard to plan lessons when I have to rotate the technology.”
- “The computers in my classroom are old. Students today are comfortable with touch screens and mouse pads built into laptops. When they see a wired mouse attached to a screen, they are not sure what to do with it. I have to spend time teaching them how to click, how to move, and how to access what I want them to do.”
- “Majority of the technology that I have been provided has been broken. The IT department in the district does not quickly repair or replace technology.”

The auditors received survey responses from 121 parents. One question (Question #10) related to instructional technology: “My child frequently used technology in the classroom to complete activities and/or projects.” Forty-eight percent of the 120 parents who responded to the question indicated they strongly agreed or agreed.

Three questions were asked of building administrators relative to technology. The questions and response percentages from those who strongly agree or agree are provided below:

- Question #38 - In my building, sufficient technology is available to support student learning. (35%)
- Question #39 - In my building, technology is available to support teachers’ instructional delivery. (62%)
- Question #40 - Teachers in my building integrate the use of technology into their instruction. (69%)

The responses from building administrators regarding technology indicate that most teachers integrate technology into their instruction and that technology is available to support teachers’ instructional delivery. Teachers also responded in the survey that technology is available to support student learning (see [Exhibit 5.3.2](#)).

The auditors held interviews with board members, district and building administrators, teachers, and parents. The following comments were noted from interviews:

- “People do a lot with what they are given – some people have more technology than others.” (District Administrator)
- “Technology is a struggle in Allentown; Internet spotty, laptops over a decade old.” (Building Administrator)
- “Our biggest problem is not teacher knowledge, but the infrastructure.” (Building Administrator)
- “Many teachers will use their own Hotspot to connect students in the classroom.” (Building Administrator)
- “It is one thing to have technology; it’s another to use it to its greatest capacity.” (Building Administrator)
- “We’re in better shape than other schools because I have been intentional about technology.” (Building Administrator)
- Technology Issue: “Infrastructure and access... We don’t have any standard operating procedures we use when making these large purchases.” (District Administrator)
- “The challenge stems from not having a strong, cohesive vision of where to go with technology that has been led by the superintendent.” (District Administrator)

Overall, the district’s technology plan is inadequate. Technology planning is critical to equipping students for the 21st century and for their future. The report provided to the Pennsylvania Department of Education is from the period 2012-2015 and was presented as the educational technology plan for the district. No current technology plan was provided to auditors, and the quality ratings were based on the report provided. Planning gives direction for how technology tools should be selected, adopted, implemented, and evaluated. It also addresses the instructional use of technology. Planning, connected to the district mission, provides a philosophical approach to technology use and purchase. The absence of a district technology plan that is current and inclusive of the quality criteria listed in the audit prohibits the district from using resources adequately and effectively. Lack of technology planning leads to individuals haphazardly selecting technology tools and instructional programs with no coherent and cohesive direction for their use.

V. RECOMMENDATIONS OF THE PDK-CMSi CURRICULUM AUDIT™ TEAM FOR THE IMPROVEMENT OF THE ALLENTOWN SCHOOL DISTRICT

Based on the four streams of data derived from interviews, documents, site visits, and online surveys, the PDK-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 school directors and the operational and administrative duties of the superintendent of schools.

Where the PDK-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 of schools as the chief executive officer of the school system. In many cases, the PDK-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, there are no recommendations 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: Develop a written organizational structure for the school district to provide clear direction and control for the design and delivery of curriculum and other district functions in the Allentown School District.

As stated in Standard One, clarity of administrative role relationships is important to an organization in the productive grouping and management of its tasks and functions. An organizational chart graphically depicts the line of authority and responsibilities from the school board and superintendent to site principals and classroom teachers responsible for delivering the curriculum.

Clarity of administrative role relationships is essential to an organization in the control and management of its tasks and functions. Curriculum audit criteria require well-defined lines of authority and adequate staffing for all programs to plan, deliver, and achieve the expectations of the district and state.

The auditors concluded that the school district does not have a written organization chart, and job descriptions are inadequate to provide clear direction and position control. Sixty-nine percent of job descriptions were rated inadequate in at least one of four criteria. Adequate qualifications were not included in 20% of the job descriptions; most job descriptions (90%) did not include a list of subordinates; and only 49% included language sufficient to create an appropriate relationship to the curriculum. The absence of an organization chart impeded the auditors' ability to connect findings related to the organizational structure of the district with the job and position descriptions of its curriculum-related employees (see Finding 1.3).

Auditors provide suggested steps to be taken in order to remedy the areas of inadequacy noted in the audit analysis. Actions related to organization structure should be completed during the first quarter of the school year, while actions related to job descriptions should be completed during the school year to provide clarity of roles and reporting lines.

Governance Functions: The following actions are recommended to the Board of School Directors of the Allentown School District:

G.1.1: Direct the superintendent to work with staff to develop a staff reorganization plan, including additional staffing, and present the reorganization plan to the board for approval and adoption.

G.1.2: Direct the superintendent to recommend an impartial, objective, licensed organizational chart evaluator to develop district and department organizational charts depicting the reorganization plan and incorporating Curriculum Management Audit standards outlined in Exhibit 1.3.1. Require the superintendent to present the organizational charts to the board for approval and adoption.

G.1.3: Direct the superintendent to work with staff to revise or develop job descriptions for every position depicted on the new organizational charts, incorporating Curriculum Management Audit standards outlined in Finding 1.3.2. Require the superintendent to present the revised job descriptions to the board for approval and adoption.

Administrative Functions: The following actions are recommended to the Superintendent of the Allentown School District:

A.1.1: Recommend to the board that an impartial, objective, licensed organizational chart evaluator develop district and department organizational charts, based on Curriculum Management Audit standards, that clearly depict line and staff relationships of employees in the school district. Present the organizational plan to the board for adoption. Include the following characteristics in the design of the organizational chart:

- A span of control that requires direct responsibility for no more than 12 employees;
- Not more than one supervisor to avoid being placed in a compromised decision-making situation;
- Logical grouping of functions to keep tasks of a similar nature grouped together;
- Separation of line and staff positions;
- Scalar relationship that shows positions at the same level with similar responsibilities, authority, and compensation;
- Full inclusion of all central functions that facilitate quality control in the organizational structure.

The hierarchy in the organization chart should include the following positions/functions:

Hierarchy (see Exhibit R.1.1):

- Superintendent
- Chief Officers or Deputy Superintendents—Academic/Teaching and Learning/Curriculum and Instruction (curriculum design, development, delivery, assessment) and Operations (services, facilities, etc.)
- Assistant Superintendents (optional)
- Executive Directors
- Directors (optional)/Principals
- Supervisors
- Teachers

A.1.2: Based on audit findings, clarify the relationship and reporting lines to the Superintendent for the Assistant Superintendent for Equity, Executive Director of Accountability and Assessment, and the Elementary and Secondary Executive Directors who currently have curriculum roles and responsibilities so that there is synergy in how they work with each other and the other reporting lines.

- Clarify who has the lead responsibility for curriculum management in the district.
- Clarify who has the lead responsibility for accountability in the school district, including access to state codes that permit access to school district data maintained by the Commonwealth of Pennsylvania. Currently, this access is retained by the Budget Director, though the data are managed by personnel who work with data collection and assessment.
- Whoever is creating curriculum should work closely with whoever is over schools to ensure that curriculum developed at the district level is being delivered, monitored, and assessed at the school level.

A.1.3: Work with staff to revise or develop job descriptions for every position depicted on the new organizational charts, incorporating Curriculum Management Audit standards outlined in [Finding 1.3](#).

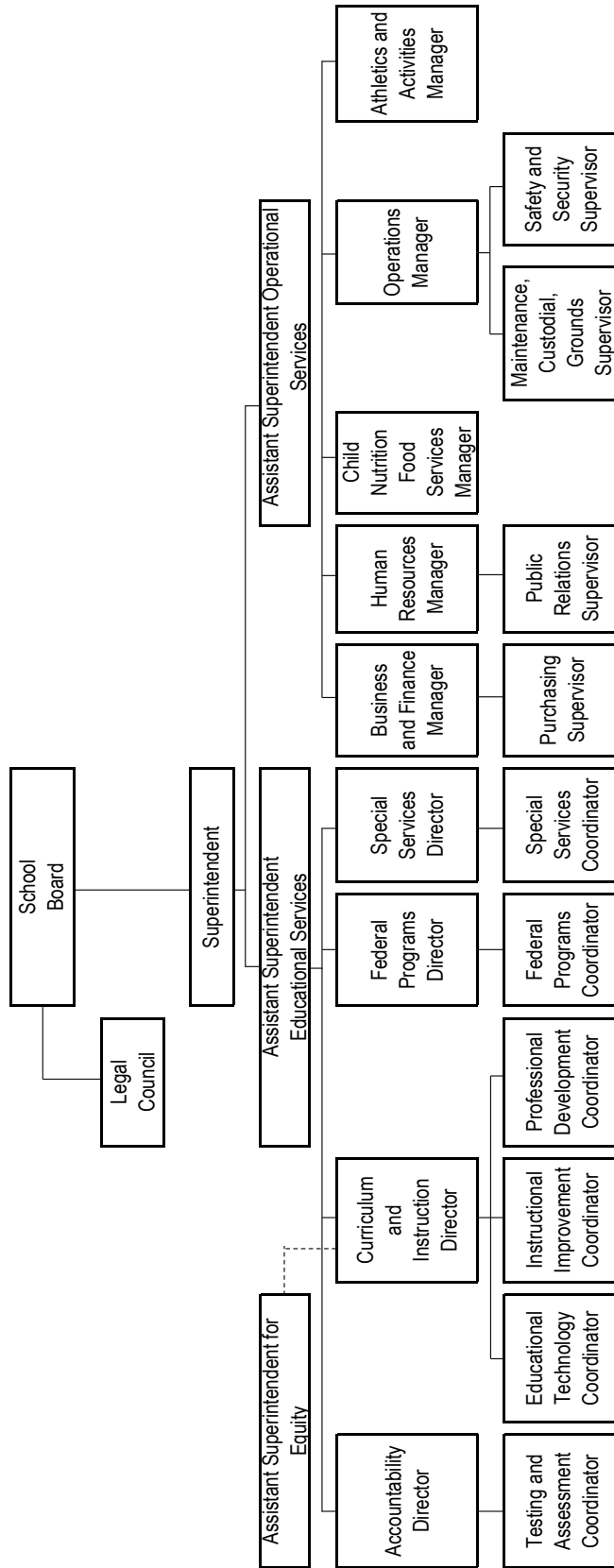
- When job descriptions have been revised and updated, consider separating job descriptions into two files: one for current, active job descriptions; and one for inactive job descriptions (maintained for historical purposes only). Maintain these files on at least an annual basis.

A.1.4: Work with staff to revise the current salary schedule as needed to align with the newly developed organizational charts and job descriptions. Revise the current salary schedules based on the levels of qualifications and responsibilities required for the [position](#).

The absence of organization charts impedes the district's ability to clarify roles and reporting lines within the school district. Clarity is needed so that the district can exercise control and management of its tasks and functions. In addition, addressing areas missing from job descriptions can assist in providing employees at all levels with clarity regarding reporting lines, links to the chain of command, responsibilities, and relationship of work roles to the curriculum. A written organizational structure for the school district can provide clear direction and control for the design and delivery of curriculum and other district functions in the Allentown School District.

Exhibit R.1.1

Sample Organization Chart
Allentown School District
May 2018



Key: Dotted line represents a link between resource allocation and equity with curriculum scope, quality and consistency

Recommendation 2: Develop and implement a comprehensive policy framework that directs a sound system of curriculum management and control. Develop and implement administrative guidelines that establish a framework for consistent decision making.

A comprehensive set of school board policies is necessary to guide the management of a school system and express the expectations and intentions of the elected body legally charged with governance of the school district. Current, sound board policies provide an updated legal framework for school district operations and help create educational focus for ongoing decision making at the district and building levels. Policies are a reliable reference for district administrators in responding to recurring issues and making operational decisions to promote the consistency of administrative practices and the cohesion of organizational functions.

The current board policies of the Allentown School District are inadequate in scope and in quality to guide curriculum management of the district's educational program (see [Finding 1.1](#)). Policies that direct planning, curriculum monitoring, student assessment, allocation of resources, facilities planning, and change management were absent or considered weak.

The auditors' recommended actions address the primary needs in the area of policy as identified through the audit analysis. Additional recommendations in the Curriculum Audit™ report identify specific areas of policy weakness as well. The actions need to be addressed during the next 24 months in order to establish clear parameters for operations, job performance, and philosophical direction, and to communicate expectations for follow-up.

Governance Functions: The following actions are recommended to the Board of School Directors of the Allentown School District:

G.2.1: Establish a timeline for the development and adoption of a comprehensive set of board policies that will provide a unifying, clear philosophical framework for the district's approach to curriculum development and delivery. Key policies that meet criteria outlined in [Exhibits 1.2.1](#) to [1.2.7](#) should be developed and adopted within the next 12 months.

G.2.2: Establish a clear board policy committee that will oversee the review of all policies adopted by the board; review recommended board action on policies under consideration or review; evaluate suggestions for board policy that come from board members, administrators, faculty, and the public; establish priorities in policy review and adoption in consultation with the superintendent and the administration; and set review goals and schedules.

G.2.3: Establish a clear distinction between what constitutes a board policy and an administrative regulation.

- *Board Policy* establishes what the board considers the general goals and acceptable practices for the school district. Through its policies, the board exercises its statutory duties and power to govern, control, and manage the affairs of the school district, including strategic direction, organizational structure, curriculum, assessments, finances, facilities, and performance standards. In addition, through policy, the board delegates authority to and through the superintendent to administer the school district. The superintendent and district employees are responsible for implementing the policies of the board. Policies are generally written in clear succinct terms, generally are legally binding, and, once adopted, provide a system of accountability for the board and superintendent. While the Allentown School District utilizes policies provided through the Pennsylvania School Boards Association, the expectation is the board will develop additional policies as needed. Policies are formally adopted by the board.
- *Administrative Regulation* is the superintendent's direction to school district employees on how to implement board policy, laws, and regulations in the day-to-day operations of the school district. Regulations provide the details of policy implementation, assign responsibility and accountability, and establish standards of performance. They are developed and implemented by the superintendent in partnership with district administration, faculty, and staff. Administrative regulations are generally not adopted by the board.

G.2.4: Direct the superintendent to prepare an administrative regulation outlining a process for board policy development. Include and consider:

- A policy format that contains the following:
 - Purpose: Background information explaining the needs for the policy.
 - Scope: People or situation(s) covered by the policy.
 - Definitions: Unique terms that by being defined add to the reader's understanding of the policy.
 - Policy Statement: A well-articulated, authoritative expression of philosophy and direction.
 - Responsibilities: Individual areas of responsibility followed by the function to be performed.
 - Exclusions: Groups, individuals, budgets, etc., that are excluded from the provisions of the policy.
 - Contacts: Offices that can be contacted regarding the policy.
 - Legal References: Listing of relevant state statutes and United States Code(s).
- How the need for board policy is identified. The need for a new policy may be identified by:
 - The board,
 - Superintendent,
 - Staff, or
 - A stakeholder.
- Triggers that would require the development of a new board policy or revisions to an existing board policy, including:
 - Changes in the external operating environment,
 - Change(s) to government statutes or regulations,
 - Review of the district's strategic direction,
 - New initiatives within the district, or
 - Need for consistency across the district.
- Steps in the process:
 - The board will authorize the superintendent to draft a new board policy or revise an existing one. In its authorization, the board will clearly define the desired purpose and outcomes for the policy and make a preliminary determination of the scope of the policy (to whom the policy would apply).
 - A board policy committee will review draft policies submitted by the superintendent for the following considerations:
 - Is the content of the policy within the scope of the board's authority?
 - Does the policy support the district's mission, vision, core values, and strategic direction?
 - Is the policy reasonable?
 - Initial Reading: Based on the recommendation from the board policy committee, the draft policy is placed on the board's agenda for an initial reading. At this time, the full board has the opportunity to discuss the policy or redirect the policy back to the board policy committee for additional refinement based on the questions, comments, and suggestions obtained during the initial reading. The policy will then be presented to the board for another reading.
 - Final Reading: The period between the initial and final readings allows time for concerned persons to ask questions, make comments, and offer suggestions for changes and improvements to the

policy. At this time, the full board has the opportunity to discuss the policy and redirect the policy back to the board policy committee for additional refinement based on the questions, comments, and suggestions obtained after the initial reading. If revised, the policy will be re-presented to the board for an initial reading.

- Adoption: Upon adoption, the policy will be posted to the district's web-based policy archive, and staff will be notified.

G.2.5: Direct the superintendent to prepare and present for review and adoption drafts of new policies or revisions of existing policies that will meet the criteria outlined in Exhibits 1.2.2 to 1.2.6 and address policy deficiencies identified in the findings included in this report. Specifically:

- *School District Instructional Organization* – Draft and adopt a policy that requires:
 - The superintendent to develop and maintain an organizational chart that accurately depicts the structure of the school organization in terms of relationships among departments and lines of authority and responsibility (see Exhibits 1.3.1 and 1.3.2). Require the superintendent to update the organizational chart annually.
 - Job descriptions with clear and concise statements of qualifications; links to chain of command; functions, duties, and responsibilities; and, where appropriate, the relationship to curriculum design.
 - Performance appraisal linked to critical job functions.
 - Training for all campus administrators in implementing teacher appraisals effectively and accurately.
- *School District Planning* – Draft and adopt policy that requires:
 - The superintendent to be responsible for providing direction for all short- and long-range planning that is designed to achieve the mission, vision, core values, and strategic directions established by the board.
 - Planning based on an analysis of current system results and desired system results.
 - All district plans clearly aligned with system priorities.
 - The development, implementation, monitoring, and evaluation of district, school, and department plans that incorporate system-wide student achievement targets.
 - Plans to be reviewed and updated annually.
 - District plans to be evaluated using both formative and summative measures of student academic achievement.
 - Planning timelines to be coordinated with budget development timelines.
 - Plan implementation and results to become a component of administrator evaluations.
 - Quarterly reports to the board on the status of all district plans.
 - Written plans in the areas of curriculum, assessment, professional development, school improvement planning, technology, and facilities planning.
- *Curriculum Development* – Draft and adopt a policy that explicitly requires:
 - Board adoption of the written curriculum.
 - A planned curriculum review process that includes review of instructional resources and assessments.
 - A district curriculum that is not only aligned with national standards and high stakes assessments but is also more rigorous than state and national standards.
 - District assessments aligned with the board-adopted curriculum.

- The alignment of all textbooks, instructional resources, and online and software applications with the board-adopted curriculum.
- Curriculum guides that include clearly stated learning objectives, a statement of prerequisite skills or knowledge, suggested instructional strategies, and strategies to assess learning. Require that the number of learning targets be feasible to ensure mastery of essential learnings within allocated instructional time.
- Expectations concerning instructional rigor and the preferred type of instructional engagement and activity in the classroom. These expectations should derive from philosophical statements concerning the educational program, system mission, and goals.
- The vertical articulation and horizontal coordination of the curriculum within schools, across grade levels, and among schools.
- *Monitoring Curriculum and Instruction* – Draft and adopt a policy that requires:
 - Teachers to be responsible for delivery of the board-adopted curriculum.
 - Mastery learning practices to be employed at all grade levels and for all content areas, including electives.
 - Campus administrators to be responsible for monitoring the delivery of the adopted curriculum on a weekly basis and ensuring gains in student achievement.
- *Assessment and Testing* – Draft and adopt a policy that requires:
 - The entire taught curriculum is measured for effectiveness.
 - The use of student achievement data to identify subject areas that require additional emphasis and budgetary support.
 - District assessments that go beyond that required for state accountability and are more rigorous than external high stakes assessments – particularly those assessments that are district-developed, authentic, and are intended to be integrated with everyday instruction.
 - The use of formative assessments to inform the effectiveness of curriculum delivery and to guide teacher monitoring of student progress.
 - The use of summative assessments to evaluate curriculum design and appropriateness for the district population.
 - The use of assessment data to evaluate effectiveness of existing programs and services at all levels of the system on a cyclical basis to ascertain cost-benefit.
 - *Professional Development* – Draft and adopt a policy that requires:
 - The superintendent to establish, implement, and maintain a multi-year professional staff development plan that is aligned with district goals, priorities, and adopted curriculum, and that supports improved student learning.
 - Professional development plans to be linked to district long-range plans and annual district goal priorities.
 - Professional development that is identified, prioritized, and coordinated at the district, school site, and individual level.
 - Professional development that is based on careful analysis of student achievement results and aggregated professional summative evaluative ratings.
 - Professional development plans that are evaluated based on the improvement in instructional practices and impact on increased student achievement.

- Professional development plans that provide professional staff development opportunities that are research-based approaches in both content and delivery.
- Professional development plans that provide for organizational, collegial, and individual development that includes follow-up, monitoring, and on-the-job application to support the acquisition and application of instructional strategies.
- Professional development plans to be funded sufficiently to obtain desired professional development goals.
- *Budget* – Draft and adopt a policy that requires:
 - Adherence to a program-centered budgeting process that includes incremental budgeting and funding possibilities.
 - A multi-year budget process that provides ongoing support for curriculum and program priorities and connects costs with program expectations and data-based needs.
 - Program evaluation and identification of specific measurable program goals before the budget process begins.
 - Documentation of costs to ensure that expenditures are aligned with revenues and cost-benefit analysis is facilitated.
 - The allocation of resources according to documented needs, assessment data, and established district curriculum and program goals and priorities.
- *Support Services* – Draft and adopt a policy that references connecting support services such as transportation, technology, nursing, food service, and maintenance to student learning. Include an expectation for the evaluation of support services and periodic reports to the board.

Administrative Functions: The following actions are recommended to the Allentown School District Superintendent of Schools:

A.2.1: Assist the board in implementing actions **G.2.2** and **G.2.5** listed above.

A.2.2: Prepare an administrative regulation outlining a process for the development of regulations, which includes:

- Establishing how the need for an administrative regulation will be identified. The need for an administrative regulation may be identified by:
 - The superintendent,
 - District administrators, or
 - District staff.
- Triggers for a new or revised administrative regulation may include:
 - Additions or changes to board policies,
 - Additions or changes to governmental statutes or regulations,
 - Changes in the internal and/or external operating environment,
 - New initiatives within the district, or
 - Need for consistent policy implementation across the district.
- In developing administrative regulations, consult with those directly responsible for implementing the guiding board policy.
- A draft of administrative regulations should be reviewed by the superintendent’s leadership team, with a focus on the following considerations:

- Is the regulation consistent with the guiding board policy?
- Is the regulation consistent with local, state, and federal laws?
- Is the regulation sufficient to guide consistent implementation of the guiding policy?
- Can the regulation be reasonably implemented?
- Upon final approval by the superintendent, distribute the administrative regulations to the board policy committee, all district administrators, and staff. Post the regulations on the district's web-based policy archive.

A.2.3: Provide draft policy language that offers clarity of expectations where needed to meet the review criteria in [Exhibits 1.2.2](#) through [1.2.6](#) and address other findings contained within the audit report.

A.2.4: Disseminate adopted board policies to all administrators. Publish board policies and administrative regulations on the district's website in a policy archive as soon as feasible to enable easy internal and external access to the most current policies and regulations.

A.2.5: Include discussions of adopted policies and regulations in executive leadership meetings and other administrative meetings as adoptions are completed. Monitor for consistent implementation.

A.2.6: Establish a system to maintain policy congruence with state and federal laws, regulations, and other requirements.

Recommendation 3: Ensure clarity through consistent district planning. Develop cohesive written plan documents that meet audit criteria and are communicated to all stakeholders. Use system performance data to identify gaps between current and desired outcomes so that successful change happens.

Effective planning is essential for focusing and organizing district resources to meet changing student needs. Long-range planning provides a systemic means to sustain constancy of purpose as a district works toward achieving its goals. Comprehensive planning increases the probability that effective programs, practices, and facilities will be available to students regardless of growth, economic changes, and other effects of community evolution.

Auditors found a lack of planning on many levels within Allentown School District. The current administration is using the audit, in part, to create a strategic plan for coming years by adding to the strategic framework created this academic year. Department plans were missing as key planning documents (see [Findings 2.1](#), [3.4](#), [4.1](#), [5.2](#), and [5.3](#)). While there were obvious connections with school improvement plans to the district improvement plan, such as using some of the same principles to guide the planning, many school plans were completed before the strategic framework and did not align completely. There is no clear expectation that school improvement plans be aligned to the district's improvement plan (see [Findings 1.1](#) and [1.3](#)).

Governance Functions: The following actions are recommended to the Board of School Directors of the Allentown School District:

G.3.1: Direct the superintendent to draft for consideration a board policy that guides planning functions within the district. Ensure that policy language adheres to audit criteria and requires the development of comprehensive, district-wide, long-range plans with annual renewal provisions and linkages among plans (building level plans, curriculum and instructional plans, technology plans, budget plans, facilities plans, etc.). All plans should be aligned with the district's strategic goals and priorities.

G.3.2: Adopt a board policy for comprehensive district-wide, long-range planning, which focuses district efforts toward improved student achievement. Require that the planning functions be designed to ensure that the district's long-range strategic plan drives other plans, that there is collective planning among buildings and functions, and that the budget development procedures outlined in [Recommendation 7](#) are timed in coordination with annual strategic planning activities.

G.3.3: Annually, review the district's strategic plan as part of the board's annual goal setting process, ensuring the strategic plan is a living document responsive to the changing conditions and needs of the school district.

G.3.4: Direct the superintendent to establish budgeting procedures that ensure district, school, and departmental planning priorities are reflected in budgeting and spending (see [Recommendation 7](#)).

G.3.5: Direct the superintendent to expand the strategic plan into a comprehensive, long-range plan designed to provide direction for the district for at least five years. The five-year plan should contain clear, measurable goals, the accomplishment of which will move the district toward realizing its vision for all students.

G.3.6: Direct the superintendent to prepare annual written status reports on progress toward the goals of the strategic plan based on levels of student achievement and to use annual evaluation data to review and revise the plan.

Administrative Functions: The following actions are recommended to the Superintendent of Schools for Allentown School District.

A.3.1: Assist the board in developing policy language that guides planning functions as outlined in Actions **G.3.1** and **G.3.2**. Policy language should:

- Assign the superintendent responsibility for providing overall direction for all short- and long-range planning that is designed to achieve the mission, vision, and strategic directions established by the board.
- Require planning to be based on the analysis of current system results and desired system results.
- Require all department- and campus-level plans to be clearly aligned with system priorities.
- Require the development, implementation, monitoring, and evaluation of district, campus, and department plans that incorporate system-wide student achievement targets.
- Require plans to be reviewed and updated annually.
- Require campus- and department-level plans to be evaluated using both formative and summative measures of student academic achievement.
- Require planning timelines to be coordinated with budget development timelines.

A.3.2: Utilize the Curriculum Audit™ report in the prioritization of strategies to achieve focus and to identify management clusters of activities.

A.3.3: Develop administrative regulations for the implementation of a board policy addressing district strategic, long-range planning. Specifically address how plan development, implementation, monitoring, and evaluation will be operationalized across departments and campuses in the school district.

A.3.4: Develop a strategic plan and expand it into a comprehensive long-range plan to guide the district for at least five years. In developing the long-range plan:

- Review all state and federal planning, goal setting, and reporting requirements for consolidation into a comprehensive long-range plan that supports student learning goals.
- Use all currently available district data, including the Curriculum Audit™ report, district surveys, disaggregated student achievement data, and other district data sources, to inform long-range planning.
- Refine all district planning goals, strategies, and action steps to ensure alignment and clarity in the language used to describe plan goals, strategies, and actions.
- Ensure that the strategic plan and other district plans contain a doable number of action steps based on audit recommendations and within the context of available system human and financial resources.
- Develop specific measurable goals and objectives, based on student expectation and professional practices of staff, which will move the district toward attainment of a vision of the district's status in five years.
- Review and revise action plans to ensure that activities integrate staff development needs, data collection, support resources, and support costs.

- Assign responsibility to district staff.
- Establish a measurable evaluation component for each goal, strategy, and action step.

A.3.5: Define roles and responsibilities associated with district planning, and revise job descriptions and performance evaluation criteria to reflect changes in duties and responsibilities in the areas of planning, curriculum, professional development, budgeting, data analysis, and district operations. Develop and implement a comprehensive set of job descriptions that ensure the work of key positions is aligned with the design, delivery, and monitoring of curriculum (see [Finding 1.3](#)).

A.3.6: Develop a revised Organizational Chart, which illustrates the following areas according to audit standards regarding span of control, chain of command, logical grouping of functions, separation of line and staff functions, and full inclusion as outlined in [Exhibit 1.3.1](#). Place teachers along with key positions under directors on the revised chart.

A.3.7: Develop a district model for district, department, and school improvement plans that utilizes a consistent format beyond reiterating guiding principles. The consistent format should include the following components:

- Multi-year improvement plans that are aligned with the district’s mission, vision, and strategic goals;
- Goals based on the analysis of student achievement data and other data;
- Research-based strategies that address the goals to be accomplished;
- Resources and funding for each strategy/objective;
- Methods of monitoring and evaluation included in plan design;
- Evaluation based on formative and summative measurable data;
- Identification of persons responsible for implementing strategies;
- Professional development linked to achievement of district goals; and
- A focus on eliminating barriers to student learning and measuring results in terms of student achievement.

A.3.8: Establish a timeline to review the strategic long-range plan annually prior to the review and revision of district, department, and school long-range plans to facilitate planning alignment and the coordination of district efforts.

A.3.9: Designate in the annual operating budget the resources needed to implement the priorities of the long-range strategic plan.

A.3.10: Create a communication plan to share the mission, goals, strategies, action steps, and performance measures with the board, staff, parents, and community. Use the district website and/or other combinations of social media tools to communicate transparency on a quarterly basis, by providing update on the status of goals, strategies, and action steps.

The Strategic Framework provides a starting point upon which to refine the district’s mission and vision for the future and develop comprehensive long-range plans for the improvement of student achievement in the Allentown School District. The board of school directors and administration are responsible for maintaining rational focus for the district and authorizing and initiating only those programs or projects that are directly related to the district’s vision, mission, and strategic goals. Maintaining consistency of purpose is critical to attaining higher levels of academic achievement for all students. The coordination and consolidation of all planning efforts will result in a unified district effort.

Recommendation 4: Develop and implement a comprehensive curriculum management system to provide direction district-wide for the design, delivery, monitoring, and evaluation of curriculum. Review, revise, and further develop existing curriculum documents to ensure the alignment of the written, taught, and tested curriculum beginning with the core content areas.

The work in school districts of delivering quality instruction to every student and ensuring each child's academic success is irrefutably daunting. Ensuring that every student has access to and masters the very best quality curriculum along with purposeful and carefully planned learning must be found at every level of the school system. Therefore, written curriculum documents must be in place to focus and direct system efforts on achieving a quality, deeply aligned curriculum and strong system for instructional delivery and educational equity.

A quality curriculum is based on the principle that the written, taught, and tested curricula are aligned. To be truly effective, not only must they be aligned in content, but in context and cognitive type, as well. Context refers to the way in which something is learned or practiced. The cognitive type refers to the type of cognitive functioning children engage in when accomplishing a task or practicing a skill. The first step in assuring alignment begins with a quality written curriculum guide that specifies what content is to be taught and suggests the best ways to approach that content, as well as suggesting the contexts necessary for students to attain mastery and the desired cognitive type of student engagement. A quality guide next suggests a variety of aligned resources and materials that support instructional goals and a battery of formative, diagnostic assessments and sample test items so teachers know when students have mastered the intended objectives. The third step lies in ensuring that the written curriculum is delivered effectively, using the district-expected strategies and approaches described in the guide and in accompanying district documents, and in a way that communicates high expectations for all students and allows for individualization of learning and successful differentiation of instruction.

Once a district has the key components of the aligned curriculum in the design (all written aspects of the curriculum, including the expectations for what its implementation should look like and aligned assessment tools), managing the curriculum delivery involves professional development, ongoing support and coaching, and consistent monitoring (see [Recommendation 5](#)).

The auditors were asked to evaluate the current quality of all district-developed curriculum documents and alignment of core content areas and to determine their alignment with state standards. They were also to examine alignment of instructional activities and assessments to PA core standards and district standards.

In Allentown School District, auditors found policy direction inadequate to provide for the design, delivery, monitoring, evaluation, and revision of district curriculum (see [Finding 1.1](#)). The district lacks a comprehensive curriculum management plan to direct all aspects of curriculum management (see [Finding 2.1](#)). The district had curriculum documents in place for all core content courses in middle school, but not in grades K-5 and 9-12. The scope of the written curricula is inadequate K-12 in that not all courses and subjects in core as well as non-core areas are supported by board-adopted curricula. There are courses being taught with no available curriculum guides (see [Finding 2.2](#)). The quality of the written documents (curriculum guides and common assessments) is inadequate to convey high expectations for student performance, to give teachers guidance in planning instruction, and to assure student success on future high-stakes assessments. Expectations for instructional practices are not clearly communicated in all areas of the curriculum or in other documents (see [Finding 2.3](#)). There is a shortage of documented direction regarding prerequisite skills in a curriculum scope and sequence. Instructional resources and assessment linkages lack alignment to standards in curriculum documents (see [Finding 2.4](#)). The materials used in the classroom, collected from teachers by district administration and provided to auditors, were inconsistently aligned with state standards in content and did not demonstrate high level of cognitive rigor (see [Finding 2.4](#)). During classroom observations, there was little differentiation of instruction and use of varied instructional practices noted, particularly to address the needs of the diverse student population (see [Finding 3.4](#)). The auditors found formal assessment of student learning inadequate to guide teachers' ongoing assessment of student mastery of curricular objectives (see [Finding 4.3](#)). The district does not have a plan to guide the use of assessment data for evaluation and improvement, and the use of summative assessment data is inadequate to determine effectiveness of instructional programs (see [Finding 4.1](#)).

Based on their findings, the auditors recommend the development and implementation of a comprehensive curriculum management system and revisions to the existing curriculum to more deeply align the written, taught, and assessed curriculum with associated professional development. The auditors recommend beginning curriculum revisions with core content area documents, particularly in English Language Arts, mathematics, and science, to coordinate with current district initiatives in those areas, using the models shown in this audit within the next year. The work should progress to social studies, the remaining core content area. Once work is completed in core areas, then the district can address non-core content areas according to the schedule in the new curriculum management plan, with all work being completed in three years.

The auditors recommend the following specific steps to address the inadequacies in curriculum management 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, resulting in improvement of student learning and performance. The recommended steps are organized into the following sections:

- I. Curriculum Management Planning
- II. Curriculum Design and Development Process
- III. Curriculum Delivery and Implementation

I. Curriculum Management and Planning

The auditors did not receive a district plan directing curriculum development, implementation, evaluation, monitoring, and revision (see [Finding 2.1](#)). The leaders of Allentown School District need to develop and implement a comprehensive curriculum management system to establish and maintain a quality, deeply aligned curriculum that is implemented effectively in every classroom and is continuously evaluated using aligned, formative, and diagnostic assessments. The curriculum management system needs coordination by a single written plan that directs curriculum design, implementation, evaluation, monitoring, and revision. This plan should integrate staff development across the schools, various methods for monitoring curriculum delivery, and an articulated model for instructional delivery. These processes and procedures must be formalized and institutionalized in policy to ensure smooth transitions in the event of staff turnover and to facilitate orientation of new staff during future years of growth and expansion in the communities served.

Governance Functions: The following actions are recommended to the Board of School Directors of the Allentown School District:

G.4.1: Develop policies that define roles and responsibilities of the board, district office and school leaders, and teachers regarding curriculum. Incorporate into these policies the responsibilities outlined under the administrative functions section of this recommendation.

G.4.2: Direct the superintendent to develop policy that requires a comprehensive curriculum management plan to guide curriculum development, implementation, evaluation, monitoring, and revision. Require the plan 1) to define the processes surrounding the continuous evaluation and development of curriculum; 2) to provide guidelines for what a finished product should look like; and 3) to clarify which tasks and responsibilities are classroom, school, and district level. See [A.4.3](#) for components of the plan. Include in policy the following requirements:

- Alignment of the written, taught, and tested curriculum;
- All courses offered at every grade level, beginning with core content areas, be supported by quality written curriculum;
- All courses offered at every grade level are assessed by the district for student learning;
- Equitable curriculum access and delivery for all students;
- Differentiation and deep alignment in the written curriculum;
- Accountability for the design and delivery of the adopted curriculum through roles and responsibilities in current job descriptions;

- Formal adoption of all curricula prior to implementation; and
- 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.

G.4.3: Require that planning, particularly timelines, within and among departments be aligned to the curriculum management plan, especially in the area of providing the professional development necessary for effective curriculum delivery. Require school site planning to be linked to the implementation of the district’s curriculum management plan and district goals.

G.4.4: Require regular and timely reports and evaluations of curriculum development, implementation, monitoring, and evaluation activities, as well as an annual review on the effectiveness of the implementation of the curriculum management plan.

G.4.5: Direct the superintendent to revise job descriptions for all district office and school leaders, teachers, and others with curriculum responsibilities to specify the precise duties and accountability for curriculum design, delivery, and evaluation.

G.4.6: Commit adequate resources to support ongoing curriculum development, implementation, monitoring, and evaluation activities.

Administrative Functions: The following actions are recommended to the Superintendent of Allentown School District:

A.4.1: Assist the board in developing and refining policies that define the roles of the board, district office and school leaders, teachers, and support staff regarding curriculum. For example, the board is primarily responsible for adopting curriculum; administrators are responsible for overseeing its development, evaluation, and revision, as well as for monitoring its implementation; and teachers are responsible for delivering the adopted curriculum and sometimes assisting in the writing or reviewing of the curriculum, with assistance from outside consultants or district leaders.

A.4.2: Assist the board in creating required policies to ensure a comprehensive curriculum management system.

A.4.3: Develop a comprehensive curriculum management plan for directing the design, delivery, monitoring, evaluation, and revision of the curriculum. Although the district has begun the task of developing curriculum guides, these guides should not be considered adequate as they currently exist (see [Finding 2.3](#)). The plan should address the following areas (see also [Exhibit 2.1.2](#)):

A philosophical framework for the design of the curriculum: What are the underlying beliefs of the district leadership regarding how children learn, what constitutes effective teaching, what is the teacher’s role, what is the student’s role, and what is the district’s role in making available or ensuring a student’s education? Defining the beliefs and philosophy establishes the foundation for what curriculum should look like, what the district and schools’ respective roles are in providing each child with an education, and creates a picture of what an effective, engaging classroom might look like. Defining the philosophical framework must take place before defining and training teachers in the Instructional Framework, and all curriculum work, in both design and delivery, should reflect that same philosophy.

Timing, scope, and procedures for a periodic cycle of curriculum and resource review/development: This ensures that every content area is addressed and has written curriculum guides that facilitate effective, rigorous instruction; and that curriculum is kept up-to-date, particularly with changes in state standards or requirements, as well as testing modifications or changes. The cycle should include procedures for conveying the revised/new curriculum and performance expectations so teachers can rely on the accuracy of their content and prepare for anticipated changes and revisions. Such a cycle should also establish the timeline for reviewing the alignment, quality, and rigor of adopted resources and materials, and direct their revision, supplement, or replacement where and when they are inadequate. ALL resources that are referenced or suggested by the written curriculum should be vetted for rigor, appropriateness, cultural relevance, alignment to district expectations for instruction and student engagement, variations in context, and content alignment. Weaknesses and gaps should be identified

and supplements included. Note that resources and materials are loosely held. These should be suggested for teachers to assist them in their instructional planning, but not mandated. Teachers need flexibility in selecting resources (and a wide variety of high quality, aligned resources!) to meet individual student needs (especially at elementary levels).

Stages of curriculum development: This specifies the different stages involved in developing and revising the written curriculum for any content area. These stages might include: backloading and released item analysis; review for alignment with external/target assessments in all three dimensions (content, context, cognition); assessing the complexity, rigor, and measurability of learning targets; placing learning targets in an articulated, PreK-12 sequence that expects mastery of content 6-9 months before it is encountered on the *PSSA* or other high stakes tests; developing mastery-level projects and activities with accompanying rubrics; validating the existing learning targets, materials, and resources for rigor, cultural relevance, and student-centered, active meaningful learning; and creating a bank of high quality assessment items and formative/diagnostic assessment instruments to support differentiated, individualized instruction. The stages defined in the Allentown School District plan must address the way student achievement data, teacher input, and monitoring data are used to evaluate the quality of the written curriculum with guides revised accordingly.

Staff roles and responsibilities for curriculum management: Who is responsible for what task? How do positions and departments with overlapping responsibilities (especially with regard to professional development) work in concert to effect improvements in the written curriculum and in classroom instruction? This aspect of the plan delineates which tasks are primarily classroom, school, district office, and board-based. For example, it is the board's responsibility to determine the content of the educational program in accordance with state law and to approve and adopt curriculum guides. It is the teacher's role to deliver the curriculum, and the principal's role to monitor.

Monitoring of classroom instruction should be accomplished by principals and other designated support personnel to identify and promote productive practices that support learning, correct or eliminate practices that do not, and identify professional development needs. Clarify how the delivery support responsibilities of any school-based personnel complement one another to prevent duplication of effort or possible conflicts in carrying out these responsibilities.

A format and included components for curriculum guides: Specify the aspects or components of the written curriculum that are nonnegotiable, for consistency in every content area, and the other aspects that are "fluid." The curriculum guides should include, minimally, the criteria presented in [Exhibit 2.3.2](#) and in [A.4.7](#), and preferably include suggested student projects or activities that integrate all the expectations for rigorous student engagement and learning.

Direction for how state and national standards will be included 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 the PA State Standards (but in a refined, more specific format). Such approaches assist district office leaders in refining and condensing the standards for manageability.

A focused set of precise student learning targets and standards for every content area: The PA State Standards are the foundation for all learning targets, but these targets have been refined, in clear language. The learning targets should be reasonable in number so the student has adequate time to master the content, be very specific so teachers clearly understand what mastery of these learning targets looks like and what the standard of performance is, and should be measurable (written in measurable terms and linked to formative assessment measures).

The written curriculum should not only specify the content of the student learning targets, but also include multiple contexts and suggestions for activities and approaches that engage students in critical thinking, culturally responsive (and personally relevant) activities, and analytical cognitive types (suggested but not mandated, unless it is an assessment).

Teacher identification and selection of the Student Learning Objective (SLO) should align with these learning targets provided in the curriculum, regardless of where it falls along this “continuum of learning.” In other words, teachers do not need to rewrite a learning target, just select which learning target(s) a student or group of students are lacking based on the assessment data.

This approach can also be used in daily and weekly instructional planning; teachers identify from formative tools which targets students didn’t master, and they provide support in these areas through flexible learning arrangements. This is how content can be differentiated and pacing kept flexible, and allows teachers to focus on specific student needs while assuring the content is aligned to district and state expectations.

Assessment procedures to determine curriculum effectiveness and use of data: What are all the instruments that will be used to measure progress toward meeting goals, including the goal of students mastering curriculum objectives in all courses in all content areas? How will the data be used, who will use it, and how will it be collected, analyzed, and disseminated to teachers, central office and school leaders, staff, and concerned stakeholders.

There must be an expectation for formative assessments included in the curriculum that teachers can use *whenever* needed to evaluate student progress in mastering learning targets (or to determine whether they already know content about to be taught). These assessments are part of a comprehensive battery of tools. The availability and quality of formative, progress monitoring, and diagnostic assessment tools are critical to being able to determine and meet students’ individual academic needs.

Design of curriculum to support differentiation and other expectations for delivery: Curriculum guides should be designed to support teachers’ differentiation of instructional approaches (to match student preferences and learning styles), and teachers’ selection of student learning targets at the right level of difficulty (to meet students’ academic needs). A variety of student learning arrangements enables students to work with different content at the same time. This ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, so they don’t fall further and further behind, and that students who have already mastered the learning targets are also moved ahead at a challenging pace.

Whole group, one-size-fits-all approaches cannot meet the majority of students’ academic needs. This means modifying current curriculum to denote those lessons considered model or sample lessons within a unit that can provide a model for teachers’ instruction, not mandate what it looks like. The curriculum should support, in design what differentiation looks like in delivery and outline how teachers can manage so many different skill levels and varying content knowledge in the classroom without holding certain students back or leaving other students behind. This is critical to meeting the needs of all learners.

Approaches for using diagnostic, formative, and summative test results to plan instruction, evaluate programs, and design interventions at all levels: Outline how data will be used to plan instruction at the classroom level, in congruence with district instructional expectations for differentiation. Specifications concerning which data will be collected and reviewed centrally should also be included. This section also addresses how programs and interventions will be designed, evaluated, modified, or terminated based on student performance data.

A staff development program linked to curriculum design and delivery: Professional development that should prepare teachers to deliver the curriculum in accordance with the board’s performance expectations. This includes support in the classroom to ensure that training and curriculum materials are properly used. See the “professional development” section of Curriculum Implementation for more detailed information.

Monitoring the delivery of curriculum: This encompasses procedures, philosophy, and intent for monitoring the delivery of curriculum. Multiple means of monitoring (as well as multiple purposes) should be suggested, including the *Three-Minute Walk-through* (Downey, et al.). See the monitoring section under III. Curriculum Delivery and Implementation. Define how support staff such as Supervisors of Instruction (SOIs) assist principals in monitoring and coaching teachers in delivering the curriculum.

Communication plan: Establish a plan to communicate among and across departments and levels of the district regarding the process of curriculum design and delivery (which also includes professional development and assessment) to maintain constancy of effort, focus, and continuity.

A.4.4: Assign specific district personnel responsibility for planning, directing, and coordinating curriculum development. Revise the organizational chart so it reflects how those responsible for delivering the curriculum respond to and interact with those responsible for developing it, training people on it, evaluating its effectiveness, and revising it. Reflect those responsibilities within job descriptions and evaluations.

A.4.5: Make periodic reports to the board regarding the progress in managing curriculum district-wide, using data from formative and summative assessments, as well as from monitoring practices. A quality deeply aligned written curriculum and planning for its refinement, effective implementation, and evaluation are essential for impacting teaching and learning in every classroom throughout the district.

II. Curriculum Design and Development Process

Allentown School District has invested resources in developing written curriculum documents within the past year. Although these documents are a starting point in focusing improved delivery in that they include, for the most part, the PA content standards, the documents are not of high quality to direct and guide instruction across the district. Action steps under this section are focused on improving current curriculum in *design* to increase the effectiveness of instruction and the differentiation of that instruction in all classrooms K-12. These action steps address design only. The steps under “III. Curriculum Delivery and Implementation” address the more critical issues surrounding teacher use and implementation of the curriculum.

Governance Functions: The following actions are recommended to the Board of School Directors of the Allentown School District:

G.4.7: Direct the superintendent (or designee) to review the concepts of deep curriculum alignment, and require that those concepts form the basis for curriculum design efforts across the district (see [A.4.7](#)).

G.4.8: Require that efforts to revise the existing written curriculum documents begin immediately with the core content areas with focus on English language arts, mathematics, and science to correspond with current district initiatives; then progress to social studies, the remaining core content area.

G.4.9: Review and adopt the curriculum prior to its implementation, based on a thorough consideration of documentation and staff advice. This can be done through piloting and field-testing. The following are minimum components needed in every guide:

- Aligned, specific learner objectives (based on state standards);
- A scope and sequence defining prerequisites (what specific knowledge and skills students must have prior to entering a particular course or level);
- Assessment instruments and sample test items;
- Instructional resources; and
- Suggested strategies and approaches for teaching the objectives.

These are only minimum components; internal alignment, evidence of rigor, clear descriptions of mastery are all additional elements to be considered for quality guides.

Administrative Functions: The following actions are recommended to the Allentown School District Superintendent:

A.4.6: Establish a curriculum design committee that spans the K-12 teaching staff to determine the format of the written curriculum for the district. Share with the committee, the audit criteria (see [Finding 2.3](#) and [A.4.7](#)) below. Identify select members of the committee and provide extensive training in curriculum and assessment design prior to the development and refinement of the written curriculum. Research the methods and ideas presented in the book, *Deep Curriculum Alignment*, by English and Steffy (2001), or contract for

deep curriculum alignment training (contact PDK and/or CMSi for more information) for members of the committee to gain the skills necessary to conduct deep alignment analysis and provide background in high quality curriculum design and development. Incorporating their deep alignment training, have the committee bring new eyes to the district curriculum documents currently in use and define a path forward.

A.4.7: Review Findings 2.3 and 2.4 for specific feedback regarding curriculum strengths and weaknesses and Exhibit 2.3.2 for components of deeply aligned and high quality curriculum. The focus should be on refining curriculum design (by supplementing, modifying, or eliminating certain sections) for deep alignment to better target instruction and support implementation of the curriculum and differentiation for students. Begin with the core areas, and identify next steps for ameliorating the weaknesses over the next year.

A.4.8: Revise, refine, and further develop existing curriculum in core content areas. The design committee should determine changes needed in curriculum format and/or where opportunities exist to link information into existing document formats. Consider the following suggestions:

Core Content Areas –Auditors found that 100% of core content courses had curriculum coverage in grades 6-8, but only 68% of core content courses had curriculum coverage K-12. The 78 core content guides analyzed K-12 received an average rating of 5.92 points of 15 points for quality. None of the guides was rated adequate according to audit criteria. Of the 775 Core content student work artifacts, 597 or 77% were congruent to PA Core Standards in content and state assessments. The following suggestions reflect overall inadequacies found in curriculum guidance documents and apply to core content area (English Language Arts, mathematics, science, and social studies).

- a. Develop clearly defined and specific objectives that state the intended skill or knowledge to be learned, the contexts in which it is to be learned and practiced, and the standard of performance by which a teacher knows mastery of that skill or standard has been achieved. Objectives should be “refinements” of the state standards or common core standards. Specific learner objectives give the teacher more precise information of what mastery looks like and clearly define which objectives are assigned to each grade or instructional level.
 - The number of objectives included in the guide must also be manageable. It is better to focus on fewer objectives and addressing them more “deeply” than including an entire battery of objectives that teachers “might” touch on.
 - Create uniform codes/references for objectives/standards listed in curriculum. Determine how additional standards and objectives from other sources (national and district- adopted resources) will be incorporated in the curriculum.
 - Review all objectives for evidence of rigor.
- b. Provide specific examples of how each objective will be assessed and include in the guide. District formative assessments must be cross-referenced throughout, specifying when, how, and with which instrument each objective will be evaluated. Relying on released test items is insufficient; the sample items to be included should be items based on deconstructed, released test items that have been altered and “deepened” to provide students with a challenge level ensuring their success on a multitude of test items related to the same content (English & Steffy, 2001).
- c. Place the learner objectives (K-12) within a scope and sequence document to allow teachers to easily discern what content and skills students come in with and what content and skills they are responsible for seeing students leave with. This will also facilitate greater articulation of the curriculum from one level to the next and assure greater coordination across a single level or course, as the mapping out of objectives is already completed and any “misinterpretation” of the nonspecific state standards/common core standards is avoided.
- d. Incorporate specific examples of how each objective will be assessed in the guide. Additional diagnostic assessments are needed to supplement the benchmark tests currently being used so

teachers have tools with which to continuously evaluate student progress and move them at the appropriate, individualized pace.

- e. Provide suggested strategies on how to approach each objective. This item is a critical part of ensuring high expectations for students and achieving deep alignment. The district must provide teachers, particularly inexperienced teachers, with support in deciding ways to teach the assigned objectives. Flexibility is always allowed in how teachers approach a given objective, but this component provides teachers with invaluable, research-proven suggestions if they want or need them.
 - Suggested strategies should also incorporate those contexts and cognitive types known to be part of the tests in use, and these strategies and suggested student activities and projects allow students to become familiar with the context and cognitive type before encountering them on the high stakes tests. This is the main tenet of the “doctrine of no surprises.”
 - In addition, these strategies should be differentiated to ensure that all students are afforded an opportunity to engage with the content in meaningful and relevant ways. In particular, strategies chosen should be sensitive to the cultural and linguistic diversity of students, their learner type, and individual interests.
- f. Strengthen the references to technology throughout the curriculum, highlighting for teachers what tools they can take advantage of for instructional purposes, as well as those tools (software and devices) students can use to complete assignments, conduct research, or reinforce skill development. Assure that all suggested technology resources (software) be reviewed for quality, alignment, and rigor. Also ensure that all links provided in the guide are current and operational.
- g. Identify and list all resources referenced by objective, including assessments. Ensure that materials and resources have been analyzed for deep alignment to the curriculum and the tests in use. Similar to strategies, these should be differentiated to ensure their relevance to the students.
- h. Refine and prepare model lessons to show teachers how to use instructional approaches, how to differentiate, and how to use data to determine instructional approach. Multiple model lessons per unit will provide teachers with varied strategies to teach the same objective and a model to address additional objectives in the unit.
- i. Link model lessons to the specific unit plan.
- j. Develop a process where teachers can share how they have used curriculum resources to differentiate or enhance instruction. Once a lesson, and/or strategy has been appropriately vetted according to the established procedures, incorporate it into the curriculum resources, and make it available to staff.
- k. Streamline curriculum guidance so that it is more user friendly by combining documents using appropriate links.

A.4.9: Devise a plan for developing curriculum for non-core content areas. Review the current available documents, and then revise, refine, and further develop them, according to audit criteria in non-core content areas aligned to state standards and including technology integration.

Non-Core Content Areas – Auditors found that none of the non-core content courses at the secondary level grades 6-12 had curriculum coverage. Six non-core content guides were available at the elementary level in visual arts. The six non-core content guides received an average rating of 1.83 points of 15 points for quality. The following suggestions reflect overall inadequacies found in curriculum guidance documents and apply to non-core content areas.

There are challenges and opportunities to improve the quality of non-core curriculum guidance documents. Consider the following suggestions:

- a. Review list of non-core content area courses currently offered in the district K-12. Determine if they will continue as course offerings in the next calendar school year. Research curriculum options for identified district non-core course offerings.
- b. Develop curriculum guides and course descriptions for non-core content courses in accordance with the minimum components of high quality curriculum (see [Finding 2.3](#) and [A.4.16](#)) and/or purchase curriculum for specified non-core courses.
- c. Whether purchased or district-developed, curriculum guides should undergo a deep alignment analysis to ensure the objectives, resources, and strategies included in the guides are deeply aligned to the standards and assessments in use. Identify cross-curricular connections, and include references to core content standards as appropriate.
- d. Reflect in the design of the curriculum the expectation that instruction will be differentiated to accommodate individual student needs (academic) and learning styles. This requires suggestions for remediation as well as enrichment within the guides themselves.
- e. Revise SLOs and benchmark and common assessments, as needed, for deep alignment to the standards and curriculum objectives. The assessments should integrate a variety of student modes of response and performance-based items, as well as incorporate multiple types of cognition. The assessments should be concise and yield the needed information in a very brief span of time—a few days, at the most. Ideally, the assessments could be quickly scored at each school so teachers receive the data immediately and can adjust instruction accordingly.

A.4.10: Establish a review team to critique the curriculum guide that is drafted and revised by the design committee or purchased. In addition to the K-12 span of teachers who teach the discipline, the review team should include a principal; teachers trained in technology; teachers who teach special education, gifted and talented, and English language learners; K-12 teachers from several other discipline areas; and district leaders responsible for curriculum development and design.

A.4.11: Field test and revise the curriculum guides to include suggestions made by the review team with particular attention to the instructional strategies. This will enable articulation and inclusion of interdisciplinary approaches to the concept to be learned.

A.4.12: Establish a curriculum approval process to ensure that curriculum guides, texts, and instructional materials for all courses, including intervention courses and programs, are presented to the board for adoption. Include the adoption and/or revision date as a recordkeeping measure to note the history of development. Post any newly adopted curriculum guide(s) for immediate access by instructional staff.

Develop a process for ensuring easy access and availability of written curriculum documents for all staff teaching the designated subjects. It is critical to host all curriculum documents in one location accessible for teachers and administrators.

A.4.13: Develop and implement evaluation procedures for curriculum guides. Base guide evaluations on measureable and documented levels of student learning. Align the guide evaluation process with the district process for program evaluation.

A.4.14: Conduct a statistical analysis on the data from benchmark and common assessments as they are implemented to determine the degree to which performance on these assessments correlates with performance on the *PSSA*. This analysis will clarify how well benchmark/common assessment data can predict student success on the high stakes tests.

III. Curriculum Delivery and Implementation

Once a robust, aligned curriculum is in place, the main focus should be effective delivery to improve student learning and increase achievement. Even the highest quality curriculum is of little value if it isn't delivered or

is not delivered effectively. With the diversity among the student population in all areas (economic, linguistic, ethnic, cultural), improving student achievement can only be attained through differentiating curriculum content and instruction so that students' individual academic needs and learning preferences can be met. The district's curriculum must support differentiation in content, coupled with effective instructional strategies that incorporate and build on students' unique background knowledge and experiences. Communicate the vision and goals for curriculum delivery across the district. This is to be the main focus for at least three years

Governance Functions: The following actions are recommended to the Board of School Directors of the Allentown School District:

G.4.10: Direct the superintendent to review the research-supported instructional strategies that are effective with linguistically, culturally, and economically diverse student populations. Require this review of research to focus especially on those characteristics that have been shown to improve student engagement and performance.

G.4.11: Direct the superintendent to develop board policy that defines the instructional model(s) to be adopted in classrooms throughout the district.

G.4.12: Direct the superintendent to regularly evaluate the effectiveness of the delivery of curriculum across the district. Such an evaluation should use data from multiple sources: formative assessments, summative assessments, all monitoring data from both principals and coaches, and formal teacher observations.

G.4.13: Adopt the policies and regulations above when drafted; direct the superintendent to ensure their implementation.

Administrative Functions: The following actions are recommended to the Allentown School District Superintendent.

A.4.15: Assist the Board of School Directors in developing policies described above.

A.4.16: Provide written curriculum guides for all teachers, and extensively train them in the guides' content and in the suggested strategies and approaches, including integrating technology within the context of the recommended instructional model.

A.4.17: Define the expected instructional model to be used in classrooms across the district. The instructional model is intended to provide a clear picture of what district leaders want and expect effective and rigorous instruction to look like. Instructional expectations should all be integrated into one consolidated document that is adopted by the board.

Incorporate in the instructional model the expectation for differentiating instruction in the classroom to meet individual student needs. This includes differentiating the content or objective an individual student needs to learn based on where he or she is in the overall learning sequence, and differentiating the type of activity or performance product the student is expected to accomplish or create. Also critical is having a battery of skill-specific diagnostic assessments that give teachers key information on whether a student has mastered a targeted concept or skill.

A.4.18: Within the curriculum document, connect expectations for differentiation, especially in content, based on formative data. Specify how to plan instruction in response to the data and how to use the different learning arrangements in accomplishing the differentiation. The critical piece is targeting instruction for just those students who have an identified gap and addressing it specifically. Encourage the use of a variety of individualized, flexible learning arrangements and different grouping strategies, defined in the instructional model, that can be employed at every grade level to maximize student learning activities at the appropriate level. Emphasize in the instructional model the need to employ a variety of strategies and approaches with different students (context or instructional differentiation).

Include clear expectations for culturally responsive instruction within the instructional model. These student-centered approaches assure relevance for students and build on students' background knowledge and experiences.

Define expectations for challenging cognitive engagement, and specify which domains will be used to classify rigor (Bloom, Revised Bloom, DOK, etc.) (see [Exhibit 2.4.11](#)).

A.4.19: Work in concert with staff development personnel and appropriate district and school personnel to prepare trainings for teachers in using and effectively implementing the new curriculum, using the instructional model as the context for delivering the guides.

Supporting Delivery of the Curriculum

A.4.20: Define district expectations for personnel in supporting curriculum delivery and instructional practices. Under this area, revisit all personnel positions in the central office and at school sites. Consider the vision and goals for curriculum implementation district-wide, and define the role each position has in supporting that vision. Identify in particular which positions at the building level, in addition to the principal, serve to support the delivery of curriculum and assist teachers in improving practice and increasing learning. Define in job descriptions and on the organizational chart how these positions work in collaboration to support curriculum delivery.

Specify how these roles interact with and support the principal, but do not assume instructional leadership in the building. Consider having certain positions report to district-level personnel on the organizational chart, but keep in mind evaluation is a joint process involving principals.

A.4.21: Develop and implement structures at the district level to support curriculum delivery. The structures should afford opportunities to review status of implementation to date, and using the feedback, prepare for the next unit or phase of instruction with integrated PD and strategy development. Meetings should be held frequently enough to enable coordination with curriculum unit plans. Attendees should include regional and building level staff who support instructional delivery at the campus level.

A.4.22: Include instructional support staff who work with teachers in classrooms at each school, and provide training and coaching support in the core content areas, especially in English language arts and mathematics. Building level assistance and coaching is absolutely critical in supporting the focus on content differentiation and in improving the implementation of curriculum so that student learning and engagement are maximized.

A.4.23: Provide staffing to develop structures at the school level to support curriculum delivery. Teachers should have the opportunity to meet with staff with content expertise and knowledge of effective instructional strategies to review student data and refine delivery of curriculum content to meet students' needs in order to achieve mastery of the standards. Use these structures to assess student background and ability prior to instruction in order to set appropriate learning targets for each student for optimum progress and growth toward meeting the standards. This provides teachers with the opportunity to gain support to develop lessons with deeply aligned resources and to reinforce specific learning targets with identified students or groups of students.

A.4.24: Require that all building-based instructional leadership positions receive the same training on the curriculum as the teachers. This is to ensure that school leaders know the curriculum as well as the teachers.

A.4.25: Specify expectations for monitoring district-wide (see [Recommendation 5](#)). Emphasize the importance of frequent classroom visits by all school leaders. This frequency of classroom visits is intended to stay current on curriculum delivery in classrooms, as well as to support relationships with students and teachers across the building. With regard to monitoring the curriculum and its delivery:

- Identify the frequency with which building instructional leaders should be present in schools. This may vary according to the position, but minimal expectations for each position should be specified.
- Define all purposes of monitoring: determining what is being taught and if it is aligned and on-level; observing the type of approaches used and seeing if they are responsive to student needs and backgrounds; seeing if data are used to inform instructional planning; and checking that curriculum and instruction are differentiated.
- Specify who is monitoring for what and how those responsibilities are interconnected. If individuals share in monitoring responsibilities, how/when are their findings or observation data shared with the principal? What kind of feedback should they share with district-level curriculum staff? How is this to occur, and how frequently? Ensure that the building principal remains the key instructional leader in the building, and require him/her to oversee all monitoring that occurs by other staff members.

- Specify what type of data is to be collected for each purpose and with what methods. Indicate which data are intended to be collected district-wide for district-level feedback (such as for determining the effectiveness of a professional development initiative), and which data are to be used for teacher coaching and instructional improvement within the building. All monitoring data should be reported to a single department, rather than split across departments. Monitoring is about overseeing and collecting information about the *effectiveness* and *alignment* of the delivered curriculum, not evaluating teachers, so this should be seen primarily as a curriculum-related function.

Professional Development

Professional development is the most critical aspect of improving the delivery of curriculum across the district. The main intent of training teachers and school-based personnel is to improve their identification of the curriculum learning targets students need and their ability to teach those learning targets effectively. Effectiveness is always determined by gains in student learning, demonstrated by some form of assessment. Professional development that has no classroom-based follow-up is the least effective. Teachers are more likely to implement the content of training when there is on-site coaching (and accountability) for doing so. Therefore, a combination of support factors at the building level increases the likelihood that teachers will modify instructional practices to improve student achievement (see [Recommendation 5](#)). This can be supported by the new coaches and reinforced with support staff. Accordingly, the following steps are recommended.

A.4.26: Ensure that all professional development initiatives across the district are coordinated through a single office at the district level. Professional development should mainly be focused on the single improvement goal: improved delivery of the curriculum through effective differentiation. Other initiatives may be necessary (as required by law), but this focus should be integrated system-wide and in every training in which teachers and building support personnel are involved.

A.4.27: Specify how school-based training supports district-level goals for curriculum design and delivery and is aligned with district-level training. Identify trainings that are extensions of the district and those that can be up to individual building decision, allowing for a balance of each (and in order to meet individual building needs).

A.4.28: Identify by content area the main focus areas related to improving curriculum delivery. Establish a schedule of training over the next three years for delivering that content to all teachers.

A.4.29: Create an online repository of training materials for teachers who are new to the district, inexperienced, or wanting additional training on their own. These materials can be model lessons, foundational information about the various curriculum documents, content-area information (such as research articles, content-area knowledge and findings, etc.), or anything considered important or relevant.

A.4.30: Establish trainings on using technology in mathematics, ELA, and science under two key categories: teacher-focused implementation to support instruction, and student-focused use of technology to enhance and improve learning, both in activities as well as resources. These trainings should focus on areas of technology integration identified in the curriculum.

Summary

Allentown School District has demonstrated a commitment to improving teaching and learning in the district with the development of a strategic framework that include goals to develop a rigorous and culturally responsive curriculum management system aligned to best practices, district needs, and state requirements; and to begin the curriculum alignment process. While the planning and goal setting is a start, there is critical work that needs to be done in curriculum management in the district. The existing written curriculum is inadequate in scope as well as quality, and curricular resources and assessments are inconsistently aligned in content, context, and cognition to state standards to direct instruction. District artifacts used with students during classroom instruction were rated at the lower levels of Bloom's Taxonomy.

In order to achieve their strategic framework goals, the first task in the Allentown School District is to establish a curriculum management system with high quality written curriculum to guide classroom instruction and a

comprehensive plan to effectively manage ongoing curriculum design, delivery, monitoring, evaluation, and revision. A key element in curriculum quality is maintaining consistent focus on design and how it supports and facilitates delivery. In addition to integrating test content and contexts, written curriculum must also provide teachers with tools they need to effectively teach. Teachers in Allentown School District need support at the building level to use the curriculum with the greatest effectiveness. Establishing an ongoing system of support is a must at each school building to support principals as instructional leaders, train teachers, and model in classrooms effective implementation of the curriculum. Connecting design and delivery is an essential and critical element to support content differentiation in classrooms. District leaders are aware of the needs of their students and must now effectively connect curriculum design and delivery, providing a solid written foundation for students' learning and establishing an optimum structure for its delivery.

Following the steps outlined above will move the district's written, taught, and tested curriculum in closer alignment, thereby reducing the uncertainty of student performance on tests. The auditors offer these recommended steps for establishing a strong system of curriculum management in the Allentown School District.

Recommendation 5: Prioritize equity in every policy, plan, and aspect of teaching and learning. Establish procedures for monitoring equity issues across the district. Connect equity for students with actions at all levels: district, building, and classroom, especially with classroom teaching and learning, professional development, and the ELL program.

Equity is about ensuring that students have equal access to not only quality programs and services, but also to academic success. 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 based on a formula or standardized procedure. Equity in the world of public education shifts the district focus from what teachers and administrators want to do for students to what the students need teachers and administrators to do. This means a comprehensive shift in priority, focusing on individual students and their needs, rather than system level priorities and needs. Such a shift in focus must take place at every level of the system to realize improvement in every student's academic achievement: system level, building level, and classroom level.

At the system level, areas of inequity must be monitored and addressed through system-wide efforts, such as new policy directives, professional development initiatives, or even staffing changes. Identifying areas of inequity in a district is achieved through data analysis, as well as anecdotal evidence collected from district stakeholders. Areas of inequity must also be identified, monitored, and addressed at individual buildings through data analysis, classroom monitoring (walk-throughs), teacher evaluations, and building-level planning, such as the School Improvement Plan.

In the classroom, teachers monitor equity in similar ways but with a much smaller population, looking at test data by student subgroups, monitoring 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 in fact be unfair for another; being equitable (fair) many times means teachers must treat children unequally. The driving philosophy behind the concept of equity is that all students can attain academic success if they are given adequate support, instruction, and time. There are no exceptions; expectations must remain high for every single child, and failure is never considered an option. A child who fails to succeed academically is a failure on the part of the system.

The Allentown School District provides clear expectations and direction for equity as set forth in *Board Policy 626: Equity—Allocation of Educational Resources*. Direction is also provided in the *Allentown School District Strategic Framework 2017-2021*. Both were created and approved in 2017. It is understood that the board is in the process of reviewing and updating all of its policies as well as reviewing, updating, and developing new administrative regulations.

The audit team found that the delivery of programs, services, and opportunities is ineffective in bringing about equal access to the curriculum and equitable distribution of resources necessary for student success. [Finding 3.1](#) revealed that staff demographics do not reflect the ethnicity of the student population; student participation in special programs is not representative of their numbers in the overall student population; many students

drop out of the system before graduating; and graduation rates are low. In addition, EL students were woefully deficient in achieving proficiency on state testing, and there were performance gaps among groups identifiable by gender and ethnicity.

Expectations for instructional delivery are not clearly communicated; large group teacher-centered instruction is the predominant mode of delivery; cognition types reflect lower level thinking; and research-based instructional strategies were underutilized (see [Finding 3.2](#)).

There is no coherent or systematic approach to professional development; there is no quality control (see [Finding 3.3](#)). There is no coherent approach to successfully address the needs of the EL student population (see [Finding 3.4](#)).

Governance Functions: The following actions are recommended to the Board of School Directors of the Allentown School District:

G.5.1: Comply with *Board Policy 626: Equity - Allocation of Educational Resources* to eliminate achievement gaps and provide equal access and equity for students; monitor district operations and correct practices that do not support policy. Ensure periodic updates from the superintendent per policy guidelines to measure critical factors in student achievement to assess the impact of current strategies and to assist with the development of budget and capital improvement plans. Ensure the data collected and reviewed for the reports evaluate the district's success in maintaining an equitable educational program.

G.5.2: As part of the board's policy review process, direct the superintendent to revise existing policies or to draft for review and adoption policies that meet the following curriculum management characteristics for sound quality control:

- Accountability through roles and responsibilities with current job descriptions.
- A periodic review of the curriculum.
- Textbook/resource alignment to curriculum and assessment.
- District expectations for teaching and learning.
- Content area emphasis.
- Program integration and alignment.
- Articulation and coordination of curriculum across content areas and grade levels.
- Integrated staff development linked to student achievement, curriculum, and evaluation.
- Components of a district student and program assessment plan.
- The use of data to determine the effectiveness/efficiency of all district operations and functions.
- Specific practices for monitoring the delivery of the curriculum.

G.5.3: Direct the superintendent to create administrative regulations to implement board policy with clear processes or procedures that provide specific direction for the how, who, where, and when.

G.5.4: Direct the superintendent to develop and implement a realistic plan to recruit administrators and teachers that more closely reflect the ethnic and gender characteristics of the student population.

G.5.5: Direct district leaders to pay close attention to achievement gaps that fail to narrow over a reasonable amount of time, such as two years. Require, when problems with equity are evident, multiple measures to evaluate reasons for achievement gaps; identify the key factors that contribute to maintaining the gap. Determine the suitability of current efforts to eliminate gaps based on the new data.

G.5.6: Require that the factors contributing to inequities be targeted and eradicated using whatever means necessary to make changes that will result in ameliorating existing inequities.

G.5.7: Direct the superintendent to draft a Professional Development Policy that includes use of student achievement or other data as sources for making decisions regarding professional development: how professional learning needs should be identified, prioritized, and coordinated at the district, school, and individual level; and delineating the need for a formal evaluation process to determine the impact of professional learning on student achievement.

G.5.8: Require the superintendent to develop a Comprehensive Professional Development Plan that complies with the Professional Development Policy and supports the District Strategic Framework and school improvement plans.

G.5.9: Require that a comprehensive English Language Learner (ELL) Plan be developed, including mission, vision, goals, and objectives related to improving ELL achievement, along with budgetary implications and an evaluation process.

G.5.10: Direct the superintendent to analyze and recommend staffing changes to better meet the needs of EL students.

Administrative Functions: The following actions are recommended to the Allentown School District Superintendent:

A.5.1: Oversee the development of administrative regulations to support the implementation of board policies.

A.5.2: Develop a comprehensive professional development plan that supports the district's mission and goals. The plan should include all of the criteria of a sound professional development program found below and specifically address the deficiencies outlined in [Finding 3.3](#):

- Revise current policy to direct staff development efforts;
- Provide a framework for integrating innovations related to a staff development mission;
- Implemented using a staff development mission;
- Based on a long-range planning approach;
- Advances a norm of continuous improvement and a learning community;
- Provides for professional development in a systematic manner;
- Is for all employees;
- Expects each supervisor to be a staff developer of staff supervised;
- Focuses on organizational change;
- Requires careful analysis of data and is data-driven;
- Provides for three phases of the change process: initiation, implementation, and institutionalization;
- Developed on human learning and development and adult learning theory and practice;
- Uses a variety of staff development approaches;
- Provides for follow-up and on-the-job application necessary to ensure improvement;
- Provides for system-wide coordination and has a clearinghouse function in place; and
- Provides the necessary funding to carry out staff development goals.

A.5.3: Develop a comprehensive English Language Learner (ELL) Plan to align with the district mission and goals. The plan should include all of the criteria of a sound ELL program found below and particularly address the deficiencies outlined in [Finding 3.4](#):

- Revise current policy to define high expectations for ELL students to meet or exceed all standards for English language proficiency and content area mastery as quickly as possible while providing equal access to the core curriculum.

- Ensure it is reasonable with a feasible number of goals and objectives for the resources (financial, time, people) available.
- Provide for students to have full and comprehensible access to the core curriculum through sheltered instruction and/or primary language support to include an explicit description of the district's instructional models for ELD and sheltered instruction.
- Provide rationale for the approach used that would be accepted by proponents in the field.
- Ensure systems are in place for the identification, placement, and monitoring of progress (in English Language Development [ELD] and content areas) of *each* English Learner.
- Build plan on effective staff improvement strategies, particularly in increasing the capacity of staff to serve the specialized needs of ELLs.
- Include provisions for specialized services and support for students entering the district with virtually no prior schooling in English nor any observable English language proficiency to assist with rapid acquisition of survival English and acculturation.
- Outline a procedure for translating documents, forms, notices, etc., and providing translators as needed for both written and oral forms of communication with parents.
- Align programs and services to major district-wide goals and priorities as well as to expectations for all students.
- Plan budget to consider the needs of ELs, and assign appropriate and adequate resources to support the programs and services implemented.
- Provide a written plan for evaluation of all programs and services for ELLs.

A.5.4: Establish the importance of high quality, student-centered instruction, and require an instructional model that is centered around individual student needs: both for curriculum and for activities. The model should reflect the latest research concerning effective approaches and activities for urban students of poverty as well as English Language Learners. Describe specifically what such instruction looks like in the classroom, and require teachers to adhere to the model for instruction.

A.5.5: Provide professional development for both teachers and administrators in what effective instruction for the Allentown School District looks like. Academic improvement should not be consistent for every child; students who are below grade level must have accelerated instruction and learning opportunities, so they make faster gains than other students to ensure that they do not fall farther and farther behind.

A.5.6: Model and maintain an emphasis on meeting students' needs and demonstrating high expectations. Integrate these functions with teacher evaluation and monitoring.

A.5.7: Require the implementation of new learning in the classroom. Collect classroom observational trend data to determine whether professional development is having the desired impact on teaching and learning. This differs from the walk-through in that the observational data are collected and analyzed in the following areas:

- Dominant student activities observed;
- Dominant teacher activities observed;
- Evidence of student work that gives testimony to adherence to the adopted instructional model;
- Evidence of powerful instructional strategies;
- Evidence of cognitive rigor in both the materials/resources being used as well as in the students' activities.

A.5.8: Require regular and accurate analysis of disaggregated data pertaining to all district practices (e.g., program enrollment, course offerings, disciplinary actions, and interventions to determine disparities and inequities). Use these analyses for equitable and rational program and instructional decision making.

A.5.9: Prepare and implement a realistic plan to recruit administrators and teachers that reflects the ethnic and gender characteristics of the student population.

A.5.10: Create a staffing strategy that recognizes staff expertise for new hires and targets appropriate assignments for current staff to address student needs versus student numbers.

These recommendations, when fully implemented, should allow the district to fully engage in equitable practices based on student needs and experience improvements related to the delivery of curriculum and instructional practices to increase student achievement. These steps will support the creation of a systemic approach to the implementation of high quality teaching and learning in the Allentown School District.

Recommendation 6: Develop a comprehensive student assessment plan that incorporates formative and summative assessments in all content areas. Utilize feedback provided by assessments at all levels of the organization to make informed decisions that positively impact student learning.

A comprehensive plan for student assessment provides school systems with the procedures necessary to provide valuable feedback on the learning process. A comprehensive assessment program includes assessments of students at all grade levels in all content areas and includes both formative and summative measures. It also includes specific procedures for how student assessment data are distributed throughout the organization so that district employees can make effective decisions about curriculum and instruction.

The auditors found that planning for student assessment (see [Finding 4.1](#)) and the scope of assessment (see [Finding 4.2](#)) were both inadequate to provide appropriate feedback in all grade levels and subject areas. The lack of planning for assessment and the limited scope of assessment leave the district without adequate data for decision making. Auditors also found that the district lacks formative assessment that teachers can utilize for instruction (see [Finding 4.3](#)), and auditors found that district employees are not regularly utilizing data to impact student learning and to evaluate programming occurring in the district (see [Finding 4.5](#)). Finally, auditors found that student achievement in the district consistently trails state and national averages, and improvement trends are insufficient to close existing gaps (see [Finding 4.4](#)).

The leadership of the Allentown School District must prioritize the development of a plan for student assessment and assign staff responsibilities for managing the assessment plan. Developing the plan as directed below will provide guidance to school district personnel in the ongoing development of assessments so that they can provide both formative and summative data to classroom teachers and district personnel. Implementing the plan will also help provide for more effective use of data available to the district. Additionally, the plans will help ensure that the school and district leadership, along with the school board, can receive the feedback necessary to monitor and evaluate instruction and programming so that they can make informed decisions regarding the instructional needs of students.

It is recommended that the appropriate policies, regulations, and plans be developed or modified no later than the fall of the 2018-19 school year and that the implementation of the plans be completed by the conclusion of 2019-20 school year.

Governance Functions: The following action is recommended to the Board of School Directors of the Allentown School District:

G.6.1: Adopt the traditional Pennsylvania *Board Policy 213: Assessment of Student Progress*, and adopt the new version of *Board Policy 127: Assessments* that directs the development of a comprehensive student assessment system. The policies should be updated to include the Criteria and Characteristics identified by auditors in [Standard Four](#) of the Curriculum Management Audit policy analysis, as displayed in [Exhibit 1.1.3](#) and also listed below.

- 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

- 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
- Requires assessment instruments to be more rigorous in content, context, and cognitive type than external, high stakes assessments
- Directs the development and implementation of a district program evaluation process
- Requires each proposed program to have an evaluation process (includes both formative and summative evaluations) before that program is adopted and implemented
- Directs the program assessment process to link with district planning initiatives, including site improvement plans and the strategic/long-range plan
- Requires the disaggregation of assessment data at the school, classroom, student subgroup, and student level to determine program and curriculum effectiveness and efficiency
- Requires classroom teachers to track and document individual student mastery in core content areas
- 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
- Requires yearly reports to the board regarding program effectiveness for all new programs for the first three years of operation
- Requires reports to the board every three years for long-term programs
- 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

Administrative Functions: The following actions are recommended to the Superintendent of the Allentown School district.

A.6.1: Modify and/or enforce the actual job responsibilities of the Director of Assessment to emphasize two current responsibilities in the job description:

- “Facilitates the development of a K-12 assessment system that provides ongoing formative assessment data to support standards-aligned K-12 curriculum development, implementation, and evaluation processes within the district.”
- “Designs and implements systems and protocols for continuous monitoring and reporting of progress on District accountability benchmarks.”

The Director of Assessment must first and foremost be an academic officer whose primary responsibility is the design of effective assessment systems in the district. Furthermore, the Director of Assessment must be regularly engaged in evaluation of the system programming by providing access to meaningful data for other system employees, as well as participating in evaluation of programming. The Director of Assessment should have responsibility for all aspects of the assessment plan called for in **A.6.2**.

If the currently realized responsibilities of the this position cannot be reassigned to permit these to become the primary responsibilities of the role, the district should prioritize adding an additional position in the Assessment and Accountability Department to facilitate these responsibilities.

A.6.2: As directed by the board, draft a comprehensive plan for student assessment and program evaluation, as called for in the new board policy noted in **G.6.1**. Ensure that it includes the Curriculum Management Audit Characteristics of a Comprehensive Student Assessment Plan and Program Evaluation Planning that are listed below:

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 incongruence with board

policy. Expect 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 (e.g., 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 for multiple purposes at all levels, district, program, school, and classroom, that are both formative and summative.
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. Specifies the connection(s) among district, state, and national assessments.
8. Specifies the overall assessment and analysis procedures used to determine curriculum effectiveness.
9. Requires aligned student assessment examples and tools to be placed in curriculum and assessment documents.
10. Specifies how equity issues will be identified and addressed using data sources; controls for possible bias.
11. 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.
12. Provides for appropriate trainings for various audiences on assessment and the instructional use of assessment results.
13. Delineates responsibilities and procedures for monitoring the administration of the comprehensive student assessment and program evaluation plan and/or procedures.
14. 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.
15. 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.6.3: Direct human resources personnel to revise job descriptions in a fashion that requires staff to utilize assessment, assessment data, and program evaluation throughout their responsibilities.

A.6.4: Direct the Executive Director of Elementary Education and the Executive Director of Secondary Education or other appropriate academic personnel to develop and implement a training program in accessing data from the *STAR*, *Go Math!*, and *Study Island* benchmarks along with how to use the data to positively impact instruction. The training should ensure that:

- All teachers and principals are able to access detailed assessment result reports from the system.
- All teachers and principals can use assessments reports such as classroom summaries and item analyses to identify strengths, weaknesses, and trends in the data.

A.6.5: Direct principals to ensure that assessment data is being used regularly at the classroom level to positively impact student learning. Develop a system to monitor such data use, and provide support to schools and/or teachers who are not using data effectively.

A.6.6: Identify a cohort of teachers in English language arts and mathematics from all grade levels and buildings that will be responsible for developing a comprehensive set of formative assessments for each respective content area and grade level. This work should include:

- Collecting any formative assessments currently in use in the district, whether they were teacher created or part of resources provided by publishers.
- Evaluation of the existing formative assessments to identify their ability to quickly measure student learning of the district curriculum.
- Modifying existing and/or developing new formative assessments to ensure teachers have tools for identifying prerequisite knowledge, identifying prior mastery, and immediately measuring student learning (see [Finding 4.3](#) and [Exhibit 4.3.1](#)).

A.6.7: Identify a cohort of teachers in science and social studies from all grade levels and buildings, and charge them with developing a series of summative assessments to measure grade level mastery of the science and social studies curriculum at each grade level. Once developed, expect that all teachers will utilize the assessments to monitor student learning.

A.6.8: Identify three significant instructional programs (depending on their size and scope), and direct the appropriate personnel to conduct a thorough evaluation of the programs that incorporates the Curriculum Management Audit Program Evaluation Criteria that are shown in [Exhibit 4.5.1](#) and listed below.

1. Describes why this program was selected to be evaluated, with reasons that suggest an expected evaluation outcome.
2. Presents a description of the program goals, objectives, activities, individuals served, context, funding source, staffing patterns, and expected outcomes.
3. Uses multiple measures of data collection, 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. Clearly describes procedures used in the evaluation process.
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 was used, it was adequate to support the conclusions that were drawn or any generalizations made to different settings or populations.
9. Individuals responsible for the program evaluation were “independent,” or, if not, there was no attempt to control the 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.

Once the initial evaluations are completed, develop a calendar whereby each instructional program is evaluated at least once every three years and the evaluation is reported to the board.

These recommendations, if implemented, should result in improved system efficiency and in increased student achievement. By developing a comprehensive assessment plan and developing a quality set of formative and summative assessments, district personnel from teachers to academic leadership will have the means to regularly review student results and to utilize the results to impact instruction and programming. Once in place, these assessments and the related data analysis will ensure that the curriculum and instruction of Allentown School District is continually refined to better meet the needs of the district's students.

Recommendation 7: Adopt a three-year plan for implementation of a performance-based budgeting and allocation system for all Allentown School District schools, departments, programs, and services that equitably addresses clientele needs, curricular goals, and strategic priorities.

The auditors found that the district's budget development process is not focused on clientele needs, appropriate data, or strategic priorities. The general fund demonstrates inadequate solvency with revenues less than expenditures for three of the past five years. The district has not established policy action in the past five years to function and operate programs and services within the organization's means, and the district has not employed procedures to identify and use cost-benefit relationships in budgeting for programs and services. Budget documents impede determinations of cost-effectiveness and equity in program activities and services. School leaders are not currently able to look at what expenditures are for high-priority services or the acceptability or unsuitability of program results and outcomes.

Given the need to monitor results discussed in other recommendations of this audit report, such results must be used in determining budget priorities, especially in programs addressing deficits in student achievement. Using its resources within the district to link curricular expectations and adopted goals and objectives with testing and performance feedback data, it would be possible to move ahead with programmatic performance-based budgeting. Tangible connections are needed between the costs and the resultant benefits that accrue from the funded activities of the system.

Programmatic budgeting processes, tailored specifically for the Allentown School District, can offer an efficient way for the board, superintendent, and leadership team to determine how well funds are being used to address system needs. To do this, all programs and activities of the organization must first be evaluated and reviewed on the basis of performance and cost.³

An annual budget, built anew each year, is recommended for use for the basic instructional and support areas of the budget, including Special Education, and linkages are needed with performance (or results) information. The major steps of installing programmatic budgeting include the following recommended actions:

Governance Functions: The following actions are recommended to the Board of School Directors of the Allentown School District:

G.7.1: Confer with the superintendent to identify key components for a board policy requiring improved quality control with a performance-based budgeting process, facilitating cost-benefit information about programs and services for data-driven decision making in budget planning and implementation.

G.7.2: Review programmatic intervention recommendations, evaluate priorities, establish goals for programs and services, and monitor feedback of results.

G.7.3: Once information is available on the impact of allocations based on needs and results, share such information with the community as to system performance in periodic reports, such as a newsletter.

Within such a budgeting system, both finances and curriculum are monitored simultaneously. It is important to note that such a system should not be implemented hastily, nor can it be put into place overnight.

Administrative Functions: The following actions are recommended to the Allentown School District Superintendent:

A.7.1: Identify various educational activities or programs, and group them into broad areas of need or purpose served. Examples might be "elementary instruction—personnel, gifted education, district governance (board

³ See pp 139-151, *School Budgeting for Hard Times: Confronting Cutbacks and Critics*. Corwin Press, 2011.

and superintendent functions), high school instruction, counseling and guidance, K-3 Reading, etc.” Try to divide the organization into the most logical (but least number necessary) subgroups possible based on the existing operating structure.

A.7.2: Aggregate and compile all costs for each individual program, based on all object codes, and including prorated shares of system overhead costs.

A.7.3: Build budget “packages” within each of the subgroups that incrementally (or increasingly) deliver the objectives of the area of need or purpose. (For example, any given program could be defined, and packaged into units that provide programs and services at different levels of quality and cost; for example, (1) 90% of last year’s budget, which allows recovery or savings of previous allocations if better used elsewhere; (2) 100% of last year’s budget, which continues the allocation at the current or existing level; and (3) 105% of last year’s budget level, which helps increase allocations for program improvement if needed, and it can be evaluated thoroughly both formatively and summatively.⁴

A.7.4: Have program managers prepare packages (budgeting proposals) for their areas with each package representing a level of activity that stands alone but builds sequentially on the previous package. Budget packages should be concise and meaningful. Examples might be: reduced services, optimal services, and improved services.

A.7.5: Define a tentative program structure after grouping and compilation of budget packages.

A.7.6: Include in each program area (package group) a goal statement, which clearly expresses the purpose of the program or activity. Compile goal statements and budget packages, and give to appropriate staff to gather data to best describe service levels, program outputs, and cost benefits.

A.7.7: Define organizational performance data, appropriate involvement of staff (including principals and teachers), current and desired service, and program objectives. Prepare guidelines and recommendations, and give them to those who will develop the program budgets.

A.7.8: Compile budget packages, including costs, into a work sheet with instructions for evaluating and ranking. Priorities must be set among competing intentions to facilitate allocations up to the predetermined funding levels. Couple past cost information, especially expenditure percentages, with performance data, and develop recommendations to guide preliminary budget-building estimates.

A.7.9: Form a budget advisory team⁵ of program managers, the chief financial officer, the chief educational officer, principals (representatives), teachers (representatives), parents (representatives), and community leaders (minimum of one). Organize the team with all members having an equal voice in determining funding priorities for program packages.

A.7.10: Give budget program packages to the budget advisory team for evaluation and ranking, and publish compiled results in a tentative budgeted program package list in order of ranked priority. Repeat until the budget advisory team reaches majority consensus on budget priorities.

A.7.11: Make final decisions in allocation priorities based upon measured effectiveness of programs elements, revenues available, the appropriation levels to be authorized, and the program funding priorities and rankings by the budget advisory team. Recommend the final product to the superintendent for review and conveyance to the board for funding and budget approval as required by law.

Given this approach to budgeting, the process of changing funding or allocation levels is based on “How well is this program or activity doing?” instead of “How much did we spend last year?” Top management, the board, and the Allentown community will have a more complete idea of what is funded (and what is not) in operations, programs, and services of the Allentown School District. Tangible connections between results and costs will be abundantly evident, and productivity stands a greater likelihood of improving.

⁴ See pp 86-89, *School Budgeting for Hard Times: Confronting Cutbacks and Critics*. Corwin Press, 2011.

⁵ Ibid. pp 110-126.

Summary

The Allentown School District needs a credible rationale and an effective system for equitably appropriating and/or reallocating finances in educational programs and services, especially from any obsolescent or unproductive programs and activities to improved, emerging programs or activities of high priority based on organizational effectiveness, changing needs of clientele, or produced results. Moreover, valid linkages need to be identified among organizational objectives, results, and costs in the process of improving quality control and system prudence with its financial resources. It will be far easier to explain why certain portions of the budget are increasing (and perhaps why certain portions are decreasing) each year.

Again, it is important to stress that it may take three or more years to develop such a budgetary system, and the budget's cornerstones must be curriculum unity⁶ and monitored performance in the Allentown School District's educational programs.

⁶ Quality control results from unity of purpose, activity, and assessment, or in educational systems there is a cycle unifying what is taught, when and how it is taught, and what and how it is assessed. (See the quality control triangle in the Introduction section of this audit report.)

VI. APPENDICES

Appendix A

Auditors' Biographical Data



Dr. Zollie Stevenson, Jr.

Zollie Stevenson, Jr., Ph.D., served as the Lead Auditor for the Allentown School District Curriculum Management Audit. Dr. Stevenson has participated in over 40 curriculum management audits since he received audit training in 1992.

A retiree from the U.S. Department of Education where he served as Director of Title I, Title III, and School Improvement Programs, Stevenson currently serves as the Vice President for Academic Affairs/Chief Academic Officer at Philander Smith College in Little Rock, Arkansas. He is also an Associate Professor in Psychology at the college.

Dr. Stevenson also served in state and local district leadership and accountability roles with the North Carolina Department of Public Instruction, the Charlotte Mecklenburg (NC) School District, Washington, DC Public Schools, and Baltimore City (MD) Public Schools.

He earned a Ph.D. in educational psychology from the University of North Carolina at Chapel Hill. He also served as a Vice President of the American Educational Research Association.



Mrs. Patricia Braxton

Patricia E. Braxton's career in education has spanned over 41 years. During that time she has held various teaching and administrative positions in urban and semi-rural districts. She served as Director of Curriculum and Instruction for the Woodstown-Pilesgrove Regional School District in Woodstown, New Jersey, from 1999 to 2015. Prior to that she completed a 16½ year tenure with Camden City Schools in Camden, NJ (1983-1999), serving in various roles: Project Manager/Coordinator for the Teaching Essential Life Skills (TELS) program and the Cooper's Poynt Professional Development School, elementary reading center teacher, secondary reading department chairperson, and coach/trainer with the Office of Staff Development. She was a reading instructor at West Philadelphia High School in Philadelphia, PA, and began her career as a fifth grade classroom teacher in Newport News Public Schools in Virginia. She has taught at the elementary, middle, and high school levels.

Mrs. Braxton completed her undergraduate studies at Hampton Institute in Virginia and earned master degrees in Psychology of Reading (Temple University in Philadelphia, Pennsylvania) and in School Administration (Rowan University in Glassboro, New Jersey). She is certified as an elementary teacher, reading specialist K-12, supervisor, and school administrator. Mrs. Braxton completed her Curriculum Management Audit training in 2006 and has served on audit teams in Maryland, Michigan, Arizona, Missouri, Alabama, Georgia, New Jersey, Pennsylvania, Texas, and Washington, DC.

Appendix A (continued)
Auditors' Biographical Data



Dr. Maureen Cotter

Maureen Cotter has 25 years of experience in education, policy, advocacy, and governance in Rhode Island. She is a former high school teacher, central office professional, and consultant assisting state and national education agencies on program development, curriculum design, and project management. Dr. Cotter served on an elected school board for 19 years and currently consults with school boards and executive staff providing governance and leadership training. She earned her Ed.D. in Educational Leadership from Johnson & Wales University, M.Ed. in Education Administration from Providence College, MS in Physical Education at the University of Rhode Island, and BS in Physical Education at Rhode Island College. Dr. Cotter completed her Curriculum Management Audit training in Tucson, Arizona, in 2009 and has since participated on audits in Arizona, Kentucky, Georgia, Maryland, Massachusetts, North Carolina, and Texas.



Dr. Brian Ellis

Brian Ellis is an educator and educational consultant who has spent his entire career in public education. Since 2012 Dr. Ellis has served as Principal of York Suburban High School (York, Pennsylvania), which was recognized in 2016 as a U.S. Department of Education Blue Ribbon School. Prior to moving into school administration, Dr. Ellis served as a curriculum coordinator, assessment director, and began his career as a mathematics and computer science teacher. Beyond his district responsibilities, Dr. Ellis has presented at the National Association of Secondary Schools Principals Conference (NASSP) and been active in the Advanced Placement Computer Science program, having served as an exam reader and contributor to AP Central.

Dr. Ellis received his undergraduate degree in Mathematics and Computer Science from Gettysburg College, his master's degree in Computer Science from Villanova University, and his doctoral degree in Educational Leadership and Management from Drexel University. He completed his audit training in Tucson, Arizona.



Dr. James Ferrell

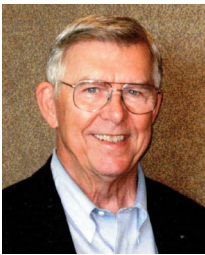
Jim Ferrell currently serves as department chair for the Educational Leadership Department at Northeastern State University in Tahlequah, Oklahoma. He also serves as program chair for the School Administration Program within the Educational Leadership Department. He worked as a classroom teacher for 12.5 years, teaching social studies and Spanish in grades 6-12. After leaving the classroom, he worked as a middle school principal for six years. Dr. Ferrell earned a B.A. in History from Oklahoma City University, an M.A. in History from the University of Central Oklahoma, and an Ed.D. in School Administration from Oklahoma State University. He received his curriculum audit training in Tucson, Arizona, in 2008. He has participated on audit teams in Arkansas, Arizona, Kentucky, Georgia, North Carolina, Texas, Massachusetts, Wisconsin, and Washington.

Appendix A (continued)
Auditors' Biographical Data



Dr. Doris McEwen

Doris McEwen is Dean for the Division of College Readiness at Medgar Evers College (City University of New York), where she works to connect over 80 public schools in Brooklyn, New York, into a viable, integrated, and seamless K-16 system where students are successfully prepared for college matriculation, graduation, and subsequent careers and professions. Dr. McEwen is also president/CEO of M.E.C.C.A. (McEwen Education Consulting and Curriculum Auditing). She has held leadership positions as deputy for curriculum and instruction at the Oregon Education Investment Board (OEIB), Distinguished P-12 Educator at the University of Washington (Seattle), vice-president/general manager for Pearson Education, superintendent of Clover Park School District (Lakewood, WA), and assistant superintendent in the Edmonds School District (WA). She has also held positions as associate professor at Indiana University (South Bend, IN); high school principal; high school, junior high and middle school assistant principal; director of research, evaluation and testing; alternative high school principal; and high school English teacher. Dr. McEwen completed her undergraduate degree at Northern Michigan University (Marquette, MI) and her masters and doctoral degrees at Michigan State University (East Lansing, MI). She also holds a post-doctorate in educational policy from the Institute for Educational Leadership at George Washington University (Washington, D.C.). She received her curriculum management audit training in Atlanta, GA, in 1995 and has participated in numerous audits throughout the United States.



Dr. William K. Poston, Jr.

William K. Poston, Jr., is Emeritus Professor of Educational Leadership and Policy Studies at Iowa State University in Ames, Iowa, where he served from 1990 to 2005. Dr. Poston began his educational career as a math and physics teacher, and he accumulated 25 years of experience in educational administration, including five years as secondary school principal and 15 years as a superintendent in Tucson, Arizona; Phoenix, Arizona; and Billings, Montana. His many distinctive professional achievements include service as the youngest-elected international president of Phi Delta Kappa, selection as an Outstanding Young Leader in American Education in 1980, and recipient of the Distinguished Alumni Award from the University of Northern Iowa.

He has authored numerous professional articles and has published over a dozen professional books, including *School Budgeting for Hard Times: Confronting Cutbacks and Critics* (2010), and *School Finance* (Chapter in Handbook of Educational Leadership). Dr. Poston taught school finance and school business management at Iowa State University, and he was the founding Director of the Iowa School Business Management Academy, sponsored by the Iowa Association of School Business Officials.

Dr. Poston completed his curriculum auditing licensure in 1988 and has led over 75 audits in many states and a few foreign countries.

Appendix A (continued)
Auditors' Biographical Data



Dr. David Surdovel

David Surdovel has experience in a multitude of educational settings at the K-12 and collegiate levels in both suburban and urban settings in New York, including positions of mathematics teacher, instructional coach, academic liaison, academic dean, and adjunct graduate lecturer in the New York City Department of Education and The City College of New York. Mr. Surdovel was recognized for his service to public education in 2007 with the Phi Delta Kappa/Pace University Leo Weitz “Master Teacher” Award. Since moving to Texas, he has held positions of assistant principal, Instructional Specialist of Secondary Mathematics and Social Studies, Coordinator of K-12 Mathematics, Executive Coordinator of Science, Technology, Engineering, and Mathematics (STEM), Curriculum Director of Mathematics and Science, and currently as the Director of Mathematics Curriculum Management for Tomball ISD. He has also held the position of Manor Site Supervisor for Austin Community College and President of the Austin Area Council of Teachers of Mathematics (AACTM). In 2010, Mr. Surdovel was recognized for his efforts with the Manor ISD “Shining Star” Professional Employee of the Year Award. He was recently appointed as the Governmental Relations Representative for the Texas Association of Supervisors of Mathematics (TASM) and serves on the state review committee for the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST). He received his B.A. from Marist College in Poughkeepsie, NY, and his M.S. and M.Ed. degrees from Pace University in New York, NY. He completed his Curriculum Management Audit training through Curriculum Management Systems, inc., in 2015 and has served on audits in Texas, Maryland, and Washington.



Dr. Olivia Zepeda

Olivia Elizondo Zepeda graduated from Northern Arizona University with a BA in Elementary Education. She began her teaching career upon graduation from NAU and later earned a Master’s degree in Bilingual and Multicultural Education. Dr. Zepeda served as Associate Superintendent for the Gadsden Elementary School District from 2000 to 2017 after previously serving the district as director of curriculum and staff development, director of federal projects, and principal and teacher at the elementary and middle school levels. She is currently retired and serves on the Arizona Western College Board of Trustees. Dr. Zepeda has taught graduate and undergraduate classes at the university level and is fully bilingual in English and Spanish. She has a passion for service and enjoys serving in agencies that provide assistance to children and adults for educational purposes. She completed her audit training in Austin, Texas, in June 2017 and has served on audits in Arizona, Georgia, and Texas.

Appendix B

List of Documents Reviewed by the Allentown School District Audit Team

STANDARD	DOCUMENT NAME	DATE
1	2017-18 PSSA Reading and Math Information	2/28/18
1	Observation and Evaluation Process	N.D.
1	Evaluation of Non-Teaching Professionals	N.D.
1	STARS/Study Island Data and Other Updates	N.D.
1	WIDA Communications with Principals	1/23/18
1	2012-13 Staff Handbook – Ritter Elementary School	N.D.
1	2017-18 Newcomer Academy Teacher Handbook	N.D.
1	2017-18 Teacher Handbook – Raub Middle School	N.D.
1	2017-18 Building 21 Staff Handbook	N.D.
1	Office of Civil Rights Follow-Up Letter on ESOL Complaint	12/19/17
1	RESOLUTION AGREEMENT ALLENTOWN SCHOOL DISTRICT OCR COMPLIANCE REVIEW NO. 03-13-5002	N.D.
1	Allentown School District- Special Education Committees	N.D.
1	School Improvement Plans – (22)	V.D.
1	2017-18 School Listing	N.D.
1	History of the School System	N.D.
1	Audit Statement	N.D.
1	Mission Statement and Goals of the District	N.D.
1	Mission Statement and Goals of the Schools	N.D.
1	Early Warning Indicators Committee	N.D.
1	ASD Strategic Framework – 2017-2021	N.D.
1	ASD Capital Improvement Plan	N.D.
1	ALLENTOWN SCHOOL DISTRICT DISTRICT-WIDE FEASIBILITY STUDY - VOLUME 2 – BUILDING ASSESSMENTS 10 YEAR CAPITAL IMPROVEMENT PLAN	10/12/17
1	ASD Workplace Safety Committee	N.D.
1	Bond Sales Documents	N.D.
1	Allentown-City-SD Comprehensive Plan - 07/01/2018 - 06/30/2021	N.D.
1	Allentown-City-SD Special Education Plan - 07/01/2018 - 06/30/2021	N.D.
1	Job Descriptions	N.D.
1	Salary Schedules	N.D.
1	Technology Committee	N.D.
1	Technology Budget	N.D.
1	Technology Planning – 2018-19	N.D.
1	2018-2019 Budget Allocation- 090 - TECHNOLOGY PLAN- 2,854,360.00	3/28/18
1	Camera Security Camera Design	N.D.
1	Wireless Infrastructure Upgrade	N.D.
1	IT Toolkit PDF	N.D.
1	Email Safety Memo	6/11/15
1	Technology Naming Process	12/2/15
1	Administrative Regulations, Current	N.D.
1	Administrative Regulations, Pending	N.D.

**Appendix B (continued)
List of Documents Reviewed**

STANDARD	DOCUMENT NAME	DATE
1	List of Superintendents	N.D.
1	Board Policies	N.D.
1	Board Members	N.D.
1	List of Board Members – Past 10 years	N.D.
1	Board Minutes	N.D.
STANDARD	DOCUMENT NAME	DATE
2	Curriculum Guides	N.D.
2	Other Curriculum Documents	N.D.
2	Spring 2018 Edgenuity Teacher Survey	N.D.
2	Textbook or Instructional Materials Adoption Processes	N.D.
2	Textbook Adoption Algebra 1	N.D.
2	Textbook Adoption Rubric Science	N.D.
2	Grade 7 and 8 Textbook – English	N.D.
2	AP Psychology Textbook Adoption	N.D.
2	Minutes of Curriculum Meetings	N.D.
2	Course Descriptions Books	N.D.
2	State Program Implementation	N.D.
2	Federal Program Implementation	N.D.
2	Allentown City School District Profile Report	N.D.
2	Community Conversations – Allen and Dieruff	10/24/17
2	Community Priorities for Service Survey-Promise Neighborhoods	10/19/17
2	Community Priorities for Service Survey	N.D.
2	Strategic Planning Community Meetings – 7/17-28/2017	N.D.
STANDARD	DOCUMENT NAME	DATE
3	Building Master Schedules	N.D.
3	Grade Distribution Reports	N.D.
3	Demographic Data by School	N.D.
3	Class Size Data by School and Grade	N.D.
3	Student Assessment Reports by School	N.D.
3	2014-15 Retention Data	10/2015
3	2015-16 Retention Data	10/3/2016
3	2016-17 Retention Data	10/2/2017
3	2015-16 Enrollment in Special Programs	10/2015
3	2015-16 Master File for Special Programs	10/2015
3	2016-17 Enrollment in Special Programs	10/2016
3	2016-17 Master File for Special Programs	10/2016
3	2017-18 Enrollment in Special Programs	10/2017
3	2017-18 Master File for Special Programs	10/2017
3	2011-12 Special Ed Data Report - State	N.D.
3	2012-13 Special Ed Data Report - State	N.D.
3	2013-14 Special Ed Data Report - State	N.D.
3	2014-15 Special Ed Data Report - State	N.D.
3	2015-16 Special Ed Data Report - State	N.D.
3	2016-17 Special Ed Data Report - State	N.D.
3	School Bell Schedules	N.D.

**Appendix B (continued)
List of Documents Reviewed**

STANDARD	DOCUMENT NAME	DATE
3	Library Book Counts by School	N.D.
3	ESL Co-Teaching Agenda	N.D.
3	The Water Cycle – Co-Teaching, Grade 5	N.D.
3	Science Grade 10 Biology – Cells	N.D.
3	Co-Teaching Power Point Deck	N.D.
3	Early Literacy Professional Development	N.D.
3	ELD Framework in 4 sessions	N.D.
3	ASD ELD Framework Power Points, Parts 1-4	N.D.
3	ELD Frameworks – WIDA Power Point	N.D.
3	ESOL Department and WIDA Screener Training	N.D.
3	Summer Institute – July 2017	N.D.
3	2017 Induction Schedule	N.D.
3	Staff Development Plans	N.D.
3	Homework Policy	N.D.
3	Teacher Workday	N.D.
3	Special Ed Staffing	N.D.
3	Discipline Report – 4/19/18	N.D.
3	Computers by Building	N.D.

STANDARD	DOCUMENT NAME	DATE
4	Tests Administered – ESOL	N.D.
4	2017-18 Assessment Calendar Grid	N.D.
4	2017-18 Assessment Calendar	N.D.
4	Keystone Exams	N.D.
4	PASA 2016-17	N.D.
4	PSSA Summary Reports – 2013-14 thru 2016-17	N.D.
4	Study Island Benchmark Data – 2016-17 and 2017-18	N.D.
4	Data Presentation to the Board of Directors	11/2/17
4	PSSA Testing Information – English	N.D.
4	PSSA Testing Information – Spanish	N.D.
4	PSSA Important Resources	N.D.
4	Keystone Testing Information	N.D.
4	Getting Ready for PA State Assessments – PowerPoint	10/2017
4	2017 PSSA Technical Report	N.D.
4	2017 Keystone Exams Technical Report	N.D.
4	2017 PSSA Training and Sign-In Sheet	N.D.
4	2016 Advanced Placement Exam Results	N.D.
4	2017 Advanced Placement Exam Results	N.D.

STANDARD	DOCUMENT NAME	DATE
5	Building 21 Allentown Funding Process Summary	N.D.
5	Agreement – Building 21 and Allentown School District	10/30/14
5	Physical Condition Assessment of Five Schools	6/1/16
5	ALLENTOWN SCHOOL DISTRICT DISTRICT-WIDE FEASIBILITY STUDY - VOLUME 1 – ENROLLMENTS AND CAPACITIES EVALUATION and APPENDICES	10/26/17
5	Asbestos Hazard Emergency Response Act (AHERA) AHERA 6-Month Periodic Surveillance Inspections April 2017	4/18/17
5	Analysis of Projected Costs – New Middle School	N.D.

Appendix B (continued)
List of Documents Reviewed

STANDARD	DOCUMENT NAME	DATE
5	Facilities Review Process – 7 Steps – PowerPoint	N.D.
5	Facilities Review and Capital Planning Process – PowerPoint	N.D.
5	Facilities Services Strategic Planning Presentation – PowerPoint	N.D.
5	Strategic Planning Collection Tool Results, Quarter 1	12/12/17
5	ASD FY-15 Budget, Submitted	7/7/14
5	ASD PDE 2013-14 General Fund Budget	8/5/13
5	ASD PDE 2015-16 General Fund Budget	7/1/15
5	ASD PDE 2016-17 General Fund Budget	6/25/16
5	ASD PDE 2017-18 General Fund Budget	6/22/17
5	Budget Process	4/16/18
5	Timeline for Events Related to 2018-2019 Budget Process	N.D.
5	2013 Audited Financial Statement	6/30/13
5	2014 Audited Financial Statement	6/30/14
5	2015 Audited Financial Statement	6/30/15
5	2016 Audited Financial Statement	6/30/16
5	2017 Audited Financial Statement	6/30/17
5	Bond Sale Documentation	N.D.
5	Assessment Total Value for 2014 Tax Year	11/15/13
5	Assessment Total Value for 2015 Tax Year	11/14/14
5	Assessment Total Value for 2016 Tax Year	11/13/15
5	Assessment Total Value for 2017 Tax Year	11/14/16
5	Assessment Total Value for 2018 Tax Year	11/15/17
5	2012-15 ADE Technology Plan – PDE Approval	6/28/12
5	2012-15 ADE Technology Report	3/13/12
5	Technology Department - Achievements – 2014-15 thru 2017-18	N.D.

Appendix C

Exhibit 2.2.4: Scope of Written Curriculum by Subject Area Grades 9-12 Allentown School District May 2018

Content Area/Courses	Grade Level	Courses Requiring Curriculum	Courses with Curriculum
Core Content Area			
English Language Arts Courses			
English I Advanced	9	1	1
English I	9	1	1
English II Advanced	10	1	1
English II	10	1	1
English Language and Composition - AP	11	1	
College English I - DE (Dual Enrollment)	11, 12	1	
College English II - DE	12	1	
English III	11	1	1
English Literature and Composition - AP	12	1	
English IV	12	1	1
Journalism I	10, 11, 12	1	
Journalism II	10, 11, 12	1	
Journalism III	10, 11, 12	1	
Media Print I (Yearbook)	10, 11, 12	1	
Media Print II (Yearbook)	10, 11, 12	1	
Media Print III (Yearbook)	10, 11, 12	1	
SAT Reading and Writing	11	1	
Reading	9	1	
Keystone Literature Seminar	10, 11	1	
Theatre Arts I	9, 10, 11, 12	1	
Theatre Arts II	9, 10, 11, 12	1	
Theatre Arts III	10, 11, 12	1	
Total English Language Arts Courses 9-12		22	6
Total Percent Scope of English Language Arts 9-12 = 27%			
Mathematics Courses			
Algebra I	9	1	1
Developmental Algebra I	9	1	1
Algebra II Advanced	9, 10, 11	1	1
Algebra II	10, 11, 12	1	1
Foundations of Algebra II	10, 11, 12	1	1
Geometry - Advanced	9, 10, 11	1	1
Geometry	9, 10, 11, 12	1	1
Applied Geometry	11, 12	1	
Analytic Geometry - Advanced	10, 11, 12	1	1
Algebra III - Advanced	10, 11, 12	1	1
Trigonometry - Advanced	10, 11, 12	1	1
Trigonometry	10, 11, 12	1	1
Pre-Calculus - Advanced	10, 11, 12	1	1

Appendix C (continued)
Exhibit 2.2.4: Scope of Written Curriculum by Subject Area
Grades 9-12
Allentown School District
May 2018

Content Area/Courses	Grade Level	Courses Requiring Curriculum	Courses with Curriculum
Mathematics Courses (continued)			
Calculus (AB) - AP	10, 11, 12	1	
Calculus (BC) - AP	10, 11, 12	1	
Statistics	11, 12	1	1
Statistics - AP	11, 12	1	
Computer Programming I	9, 10, 11, 12	1	
Computer Programming II	10, 11, 12	1	
Computer Science Principles - AP	10, 11, 12	1	
SAT Math	11	1	
Keystone Algebra Seminar	11, 12	1	
Total Mathematics Courses 9-12		22	13
Total Percent Scope of Mathematics 9-12 = 59%			
Science Courses			
Biology I - Advanced	9	1	1
Biology I	10	1	1
Chemistry I - Advanced	10, 11, 12	1	1
Chemistry I	10, 11, 12	1	1
Physics I	11, 12	1	1
Biology - AP	11, 12	1	
Chemistry - AP	11, 12	1	
Physics 1 - AP	11, 12	1	
Physical Science	9	1	1
Environmental Science	11, 12	1	1
Environmental Science - AP	11, 12	1	
Keystone Biology Seminar	10, 11	1	1
Forensic Science	10, 11, 12	1	1
Genetics	10, 11, 12	1	1
Astronomy	10, 11, 12	1	1
Zoology	10, 11, 12	1	1
Total Science Courses 9-12		16	12
Total Percent Scope of Science 9-12 = 75%			
Social Studies Courses			
United States History I - Advanced	9	1	1
United States History I	9	1	1
World History - AP	10	1	
United States History II	11	1	1
United States Government	12	1	1
Macroeconomics - AP	12	1	
United States History - AP	11	1	
Economics	12	1	1
Psychology	10, 11, 12	1	

Appendix C (continued) Exhibit 2.2.4: Scope of Written Curriculum by Subject Area Grades 9-12 Allentown School District May 2018			
Content Area/Courses	Grade Level	Courses Requiring Curriculum	Courses with Curriculum
Social Studies Courses (continued)			
Sociology	10, 11, 12	1	
World Cultures	10	1	1
Total Social Studies Courses 9-12		11	6
Total Percent Scope of Social Studies 9- 12 = 55%			
Total of all Core Content Courses 9-12		71	37
Total Percent of Scope of all Core Content Curriculum 9-12 = 52%			
Non-Core Content Areas - 9-12			
Art			
Art I	9, 10, 11, 12	1	0
Art II	9, 10, 11, 12	1	0
Art III	10, 11, 12	1	0
Art IV	10, 11, 12	1	0
Studio Art - AP	12	1	0
Visual Arts I	11, 12	1	0
Visual Arts II	12	1	0
Visual Arts Concepts	9, 10, 11, 12	1	0
Art History - AP	10, 11, 12	1	0
Total Art Courses 9-12		9	0
Business			
Computer Applications	9	1	0
Creating Computer Presentations	9, 10, 11, 12	1	0
Internet/Multimedia Applications	10, 11, 12	1	0
Web Page Design	10, 11, 12	1	0
Advanced Web Page Design & Multimedia Imaging	11, 12	1	0
Computer Graphics	10	1	0
Computer Architecture	11, 12	1	0
Total Business Courses 9-12		7	0
Dance			
Dance I (Allen) - 737	9, 10, 11, 12	1	0
Dance II (Allen) - 738	9, 10, 11, 12	1	0
Dance Studio Concepts	11, 12	1	0
Total Dance Courses 9-12		3	0
ESOL			
ESOL Newcomer English	9, 10, 11, 12	1	0
ESOL English 9	9	1	0
ESOL English 10	10	1	0
ESOL English 11	11	1	0
ESOL English 12	12	1	0
Total ESOL Courses 9-12		5	0

Appendix C (continued)
Exhibit 2.2.4: Scope of Written Curriculum by Subject Area
Grades 9-12
Allentown School District
May 2018

Content Area/Courses	Grade Level	Courses Requiring Curriculum	Courses with Curriculum
Family and Consumer Science			
Parenting	10, 11, 12	1	0
Adult Living	10, 11, 12	1	0
Independent Living	9, 10, 11, 12	1	0
Total Family Consumer Science Courses 9-12		3	0
Health and Physical Education			
Physical Education - Boys/Girls - 3 Periods	10, 11, 12	1	0
Physical Education - Boys/Girls - 4 Periods	9, 10, 11, 12	1	0
Physical Education - Boys/Girls - 5 Periods	9, 10, 11, 12	1	0
Adapted Physical Education	9, 10, 11, 12	1	0
Health Education	9	1	0
Total Health/Phys. Ed Courses 9-12		5	0
Music			
Music Theory - AP	11, 12	1	0
Instrumental Activities (Band and Orchestra)	9, 10, 11, 12	1	0
Choral Activities	9, 10, 11, 12	1	0
Choir	9, 10, 11, 12	1	0
Voice I	10, 11, 12	1	0
Piano I	9, 10, 11, 12	1	0
Music Arts Concepts	11, 12	1	0
Instrumental and Vocal I	11, 12	1	0
Instrumental and Vocal II	12	1	0
Total Music Courses 9-12		9	0
Theatre			
Acting Studio Concepts	11,12	1	0
Acting Studio 1	11,12	1	0
Total Theatre Courses 9-12		2	0
AFJROTC - Dieroff High School			
AFJROTC I	9, 10	1	0
AFJROTC I (Early Bird)	9, 10	1	0
AFJROTC II	10, 11, 12	1	0
AFJROTC II (Early Bird)	10, 11, 12	1	0
AFJROTC III	11, 12	1	0
AFJROTC III (Early Bird)	11, 12	1	0
AFJROTC IV	12	1	0
AFJROTC IV (Early Bird)	12	1	0
Total AFJROTC Courses 9-12		8	0

Appendix C (continued)
Exhibit 2.2.4: Scope of Written Curriculum by Subject Area
Grades 9-12
Allentown School District
May 2018

Content Area/Courses	Grade Level	Courses Requiring Curriculum	Courses with Curriculum
NJROTC - William Allen High School			
Naval Science I	9, 10, 11, 12	1	0
Naval Science I (Early Bird)	9, 10, 11, 12	1	0
Naval Science II	10, 11, 12	1	0
Naval Science II (Early Bird)	10, 11, 12	1	0
Naval Science III	11, 12	1	0
Naval Science III (Early Bird)	11, 12	1	0
Naval Science IV	12	1	0
Naval Science IV (Early Bird)	12	1	0
Total NJROTC Courses 9-12		8	0
Technology			
Electricity/Electronics I	9, 10, 11 12	1	0
Technology & Electronics (Dieruff)	11, 12	1	0
Visual Communication (Dieruff)	9, 10, 11, 12	1	0
Computer Architecture (Dieruff)	10	1	0
Total Technology Courses 9-12		4	0
World Languages			
German I	9, 10, 11, 12	1	0
German II	9, 10, 11, 12	1	0
German III	9, 10, 11, 12	1	0
AP German Language and Culture	12	1	0
Spanish I	9, 10, 11, 12	1	0
Spanish I for Spanish Speakers	9, 10, 11, 12	1	0
Spanish II	9, 10, 11, 12	1	0
Spanish II for Spanish Speakers	9, 10, 11, 12	1	0
Spanish III	9, 10, 11, 12	1	0
Spanish IV - Advanced	9, 10, 11 12	1	0
Spanish - DE	11, 12	1	0
AP Spanish Language and Culture	12	1	0
Total World Language Courses 9-12		12	0
Total of all Non-Core Content Courses 9- 12		75	0
Total Percent of Scope of all Non-Core Content Curriculum 9-12 = 0%			
Totals of all Core and Non-Core Content Courses 9-12		146	37
Total Percent of Scope of Core and Non-Core Curriculum 9-12 = 25%			
<i>Source: District Curriculum Documents as presented to auditors</i>			

Appendix D

**Exhibit 5.3.5: Number of Computers in District Schools
Allentown School District
May 2018**

School	2006-07	2007-08		2008-09		No Year		2009-10			2010-11		
	Dell Latitude D520 2006-07	Dell D520 2007-08	Dell D530 2007-08	Dell D530 2008-09	Dell E5500 2008-09	Dell C640 (No Year)	Dell C840 (No Year)	Dell 520 2009-10	Dell E5500 2009-10	HP 625 2009-2010	Dell E5510 2010-11	Dell E5520 2010-11	Dell Latitude 2110 2010-11
Central	0	0	0	0	13	0	0	0	0	0	0	0	0
Cleveland	0	0	0	0	0	0	0	0	0	0	0	0	0
Dodd	0	0	0	0	0	0	0	0	0	0	0	0	0
Jackson	0	0	0	0	0	0	0	0	0	0	0	0	0
Jefferson	0	0	0	0	0	0	0	0	0	0	0	0	0
Lehigh Pky	0	0	0	0	0	0	0	0	0	0	0	0	0
McKinley	0	0	0	0	0	0	0	0	0	0	0	0	0
Mosser	0	0	0	0	0	0	0	0	0	0	0	0	0
Muhlenberg	0	0	0	0	0	0	0	0	0	0	0	0	0
Ramos	0	0	0	0	0	0	0	0	0	0	0	0	0
Ritter	0	0	0	0	0	0	0	0	0	0	0	0	0
Roosevelt	0	0	0	0	0	0	0	0	0	0	0	0	0
Sheridan	0	2	0	0	1	0	0	0	0	0	0	0	0
Union Terrace	0	0	1	0	0	0	0	0	0	0	0	0	0
Washington	0	0	0	0	0	0	0	0	0	0	0	0	0
Harrison-Morton	0	0	0	0	0	0	2	0	0	0	1	0	0
Raub	0	0	2	0	1	0	0	0	1	0	0	0	0
South Mountain	0	3	0	8	0	0	0	0	11	0	5	0	0
Trexler	2	7	0	0	0	1	0	2	1	0	8	0	2
William Allen	0	0	0	0	0	9	0	0	2	0	0	0	0
Dieruff	0	1	0	0	0	24	0	0	0	1	0	20	0
Building 21	0	0	0	0	0	0	0	0	0	0	0	0	0
Jackson (ALT)	0	0	0	0	0	0	0	0	0	0	0	0	0
William Penn	0	0	5	0	1	0	0	0	3	0	0	0	0
Newcomer Academy	0	5	0	0	0	0	0	0	0	0	0	0	0

Appendix D (continued)
Exhibit 5.3.5: Number of Computers in District Schools
Allentown School District
May 2018

School	2011-12		2012-13		2013-14			2014-15				
	Dell E5520 2011-12	HP ProBook 6565b 2011-12	HP ProBook 6565b 2012-13	HP ProBook 6475B 2012-13	HP ProBook 4440S 2013-14	Dell Latitude 3340 2013-14	Dell Latitude 3540 2013-14	Dell Latitude 3340 2014-15	Dell Inspiron 15 2014-15	Dell Latitude 3340 2014-15	ASUS T100T 2014-15	Dell Latitude 3550 2014-15
Central	0	2	0	17	0	0	0	0	0	0	0	0
Cleveland	0	0	0	12	0	0	0	0	0	0	0	0
Dodd	0	16	0	32	0	0	0	0	0	0	130	0
Jackson	0	16	0	0	0	0	0	0	0	0	0	0
Jefferson	0	0	0	0	0	0	0	0	0	0	0	0
Lehigh Pky	0	15	0	16	0	0	0	0	0	0	0	0
McKinley	0	0	0	16	0	0	0	0	0	0	0	0
Mosser	2	16	0	16	0	0	0	0	0	0	0	0
Muhlenberg	0	0	0	16	0	0	0	0	0	0	0	0
Ramos	0	17	0	0	0	0	0	0	0	0	0	0
Ritter	0	0	16	0	0	0	0	0	0	0	0	0
Roosevelt	0	30	0	16	0	0	0	15	0	0	0	0
Sheridan	0	9	19	0	0	0	0	0	0	0	0	0
Union Terrace	0	15	38	0	0	0	0	0	0	0	0	0
Washington	0	15	16	0	0	0	0	0	0	0	0	0
Harrison-Morton	0	28	0	0	30	54	0	0	241	24	0	0
Raub	0	286	0	0	1	0	0	0	240	0	0	0
South Mountain	61	92	0	10	0	30	0	0	300	90	0	1
Trexler	0	76	32	0	0	50	0	0	240	9	0	0
William Allen	1	0	0	549	0	0	0	0	0	0	0	0
Dieruff	0	122	0	360	0	571	0	60	0	150	0	0
Buidling 21	0	0	0	0	0	0	0	0	0	0	0	0
Jackson (ALT)	0	13	0	0	0	0	0	0	88	0	0	0
William Penn	0	0	0	40	0	95	0	0	0	0	0	0
Newcomer Academy	0	20	0	16	0	0	0	0	0	0	0	0

Appendix D (continued)
Exhibit 5.3.5: Number of Computers in District Schools
Allentown School District
May 2018

School	2015-16						2016-2017					2017-2018		
	Dell Latitude 3150 2015-16	Dell Latitude 3340 2015-16	Acer TravelMate B115 2015-16	Dell Latitude 3450 2015-16	Dell Latitude 3350 2015-16	Dell Latitude 3550 2015-16	Dell Latitude 3180 2016-17	Dell Latitude 3350 2016-17	Dell Latitude 3150 2016-17	Dell Latitude 3380 2016-17	Dell Latitude 3570 2016-17	Dell Latitude 3180 2017-18	HP Chromebook 2017-18	Dell Chromebook 11 3180 2017-18
Central	0	0	0	6	0	0	0	0	0	0	30	0	0	
Cleveland	0	0	0	0	0	0	0	30	0	0	0	0	0	
Dodd	0	0	0	0	0	0	0	0	150	0	0	0	0	
Jackson	0	0	0	0	0	0	0	0	0	0	0	0	0	
Jefferson	0	0	0	0	0	0	0	0	0	0	0	0	0	
Lehigh Pky	0	0	0	0	0	0	0	0	0	0	0	14	0	
McKinley	0	0	0	0	0	0	0	0	0	0	0	0	0	
Mosser	0	0	0	0	0	0	0	0	0	0	30	0	0	
Muhlenberg	0	0	0	0	1	0	16	0	0	0	38	0	0	
Ramos	0	0	0	0	0	0	0	0	0	0	0	0	0	
Ritter	0	0	0	0	0	0	0	0	44	0	0	0	80	
Roosevelt	0	0	0	0	45	0	0	0	0	0	30	0	0	
Sheridan	0	0	0	0	0	0	0	32	0	0	0	0	0	
Union Terrace	0	0	0	0	0	0	0	0	30	0	25	0	0	
Washington	0	0	0	0	0	0	0	0	0	0	0	0	12	
Harrison-Morton	0	0	0	0	24	0	0	0	0	0	30	0	0	
Raub	0	0	0	0	0	0	0	46	0	0	0	0	0	
South Mountain	0	60	0	0	30	150	0	0	0	110	3	0	0	
Trexler	0	30	0	0	60	0	0	0	0	9	0	0	0	
William Allen	0	0	0	0	0	9	0	148	0	0	300	0	0	
Dieruff	0	150	0	0	360	0	0	0	90	0	240	0	0	
Buidling 21	190	0	165	0	0	0	195	0	0	0	0	0	0	
Jackson (ALT)	0	30	0	0	0	0	0	0	0	0	0	0	0	
William Penn	0	0	0	0	0	0	0	0	0	0	16	0	0	
Newcomer Academy	0	0	0	0	30	0	0	0	0	0	60	0	0	

Appendix D (continued)
Exhibit 5.3.5: Number of Computers in District Schools
Allentown School District
May 2018

School	973 iPads										
	iPad Wi-Fi 16 GB 2010-11	iPad Wi-Fi 16GB 2011-12	iPad Mini 2 Wi-Fi 16GB 2012-13	Apple iPad Wi-Fi 16GB 2012-2013	Apple MacBook Pro A1728 2013-14	iPad Mini Wi-Fi 16GB 2013-14	iPad Air 2 Wi-Fi 16 GB 2013-2014	iPad Air 2 Wi-Fi 2014-2015	iPad Mini 2 16GB Wi-Fi 2016-17	iPad Air 2 Wi-Fi 16GB 2012-13	iPad Air 2 Wi-Fi 16GB 2015-2016
Central	0	0	0	0	0	0	0	0	0	0	0
Cleveland	0	0	0	0	0	0	0	0	0	0	60
Dodd	0	0	0	0	0	0	0	0	0	0	0
Jackson	0	0	0	0	0	0	0	0	0	0	0
Jefferson	0	0	0	0	0	0	0	0	0	0	30
Lehigh Pky	0	0	11	0	0	0	0	0	0	0	0
McKinley	0	0	0	0	0	0	0	0	0	0	0
Mosser	0	0	0	0	0	0	0	0	0	15	0
Muhlenberg	0	0	0	0	0	0	0	0	0	0	0
Ramos	0	0	0	0	0	0	0	0	0	0	0
Ritter	0	0	20	0	0	10	0	0	70	0	0
Roosevelt	0	15	0	0	0	0	0	0	0	0	0
Sheridan	0	0	0	0	0	0	0	0	0	0	0
Union Terrace	0	10	0	0	0	0	0	0	0	6	0
Washington	0	0	0	0	0	0	0	0	0	5	0
Harrison-Morton	1	10	0	0	0	0	0	0	0	0	0
Raub	0	1	0	0	1	0	0	0	0	0	0
South Mountain	0	4	0	0	5	0	60	70	0	45	0
Trexler	0	0	0	0	1	0	0	0	0	0	0
William Allen	0	0	0	0	0	0	0	0	0	0	0
Dieruff	0	0	0	0	0	0	0	0	0	0	0
Buidling 21	0	0	0	0	0	0	0	0	0	0	0
Jackson (ALT)	0	0	0	0	0	0	0	0	0	0	0
William Penn	0	0	0	0	0	0	0	0	0	0	0
Newcomer Academy	0	0	0	75	0	0	0	0	0	0	0

Appendix D (continued)
Exhibit 5.3.5: Number of Computers in District Schools
Allentown School District
May 2018

School	973 iPads (continued)							
	Apple MacBook Pro 2015-16	Apple MacBook Pro MF839LL 2016-17	Apple iPad Mini 2 16 GB 2016-17	iPad Air 2 Wi-Fi 16GB 2016-17	iPad Wi-Fi 32GB 2016-17	Apple MacBook A1342 (No Year)	Apple iPad 32GB 2017-18	Apple iPad 32 GB 2017-18
Central	0	0	0	30	0	0	0	0
Cleveland	0	0	0	30	0	0	0	30
Dodd	0	0	0	0	0	0	0	0
Jackson	0	0	0	10	0	0	0	0
Jefferson	0	0	0	120	0	0	0	0
Lehigh Pky	0	0	0	0	0	0	0	20
McKinley	0	0	0	20	0	0	0	20
Mosser	0	0	0	0	0	0	0	25
Muhlenberg	0	0	0	0	3	0	0	10
Ramos	0	0	0	0	0	0	0	0
Ritter	0	0	0	0	13	0	0	30
Roosevelt	0	0	0	0	0	0	0	30
Sheridan	0	0	0	7	40	0	0	0
Union Terrace	0	0	0	0	0	0	0	0
Washington	0	0	0	0	0	0	0	0
Harrison-Morton	0	0	0	0	0	0	0	0
Raub	0	0	0	0	0	0	0	20
South Mountain	0	4	0	0	30	0	0	10
Trexler	0	6	0	0	0	0	0	0
William Allen	0	0	0	0	0	7	0	0
Dieruff	4	0	0	0	0	0	0	0
Buidling 21	0	0	32	0	0	0	0	0
Jackson (ALT)	0	0	0	0	0	0	90	0
William Penn	0	0	0	0	0	0	0	0
Newcomer Academy	0	0	0	30	0	0	0	0

Appendix D (continued)
Exhibit 5.3.5: Number of Computers in District Schools
Allentown School District
May 2018

School	Desktops										NComputing	
	HP 5800 2008-09	HP 5800 2010-11	HP 6000 2009-10	HP 6000 2010-11	HP 6000 2011-12	HP 6200 2011-12	HP 6200 2012-13	HP Z210 2016-17	HP ProDesk 600 G2 MT 2016-17	Acer Chromebox 2017-18	M300	U170
Central	0	0	0	0	0	0	0	0	0	0	189	0
Cleveland	0	0	0	0	0	0	0	0	0	0	75	0
Dodd	0	0	0	0	0	0	0	0	0	0	174	0
Jackson	0	0	0	0	0	0	0	0	0	0	72	0
Jefferson	0	0	0	0	0	0	0	0	0	0	192	0
Lehigh Pky	0	0	0	0	0	0	0	0	0	0	81	0
McKinley	0	0	0	0	0	0	0	0	0	0	75	0
Mosser	0	0	3	9	17	0	0	0	0	0	195	0
Muhlenberg	0	0	1	0	0	0	0	0	0	0	156	0
Ramos	0	0	0	0	0	0	0	0	0	0	231	0
Ritter	0	0	4	0	0	0	0	0	0	0	132	0
Roosevelt	0	0	0	2	0	0	0	0	0	0	216	0
Sheridan	0	0	0	0	0	0	0	0	0	0	180	0
Union Terrace	0	0	0	0	0	0	0	0	0	0	198	0
Washington	0	0	0	0	0	0	0	0	0	0	114	0
Harrison-Morton	33	0	82	0	0	0	0	0	0	12	60	170
Raub	0	0	32	1	86	0	0	0	0	42	75	165
South Mountain	0	0	6	5	0	27	32	0	0	12	0	140
Trexler	0	0	3	0	2	0	0	0	0	42	30	120
William Allen	4	0	213	18	13	0	0	0	0	30	330	0
Dieruff	17	7	108	10	0	0	0	15	30	0	30	0
Buidling 21	0	0	0	0	0	0	0	0	0	0	0	0
Jackson (ALT)	0	0	1	9	9	0	0	0	0	0	0	0
William Penn	0	0	0	0	0	0	0	0	0	30	132	0
Newcomer Academy	4	0	8	0	1	0	0	0	0	0	0	26

Appendix E

Exhibit 2.4.8: Analysis of Student Artifacts For Content Match with PA Standards by Grade Level and Content Area Allentown School District May 2018

English Language Arts K-12

	Total Artifacts	Content Match		Bloom's Taxonomy - Levels of Cognition						Context Types			
		Yes	No	Remembering	Understanding	Apply	Analyze	Evaluate	Create	Real World	Test-Like	Classroom Activity	Meaningful Writing
ELA ARTIFACTS K-5													
Central	14	14	0	1	6	6	1	0	0	0	0	10	4
Cleveland	9	9	0	0	2	5	0	0	2	0	0	5	4
Dodd	11	11	0	2	1	5	0	0	3	0	1	5	5
Jackson ECC	2	2	0	0	0	2	0	0	0	0	0	2	0
Jefferson	20	16	4	0	11	4	1	0	4	0	0	14	6
Lehigh Parkway	13	13	0	0	2	6	1	0	4	0	0	8	5
McKinley	11	11	0	0	5	6	0	0	0	1	1	7	2
Mosser	11	10	1	1	8	2	0	0	0	0	0	9	2
Muhlenberg	9	8	1	1	2	4	0	0	2	0	0	5	4
Ramos	19	18	1	4	9	4	0	0	2	0	0	14	5
Ritter	24	21	3	5	6	11	0	0	2	0	0	15	9
Roosevelt	17	16	1	2	4	8	0	0	3	0	0	9	8
Sheridan	16	13	3	0	8	6	0	0	2	0	0	14	2
Union Terrace	40	28	12	1	18	16	0	0	5	0	4	28	8
Washington	10	10	0	0	2	5	0	0	3	0	0	4	6
K-6 Newcomer	2	1	1	1	0	1	0	0	0	1	0	1	0
TOTAL ELA K-5	228	201	27	18	84	91	3	0	32	2	6	150	70
ELA ARTIFACTS 6-8													
Harrison Morton MS	17	13	4	0	10	6	1	0	0	0	0	5	12
Raub MS	7	6	1	0	7	0	0	0	0	0	0	1	6
South Mountain MS	11	9	2	1	1	7	2	0	0	0	0	6	5
Trexler MS	10	7	3	2	4	4	0	0	0	0	1	3	6
TOTAL ELA - 6-8	45	35	10	3	22	17	3	0	0	0	1	15	29
ELA ARTIFACTS 9-12													
Building 21	5	3	2	0	4	0	1	0	0	1	0	3	0
Louis E. Dieruff	22	17	5	2	16	1	3	0	0	0	1	12	9
William Allen	27	19	8	1	17	4	4	1	0	2	2	12	11
William Penn	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Newcomer	1	0	1	0	1	0	0	0	0	0	0	0	1
TOTAL ELA - 9-12	55	39	16	3	38	5	8	1	0	3	3	27	21
TOTAL ELA K-12	328	275	53	24	144	113	14	1	32	4	10	192	120

Appendix E (continued)
Exhibit 2.4.8: Analysis of Student Artifacts
For Content Match with PA Standards by Grade Level and Content Area
Allentown School District
May 2018

Mathematics K-12

	Total Artifacts	Content Match		Bloom's Taxonomy - Levels of Cognition						Context Types			
		Yes	No	Remembering	Understanding	Apply	Analyze	Evaluate	Create	Real World	Test-Like	Classroom Activity	Meaningful Writing
MATH K-5													
Central	6	6	0	1	2	3	0	0	0	0	1	5	0
Cleveland	5	5	0	0	5	0	0	0	0	0	2	3	0
Dodd	8	5	3	0	5	2	0	0	1	2	1	5	0
Jackson ECC	0	0	0	0	0	0	0	0	0	0	0	0	0
Jefferson	12	12	0	1	8	2	0	0	1	2	0	10	0
Lehigh Parkway	2	2	0	0	2	0	0	0	0	0	0	2	0
McKinley	5	4	1	1	0	4	0	0	0	3	1	1	0
Mosser	10	8	2	3	7	0	0	0	0	0	0	10	0
Muhlenberg	9	7	2	1	5	3	0	0	0	0	1	8	0
Ramos	12	8	4	0	9	3	0	0	0	2	1	9	0
Ritter	10	9	1	0	7	2	0	0	1	2	0	8	0
Roosevelt	8	7	1	0	6	2	0	0	0	1	0	7	0
Sheridan	8	6	2	0	5	3	0	0	0	1	7	0	0
Union Terrace	30	22	8	5	24	1	0	0	0	0	1	29	0
Washington	5	3	2	0	2	2	0	0	1	0	1	4	0
K-6 Newcomer	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL MATH K-5	130	104	26	12	87	27	0	0	4	13	16	101	0
MATH 6-8													
Harrison Morton MS	9	7	2	1	4	4	0	0	0	0	0	9	0
Raub MS	6	5	1	0	4	2	0	0	0	0	0	6	0
South Mountain MS	3	3	0	0	0	3	0	0	0	0	0	3	0
Trexler MS	7	5	2	2	4	1	0	0	0	0	0	7	0
TOTAL MATH 6-8	25	20	5	3	12	10	0	0	0	0	0	25	0
MATH 9-12													
Building 21	4	4	0	0	1	3	0	0	0	1	0	3	0
Louis E. Dieruff	18	13	5	0	3	15	0	0	0	4	1	13	0
William Allen	29	23	6	0	3	25	0	0	1	4	2	23	0
William Penn	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Newcomer	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL MATH 9-12	51	40	11	0	7	43	0	0	1	9	3	39	0
TOTAL MATH K-12	206	164	42	15	106	80	0	0	5	22	19	165	0

Appendix E (continued)
Exhibit 2.4.8: Analysis of Student Artifacts
For Content Match with PA Standards by Grade Level and Content Area
Allentown School District
May 2018

Science K-12

	Total Artifacts	Content Match		Bloom's Taxonomy - Levels of Cognition						Context Types			
		Yes	No	Remembering	Understanding	Apply	Analyze	Evaluate	Create	Real World	Test-Like	Classroom Activity	Meaningful Writing
ELA K-5													
Central	7	7	0	0	2	5	0	0	0	0	1	6	0
Cleveland	2	2	0	0	1	0	0	0	1	1	0	1	0
Dodd	7	4	3	1	4	2	0	0	0	1	0	6	0
Jackson ECC	4	1	3	0	4	0	0	0	0	0	0	4	0
Jefferson	10	6	4	2	4	4	0	0	0	4	0	6	0
Lehigh Parkway	3	2	1	0	3	0	0	0	0	1	0	2	0
McKinley	2	1	1	0	1	1	0	0	0	0	0	2	0
Mosser	9	7	2	1	8	0	0	0	0	0	0	9	0
Muhlenberg	8	3	5	3	2	3	0	0	0	4	0	4	0
Ramos	12	8	4	2	5	4	0	0	1	3	0	9	0
Ritter	7	6	1	3	3	1	0	0	0	2	0	5	0
Roosevelt	9	6	3	2	1	6	0	0	0	5	0	4	0
Sheridan	5	4	1	0	4	1	0	0	0	1	0	3	1
Union Terrace	28	11	17	10	13	5	0	0	0	6	0	22	0
Washington	4	2	2	2	0	0	0	2	0	2	0	2	0
K-6 Newcomer	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL Science K-5	117	70	47	26	55	32	0	2	2	30	1	85	1
SCIENCE 6-8													
Harrison Morton MS	6	3	3	1	4	1	0	0	0	0	1	5	0
Raub MS	6	6	0	0	3	1	2	0	0	3	0	2	1
South Mountain MS	1	1	0	0	1	0	0	0	0	0	0	1	0
Trexler MS	3	1	2	2	0	0	1	0	0	1	0	2	0
TOTAL SCIENCE 6-8	16	11	5	3	8	2	3	0	0	4	1	10	1
SCIENCE 9-12													
Building 21	5	4	1	0	3	2	0	0	0	2	0	3	0
Louis E. Dieruff	14	12	2	1	4	6	2	0	1	3	0	10	1
William Allen	21	16	5	0	8	8	5	0	0	10	0	11	0
William Penn	1	0	1	0	1	0	0	0	0	0	0	1	0
Secondary Newcomer	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL SCIENCE - 9-12	41	32	9	1	16	16	7	0	1	15	0	25	1
TOTAL SCIENCE K-12	174	113	61	30	79	50	10	2	3	49	2	120	3

Appendix E (continued)
Exhibit 2.4.8: Analysis of Student Artifacts
For Content Match with PA Standards by Grade Level and Content Area
Allentown School District
May 2018

Social Studies K-12

	Total Artifacts	Content Match		Bloom's Taxonomy - Levels of Cognition					Context Types				
		Yes	No	Remembering	Understanding	Apply	Analyze	Evaluate	Create	Real World	Test-Like	Classroom Activity	Meaningful Writing
SOCIAL STUDIES 6-8													
Harrison Morton MS	4	3	1	0	2	2	0	0	0	1	0	3	0
Raub MS	5	2	3	1	4	0	0	0	0	0	0	5	0
South Mountain MS	1	0	1	0	1	0	0	0	0	0	0	1	0
Trexler MS	11	7	4	3	7	0	0	0	1	0	0	10	1
TOTAL SOCIAL STUDIES 6-8	21	12	9	4	14	2	0	0	1	1	0	19	1
SOCIAL STUDIES 9-12													
Building 21	3	3	0	0	0	0	1	0	2	2	0	0	1
Louis E. Dieruff	15	14	1	1	10	3	0	1	0	3	0	11	1
William Allen	23	13	10	7	10	3	2	1	0	1	1	18	3
William Penn	3	2	1	0	3	0	0	0	0	0	2	1	0
Secondary Newcomer	2	1	1	1	1	0	0	0	0	0	0	1	1
TOTAL SOCIAL STUDIES - 9-12	46	33	13	9	24	6	3	2	2	6	3	31	6
TOTAL SOCIAL STUDIES 6-12	67	45	22	13	38	8	3	2	3	7	3	50	7

Appendix F

Responses to Survey Question #21: The frequency with which I use the following learning technology tools in the classroom to support learning.

Respondents	Response Date	Other (please specify)
1	Jun 01 2018 06:56 AM	We need more technology carts for the teachers to share. There are time that specialist will want to use it for lessons. When that happens the other teachers must switch things around because of access.
2	May 29 2018 03:14 PM	I was told that ESL teachers do not need iPads or tablet technology in their hands as we are not considered classroom teachers yet we pushin and co-teach in a classroom.
3	May 29 2018 01:38 PM	We have one laptop cart to share among 5 teachers.
4	May 29 2018 08:26 AM	The student computers are TERRIBLE! They are so slow and there is always an issue when I am trying to teach a small group and I am always interrupted.
5	May 29 2018 07:02 AM	One set of 16 laptops for 5 classrooms in which the charge last for 40 minutes is not practical.
6	May 29 2018 06:41 AM	I have an overhead projector and would LOVE a document camera to support students with learning disabilities.
7	May 29 2018 05:57 AM	I have a Smart board, however it does not work!
8	May 28 2018 09:01 AM	I don't use smartphones in my room, nor do I want to. I think it's a very bad idea!
9	May 25 2018 03:23 PM	ELMO
10	May 25 2018 01:31 PM	The technology does not consistently work.
11	May 25 2018 11:29 AM	Overhead projector utilized constantly.
12	May 25 2018 09:31 AM	not applicable
13	May 25 2018 06:56 AM	We would use google classroom if it was available for students to use
14	May 24 2018 02:41 PM	I do not teach in a classroom.
15	May 24 2018 02:26 PM	homeroom teachers often are using their computer while I am teaching and it is not available for my use while I am teaching. I have access to a computer in the faculty lounge and share it with my team and paraprofessionals.
16	May 24 2018 11:16 AM	The students do use the computers daily during guided reading, but they are so slow that it is a waste of instructional time. The "Reading Eggs" and "I Read" programs are great, but a waste of money and time with such poor resources.
17	May 24 2018 11:10 AM	Teacher only has Ipad
18	May 24 2018 11:07 AM	student computers operate slowly and are frequently frozen, not supporting programs.
19	May 24 2018 08:57 AM	Google Drive would be helpful in supplementing student instruction and planning with colleagues.
20	May 24 2018 08:18 AM	I have 11 laptops for a class of 30 students. So while it is nice to have technology at all, it's hard to plan lessons when I have to rotate the technology.
21	May 24 2018 07:35 AM	computers are great when they are working and there are enough for everyone

Appendix F (continued)
**Responses to Survey Question #21: The frequency with which I use
the following learning technology tools in the classroom to support learning.**

Respondents	Response Date	Other (please specify)
22	May 24 2018 07:11 AM	The computers in my classroom are old. Students today are comfortable with touch screens and mouse pads built into laptops. When they see a wired mouse attached to a screen, they are not sure what to do with it. I have to spend time teaching them how to click, how to move, and how to access what I want them to do. I have only one classroom iPad and it is very old as well. It does not update correctly, its always out of space, and I try to use it daily in small groups, for informal assessment, and to track classroom behavior.
23	May 23 2018 07:21 PM	We do not have access to SMART boards. Because of this, we are not trained to use them. I have 6 desktops in my classroom. None of them work.
24	May 23 2018 06:43 PM	The computers that we have are very slow and the programs do not work as well as they should.
25	May 23 2018 06:19 PM	Basic Kitchen equipment
26	May 23 2018 05:03 PM	Technology is outdated and frequently doesn't work
27	May 23 2018 04:50 PM	The technology in our building is earmarked for so much benchmark testing that it is rarely available for instruction.
28	May 23 2018 11:40 AM	NA
29	May 23 2018 11:03 AM	Teachers have one Ipad; students do not have Ipad; laptops do not stay charged and often have to be plugged in to a nearby outlet
30	May 23 2018 10:53 AM	I would absolutely use my document camera IF it had been hooked up for me
31	May 23 2018 09:22 AM	Majority of the technology that I have been provided has been broken. The IT department in the district does not quickly repair or replace technology.
32	May 23 2018 08:42 AM	We don't have enough laptops that work to use them effectively.
33	May 23 2018 08:16 AM	Please consider giving each teacher a laptop and projector instead of a SmartBoard. This is so much more useful and less expensive.
34	May 23 2018 07:37 AM	Technology often does not work well in my room.
35	May 23 2018 07:20 AM	I use my own smart phone to keep track of student behavior points
36	May 23 2018 07:06 AM	Technology is often not working but I try to use it daily.
37	May 23 2018 07:02 AM	not a teacher not in a classroom
38	May 23 2018 06:58 AM	I would like to use much more technology, however it is not available unless I supply it from home. As a matter of fact, I offered to pay for my own PC for school use, but was denied. How about that?
39	May 23 2018 06:57 AM	I have a Smart board that doesn't work. I do not have a document camera. I use an overhead projector daily.
40	May 23 2018 06:54 AM	ipads are borrowed from other classrooms
41	May 23 2018 06:49 AM	During library class, the classes that do not have specials are using that technology. I do not have access to technology except for my computer and projector. It would profit the students if the specialists had a laptop cart to share amongst ourselves.

Appendix F (continued)		
Responses to Survey Question #21: The frequency with which I use the following learning technology tools in the classroom to support learning.		
Respondents	Response Date	Other (please specify)
42	May 23 2018 06:08 AM	Smart boards in classrooms do not work--No \$ to repair them
43	May 22 2018 07:55 PM	All technology is shared among classrooms.
44	May 22 2018 07:39 PM	Black board
45	May 22 2018 07:28 PM	Office 365 & Discovery Education is used
46	May 22 2018 04:53 PM	While I have a set of laptops in my classroom, we have been directed to use them less frequently in favor of science notebooks.
47	May 22 2018 03:50 PM	We have rules against students using Smart phones. The rules should be updated.
48	May 22 2018 02:25 PM	Google programs for district data purposes
49	May 22 2018 02:21 PM	I try to use technology but it never works I have been working with systems 44 for 6 years and there are not enough computers compatible no working headsets and how do you do a program with limited access when you are to be using computers daily. This is not a teacher issue it is definitely a district problem
50	May 22 2018 02:07 PM	I do not have a classroom
51	May 22 2018 02:01 PM	I teach English but do not have access to a computer cart. The only computer labs in the school are not available during my English class periods because of DE classes and it is almost impossible to get computers to complete STAR testing.
52	May 22 2018 01:29 PM	NA
53	May 22 2018 01:24 PM	Use computer projector rather than a doc camera

Appendix G

Online Parent Survey

ALLENTOWN Parent Survey

Hello Parents/Guardians of an Allentown School District student:

Allentown School District leaders have contracted with an external evaluation team from Curriculum Management Systems, inc. (CMSI) to complete a Curriculum Audit. The team is on site in Allentown on **May 21-24, 2018**. The audit team will visit campuses during that time, and will be conducting interviews during the week. However, the team will not have the opportunity to speak with everyone in the district. We would like to use the following survey to gather input from as many people as possible. Please take a few minutes to complete this survey so your opinion can be represented.

All answers will remain anonymous and survey information will only be reported in aggregate. Please complete this survey by **Friday, June 1, 2018**.

Thank you very much for your assistance.

ALLENTOWN Parent Survey

1. What grade level is your student (or students) in?

Elementary School

Middle School

High School

Other (please specify)

2. What are the strengths of this school district?

3. What are the areas that need improvement in this school district?

4. My child's school does a good job equipping my student with the skills he/she needs to be successful.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

5. I can easily access the curriculum my child is being taught.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Other (please specify)

6. I am regularly informed regarding the tests used to evaluate my child's learning.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Other (please specify)

7. I am frequently updated regarding my child's progress in mastering the district curriculum.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8. I am frequently updated regarding any gaps in my child's learning.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

9. I know my child's teacher(s) uses/use assessment data to plan instruction that meets my child's needs.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Comment

10. My child frequently uses technology in the classroom to complete activities and/or projects.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

ALLENTOWN Parent Survey

Please respond to the following questions about addressing different student needs

11. My child's teacher(s) successfully engages my child in challenging, hands-on learning activities.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Other (please specify)

ALLENTOWN Parent Survey

12. My child receives services/programming in the following area(s):

- Gifted/talented or advanced academics programming
- English Language Learning (ELL)/English as a Second Language (ESL)
- Special Education
- Other disability/504 planning and services
- Dual Language/Immersion programming

ALLENTOWN Parent Survey

13. My child's needs for academic acceleration and cognitively rigorous instruction are being met.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Other (please specify)

ALLENTOWN Parent Survey

14. There is an explicit instructional model teachers use for English language development and sheltered instruction.

- strongly agree
- agree
- disagree
- strongly disagree
- does not apply to my child

15. My child has full support in learning the curriculum through sheltered instruction or primary language support.

- strongly agree
- agree
- disagree
- strongly disagree
- does not apply to my child

ALLENTOWN Parent Survey

16. My child has an Individualized Education Plan (IEP) that outlines how his or her academic needs will be met.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Does not apply to my child

17. My child's teachers closely follow my child's IEP.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Does not apply to my child

ALLENTOWN Parent Survey

18. My child's learning needs are taken into account when his/her teacher(s) is planning instruction.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

19. My child's teacher(s) makes modifications to instruction and assignments in response to my child's 504 or specific needs.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Does not apply to my child

20. Is there anything else you would like to tell us about your child's school or about the district in general?

Appendix H

Online Parent Survey - Spanish Version

ALLENTOWN Cuestionario para los Padres

El Distrito Escolar de Allentown ha contratado a un equipo externo de evaluación de Curriculum Management Solutions, inc (CMSi) para completar una auditoría (evaluación) de los programas y el currículo en el distrito. El equipo está presente del 21. - 24. de mayo, 2018. El equipo auditor va a visitar los campus durante este periodo y realizará entrevistas con personas durante la semana. Por la razón de que el equipo no tendrá oportunidad de entrevistar a todos en el distrito, nos gustaría utilizar la siguiente encuesta para recabar información de la mayor gente posible. Por favor, tómese unos minutos para completar la siguiente encuesta antes del 1 de junio para que su opinión pueda ser representada.

Todas las respuestas se mantendrán anónimas y sólo se reportarán en conjunto. Muchas gracias por su apoyo.

ALLENTOWN Cuestionario para los Padres

1. ¿En qué grado está(n) su(s) hijos(as)? Si tiene Ud. más de un hijo en las escuelas del distrito, marque todas las respuestas que se aplica.

- EC/PK
- Primer Grado
- Segundo Grado
- Tercer Grado
- Cuarto Grado
- Quinto Grado
- Sexto Grado
- Séptimo Grado
- Octavo Grado
- Otra (por favor especifique)

2. ¿Cuáles son las fortalezas de este distrito escolar?

3. ¿Cuáles son las áreas que necesitan mejorar en este distrito escolar?

4. La escuela hace un buen trabajo preparando a mi hijo(a) con las habilidades que necesita para tener éxito.

- Fuertemente de acuerdo
- De acuerdo
- En desacuerdo
- Fuertemente en desacuerdo

5. Puedo fácilmente tener acceso al plan de estudios que le están enseñando a mi hijo(a).

- Fuertemente de acuerdo
- De acuerdo
- En desacuerdo
- Fuertemente en desacuerdo

Otra (por favor especifique)

6. Me comunican frecuentemente sobre los exámenes que se usan para evaluar el aprendizaje de mi hijo.

- Fuertemente de acuerdo
- De acuerdo
- En desacuerdo
- Fuertemente en desacuerdo

Favor de describir quién comunica la información con Usted:

7. Me actualizan frecuentemente sobre el progreso del aprendizaje de mi hijo(a).

- Fuertemente de acuerdo
- De acuerdo
- En desacuerdo
- Fuertemente en desacuerdo

Comentario:

8. Me actualizan frecuentemente sobre las deficiencias en el aprendizaje de mi hijo(a).

- Fuertemente de acuerdo
- De acuerdo
- En desacuerdo
- Fuertemente en desacuerdo

Comentario:

9. El maestro(s) de mi hijo(a) utiliza la información de los exámenes para planear instrucción que cubra las necesidades de mi hijo(a).

- Fuertemente de acuerdo
- De acuerdo
- En desacuerdo
- Fuertemente en desacuerdo

Comentario:

10. Mi hijo(a) frecuentemente utiliza tecnología en el salón de clases para completar actividades y/o proyectos.

- Fuertemente de acuerdo
- De acuerdo
- En desacuerdo
- Fuertemente en desacuerdo
- No sé

11. El maestro de mi hijo(a) tiene éxito con actividades de aprendizaje que retan su potencial.

- Fuertemente de acuerdo
- De acuerdo
- En desacuerdo
- Fuertemente en desacuerdo
- No sé

Comentario:

12. Las necesidades de aprendizaje de mi hijo(a) son tomadas en cuenta cuando su maestro(s) planea(n) la instrucción.

- Fuertemente de acuerdo
- De acuerdo
- En desacuerdo
- Fuertemente en desacuerdo

13. Mi hijo(a) recibe servicios/apoyo en la(s) siguiente(s) área(s) (Marque todas que se aplican. Si no hay ninguna, marque "no aplica")

- No aplica
- Dotado/talento (GT) o programación académica avanzada (conteste por favor la pregunta #14)
- Aprendizaje del idioma inglés (ELL)/Inglés como segunda idioma (ESL) (conteste por favor las preguntas #15 y #16)
- La educación especial (conteste por favor las preguntas #17 y #18)
- Otra discapacidad/504 servicios y planificación (conteste por favor la pregunta #19)
- Bilingüe/Programación de inmersión (conteste por favor las preguntas #15 y #16)

ALLENTOWN Cuestionario para los Padres

14. Las necesidades de mi hijo(a) para acelerar el aprendizaje y la instrucción cognitiva rigurosa están siendo cumplidas.

- No aplica
- Fuertemente de acuerdo
- De acuerdo
- En desacuerdo
- Fuertemente en desacuerdo
- No sé

Comentario:

15. Hay un modelo explícito de instrucción que usan los maestros para el desarrollo del idioma inglés e instrucción de acuerdo a la circunstancia.

- No aplica
- Fuertemente de acuerdo
- De acuerdo
- En desacuerdo
- Fuertemente en desacuerdo
- No sé

Comentario:

16. Mi hijo(a) tiene total apoyo en el aprendizaje del currículo/plan de estudios a través de instrucción apropiada el apoyo del lenguaje primario.

- Fuertemente de acuerdo
- De acuerdo
- En desacuerdo
- Fuertemente en desacuerdo
- No sé

Comentario:

17. Mi hijo(a) tiene un programa de educación individualizado (IEP por sus siglas en inglés) que enmarca como sus necesidades académicas serán logradas.

- No aplica
- Fuertemente de acuerdo
- De acuerdo
- En desacuerdo
- Fuertemente en desacuerdo
- No sé

Comentario:

18. Los maestros de mi hijo(a) siguen explícitamente, "al pie de la letra," el IEP (por sus siglas en inglés) de mi hijo(a).

- No aplica
- Fuertemente de acuerdo
- De acuerdo
- En desacuerdo
- Fuertemente en desacuerdo
- No sé

Comentario:

19. El maestro(s) de mi hijo(a) hace(n) modificaciones a la instrucción y tareas basadas en las necesidades específicas o 504 de mi hijo(a).

- No aplica
- Fuertemente de acuerdo
- De acuerdo
- En desacuerdo
- Fuertemente en desacuerdo
- No sé

Comentario:

20. ¿Qué información adicional, si alguna, le gustaría compartir con los auditores?

Appendix I

Online Teacher Survey

ALLENTOWN Teacher Survey

The **Allentown** School District has contracted with an external evaluation team from Curriculum Management Solutions, Inc. to complete a curriculum audit of the district. The team will be on site from May 21-24. We would like to use this confidential survey to gather input and information about issues in the school system from as many teachers as possible. The survey should take no more than 10-15 minutes to complete. All survey responses will remain anonymous and survey information will only be reported in aggregate.

The audit team will visit campuses during that time and will be conducting interviews during the week. However, the team will not have the opportunity to speak with everyone in the district. If you would like to arrange to speak with the curriculum auditor personally, please contact Dr. Zollie Stevenson, Jr. the lead auditor, at zstevenson06@gmail.com

PLEASE COMPLETE THIS SURVEY AS SOON AS POSSIBLE, **BUT NO LATER THAN** May 29, 5:00pm, at which time the survey will close.

Your cooperation and assistance is greatly appreciated. Thank you in advance for your input.

ALLENTOWN Teacher Survey

* 1. What is the job title for your current position? (Mark all that apply.)

- Teacher
- Department Chair
- Grade Level Chair
- Other (please specify)

* 2. What is your level or area of assignment?

- Prekindergarten
- Primary (K-1)
- Elementary (2-4)
- Intermediate
- Middle
- High
- Alternative School

* 3. Do you teach in one of the four core content areas? Which one(s)?

- Language Arts
- Mathematics
- Science
- Social Studies
- I do not teach in one of the core content areas

4. For how many years have you been teaching in this school system?

- Less than 1 year
- 1-3 years
- 4-10 years
- 11-20 years
- 21 years or more

ALLENTOWN Teacher Survey

5. What are the strengths of this school district?

6. What are the areas in this school district that need improvement?

7. My school's improvement plan focuses our work throughout the building.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

ALLENTOWN Teacher Survey

8. If you are responsible for planning and delivering instruction, what resources do you use most frequently?

- State Standards
- I use one or more purchased curriculum programs
- I use the district adopted textbook(s) and resources
- I use the district-developed curriculum
- I use campus-developed curriculum
- I use my own ideas and/or resources
- I use online resources I located myself or suggested by colleagues
- Other (please specify)

9. The district developed curriculum is:

	Strongly agree	Agree	Disagree	Strongly Disagree	Does not apply; I do not use curriculum for my job
Easily accessible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
User friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful in planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective in providing suggestions for strategies and approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpful in identifying aligned materials and resources for my lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective in suggesting ways to differentiate my instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective in providing suggestions for reteaching or intervention ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpful in suggesting meaningful student activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

10. Please respond to each of the following statements about the written curriculum.

	Strongly Agree	Agree	Disagree	Strongly Disagree
There are a reasonable number of objectives for my content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had adequate training in the use of the curriculum documents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had adequate training in the use of the instructional resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

11. Please respond to each of the following statements about your classroom and school.

	Strongly Agree	Agree	Disagree	Strongly Disagree
There is a wide range of academic ability in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classroom instruction meets the needs of all my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiation is necessary for my students' needs to be met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the knowledge, tools, and support to effectively differentiate instruction for my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received adequate training in how to successfully differentiate instruction for my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the resources and materials I need to support each student's needs in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have a clearly defined model for delivering instruction to students in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is clear direction from the district regarding what classroom instruction should look like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

12. Please respond to each of the following statements about assessment in the district.

	Strongly Agree	Agree	Disagree	Strongly Disagree
We have adequate instruments for assessing each student's progress in mastering the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of the assessments available for use is very high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessments are clearly linked to specific, discrete standards/objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to see results from the assessments immediately or almost immediately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

13. What tools do you use in your classroom in an ongoing basis to assess student learning? (check all that apply)

- Mandated STATE-developed assessment tools
- Optional STATE-developed assessment tools
- Mandated DISTRICT-developed assessment tools
- Optional DISTRICT-developed assessment tools
- Mandated CAMPUS-developed assessment tools
- Optional CAMPUS-developed assessment tools
- Assessment tools I created myself
- I don't use assessment tools for this purpose
- N/A (Not applicable to my assignment)
- Other (please specify)

14. How frequently do you use the results of assessments to plan instruction?

- Daily
- Several times a week
- Weekly
- Monthly
- Rarely or not at all
- N/A

15. I use student assessment data for the following: (Mark all that apply.)

- To give grades
- To plan reteaching
- To refer students for intervention
- To place students in small groups for targeted instruction
- To place students in the correct course or level
- Other (please specify)

16. Individual learning plans and/or intervention plans are developed for underachieving students at this school, as indicated by student assessment data.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

ALLENTOWN Teacher Survey

17. In my school, technology is available to support student learning.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

18. In my school, technology is available to support teacher instruction.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

19. Technology software and programs are selected based on strong alignment to district curriculum objectives and state assessments.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know or No Opinion

20. Technology software and programs are clearly referenced in the curriculum documents for my grade/course.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know or No Opinion

21. The frequency with which I use the following learning technology tools in the classroom to support learning is:

	Never. This technology is not in my classroom.	Less than once per month	1-3 days per month	1-2 days per week	3-5 times per week
Computers (laptops and/or desk computers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iPads or tablets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smart phones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google apps/programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calculators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smart boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overhead projector or document camera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 22. The overall quality of programs at my campus designed to support students with special learning needs is indicated below:

	Not available at my campus	Poor	Mediocre	Good	Excellent
Special Education/IEP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
504 Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ESOL/ESL/Bilingual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gifted/Talented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced Placement (AP or Pre-AP) Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honors classes/courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

indicate other program:

* 23. Please respond to the following questions about the district's program for special needs students.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Our district has a well-designed plan to support students who have a learning disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been trained in the effective strategies for working with special education learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the RtI process is effective for learners who are struggling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am kept up-to-date regarding the students in my class with 504 plans and receive support in providing them with accommodations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

indicate other program:

24. Do you teach any students for whom English is not their primary language (i.e., ELL, ESL, or LEL students)?

- Yes
- No

25. Please respond to the following questions about the district's program for English language learners.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Our district has a well-designed plan to support students whose primary language is not English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an explicit instructional model teachers use for English language development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students have full access to the core curriculum through sheltered language instruction or primary language support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has fully implemented the district plan for English language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been trained in effective strategies for working with English language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teaching is very effective with my English language learner students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

ALLENTOWN Teacher Survey

26. How often does each of the following visit your classroom?

	Daily or almost daily	At least weekly	At least monthly	At least twice a year	I rarely see this person in my classroom
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistant Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District Administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor of Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Please indicate the usefulness of the feedback that your principal, assistant principal, skills specialist, coach, or other visitor provides you after informally observed lessons.

	No feedback given	Feedback is always useful	Feedback is somewhat useful	Feedback is not useful
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistant Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District Administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor of Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. How would you rate the quality of instructional leadership in your building?

- Highly effective
- Effective
- No opinion
- Somewhat ineffective
- Not effective
- Comment:

29. I consider the quality and relevance of professional development to be:

	Excellent	Above average	Average	Poor
District-provided training (Outside consultant or specialist.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District-provided training with district personnel conducting (curriculum personnel, central office administrator, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School site-provided (principal, department head, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education Service Center-provided training or workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-district professional development (conference, workshop)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

30. I receive the trainings and support I need most to improve my teaching.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Other (please specify)

31. I have been trained in strategies for understanding and addressing the various cultural needs of my students.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Other (please specify)

32. What has been the focus of professional learning (study groups, professional development days, individual teams, PLCs) this year at your campus? (Mark all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Language Arts | <input type="checkbox"/> Use of Research-based Effective Instructional Strategies |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Strategies for Teaching English Language Learners |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Data Analysis |
| <input type="checkbox"/> Science | <input type="checkbox"/> Differentiated Instruction |
| <input type="checkbox"/> Fine Arts | <input type="checkbox"/> Use of Formative Assessment |
| <input type="checkbox"/> Career and Technology Education | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Athletics | <input type="checkbox"/> Other area of focus |
| <input type="checkbox"/> Classroom Management | <input type="checkbox"/> No particular focus |
| <input type="checkbox"/> Use of Technology | |

ALLENTOWN Teacher Survey

33. How clearly are expectations for classroom delivery of the curriculum and classroom instruction communicated through the following:

	Extremely clearly	Clearly	Somewhat clearly	Not clearly	N/A
Board policy and communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central office communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building administrator communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring of classroom instruction by district/school administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. From whom do you get the most instructional support/coaching (including monitoring and feedback, modeling, and feedback)?

- Principal
- Assistant principal
- District-based instructional coach
- Campus-based instructional coach
- Formally assigned mentor
- Department head or lead teacher
- Another teacher
- Supervisor of Instruction
- I do not receive instructional support/coaching

ALLENTOWN Teacher Survey

35. If I ever need help with my teaching or lesson planning, my PRIMARY source of help would be:

- My department or grade level chair
- Another teacher
- My assistant principal
- Reading specialist
- Curriculum program director
- Supervisor of Instruction
- Other (please specify)

36. If I need help locating or acquiring supplies or materials, my PRIMARY source of help would be:

- My department or grade-level chair
- Another teacher
- My principal
- My assistant principal
- Reading specialist
- Curriculum program director
- Supervisor of Instruction
- Other (please specify)

37. My school has the resources necessary to meet the needs of all students.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

38. Please rate your campus facilities in providing a quality teaching and learning environment.

	Poor	Mediocre	Good	Excellent
Curb appeal (i.e., external appearance--especially building entrance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcoming environment (e.g., welcoming and respectful front office, parent and family outreach, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical condition of the building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ongoing maintenance (e.g., timeliness and quality of needed repairs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Size (i.e., adequate accommodation of student enrollment and activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Custodial care (e.g., cleaning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety/ADA accommodations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comfort (e.g., comfortable air temperature, good acoustics, sufficient lighting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall positive teaching and learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (please specify)

39. What is the best description of how your building's budget is developed or determined each year?

- Mostly developed or determined by people at the central office
- Mostly developed or determined by the principal
- Mostly developed or determined by a group of people at our campus (teachers, administrators, staff, etc.)
- Mostly developed or determined by parents

40. How would you best describe your role in developing your campus budget?

- I'm very involved; I provide substantive input regarding funding priorities.
- I'm somewhat involved; I'm asked to provide feedback after the budget has been established prior to submission to central office.
- I'm not involved in budget development, but I see the budget after it has been approved.
- I'm not involved in budget development, and I'm not aware of the categories or amounts of funding.

Other (please specify)

41. If there were ONE thing about this school district that you believe needs to be changed or improved, what would it be?

42. Is there anything else about your school system you believe the auditors should know? Please comment below.

ALLENTOWN Teacher Survey

Appendix J

Online Principal Survey

Allentown School Administrator Survey

The Allentown School District has contracted with an external evaluation team from Curriculum Management Solutions, inc. to complete a curriculum management audit of the district. The team will be in the school district from May 20-24, 2018. While on site, the audit team will be visiting campuses, interviewing internal and external stakeholders, and reviewing district documents.

Although the audit team will have the opportunity to spend time visiting with each principal during school visits, we would like to use the following confidential survey to gather additional input and information about the school system. The survey should take no more than 10-15 minutes to complete. All survey responses will remain anonymous and data will only be reported in aggregate.

PLEASE COMPLETE THIS SURVEY AS SOON AS POSSIBLE, BUT NO LATER THAN Tuesday, May 29, 2018, **at which time the survey will no longer be available**. If you wish to speak or communicate with the team lead for the visit, please email Dr. Zollie Stevenson, Jr. at zstevenson06@gmail.com.

Your cooperation and assistance is greatly appreciated. Thank you in advance for your input.

1. What is your official position on this campus?

- Principal
- Assistant Principal
- Other (please specify)

Allentown School Administrator Survey

* 2. What level is your school?

- Prekindergarten
- Primary (K-1)
- Elementary (2-4)
- Intermediate
- Middle
- High
- Alternative School/Program

3. How long have you been an administrator in your building?

- Less than 1 year
- 1-3 years
- 4-10 years
- 11 years or more

Allentown School Administrator Survey

4. What are the strengths of the district?

5. What are the weaknesses of the district?

6. There is adequate direction in policy for all building-level decision making.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

7. The district has clear lines of authority in its organizational table.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I don't know/I haven't seen the organizational table.

If you disagree, please explain.

8. The district has clear job descriptions for each position I supervise.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

List any that are missing, out of date, or unclear.

9. I am well aware of the district's goals and mission that drive the work of our district and individual schools.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Comments:

10. I am well aware of the district improvement plan that drives the work of the district and individual schools.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- The district does not have a strategic/long-range plan.

Comments:

11. At my school, we have a single school improvement plan that is valid for multiple years.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

12. Our school improvement plan has less than four overall goals to guide our decision making.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

13. To what degree do you use the school improvement plan as your road map for decision making and planning?

- It is the primary driver for decision making.
- It drives decision making to a large degree.
- It is somewhat a driver for decision making, but other factors are used more.
- When making decisions, we refer to the school improvement plan only rarely.

Allentown School Administrator Survey

14. The professional development I receive in my position as a building leader sufficiently meets my needs.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- N/A (have not been in position long enough to receive training)

15. I have had adequate training in the district curricula enabling me to support teachers' delivery of instruction.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

16. The district designed curriculum is:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Easily accessible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
User friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful in planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective in providing suggestions for strategies and approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpful in identifying aligned materials and resources for lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective in suggesting ways to differentiate instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective in providing suggestions for reteaching or intervention ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpful in suggesting meaningful student activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Please respond to each of the following statements about the written curriculum.

	Strongly Agree	Agree	Disagree	Strongly Disagree
There are a reasonable number of objectives for each content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have adequate training in the use of the curriculum documents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have adequate training in the use of instructional resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please respond to each of the following statements about your classrooms and school.

	Strongly Agree	Agree	Disagree	Strongly Disagree
There is a wide range of academic ability in my school's classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom instruction meets the needs of each student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiation is necessary to meet students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have the knowledge, tools, and support to effectively differentiate instruction for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have the necessary resources and materials to support each student's needs in classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have a clearly defined model for delivering instruction to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is clear direction from the district regarding what classroom instruction should look like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Allentown School Administrator Survey

19. I visit each classroom in my building:

- Daily or almost daily
- At least weekly
- At least monthly
- At least twice a year
- Rarely

Other (please specify)

20. When in classrooms, I look for the following:

21. List below the academic interventions that are most commonly used in your building to support exceptional learners.

22. The overall quality of programs at my campus designed to support students with special learning needs is indicated below:

	Not Available at My Campus	Poor	Mediocre	Good	Excellent
Special Education/IEP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
504 Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELL/Bilingual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gifted/Talented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honors Classes/Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PreAdvanced Placement Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate other program:

23. Do you use a walk-through protocol to monitor instructional delivery?

- I use a district walk-through protocol.
- I use a protocol selected by myself for my school.
- I do not use a formal walk-through protocol.

Comments:

24. The percentage of marginal teachers (ineffective at improving student learning) in my school is approximately:

- 0-5%
- 6-10%
- 11-20%
- 21-30%
- More than 30%

25. Please rate the degree to which you believe the teachers in your building are:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ Not Observed
Effective in improving student learning and their subsequent test scores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective at differentiating instruction to meet individual students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitive to the linguistic, cultural, and economic diversity among our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistently use student data in planning their daily instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistently select instructional interventions based on formative student achievement data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are effective in meeting the needs of English language learners and are successful in improving their test performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. The teachers and support personnel in my building have consistently high expectations for student performance.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- N/A (have not had opportunity to observe)

27. Adequately funded professional development is available to support teachers in improving instruction to meet diverse student needs.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

28. Adequate professional development time and opportunities are available to support teachers in improving instruction to meet diverse student needs.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

29. Effective implementation of professional development is evident as teachers deliver instruction to meet diverse student needs.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

30. Teachers have been trained in strategies for understanding and addressing the various cultural needs of students.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

31. Teachers have received adequate training in how to successfully differentiate instruction.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

32. How do you use assessment data?

33. How do you share assessment data at your school?

34. Assessment tools are available to teachers to support them in determining student progress in mastering curriculum objectives.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- N/A (have not had opportunity to observe)

Comments:

35. In general, how frequently do teachers at your school use the results of assessments to plan instruction?

- Daily
- Several times a week
- Weekly
- Monthly
- Rarely or not at all

36. In general, how do teachers make use of student assessment data? (Mark all that apply)

- To give grades
- To plan reteaching
- To refer students for intervention
- To place students in small groups for targeted instruction
- To place students in the correct course or level

37. In general, how often do teachers in your school use strategies for differentiating instruction to meet the individual needs of students?

- Daily
- At least weekly
- Several times a month
- Several times a quarter
- Rarely

Allentown School Administrator Survey

38. In my building, sufficient technology is available to support student learning.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Comments:

39. in my building, technology is available to support teachers' instructional delivery.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Comments:

40. Teachers in my building integrate the use of technology into their instruction.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Allentown School Administrator Survey

41. I have adequate assistance from central office personnel in supporting effective instructional delivery in my school (e.g., monitoring, providing feedback and correction, addressing problems).

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

42. I have adequate support from central office when I recommend dismissing/non-renewing personnel.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Does Not Apply/Don't Know

43. The best description of the philosophy that informs the distribution of financial and human resources on the campus is:

- All students receive an equal proportion of resources.
- Students who have greater resource needs receive more.

Comments:

44. What is the best description of how your DISTRICT budget is developed or determined each year?

- Mostly developed or determined by personnel at the central office
- Mostly developed or determined by a team comprised of district and building personnel
- Mostly developed or determined by a team representing various district stakeholders (e.g., board members, district and building personnel, parents/community members)

Comments:

45. What is the best description of how your BUILDING budget is developed or determined each year?

- Mostly developed or determined by personnel at the central office
- Mostly developed or determined by the principal
- Mostly developed or determined by a building leadership team
- Mostly developed or determined by a building personnel as a whole
- Mostly developed or determined by team representing various stakeholder groups (e.g., administrators, teachers, staff members, parents/community members)

Comments:

46. Which of the following best describes the process for adopting new programs on your campus and getting them funded?

- If I have the funds in my existing budget, I can adopt a new program and implement it without approval from the central office.
- I must get approval for the program from my supervisor but must fund it from my current budget.
- I must get approval for the program from my supervisor who would also need to locate funds in another district budget to fund the program.
- I must submit a proposal for the program and funding through a formal process.
- I cannot implement new programs on my campus without initiative or direction from the central office.

47. The facilities at my building are adequate.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Comments:

48. I have adequate support from central office in dealing with non-instructional building management issues.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

49. I am satisfied with the response time to maintenance issues in my building.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- N/A (have not had opportunity to know)

50. If there were ONE thing about this school district that you believe needs to be changed or improved, what would it be? Comment below.

51. Is there anything else about your school system you believe the auditors should know? Please comment below:

**Thank you for taking the time to respond to this survey.
The Curriculum Audit Team**