



2018 Brock International
Prize in Education Nominee

Fenwick W. English

Nominated by Carol A. Mullen

brock

international prize in education



Fenwick W. English

Fenwick W. English, R. Wendel Eaves Senior Distinguished Professor of Educational Leadership at the University of North Carolina at Chapel Hill, is the founder of the curriculum management audit. This trailblazing process enables schools to systematically improve student achievement by designing internal organizational linkages that align curriculum, instruction, and assessment. Phi Delta Kappa sponsors audits and audit training programs. His treatise *Deciding What to Teach and Test* has been widely adopted. Audits used in federal and state court cases have resolved disputes over school integration and equity, and guided state departments of education and districts endeavoring to narrow the achievement gap. Over four decades, the curriculum management audit has been performed in more than 400 U.S. school districts and 3 foreign countries.

Brock juror Carol A. Mullen • Professor of Educational Leadership • Virginia Tech

Annual Big Sky Auditor Training Conference, Montana



Annual Big Sky Auditor Training Conference, sponsored by CMSi, July 2015. Every lead and associate lead auditor had to attend and be updated at least every 2 years. Lead auditor conferences have been held annually at Big Sky for over a decade to train auditors. These are not all the culturally diverse lead or associate lead auditors but many are still active under the new corporation, Curriculum Management Solutions, Inc. of Johnston, Iowa. Dr. Fenwick W. English is seated in the second row from the bottom in the center (light blue jacket).

Portfolio Nomination of Dr. Fenwick W. English for the 2017 Brock International Prize in Education

TABLE OF CONTENTS

Nomination Narrative for Dr. Fenwick W. English (by Juror Dr. Carol A. Mullen)

Supporting Letters

1. Superintendent **Dr. Donna Hargens**, Jefferson County Public Schools, Louisville, Kentucky
2. Superintendent **Dr. Curtis Cain**, Wentzville School District, Wentzville, Missouri
3. Associate Superintendent for Curriculum and Instruction **Dr. Elizabeth Clark**, Birdville Independent School District, Haltom City, Texas
4. Superintendent **John Rouse**, Browning School District #9, Browning, Montana
5. Associate Superintendent **Dr. Nancy Timmons**, Fort Worth Independent School District (FWISD) (Retired), Fort Worth, Texas; Adjunct Professor, University of North Texas at Dallas
6. Associate Executive Director **Dr. Brandon Core**, School Transformation & Leadership Services, Texas Association of School Administrators (TASA), Austin, Texas

Bios of Dr. Hargens, Dr. Cain, Dr. Clark, Mr. Rouse, Dr. Timmons, & Dr. Core

Curriculum Vita (abbreviated & full) of Award Nominee Dr. English

Select Publications of Impact: Dr. English on the Curriculum Management Audit
(Click link below to go to its corresponding artifact)

ARTIFACT 1—[2008 Article: *Closing the Achievement Gap*](#)

ARTIFACT 2—[2004 Article: *Confronting the Achievement Gap*](#)

ARTIFACT 3—[2007 Interview: *Feature of Fenwick English*](#)

ARTIFACT 4—[1988 Book Chapter: *Why Audit?* \(Book's opening chapter\)](#)

ARTIFACT 5—[2002 Article: *A Tool for Success*](#)

ARTIFACT 6—[2006 Article: *Power of the Curriculum Audit*](#)

ARTIFACT 7—[1992/2000/2010 Book Chapter: *Auditing the Curriculum* \(Chapter 4\)](#)

ARTIFACT 8—[2001 Article: *From Micro-Managing to Macro-Managing*](#)



Carol A. Mullen, PhD
Virginia Tech
Professor of Educational Leadership

Nomination Narrative for Dr. Fenwick W. English
RE: 2017 Brock International Prize in Education

Dear Fellow Brock Prize jurors,

With this letter and six accomplished, diverse leaders’ strong endorsement of Dr. Fenwick W. English’s Curriculum Management Audit (henceforth, CMA), I whole-heartedly recommend Dr. English for the prestigious 2017 Brock International Prize in Education. Award criteria are (1) an idea, practice, or strategy that is innovative and effective, and (2) significant impact on the practice or understanding of the field of education. Being recognized here is an innovative idea that makes “meaningful change in how we think and act” (<http://brockinternationalprize.org>).

Dr. English is the R. Wendel Eaves Senior Distinguished Professor of Educational Leadership at the University of North Carolina at Chapel Hill, North Carolina (*Artifact 1: Dr. English’s Curriculum Vita*). The CMA is a systematic approach for improving the operational effectiveness of learning environments. Created/founded by Dr. Fenwick English in 1979, the CMA’s goals are met by providing organizations with an objective, systematic perspective. Trained teams under Dr. English’s supervision carry out CMA audits to identify strengths and weaknesses across the nation and around the world. Outcomes address managerial and instructional practices that need changing, namely the under-achievement of students. By closing achievement gaps, school districts make remarkable gains in performance.

The supporters’ praise, added to my own, tell us that Dr. English, an internationally prominent, innovative scholar–practitioner, should be our choice for the 2017 Brock Prize. As examples, Superintendent Hargens wrote, “As a lifelong educator, it is clear that education owes a debt of gratitude to Dr. Fenwick English. It is fitting that the Brock Prize named for John and Bonnie Brock, educators and entrepreneurs, would be awarded to entrepreneur, educator, and colleague Dr. Fenwick English.” Associate Superintendent Clark remarked, “In the words of John A. Brock, people who have obtained this award are ‘special because each of them not only has a great idea, but develops it in a unique way that has a profound impact on society.’ Fenwick English has had a profound impact in education, not only with the CMA, but all of his scholarly work in educational leadership.” The other supporters—also all national-level education leaders—concur, each adding crucial information that forms a complete picture.

This trail blazing, impactful process helps schools systematically improve student achievement. Leaders undergoing the CMA are guided with strategic planning, a kind of environmental scan for designing internal organizational linkages that align curriculum, instruction, and assessment (*Artifact 2: Closing the Achievement Gap*). Audits used in federal and state court cases have resolved disputes over school integration and equity, and guided state departments of education and districts in narrowing the achievement gap on achievement tests (state and national) (*Artifact 3: Confronting the Achievement Gap*). Over 4 decades, the CMA has been performed in over 400 school districts and 3 foreign countries. Phi Delta Kappa sponsors audits and audit training programs. *Deciding What to Teach and Test* is widely adopted; this best-selling book was first published in 1992 (Corwin Press).

Having known Dr. English for 2 decades, I've witnessed his transformative effect on the education and leadership fields. His supporters, executive leaders of school districts and professional organizations, describe in their letters powerful experiences with Dr. English's influential and impactful CMA model on their districts and lives, and more broadly on the discipline and field. With my background in curriculum studies/educational leadership, like these leaders I am well positioned to present this educational breakthrough. Dr. English's innovation—the CMA model—is a decades-long process that has single-handedly had a transformative impact on leaders in effecting change that benefits children and youth. This systems-level, quality control approach to assessing and strengthening systems, within and across districts and states, empowers leaders to undertake the rigorous review that uses tested and refined standards of excellence. The supporters speak to the fact that this original, vibrant approach to change at the systems level remains the most profound, comprehensive examination that organizations can undergo.

Humanitarianism is valued by the Brock Prize. A humanitarian effort, the CMA innovation offers long-term benefit to humanity through change and improvement in education. It does this by putting organizations in the position of being the steward of their own internal changes. In an educational climate as contentious as it is today, the CMA promotes being vigilant and socially responsible as a district organization by doing the work that is necessary for changing from within. For example, this auditing process has guided state departments of education and districts endeavoring to narrow the achievement gap that disadvantages low-income students and resource-poor schools. One (of the five) curriculum audit standards addresses equity and equality through the distribution of resources where differences can be made. This places on the shoulders of organizations direct responsibility for addressing and removing barriers that prevent underrepresented student groups from achieving at optimal levels. Importantly, the audits have also been used in court cases, resolving disputes over school integration and equity.

The rest of this narrative elaborates on the points raised. There are four parts: (1) arch of the innovative and impactful Curriculum Management Auditing process-based model; (2) recent interview with Brock nominee Dr. Fenwick English with interviewer Dr. Mullen; (3) synthesis of six supporters' letters validating innovation and impact; (4) career snapshot and contributions of Dr. English, and (5) summary.

1. Arch of the Innovative and Impactful Curriculum Management Auditing Model

For 25 years, pioneering change agent Dr. English has published many high-impact books and articles on curriculum management auditing with leading publishers (e.g., Sage), national associations (e.g., California Association of School Administrators), scholars (e.g., Dr. Frase), and practitioners (e.g., Dr. Steffy). He's given dozens of keynote addresses and speeches on this topic, and conducted workshops. Sponsored by leading school associations, such as the NASSP, at its convention in New Orleans he gave a talk titled "No Place to Hide and Nowhere to Run: On the Front Lines with the Curriculum Management Audit." A focus of his work is on social justice, particularly closing the achievement gap through curriculum alignment. On a practical level, he has prepared team reports (thousands of pages in all) on behalf of school districts. And, before it was popular, publishers produced videotapes of his interviews about these accomplishments (*Artifact 4: Feature of Fenwick English*).

Driving this innovation is Dr. English's momentum for identifying districts' strengths and weaknesses, and for remedying societal problems that show up in organizations' systems. As Dr. English describes in his publications, systematic disadvantage results in the under-achievement of students with low academic and cultural capital. The CMA process was first implemented 38 years ago in Ohio's Columbus Public Schools. Trademarked Curriculum Audit™ this process was started by Dr. English and colleagues with the international organization Curriculum Management Systems, Inc. in collaboration with the American Association of School Administrators and Phi Delta Kappa. Two years ago, CMSi, sold to the founder's daughter, became Curriculum Management Solutions, continuing the CMSi's work. Headquartered in

Johnson, Iowa, the company has 6 employees and 200 licensed auditors and service-providers. Curriculum Audit™ is in high demand, so CMSi conducts curriculum audits all over the nation.

Citing an example of an actual audit that was completed in 2016, a 295-page report of Dr. English's and his team was produced for a school district in Texas. (I am removing identifiers.) I've read the impressive document that is organized around the five standards. This district opted for the offsite curriculum audit, which is unusual, as opposed to the onsite version involving site visitation by the auditing team. Findings from Curriculum Audit™ noted a "commitment to equity and student learning from the new administration," in addition to "a coordinated, integrated approach to curriculum design and delivery." Stakeholders in the district's schools understood the new strategic plan. Regarding other curriculum issues, teachers needed training in how to implement the Whole Child curriculum. Also, while the building-level principals felt supported overall, they thought that central office needed to improve its approaches to communicating with the schools. Moreover, many of the district's actions were found to be "too comprehensive, not specific enough to be measureable." Notably, though, was the finding around "equity, critical thinking, and Whole Child approaches," underscored in the audit report as a productive avenue for equitably serving underrepresented groups. While the progress in this area was noted, access was "unequal to curriculum and programs across campuses, when examined by socio-economic status."

Dr. English's *Curriculum Auditing* (Technomic Publishing, 1988) was the first book on this topic, reporting four case studies of districts that had completed curriculum management auditing. Widely read, national training programmers used it to prepare curriculum auditors (*Artifact 5: Book's Opening Chapter, "Why Audit?"*). Indeed, "Why audit?" As Dr. English explains, "auditing has a time-honored function in human affairs" (p. 1); reviews of conduct (e.g., leaders' decision-making) are routine. He (1988) defines an *audit* as "an objective, external review of a record, event, process, product, act, belief, or motivation to commit an act" (p. 1). His examples of auditing include the reviews of decisions by higher courts; financial audits of records that show spending discrepancies, and accreditation reviews.

Curriculum management auditing may seem straightforward, but it's really not. This process is tied to context and an organization's particular political dynamics, equity issues, and financial decision-making (e.g., use of taxpayers' dollars must be justifiable). Discrepancies in spending can uncover problems. Without a doubt, this audit process gives a "major advantage" to participating "key organizational decision makers" (English, 1988, p. 25). Learning of issues surfaced through empirical discovery, leaders, once alerted, are encouraged to get ahead of problems (e.g., political, technical). He (1988) explains, "A [CMA] conducted from the perspective of the total school system will inevitably formulate findings and recommendations that enhance the capability of the organization to function more effectively and efficiently as a system." Also, "Audits normally lead to improved centralization of power because they are system focused," so boards of education and officers favor them (English, 1988, p. 25).

From 1996 to 2012, as lead auditor of trained teams (some as large as 24), Dr. English has worked closely with many school districts and on behalf of associations of school administration, conducting curriculum management auditing in North America (e.g., California, Kentucky, North Carolina, Ohio, Texas, and Virginia) and overseas countries. Examples include important work with Fort Worth Independent School District for a system-wide CMA and another in San Antonio, self-initiated and performed through the Texas Association of School Administrators (TASA). Dr. Brandon Core, TASA Associate Executive Director, wrote a confirming, detailed letter. The impact of Dr. English's teamwork does not stop with on-the-ground curriculum auditing. As in the case of the Anchorage School Board in Alaska, he presents his reports (e.g., 252 pages) to school boards, superintendents, etc. (*Artifact 6: A Tool for Success.*)

Conducting staff development sessions for central office staff on curriculum alignment, Dr. English has worked with Durham Public Schools, North Carolina. He provided an in-service session for school principals on test item de-construction and the impact of cultural capital on test construction. Another

example involves his leadership of an evaluation team of national auditors in examining the quality of the Georgia Quality Core Curriculum for Phi Delta Kappa. As an international example, as senior auditor on a comprehensive audit of Bermuda College in Bermuda for the Ministry of Education, he performed an analysis of strategic planning, institutional reputational indices, and governance and structural issues.

1. Recent Interview With Brock Nominee Dr. Fenwick English (Interviewer Dr. Mullen)

Recently, as Dr. English's nominator, I interviewed him about the CMA process-based model. He explained that a specific set of standards are applied to the curriculum management audits, undertaken by school districts. The standards of these audits are based on "quality control," meaning that "quality control should be functional in a school system." Standards reflect the ideas of quality control; the CMA's five standards approximate an objective review of organizational systems. Auditing the curriculum provides essential feedback to systems using standards (*Artifact 7: Power of the Curriculum Audit*)

- *Standard 1.* The school district is able to demonstrate its control of resources, programs, and personnel. **(control standard)**
- *Standard 2.* The school district has established clear and valid objectives for students. **(work plan standard—the curriculum)**
- *Standard 3.* The school district is able to direct its resources consistently and equitably to accomplish its mission. **(equality and equity standard)**
- *Standard 4.* The school district uses the results from district-designed and/or adopted instruments to adjust, improve, or terminate ineffective practices or programs. **(feedback standard)**
- *Standard 5.* The school district has improved productivity. **(productivity standard)**

Standard 1. Dr. English said that "it refers to the organization being in control of itself and its internal processes by which it organizes its resources (human and non-human) to accomplish the services or products required of it." This is the "cornerstone of accountability," he added. If an organization is not in control of itself, he explained, it can't be accountable for what it does or doesn't do: "Control is essential, so the first audit standard is all about whether or not a school system is in control of itself."

Standard 2. During our interview, Dr. English clarified that this standard "indicates whether the organization has developed or uses a plan of work, that is, designated processes (activities) by which it intends to accomplish designated services or products. The work plan for schools is called the curriculum. It designates the work teachers are to do and may also include what students are to learn."

Standard 3. The concern is "whether the organization is able to make adjustments to its plan of work in terms of its resource flow so that critical activities or work outcomes are reached. In schools the resource flow has to deal with both equality and equity. Equality deals with providing the same resources to all students, classrooms, and schools. Equity means that resources flow also to those in greater need of them: Everyone gets a baseline resource flow which is the same, and then those with greater needs get more."

Standard 4. This standard "means that organizations should obtain feedback about their services or products to ascertain if these meet predetermined outcome delineations. This is evaluation. Organizational performance cannot be improved until one knows how well it is currently performing."

Standard 5. Because districts must be cognizant of costs and benefits, this standard addresses "improved productivity." He added that "One measure of organizational productivity is whether desired services, products, or outcomes are being reached at increasingly lower costs. A learning curve is expected. Based on feedback (standard 4), organizations should be able to improve without incurring additional costs."

Reflecting, Dr. English also clarified that CMA is essentially a “management audit within a specific type of organization (a school or educational institution), which is looking at (a) the control of the organization; (b) the work plan; (c) evaluation of the work; and (d) improvement within costs over time.” Also, “each standard has key indicators that are explained in an actual audit,” yielding greater detail.

Adding key points, he said, “The five standards are not about curriculum philosophy, type, approach, or even what is included or excluded in it. All of these issues are to be resolved in board policy. Auditors examine the curriculum to see if it adheres to Board policies, is measurable, is taught, is evaluated, and is improved over time by the school system. The CMA is an audit of school system performance and management.” Thus, “these audit standards judge school system performance (and are not about curriculum content).” Audit standards are “about the practice of management with organizations. The values to be included in a curriculum are determined by policy bodies such as a local board of education. Curriculum audits perform audits in accordance with those values.”

Note that the CMA contains the word “management”—this explains the origins of the audit standards. He explained that these “come from the near universal management literature which when examining organizational processes and performance the following principles have to apply.” A published source containing the information in this section is English’s *Deciding What to Teach and Test* (1992/2000, Corwin Press, pp. 108-113; **Artifact 8: Chapter 4, Auditing the Curriculum.**) This bestseller, in its third edition (2010), is heavily used in undergraduate and graduate courses focused on teaching. Impactful, it continues to be adopted by teachers and administrators seeking to improve student achievement through curriculum alignment. A second book *Deep Curriculum Alignment: Creating a Level Playing Field for All Children on High-Stakes Tests of Educational Accountability* (2001, Rowman & Littlefield), specific to the social justice argument, is also a bestseller that attracts school populations.

As a critical thinker and authority on the subject, Dr. English has himself produced the most serious criticisms of the CMA: (1) audits do not question a local board of education’s policies (values) about curriculum but determine if they’re being implemented; (2) audits do not deal with curriculum philosophy. Audits work within the parameters local boards of education set within state and federal laws.

2. Synthesis of Six Supporters’ Letters Validating Innovation and Impact

Overview. Who better to speak of Dr. English’s CMA process than the very district superintendents and other professional leaders with whom he has directly worked in this capacity? Six supporters have all attested to the strength of this innovation and impact as integral to the legacy of Dr. English himself.

They voluntarily wrote of their first-hand experience with the CMA within district systems they currently lead or have led. These influential figures hold an executive position for which they earned doctorates in administration and curriculum and for which they are responsible for their organization’s success:

- Superintendent **Dr. Donna Hargens**, Jefferson County Public Schools, Louisville, Kentucky
- Superintendent **Dr. Curtis Cain**, Wentzville School District, Wentzville, Missouri
- Associate Superintendent for Curriculum and Instruction **Dr. Elizabeth Clark**, Birdville Independent School District, Haltom City, Texas
- Superintendent **John Rouse**, Browning School District #9, Browning, Montana
- Associate Superintendent **Dr. Nancy Timmons**, Fort Worth Independent School District (FWISD) (Retired), Fort Worth, Texas; Adjunct Professor, University of North Texas at Dallas
- Associate Executive Director **Dr. Brandon Core**, School Transformation & Leadership Services, Texas Association of School Administrators (TASA), Austin, Texas

The letters—all testimonials of the CMA’s power within and beyond localities nationally and internationally—validate the model’s impact and success. A comprehensive audit, the supporters explain, moves districts and their geographic localities from the “possibility of success” to, importantly, the “probability of success.”

Next, the categories CMA Innovation and CMA Impact present my analysis of the letter content. I incorporate direct quotes about Dr. English whom his supporters have known for decades. They all describe their personal and professional experience of the breakthrough model as that which has positively affected student achievement, district-wide, including that of disadvantaged groups.

(a) **VALIDATION OF THE CMA PROCESS AS INNOVATIVE**

They tell us that the Curriculum Management Audit (CMA) is a “game changing methodology,” different “from anything of its kind,” for aligning systems “to produce results” that increase the chances of a beneficial education for all students. In their own words from their letters, they write that:

I have first-hand experience with the ‘power’ of undergoing a [CMA]. The key to the process is the concept of Curricular Quality Control—Curriculum (the what), Instruction (the how), and the Assessment (how much/the measure)—must be aligned in order to produce results. As large systems move from systems that work for *some* students to **systems that work for all students**, this alignment is essential to increasing student achievement. (Superintendent Hargens)

I know the [CMA] well because I’ve been engaged in its work and continual improvement over the last 18 years. I’ve seen this **game changing methodology** improve and advance over the years, all due to the vision and cultivation of its creator, Dr. English. Personally, I’ve audited in almost 20 educational organizations, including two international systems, and have witnessed the meaningful systems change that it can generate for organizations. (Superintendent Cain)

I have used the [CMA] process in four different school districts in three states. ... the [CMA] process has helped **drive instructional improvement efforts**. Not only did Dr. English develop this original curriculum audit process, but he has managed to keep it intact over these many years. ... [auditors] participate in regular professional development focused on the audit process and the principles upon which it was developed. (Superintendent Rouse)

The results of literally hundreds of audits conducted since 1979 are immeasurable. The audit process has done more to provide school systems across this nation and internationally with the direction and leverage that is needed to drive systemic improvement and transformation. Texas has probably led the nation in conducting audits. Personally, I can speak with authority when saying that the audits conducted in Texas have created an environment for tremendous change and improvements, as well as the **single most important catalyst for countless districts embarking on innovation and transformation**. (Associate Superintendent Clark)

Upon certification, I became an auditor ... with Dr. English. At that time, I was the recently hired chief curriculum officer for the Fort Worth Independent School District (FWISD), a large urban district in Texas. I became completely sold on the [CMA] and the efficacy of aligning the “Written, Tested and Taught” in order to improve student achievement. With Dr. English’s principles as a guide for my practice, the FWISD became competitive ... for first place in **student achievement among the largest urban districts in Texas**. (Associate Superintendent Timmons)

For decades, superintendents and school boards have relied on the [CMA] as an intense, independent, and useful process for learning the status, needs, productivity, and effectiveness of

their school districts. Key features of the Audit process—including the use of set standards against which the organization is analyzed; an examination of all aspects of the organization ... that have any impact whatsoever on student learning, and the deficit approach to reporting findings on which ... recommendations are provided—**separate it from anything of its kind.** (Associate Executive Director Core)

(b) VALIDATION OF CMA PROCESS AS IMPACTFUL

These six supporters also tell us that the CMA’s impact comes from having increased student achievement within entire districts. With the CMA, organizations have been given an unbiased “road map” for ameliorating system gaps and for improving the life chances of countless children.

In both districts [Jefferson County Public Schools and Wake County Public Schools] student achievement increased due to the recommendations that emerged from the analysis and triangulation of three data sources: (1) a review of documents, (2) interviews, and (3) site visits. The auditors compare the reality to the research-based standards associated with high performing organizations that produce results. What flows from the analysis is a blueprint to improve specific recommendations presented in an order of criticality. It is a process **done with stakeholders through stakeholder engagement.** (Superintendent Hargens)

As a school system superintendent, I am impacted by my association with the [CMA] on a daily basis. It **informs me and challenges me to constantly seek improvement**, engage in data analysis and disaggregation across numerous groupings of students, expand programmatic opportunities, seek efficient means of expending resources, and continually work toward effective governance and management practices. (Superintendent Cain)

... I have found that the recommendations contained in the curriculum audits that were done in my school districts have provided us with a template for developing effective instructional improvement plans. Browning School District #9 ... has struggled for years with student achievement. Our school system is located on the **Blackfeet Indian reservation in Montana**, and our students and their families face of number of hardships. ... Our student population is 100% eligible for the federal lunch program and is 98% Native American. Over a four-year period, we have been able to show some significant gains in student achievement, and I attribute much of that success to [having served] as a trained [CMA] auditor. (Superintendent Rouse)

The [CMA] has served as a **lightning rod to clear the decks for those school systems** that have been entrenched in practices that serve the adults and not the children; or, those systems where the political agendas of a few have robbed the educational benefit of many children. The [CMA] has such strict assumptions and conditions that the process remains unbiased and unfettered by those who are assigned the responsibility to perform the actual audit. This type of integrity and level of adherence to an established and proven set of audit standards and auditing processes can only be attributed to one individual, and that person is Fenwick English. (Associate Superintendent Clark)

In fact, there are hundreds of trained auditors and thousands of educators who have utilized, or are utilizing, Dr. English’s innovative and effective approach to enhance the knowledge, skills, attitudes, and **achievement levels of millions of students.** In addition, Dr. English’s texts are part of syllabi in many undergraduate and graduate level education programs across the country, including at the University of North Texas. (Associate Superintendent Timmons)

Evidenced through both the qualitative and quantitative results of the districts we’ve served through the Texas Curriculum Management Audit Center, I am convinced the “need for

fundamental changes to schools” [Dr. English] mentioned have already occurred, are still transpiring today, and will continue for generations to come in Texas and beyond thanks to the research, applications to practice, and **significant and profound contributions made** to the field of education by Fenwick English. His contribution of the [CMA] will undoubtedly provide long-term benefit to our society through the improvement in educational experiences and outcomes for the students we serve. (Associate Executive Director Core)

Other points involving impact, with respect to Dr. English’s innovation, were made. These supporters do not hold back in associating the CMA model with a legacy in the fields of education and leadership. As an extension of this legacy, they talked about being personally and professionally transformed through this systems approach in their career-long work as leaders. As but one example:

Personally, my entire career as a chief academic officer and now associate superintendent of curriculum and instruction is grounded in Fenwick’s [CMA] model and audit standards. Every position that I have held is based on what I have learned from [it]. I teach a doctoral curriculum course fundamentally based on Fenwick English’s work. So, his impact on me spans many years and encompasses my thinking and work as a curriculum leader. (Associate Superintendent Clark)

Importantly, all stated that while the **targets of change** are educational leaders and their peopled contexts, the **beneficiaries of change need to be, and are, the children**. Confirmatory statements included Associate Superintendent Timmons’ account, as a former CMA auditor, of the impact on hundreds of educators who in turn effect students on many different levels. Associate Executive Director Core’s TASA Texas Curriculum Management Audit Center annually prepares “hundreds of superintendents, chief academic officers, curriculum specialists, principals, and other campus and district administrators.” This CMA training “has resulted in a **groundswell of educational leaders** throughout the state of Texas who are now approaching the leadership and management of their organizations through **lenses of quality, productivity, scrutiny, and effectiveness**.” Even with this dramatic change in leaders’ attitudes, he concludes that “The true beneficiaries of their work are the students they serve, both at the time of the Audit and those who continue to cycle through the improved and optimized school systems.” Superintendent Cain concurs, adding that “Dr. English’s school improvement methodology has literally **altered the educational programmatic arc for millions of children around the world**.”

Curriculum auditing as **social action** is a vital facet of impact. Using the audit process as a guide for change, Dr. English has long educated about **social justice advocacy as a social justice advocate**—long before “**social justice**” entered the mindset of many of us: “One of the five curriculum audit standards addresses the notion of equity and connectivity. Embedded into that standard is the concept that schools have a responsibility to be socially responsible by removing the barriers that prevent students, particularly those who lack culture capital, from learning at optimal levels. Fenwick carries this lens into his work in the area of leadership” (Associate Superintendent Clark). With the **recreation of learning environments across U.S. states**, the changes have transcended isolated momentum in districts. In Texas, Dr. Clark cites the CMA as not only having brought about an environment that changes and improves, but also as “**the catalyst**” for moving along the “**innovation and transformation**” of “**countless districts**.”

3. Career Snapshot and Contributions of Dr. F. W. English

The Early Years. In Los Angeles, Dr. English was born to middle-class parents. His father taught woodshop and his mother taught music, both accomplished musicians. At the University of Southern California, he graduated in 1961 with a B.S. in English and Education, and an M.S. in Elementary Administration in 1963. He taught 3rd grade at Tweedy Elementary in the Los Angeles City Schools.

Elementary Education and Leadership. Dr. English taught elementary and middle school at Palm Crest Elementary School and Foothill Intermediate School in California from 1961–1964. His leadership in the classroom was respected; he was promoted to Assistant Middle School Principal at Foothill from 1964–1965. In 1965, he became Middle School Principal and Central Project Director, also in California.

Formulating his ideas into writing, his school observations were the groundwork for his first book *Strategies for Differentiated Staffing* (1972). Well received, he started putting his theories into practice. He directed a project in staff differentiation with three pilot schools in the Mesa Public Schools District, Arizona. The project funder was the U.S. Department of Education through the Education Professions Development Act where Dr. English was Project Director. He reorganized each school using different models and measuring performance differences. In 1972, he was awarded his PhD.

Student performance clearly improved due to the organization and differentiation of staff. *School Organization and Management* (1975) and *Needs Assessment: Concept and Application* (1979, with R. Kaufman) followed. What worked in Arizona on the small scale was tested in Sarasota County, Florida District Schools. He became Assistant Superintendent for Personnel and Program Development in that district. At 25,000 students, the implementation was more difficult but just as effective.

National Recognition. Dr. English was appointed to Associate Executive Director by the Executive Committee of the American Association of School Administrators (AASA). Approved by the AASA, he was also Director of the National Center for the Improvement of Learning (NCIL), Virginia, exposing him to educational movements at the national level. He directed conferences in Minneapolis and Denver, and documented his work: (1) *Needs Assessment: A focus on Curriculum Development* (1975, an ASCD monograph), and (2) *Quality Control in Curriculum Development* (1978, a NCIL monograph).

In Washington, D.C. in the late 1970s, President Carter’s administration was moving to a cabinet-level Department of Education. Needed were consultants who knew education on a practical level. Hired by Peat, Marwick, Mitchell & Co., Dr. English became National Practice Director, North America, for Elementary and Secondary Education. In 1980, he made partner in the firm. Business auditing and accounting practices were the work of this business. Could business auditing practices be used to refine educational administration to create a better education system? He addressed his question in *Improving Curriculum Management in the Schools* (1980) and *Fundamental Curriculum Decisions* (1983). His theory was tested when, in 1979, he performed a CMA of the Columbus, Ohio Public School District, the first of many such audits. In 1982, he was hired as Superintendent of Schools in Northport, New York. The term “Curriculum Audit” was changed to “**Curriculum Management Audit**” in 1990.

Bridging From Practice to Academic Leadership. To make a mark in the educational field required a University Professorship’s credentials. Yet too few professors had ever practiced administration in a school district. The gap between academia and practical administration was huge (and still is). Bridging the gap became a quest taking him to many positions at U.S.-based academic institutions.

Academic Leadership. Lehigh University in Pennsylvania, wanting to expand their standing in the educational leadership field, hired Dr. English as a professor in 1984. His status grew with the career shifts from the 1980s to the 1990s:

- Professor and Department Head, Educational Administration, University of Cincinnati; University Council for Educational Administration (UCEA) institutional member program
- Professor, Department of Educational Administration, University of Kentucky; UCEA member
- Professor and Dean, School of Education, Indiana University-Purdue University-Fort Wayne (IPFW). Responsible for 20 FTE faculty, 800 undergraduate students, 400 masters students. Also, Director of the National Center for the Improvement of Learning

- Vice-Chancellor for Academic Affairs at IPFW; responsible for 7 academic units, 159 degree programs, 11,500 students, and 500 faculty
- Professor, Educational Leadership Program, UNC-CH; 5 FTE faculty and adjuncts. UCEA member. Also, formerly Interim Dean and Program Coordinator, School of Education

Current Projects. Pushing new ideas, Dr. English is considered “radical,” as in his criticizing of educational leadership standards (e.g., ISLLC). With grounding in administration and academia, he provokes questions about accepted bodies of knowledge, challenging proponents to revisit their science. He believes that balancing performance and accountability is an art that can help education to improve.

4. Summary of Letter and Looking Ahead in This Dossier

The CMA initiative has broken new ground in education and leadership, and the work involving this model has been sustained since 1979. The process has awakened leaders of practice to the importance of ideologies of diversity and inclusiveness as an integral part of standardization. Standard 3 of the audit deals with social justice and equity, which is part of Dr. English’s “calling” relative to equity and disparity in the human condition. When I interviewed him during this award process, he shared that “The CMA very early on showed the disparities in achievement by poor and racially different students in school systems. This was way before NCLB and any laws requiring that districts report these differences.” The supporters themselves—all organizational leaders—were prepared as a Curriculum Management Auditor under Dr. English’s guidance. This experience and preparation enabled them to achieve significant gains in student achievement for the historically disadvantaged populations they serve.

With the CMA and through the efforts of thousands of educators, this Distinguished Professor of Educational Leadership has created a culture supportive of probabilities of success. Dr. English’s networks include thousands of leaders and educators whose understandings of quality, productivity, scrutiny, and effectiveness impact their organizations, making education a better place for children and youth. While modeling the spirit of deep intellectual critique and can-do synergy, he energizes people of all ranks and backgrounds to forge ahead, making a real difference for students at the systems level.

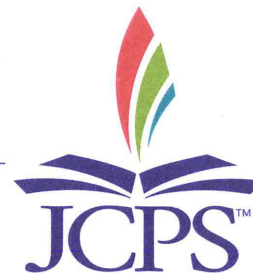
This dossier is dedicated to the CMA innovation and impact of Dr. Fenwick English that characterizes the kind of high-quality contributions deserving of the Brock International Prize in Education. I would be remiss if I did not underscore, as do his supporters, his profound changes in education and society that extend beyond this innovation. This includes his cutting-edge, impactful scholarship in education and leadership—yet another area of influence that has created new ways of seeing education. However, the CMA process-based model is his singular innovation for which his supporters agree he has made the greatest contribution. Dr. English concurs. I am hopeful that the other Brock jurors are of like mind.

In the pages ahead, artifacts provide further evidence as to why Dr. English is the perfect choice for an award from the Brock family that recognizes educational innovation and impact. As we ourselves know as leaders, systems change is in no way easy to achieve, let alone when it has political dynamics, not just technical components. To understand how those who lead as supervisors of districts and organizations have responded to the CMA innovation is vital. By becoming capable change agents themselves, they have been affecting real change across systems for decades. Uplifted, they have gained “macro-managing” lenses and strategies for carrying out new practices benefitting schools and children, everywhere (*Artifact 9: From Micro-Managing to Macro-Managing*). A life force, the CMA educational innovation’s sheer scale and extent of change should make us feel confident in our choice.

Sincerely,



Carol A. Mullen, PhD, 2017 Brock Award Nominating Juror



March 14, 2017

Distinguished Panel for the Brock International Prize in Education
c/o Carol A. Mullen, Ph.D.
Professor, Educational Leadership Program
School of Education, VTCRC, Office #2014
1750 Kraft Drive
Blacksburg, Virginia 24061
Mail Code 0302

Dear Distinguished Panel:

The Brock International Prize in Education recognizes someone who has made a significant impact on education. It is an honor to recommend Dr. Fenwick English, R. Wendel Eaves Senior Distinguished Professor of Educational Leadership at the University of North Carolina at Chapel Hill, as the recipient of the Brock International Prize in Education.

As the current Superintendent of Jefferson County Public Schools (JCPS), the 28th largest district in the country, and formerly the Interim Superintendent and Chief Academic Officer of Wake County Public Schools (then, the 17th largest district in the country), I have first-hand experience with the “power” of undergoing a Curriculum Management Audit. Dr. English is nationally-known, and internationally-known, as the “father” of the Curriculum Management Audit process.

Simply put, in both districts, student achievement increased due to the recommendations that emerged from the analysis and triangulation of three data sources: (1) a review of documents, (2) interviews, and (3) site visits. The auditors compare the reality to the research-based standards associated with high-performing organizations that produce results. What flows from the analysis is a blueprint to improve — specific recommendations presented in an order of criticality. It is a process done with stakeholders through stakeholder engagement.

The key to the process is the concept of Curricular Quality Control — Curriculum (the what), Instruction (the how), and the Assessment (how much/the measure) — must be aligned in order to produce results. As large systems move from systems that work for *some* students to systems that work for *all* students, this alignment is essential to increasing student achievement. Currently, in Jefferson County Public Schools, achievement for every subgroup is improving while we are maintaining the level of achievement in our Limited English Proficient population, our fastest-growing subgroup.

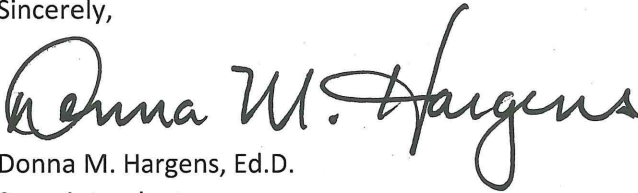
Behind every data point that represents an increase in achievement is the “heartbeat” of a student whose life is impacted through education.

Four decades from its creation, the Curriculum Management Audit is improving systems of student learning. Over 400 school districts and schools in 3 countries and the students who are served in them are better because of the vision of Dr. English and the successful implementation of this process.

Louisville is known as the “Possibility City”. One of the auditors described the power of this research-based protocol — ‘Do these things and Louisville will be the “Probability City” — you will have the probability of success in your district.’ I credit the improvement in JCPS to the Board of Education’s willingness to undergo this comprehensive audit.

As a lifelong educator, it is clear that education owes a debt of gratitude to Dr. Fenwick English. It is fitting that the Brock Prize named for John and Bonnie Brock, educators and entrepreneurs, would be awarded to entrepreneur, educator, and colleague Dr. Fenwick English.

Sincerely,

A handwritten signature in black ink that reads "Donna M. Hargens". The signature is written in a cursive style with a large, prominent initial 'D'.

Donna M. Hargens, Ed.D.
Superintendent

DMH:scf



March 30, 2017

Dr. Carol A. Mullen, juror
Brock International Prize in Education

Re: Dr. Fenwick English

To whom it may concern,

I consider it to be a tremendous honor to write a letter of reference for Dr. Fenwick W. English's candidacy for the Brock International Prize in Education. I have known Dr. English for almost twenty years and I have found him to be a trusted and respected intellectual giant in the field of education. An author of more than 40 books and over 100 research articles, Fen's impressive scholarly contributions to the field are without question.

Dr. English's professional experiences illustrate the depth and breadth of his storied career; from classroom teacher to vice chancellor he has always kept his focus and passion simple: what is best for students. What I have respected is the unapologetic and uncompromising manner that he has consistently championed what's best for all students.

Dr. English is a well reputed intellect and critical systems thinker. Fen understands and embraces the complexity and criticality of the challenges that school organizations face in meeting the holistic needs of an increasingly diverse, and sometime divergent, group of students in a standards-driven era of PreK-12 education.

Fen is the father of the ground-breaking Curriculum Management Audit, a systems improvement analysis that assesses an organization's willingness and ability to offer and ensure improvement in governance and organizational quality control, direction for teachers and learner expectations, equity and connectivity for optimal system functioning, assessment for feedback and data-driven decision-making and productivity in resource use and environmental support for instruction.

The Curriculum Management Audit is a complex and rigorous improvement methodology that is designed for educational organizations that are focused on ensuring improvement in the design and delivery of teaching and learning. Effectively, the auditing process "mirrors" submitted documentation and observational data with an exceptionally high set of standards that auditors use to assess effectiveness. All of the findings that are constructed by auditors are derived from triangulated sources of data. The findings are also aligned to governance and administrative recommendations that are embedded in the audit. These recommendations are strategically written in a manner that allows them to effectively act as an attainable strategic action document that can guide an organization's work, and more importantly strategic improvement, for 10 to 25 years. Over the course of four decades, the curriculum management audit has been performed in over 400 school districts and three foreign countries. Consequently, Dr. English's school improvement methodology has literally altered the educational programmatic arc for millions of children around the world.

I know the Curriculum Management Audit well because I've been engaged in its work and continual improvement over the last 18 years. I've seen this game changing methodology improve and advance over the years, all due to the vision and cultivation of its creator, Dr. English. Personally, I've audited in almost twenty educational organizations, including two international systems, and have personally witnessed the meaningful systems change that it can generate for organizations.

As a school system superintendent, I am impacted by my association with the Curriculum Management on a daily basis. It informs me and challenges me to constantly seek improvement, engage in data analysis and disaggregation across numerous groupings of students, expand programmatic opportunities, seek efficient means of expending resources and continually work toward effective governance and management practices.

Throughout his varied and impressive career Dr. English has clearly demonstrated that he is a true champion for students and visionary leader in the field of education. I cannot think of an educator more deserving of the Brock International Prize in Education and humbly recommend Dr. Fenwick W. English. I would be honored to speak in more detail, please do not hesitate to contact me with any questions or feedback.

Respectfully,

A handwritten signature in cursive script that reads "Curtis Cain".

Curtis A. Cain, Ph.D.
Superintendent of Schools
Wentzville School District



March 3, 2017

Dr. Carol A. Mullen, Juror
Brock International Prize in Education
1750 Kraft Drive
Blacksburg, VA 24061

Dear Dr. Mullen,

It is with great honor that I write this letter to reference the innovative work and tremendous impact that Dr. Fenwick W. English has had and continues to have in the field of education and leadership. My knowledge of Dr. English, and I might add, my friendship, goes back as far as 1979 when I first met Dr. English. At that time, I was working on my doctoral degree at the University of Arkansas. He was invited to speak to my cohort group through his work with Phi Delta Kappa. Little did I know that what I heard as a doctoral student would cause me to reconnect with Dr. English in 1980 as an assistant superintendent in Hallsville ISD in Hallsville, Texas.

It was not until I became very involved with the curriculum management audit training and auditing process that I grew very close to Dr. English as a friend and colleague. His influence on me professionally has helped me immensely. Over approximately 37 years, my friendship and involvement with Fenwick has only deepened as the mentoring relationship that started so long ago has extended beyond the confines of the audit. What I have learned from him is very difficult to describe in a letter. Personally, my entire career as a chief academic officer and now associate superintendent of curriculum and instruction is grounded in his curriculum alignment model and the curriculum management audit standards. Every position that I have held is based on what I have learned from the curriculum audit. In addition, I am an adjunct professor for Dallas Baptist University and I teach the doctoral level curriculum course. This course is fundamentally based on Fenwick English's work. So, his impact on me spans many years and encompasses my thinking and work as a curriculum leader.

Unequivocally, it would be an understatement to say that Fenwick's work is legendary and should be the springboard to any school system that seriously considers improvement, or for that matter, transformation. The curriculum management audit first and foremost is designed to determine the degree to which a system is capable of optimizing learning, which is the purpose and core work of schooling. As stated by Fenwick English, the alignment model and the five audit standards are concepts that require the system to examine itself and determine the "degree to which the written, taught, and tested curricula are aligned and the extent to which all district resources are organized to support development and delivery of the curricular" (*The Curriculum Management Audit*, 1994, p. ix). I do not know of another established process that provides the standards, process, or proven protocols that so clearly and so rigorously provide that system examination or scrutiny as does the audit. It is the most profound and comprehensive examination that a system can undergo.

The results of literally hundreds of audits conducted since 1979 are immeasurable. The audit process has done more to provide school systems across this nation and internationally with the direction and leverage that is needed to drive systemic improvement and transformation. Texas has probably led the nation in conducting audits.

Personally, I can speak with authority when saying that the audits conducted in Texas have created an environment for tremendous change and improvements, as well as the single most important catalyst for countless districts embarking on innovation and transformation. When coupled with a strategic planning process, the audit has provided superintendents and Boards of Trustees the recommendations needed to ameliorate the system gaps so that planning for the future is truly about alignment and equitable opportunities to optimize learning. When contemplating the impact that any one person can have on the lives of educators and young people alike, I stand amazed and in awe of the work and commitment of Fenwick English. Just imagine what he has done to improve learning in so many school districts across this nation! The curriculum management audit is only one facet of the life work of this man. Through the curriculum audit process, districts have been provided a road map that if followed, improvement can and does occur for literally thousands of school children. It has served as a *lightning rod* to clear the decks for those school systems that have been entrenched in practices that serve the adults and not the children; or, those systems where the political agendas of a few have robbed the educational benefit of many children. The curriculum management audit has such strict assumptions and conditions that the process remains unbiased and unfettered by those who are assigned the responsibility to perform the actual audit. This type of integrity and level of adherence to an established and proven set of audit standards and auditing processes can only be attributed to one individual, and that person is Fenwick English.

As an author, researcher, teacher, lecturer, and **practitioner**, Fenwick English has made a mark and set the bar at an extremely high level for his peers. He is one of the most intellectual and prolific authors that I know, yet, he is a consummate practitioner, which is the hallmark of genius in my opinion. His emphasis on leadership is a shift from the traditional. He sees that leadership needed for transforming learning must find a balance between the social sciences to include important elements of artistry, which is really the difference between being transactional versus transformational. In other words, he posits that too much emphasis is on the legal aspects, the bureaucracy itself, and not so much on what leaders do to create a vision and engage the human spirit and interactions of people necessary to actualize the vision. He calls this *leading beautifully*. One of the five curriculum audit standards addresses the notion of equity and connectivity. Embedded into that standard is the concept that schools have a responsibility to be socially responsible by removing the barriers that prevent students, particularly those who lack culture capital, from learning at optimal levels. Fenwick carries this lens into his work in the area of leadership. Some of his most recent books have expanded the concept of leadership beyond the technical practice or science to include elements associated with the artistry of leading. This aspect of leadership focuses more on improving the human condition, the whole person. Fenwick sees that it takes a leader who is capable of inspiring people to take this journey that is based on vision, emotion, and beliefs. In reality, it is a journey of self-knowledge, self-discovery, and becoming for all who embark. I believe that Fenwick English has modeled what it means to be on a journey of leading, learning, reflecting, teaching, researching, finding connections, and making an imprint on the lives of so many individuals. His scholarship has truly made the profession richer and nobler. Ultimately, I believe that a life spent in contributing to the well-being of many is a life well-spent, which is the epitome of Fenwick English.

The last time I heard Fenwick speak was at TASA Midwinter this past January. As in the past, Fenwick had a new book to present, *Educational Leadership in the Age of Greed* (2013). I was struck by both his passion and outrage at what was happening in the United States regarding public education. Both emotions came through and were obvious to those of us who know the heart of this man. He clearly was calling us to arm ourselves and to fight for the Jeffersonian dream of a free and public education. The introduction of this book says it all: "What we are witnessing is what Pierre Bourdieu has called 'the destruction of the idea of public service'" (p. 1). He warned us

we are living through a time when public education as we have known it is undergoing great change. We see the shift from public service and for the good of all children of all the people to those who want to “cash-in” and make a profit off the funds raised by the public. I believe that Fenwick speaks for those of us who believe that public education is a noble calling and one that is about servant leadership. His call to action must be taken seriously. This scholarly visionary is speaking out and warning those of us who believe in public education that we can no longer be silent and complacent. Instead, we must be aggressive in taking on the special interest groups who want to undermine the noble work that is done on behalf of all the children in a community.

As a student, friend, colleague, and admirer of Fenwick English, I cannot think of anyone who is more deserving of the Brock International Prize in Education Award. He is an innovator, author, researcher, teacher, and transformer. He is the embodiment of a man that has devoted his life to the pursuit of educational improvement and scholarly work. In the words of John A. Brock, people who have obtained this award are “special because each of them not only has a great idea, but develops it in a unique way that has a profound impact on society.” No one could have said it better than Mr. Brock. Fenwick English has had a profound impact in education, not only with the Curriculum Management Audit, but all of his scholarly work in educational leadership. He has truly dedicated himself to improving public education as well as impacting higher education and preparation programs for future leaders.

In closing, I am reminded how important *virtue* is in leading. Our profession is based upon a code of ethics and deeply held values. Leaders need to be viewed as advocates of what makes the profession noble. Great leaders are those who make a difference. These leaders change conditions and leave something that is lasting. I would like to personally thank Fenwick W. English for a legacy that spans years of courageous leadership where his impact has been recognized and celebrated by many. Because of him, I know that I am a better educator. He has given me the ability to see through a lens of excellence that would not have been possible if I had not gone through the rigor of becoming a curriculum auditor. He has also given me an unquenchable thirst for learning and leading. I know that I speak for many others who feel that this man has not only had a tremendous impact in the field of education, but has also impacted their lives both personally and professionally.

Sincerely,



Elizabeth Clark, Ed.D.
Associate Superintendent for
Curriculum and Instruction



April 3, 2017
Dr. Carol Mullen
Brock Award Nominator and Juror
Virginia Tech University

Re: Nomination of Dr. Fenwick English
Dear Dr. Mullen:

It is my pleasure to submit this letter in support of the nomination of Dr. Fenwick English for the Brock Award. I have known and worked with Dr. English since 1995 when I first became a certified curriculum management auditor. Since that time, I have served on more than thirty curriculum audits in at least 15 different states and two countries. As a working public school superintendent, I have used the curriculum management audit process in four different school districts in three different states. In each case I have found that the curriculum management audit process has helped drive instructional improvement efforts. The five standard areas that are encompassed in Dr. English's curriculum management audit process address all of the key aspects of a school system that are essential for a school system to effectively address the design and delivery of instruction.

Not only did Dr. English develop this original curriculum audit process, but he has managed to keep it intact over these many years. One way he did this was through requiring the curriculum management auditors to participate in regular professional development focused on the audit process and the principles upon which it was developed. Dr. English has led our renewal training efforts by continuing to challenge us as professionals to continue to hone our craft as auditors and to be cognizant of trends in educational practice. Three of Dr. English's books that are constantly being checked out by my staff members from my professional reading library are: The Curriculum Management Audit, Deciding What to Teach and Test, and Deep Curriculum Alignment. I have found these extremely helpful in communicating to my principals and instructional coaches how the components of the curriculum audit can help move our school system forward with respect to student achievement.

As a practicing superintendent, I have found that the recommendations contained in the curriculum audits that were done in my school districts have provided us with a template for developing effective instructional improvement plans. My current school district, Browning School District #9, is a school system that has struggled for years with student achievement. Our school system is located on the Blackfeet Indian reservation in Montana, and our students and their families face a number of hardships outside of the school setting. Our student population is 100% eligible for the federal lunch program and is 98% Native American. Over a four-year period, we have been able to show some significant gains in student achievement, and I attribute much of that success to the training and background that I have received while serving as a trained curriculum management auditor under Dr. English's direction and leadership.

Dr. Fenwick English is very deserving of the recognition of the Brock award.

Sincerely,

John P. Rouse
Superintendent
Browning Public School District No. 9

March 20, 2017

Recommendation for Dr. Fenwick English, nominee for the Brock International Prize in Education

Although Fenwick English's ideas and practices were included in my graduate programs at Baylor University, I first came to know Dr. English and the Curriculum Management Audit process when I enrolled in his training/certification program in 1990. Upon certification, I became an auditor and participated in several on-site audits with Dr. English. At that time, I was the recently hired chief curriculum officer for the Fort Worth Independent School District (FWISD), a large urban district in Texas. I became completely sold on the Curriculum Management Audit and the efficacy of aligning the "Written, Tested and Taught" in order to improve student achievement. With Dr. English's principles as a guide for my practice, the FWISD became competitive within a few years for first place in student achievement among the largest urban districts in Texas.

Upon retiring from the FWISD in 2001, and because of my experience with the highly regarded Curriculum Management Audit process, I was recommended by the Council of the Great City Schools (CGCS), Washington, D.C. (67+ school districts) to serve as consultant to the School District of Philadelphia (SDP), under state takeover at the time, in implementing recommendations from a recent Curriculum Management Audit. The result of this district-wide curriculum alignment effort in the SDP was six years of continuous student improvement.

For the next fifteen years, my consultant work, based largely upon the Curriculum Management process and the strategic alignment of the "Written, Tested and Taught" took me all over the United States: (1) as Executive Consultant for the largest publisher of instructional materials in the U.S.; (2) as CGCS Instructional Review participant serving member districts; (3) as leader and manager of a 6-member team conducting Instructional Reviews in a multi-state initiative under the auspices of a Darden/Curry Partnership at the University of Virginia; and (4) as member of the Vallas Group on a project on-site with the Ministry of Education, Santiago, Chile, where I made a presentation and participated in follow-up work sessions on "Curriculum Alignment".

From 2013–2016, I became a consultant for implementation of Recommendations based on a very comprehensive 2012 Curriculum Management Audit of my former district, the FWISD (88,000+ students). This effort involved eleven teams, each "owning" one of eleven Audit Recommendations. The results, too numerous to detail here, included a complete re-design and implementation of new and approved job descriptions for all positions in the district, a new Organizational Chart, and dozens of new and revised Board policies. Included also were the development and implementation of a 5-year Curriculum Management Plan, updated Course Catalogs and Bulletin 100 (districtwide course offerings), and a PreK-12 curriculum alignment initiative based upon the Philadelphia model.

A new electronic curriculum portal was developed and continuously updated to support the districtwide communication and effective use of the FWISD curriculum. The work of the teams was guided by annual Action Plans, monitored via a Scorecard with progress, and the results were reported monthly and annually to the Superintendent. The results documented by these teams over the three years were truly amazing.

The significance of Dr. Fenwick English's impact and contributions, however, are much, much broader than mine. In fact, there are hundreds of trained auditors and thousands of educators who have utilized, or are utilizing, Dr. English's innovative and effective approach to enhance the knowledge, skills, attitudes and achievement levels of millions of students. In addition, Dr. English's texts are part of syllabi in many undergraduate and graduate level education programs across the country, including at the University of North Texas where I have been an Adjunct Professor.

Dr. Fenwick English is the "Giant" upon whose shoulders hordes of education practitioners have anchored successful teaching and learning. I am proud to have been among them and exceedingly grateful for the opportunity to share my comments on his behalf. Thus, I recommend Dr. Fenwick English for the Brock International Prize in Education. He is exceedingly deserving of the Brock award.

Respectfully,

Nancy J. Timmons

Nancy J. Timmons, Ed.D.
Associate Superintendent, FWISD (Retired)
Adjunct Professor, University of North Texas at Dallas
Executive Consultant
4800 Barberry Drive
Fort Worth, TX 76133-7932
817-294-3383 Phone
817-239-4182 Mobile
nancytimmons@att.net



Texas Association of School Administrators

406 East 11th Street • Austin, TX 78701-2617 • 512.477.6361, 800.725.TASA (8272) • Fax: 512.482.8658 • www.TASAnet.org

Kevin Brown
President
Alamo Heights ISD

Buck Gilcrease
President-Elect
Alvin ISD

Gayle Stinson
Vice-President
Lake Dallas ISD

Karen G. Rue
Past President

Daniel Treviño Jr.
Mercedes ISD, 1

Troy Mircovich
Ingleside ISD, 2

Jeanette Winn
Karnes City ISD, 3

Greg Smith
Clear Creek ISD, 4
Legislative Chair

Shannon Holmes
Hardin-Jefferson ISD, 5

Clark C. Ealy
College Station ISD, 6

Stan Surratt
Lindale ISD, 7

Rex Burks
Simms ISD, 8

Kevin L. Dyes
Holliday ISD, 9

Kevin Worthy
Royse City ISD, 10

David Belding
Aubrey ISD, 11

Judi Whitis
Valley Mills ISD, 12

Douglas Killian
Hutto ISD, 13

Joey Light
Wylie ISD, 14

Aaron Hood
Robert Lee ISD, 15

Steve Post
Tulia ISD, 16

Keith Bryant
Lubbock-Cooper ISD, 17

Ariel Elliott
Greenwood ISD, 18

Jose G. Franco
Fort Hancock ISD, 19

Brian T. Woods
Northside ISD, 20

Elizabeth Clark
Birdville ISD, At-Large

Pauline Dow
North East ISD, At-Large

Gonzalo Salazar
Los Fresnos CISD, At-Large

Doug Williams
Sunnyvale ISD, At-Large

Johnny L. Veselka
Executive Director

March 30, 2017

Carol A. Mullen, Ph.D.
Juror, Brock International Prize in Education
1750 Kraft Drive
Blacksburg, VA 24061

Dear Dr. Mullen:

It is with great honor that I write this letter in support of Dr. Fenwick English as a nominee for the Brock International Prize in Education. I have had the distinct privilege of working closely with Dr. English since joining the Texas Association of School Administrators (TASA) staff in 2013 and becoming the director of the Texas Curriculum Management Audit Center, although, for nearly two decades, I have been familiar with Dr. English's work and the tremendous impact he has made on the field of education in our nation.

Dr. English is the founder of the Curriculum Management Audit, a rigorous, robust, and system approach to improving the learning and teaching outcomes of all students in the most effective of ways. This system of organizational analysis was first implemented in 1979 in the Columbus, Ohio public school system by Peat, Marwick, and Mitchell—the national accounting firm at which Dr. English was a partner. The Audit has since been trademarked and copyrighted and employed across the United States and internationally by hundreds of school systems.

For decades, superintendents and school boards have relied on the Audit as an intense, independent, and useful process for learning the status, needs, productivity, and effectiveness of their school districts. Key features of the Audit process—including the use of set standards against which the organization is analyzed, an examination of all aspects of the organization-beyond the curriculum alone-that have any impact whatsoever on student learning, and the deficit approach to reporting findings on which specific and aligned recommendations are provided—separate it from anything of its kind. The Audit answers three questions pertaining to a properly managed instructional program, conformation to standards of quality, and the equal and effective academic success of all students. Through the triangulation of data from document sources, interviews of all key personnel and select stakeholders, and an onsite visit to every campus and classroom in the district, the Audit provides a comprehensive and critical assessment of curriculum design and delivery, organizational relationships and administrative functioning, policies and planning, student equity and equality, and other system factors such as budgeting, facilities, and technology.

Our association formed the Texas Curriculum Management Audit Center in the mid-1990s to serve as an affiliate of the parent organization to offer Curriculum Management Audit services and training opportunities to school districts across the state of Texas. Since that time, the Audit has been employed in over 130 Texas school districts, resulting in quality improvement in the delivery of teaching and learning and, ultimately, positively

impacting the public education outcomes of hundreds of thousands of students. Additionally, this highly analytical process produces a detailed and comprehensive report that not only outlines these districts' policies and programs, diagnoses strengths and weaknesses, and provides a set of findings and recommendations that allows for a specific course of action, but the anecdotal feedback from these district leaders have long supported the evidence of a paradigm shift in their approach to teaching and learning, effective school leadership, and continuous quality improvement in the systems they lead. This, coupled with the hundreds of superintendents, chief academic officers, curriculum specialists, principals and other campus and district administrators trained through our Center annually, has resulted in a groundswell of educational leaders throughout the state of Texas who are now approaching the leadership and management of their organizations through lenses of quality, productivity, scrutiny, and effectiveness. The true beneficiaries of their work are the students they serve, both at the time of the Audit and those who continue to cycle through the improved and optimized school systems.

In a 2006 interview for the Texas Association of School Administrators professional journal, *INSIGHT*, Dr. English stated, "We must turn down the political rhetoric and engage in serious critical reflection about our practices and beliefs. It goes beyond the idea that "all children can learn." What we want is for all children to be successful in schools. But to do that we must not keep trying to fit all children into schools as they exist. Schools were never designed to be successful with all children. If we want all children to be successful in schools, then schools must be fundamentally changed so that all children can be successful. And mass testing is not a viable alternative to do that. All testing does is cloak the inequities in schools in a false mantle of meritocracy and scientism." Evidenced through both the qualitative and quantitative results of the districts we've served through the Texas Curriculum Management Audit Center, I am convinced the 'need for fundamental changes to schools' he mentioned have already occurred, are still transpiring today, and will continue for generations to come in Texas and beyond thanks to the research, applications to practice, and significant and profound contributions made to the field of education by Fenwick English. He is an icon in the field and is widely respected for his expertise, knowledge, passion, and leadership. I firmly believe Fenwick English is a legend living among us and is the ideal candidate on which to bestow the honor of being named the 2018 Laureate for the Brock International Prize in Education. His contribution of the Curriculum Management Audit will undoubtedly provide long-term benefit to our society through the improvement in educational experiences and outcomes for the students we serve.

Respectfully submitted,



Brandon H. Core, Ph.D.
Associate Executive Director

Biographical and Contact Information for Brock Award Supporters (p. 1 of 3)



Donna M. Hargens, EdD

Superintendent of the Jefferson County, Kentucky
Office of the Superintendent
Van Hoose Education Center
3332 Newburg Road
Louisville, KY 40218
Email: d.hargens@jefferson.kyschools.us
Phone: (502) 485-3251

Dr. Hargens, currently Superintendent in Kentucky, is former Assistant Superintendent in Wake County, North Carolina, where she followed the recommendations of the curriculum audit. She was named “The Featured Superintendent” at the 2012 National School Turnaround Summit in 2013. *Business First* named her the 2013 Enterprising Woman Making a Difference.



Curtis Cain, PhD

Superintendent of Wentzville School District
Wentzville R-IV School District
One Campus Drive
Wentzville, MO 63385
Email: curtiscain@wsdr4.org
Phone: (636) 327-3800, ext. 20323

Dr. Cain, a doctoral graduate of Dr. English’s at Iowa State University, became an auditor under his mentor’s wing, working on many audits. With the career mentoring of Dr. English, he became a principal and central office administrator. Dr. Cain was honored with the Missouri Association of School Administrators (MASA) New Superintendent Award: “Each year, MASA presents an award to an outstanding new Missouri Superintendent of Schools from each MASA district. The award is in recognition of outstanding performance in the demonstration of those skills that reflect the best in educational leadership” (retrieved from <http://www.masaonline.org/vnews>).

Biographical and Contact Information for Brock Award Supporters (p. 2 of 3)



Elizabeth A. Clark, EdD

Associate Superintendent for Curriculum and Instruction

Birdville Independent School District

6125 East Belknap

Haltom City, TX 76117

Email: elizabeth.clark@birdvilleschools.net

Phone: (817) 547-5700

Website: www.birdvilleschools.net

Dr. Clark is a certified curriculum auditor who works all over Texas. She also teaches curriculum courses at the university level.



John R. Rouse, MEd

Superintendent of Schools

Browning Public Schools

P.O. Box 610

Browning, MT 59417

Email: jrouse705@gmail.com

Phone: (406) 338-2715

Mr. Rouse is currently Superintendent of Schools for Browning School District #9 in Browning, Montana. His teaching experiences ranges from elementary school through university level. He has taught mathematics and science and is a reading specialist. Prior to becoming Superintendent in Browning, he served as a superintendent in both Texas and Colorado and in these roles: Head of School at a private college-prep academy, principal, director of elementary education, director of instruction and federal programs, and assistant superintendent for curriculum and instruction. He holds bachelor's and master's degrees from Texas A&M University, College Station, Texas. In 1995, he completed his curriculum audit training in San Antonio, Texas.

Biographical and Contact Information for Brock Award Supporters (p. 3 of 3)



Nancy J. Timmons, EdD

Associate Superintendent
Chief Curriculum Officer (retired)
Fort Worth Independent School District
Adjunct Professor,
University of North Texas at Dallas (current)
Executive Consultant
4800 Barberry Drive
Fort Worth, TX 76133
Cell: 817-239-4182
Website: nancytimmons@att.net

Dr. Timmons is former Associate Superintendent, Chief Curriculum Officer. She is currently an Adjunct Professor at the University of North Texas at Dallas and is a trained auditor who worked with Dr. English on some of the audits. For a recent audit she was hired back by the school district.



Brandon H. Core, PhD

Associate Executive Director of School
Transformation & Leadership Services
Texas Association of School Administrators (TASA)
406 East 11th Street
Austin, TX 78701
Email: bcore@tasanet.org
Phone: (512) 477-6361
TASA Phone: (800) 725-TASA (8272)

Dr. Core is an advocate of Dr. English's work with curriculum auditing, having witnessed its positive, transformative effects first hand. In fact, he nominated Dr. English for the TASA Award for Auditing.

Dr. Fenwick W. English: Abbreviated Vita

To view Dr. English's full Curriculum Vita click [here](#)

Education History

- Ph.D. 1972** **Arizona State University** (Secondary Education)
M.S. 1963 **University of Southern California** (Elementary Administration)
B.S. 1961 **University of Southern California** (English/Education)

Professional Roles

- 2001-present** ***R. Wendell Eaves Senior Distinguished Professor of Educational Leadership.***
Doctoral and masters instruction, UCEA member program, University of North Carolina at Chapel Hill. Served as **Interim Dean** of School of Education, 2003; **Program Coordinator**, 2001-2004; **Ed.D. Coordinator** 2001-2008, 2010-2012.
- 1996-1998** **Vice-Chancellor for Academic Affairs**-Indiana University-Purdue University Fort Wayne (IPFW). Responsible for 7 academic units (Arts and Sciences, Engineering and Technology, Fine Arts, Education, Nursing, Business, etc.)
- 1995-1996** **Professor and Dean, School of Education**-Indiana University-Purdue University-Fort Wayne.
- 1991-1995** **Professor**, Department of Educational Administration and Supervision, University of Kentucky, Lexington. Doctoral and masters instruction.
- 1987-1991** **Professor and Department Head**, Educational Administration, College of Education, University of Cincinnati, Ohio. Doctoral and masters instruction.
- 1984-1987** **Professor**, Educational Administration, Department of Leadership, Instruction and Technology, Lehigh University, Pennsylvania. Doctoral and masters level instruction.
- 1982-1984** **Superintendent of Schools**, Northport-East Northport UFSD, Long Island, New York; 7000 pupils, K-12. 500 professional staff. \$40 million dollar budget.
- 1979-1982** **Principal (Partner)** Peat, Marwick, Mitchell & Co. (KPMG Peat Marwick) National Practice Director, North American Continent, Elementary & Secondary Education, in firm's Washington, D.C. office. Elected to the partnership in 1980.
- 1977-1979** **Associate Executive Director**-American Association of School Administrators and Director of the National Center for the Improvement of Learning. Arlington, Virginia. Directed national summer conferences in Minneapolis and Denver.
- 1974-1977** **Superintendent of Schools**, Hastings-on-Hudson, New York. 1900 pupils, K-12. 150 FTE faculty, \$6 million dollar budget.

MARCH/APRIL 2008 • PHI DELTA KAPPA INTERNATIONAL

EDGE

Volume 3 • Number 4

The Latest Information for the Education Practitioner

The Curriculum Management Audit:

Making Sense of Organizational
Dynamics and Paradoxes in
Closing the Achievement Gap

Fenwick English

Executive Summary
Inside

Executive Summary

The curriculum management audit provides school systems and educational agencies with an objective, external, and systematic perspective on operational effectiveness. Audit reports have been used in federal and state courts and other judicial bodies as evidence regarding educational management practices.

The curriculum management audit brings to school system management the kind of external, total system view that enables policymakers and practitioners to adjust school managerial and instructional practices to improve performance.

There are three critical elements of internal system management and control of the functions that bring about successful student gains on high-stakes accountability tests. For students to perform well on centralized testing programs, there has to be a strong alignment between the written, taught, and tested curricula.

The organizational conundrum faced by schools in highly decentralized school systems contains a paradox—while some functions must be centralized, other functions must be decentralized. Knowing which functions should be centralized and which ones decentralized is the key to the solution of this paradox.

Perhaps the most penetrating examination a curriculum management audit provides pertains to the junctures in which the school system has attempted to join the representations of the written, taught, and tested curricula, i.e., the textbook, the curriculum, the teacher, and the test. For deep alignment to

Contents

The Necessity for an External and Systematic Intervention.....	3
A History of the Curriculum Audit	4
About the Author	5
Two Differing Views of Effective Practice.....	6
What's Different About Today's Challenges.....	6
The Unique Requirements of Imposed, Centralized Testing	7
Resolving the Organizational/Administrative Paradox.....	10
The Warning Signs.....	11
A Standard-by-Standard Review of Audit Findings	13
Auditing Organizational Junctures for Deep Alignment.....	15
Summary.....	17
References	17

occur, the curriculum must lead and the test must follow. Unless that happens many students are likely to be surprised by the questions on high-stakes tests and not do as well as they might if they had been adequately prepared.



EDge is published bimonthly between September and May at Phi Delta Kappa International, 408 North Union Street, P.O. Box 789, Bloomington, Indiana 47402-0789 USA. Online at www.pdkintl.org.

Editor.....Erin Young

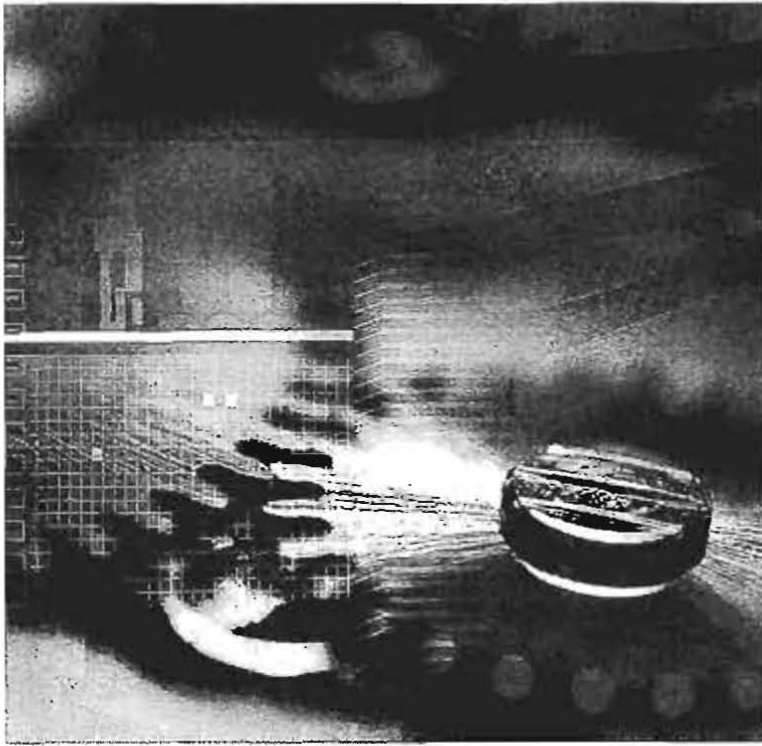
Designers.....Victoria Voelker, Merridee LaMantia

Typestylist.....Sheila Way-Middleton

Copyright © 2008 by Phi Delta Kappa International

ISSN 1556-6765

EDge is a PDK member benefit. Members can go to the PDK website, register, log in, and download a free PDF edition as each new issue becomes available. Readers who want paper editions mailed to them may purchase an annual subscription for \$28.95—for 5 issues. Members can buy an annual subscription at the member discount rate of only \$23.95—a \$5 savings. To subscribe, phone 1-800-766-1156 and pay by credit card. Personal orders accompanied by a check made out to *Phi Delta Kappa International* and institutional purchase orders may be mailed to Phi Delta Kappa International, ATTN: *EDge* Subscription, P.O. Box 789, Bloomington, IN 47402-0789. Purchase orders may be faxed to 812/339-0018.



The Curriculum Management Audit: Making Sense of Organizational Dynamics and Paradoxes in Closing the Achievement Gap

Fenwick English

W. EDWARD DEMING (1993), the putative father of total quality management, said that as a rule knowledge that was transformative for management came “from the outside, and by invitation. A system can not understand itself” (p. 94). Deming’s observation was that most systems are heavily engaged in doing what they know how to do and trying to do it more economically, rather than examining if what they know how to do is the right thing to do in the first place.

In education today, we see all of the current antidotes being applied that Deming decried in industry: merit and incentive pay; management by objectives; mass inspection (testing); ranking people, schools, and school systems; creating competition within the system (in industry, creating individual profit centers); setting numerical goals (called Annual Yearly Progress in the lexicon of No Child Left Behind); management by results; installing new gadgets and machinery (computers, the Internet, etc.); and using slogans, exhortations, and work targets.

Deming (1986) summarized the dilemma:

It is possible and in fact fairly easy for an organization to go downhill and out of business making the wrong product or offering the wrong type of service, even though everyone in the organization performs with devotion, employing statistical methods and every other aid that can boost efficiency. (p. 26)

Deming (1993) began his work by discussing the necessity to think within systems because optimiza-

tion involves “a process of orchestrating the efforts of all components toward achievement of the stated aim” (p. 53) and “anything less than optimization of the whole system will bring eventual loss to every component in the system” (p. 53).

Similarly, we can observe that while teaching and learning can occur almost anywhere, in most modernized nations today they occur in systems of education, nearly all of which are under the direction of governments. Some are centralized, while others are more decentralized. While it is possible to discuss teaching, learning, and curriculum as though they were separate and apart from a nation’s politics, it makes little sense to do so if one is interested in changing schooling dynamics in the sense that Deming understood.

The Necessity for an External and Systematic Intervention

For more than 25 years, the curriculum management audit has been providing school systems and

To read this artifact in its entirety click here

To return to the Table of Contents click here

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL®

School Business Affairs

September 2004 • Volume 70, Number 8

Special Pullout:
The State of State
Certification for School
Business Officials

2003-2004 SALARY SURVEY

Leadership for Student Achievement
Ethics for School Business Officials

2004 Annual Meeting
& Exhibits Preview

Confronting the Achievement Gap: Quick Fixes versus Lasting Change



Politicians' "discovery" of a chronic achievement gap between majority and minority students in the nation's schools has awakened the federal giant from its sleep and manifested new thunder in the form of the testing requirements embodied in the No Child Left Behind Act (NCLB).

Many educators already knew about this gap, or suspected as much from clues that have revealed themselves for years: high dropout rates and disciplinary referrals among students of color, the lack of African Americans and Latinos in advanced-placement courses, and the sea of minority faces in special education classes. The lack of achievement of these same children has not changed since

the NCLB was enacted, except it is now public and triggers new requirements for remedies.

Yet, the gap is virtually guaranteed to persist along income and racial lines as long as standardized tests continue to dominate the process of measurement and as long as the bell curve is used as the norming metaphor. In this respect, the achievement gap is a fabrication of the measurement process.

The Concept of Cultural Capital

To consider how the achievement gap can be erased, educators must acknowledge two things: (1) a gap is built into the norming process of tests from the beginning; and (2)

By Fenwick W. English, Ph.D.

the gap is *not* fate: it is neither inevitable nor genetic; it is changeable.

However, there is a problem with the gap's changeability. As a manufacture of the measurement process, it must be overcome by changing some of the rules about the use and priority of tests in the instructional process. Without those changes, children of color who are also poor will always be on the bottom of the test score distribution and the gap will appear permanent.

As they seek ways to fund procedures and programs to close the achievement gap for all children in the school systems they serve, school business officials should consider the following statements.

- *The innate capacity of races or peoples provides nothing valuable to achievement gap concerns.*

It would be foolish and counterintuitive to argue that there are not innate differences between people at birth. It would also be foolish to consider that mental measures of humanity could somehow be divorced from the context, culture, and language in which all humans are immersed after birth.

Human experience cannot be considered universal. The vision by which we attempt to see reality is always constructed by us within our culture and language (Hoffman 1998). But as it currently stands, testing assumes that it is fair to test all children on the presupposition that they all start from about the same position in the environment.

By virtue of social class compounded with race, some children do not have the same access to knowledge as other children who were born into homes with parents whose own language and culture are similar to those used in school and are reflected on tests. These poor children are not deficient, nor are they deprived. But they are different. Too often their defensive and hostile reactions to schooling culture are reconfigured by teachers and administrators as stupidity. As a result, teachers and administrators have lower expectations of them.

- *Current tests are neither neutral nor fair.*

No knowledge is antiseptic, found in sterile test tubes, and dispensed equally to all, irrespective of who they are. Not only is knowledge acquired in schools, it is reproduced in schools, which are sites of tension and social and cultural contestation.

Tests are not impartial measures of school or any other kind of success. Higher test scores go to children who closely follow the fault lines of income and class in American society.

NCLB as Mass Inspection

The largest “fly” in the NCLB ointment is the assumption that it will somehow be possible to “test quality in.” Testing represents a form of “mass inspection” of educational quality. Everyone will be tested, and the results will be calibrated on yardsticks that enable crude forms of comparisons.

The father of total quality management, W. Edwards Deming (1986), decried the use of mass inspection and warned, “Inspection to improve quality is too late, inef-

fective, costly. . . . Quality comes not from inspection, but from improvement of the production process” (pp. 28–29).

What Deming meant was that after something has been produced, expanding the range of inspection does little to improve the product. Inspection is after the fact. Educational quality will improve when the curriculum, teaching, learning—the actual dynamism that engenders schooling—are affected.

The largest “fly” in the NCLB ointment is the assumption that it will somehow be possible to “test quality in.”

Testing is simply measurement. It isn't instruction per se. However, it can become part of the process through curriculum alignment, when teachers incorporate test content into classroom content. Carnoy (1999) put it this way: “For testing to have a significant effect on student performance . . . it has to be part of a more systematic effort to assist teachers (and schools) to improve classroom practice” (p. 68).

And, of course, it raises the issue about the quality of the tests, especially if they are to be used as the launching pad for affecting teaching. Test construction is enormously expensive, and the trade-offs in the act of creating tests can be seductive. Testing contracts that go to the lowest bidder may result in myriad problems, not the least of which is sloppy scoring and possible retention (see Associated Press 2000, p. A13).

Why is testing so prevalent in the minds of legislators looking for a quick and simple way to show that they are working to improve the schools? Linn (2000) indicated that testing's attractiveness is a false antidote to the problem of schooling quality:

- Tests are cheap compared with tactics such as class size reduction or hiring more teachers or aides.
 - Tests can be employed externally, and no one has to try to change things inside schools.
 - Tests are highly visible and can be made easily understood by the public who may not comprehend more complex kinds of changes.
 - Tests can be quickly implemented compared with longer-term change strategies and will occur within the term of office of elected officials who can claim something significant happened on their watch.
 - Test results in the initial years are usually positive. (p. 4)
- The bottom line is that testing is no substitute for quality. It may have nothing at all to do with quality.

Deep Curriculum Alignment

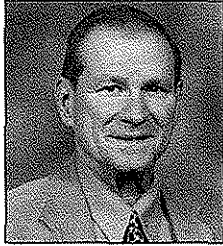
With these issues in mind, we come to a powerful antidote to the problem of the achievement gap: deep curriculum alignment (English and Steffy 2001). The concept of deep

TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS PROFESSIONAL JOURNAL

INSIGHT

WINTER 2006





Featured Guest Educator: Fenwick English

QUESTION: Dr. English, your mission as an educator has been focused on the design and delivery of curriculum to enhance teaching and learning. What evidence have you observed that reflects this mission? How has this mission influenced teaching and learning in public school systems?

ANSWER: I've been working in Texas for over 20 years. During that time I've seen a growing awareness of the importance of connecting the written, taught, and tested curricula. The increased emphasis on accountability has fueled the necessity to remain focused on this critical relationship. Of course it's backwards. We are still trying to test quality in schools instead of building it in and then testing to see if we have attained it. But that's because political leaders still want educational reform "on the cheap." The evidence I see is that more and more educational systems are tightly connecting the functions involved in order to be responsive to tremendous external pressures placed on them. We have not been helped because practitioners have not been invited to

"...I see enormous student boredom and an over-reliance on vendor-produced worksheets and drill-and-kill methods that are simply mind-numbing. If only the legislators who pass laws on mass inspection could see..."

the table to discuss the practices and implications of changes in policies and laws. The irony remains that we are then the ones who must implement very flawed legislation. I think of the residue of past changes that embraced site-based management which are contradictory to improvements derived from a centralized testing program. Too often policies and laws are passed by people who have

no real understanding of what happens in schools and classrooms.

QUESTION: What do curriculum leaders need to be doing and thinking in terms of curriculum and its function in schools?

ANSWER: Curriculum is simply the work plan for what we do in schools. But it's not a neutral work plan. It's highly imbued with cultural values and overladen with assumptions about learning. In the kind of context in which most educators work today, ambiguity is a real problem because the range of variance that can occur becomes an obstacle to linking to expected, tested outcomes and gains which are expected or demanded. Student groups possess variable experiences that are subjected to scrutiny in testing. It's a tragic mistake to believe that the reason some groups do not "perform" as well as others is due to genetic deficiency on their part. No set of humans is superior or inferior to any other. We are, however, different, and difference ought to be celebrated instead of hammered out of us with a mono-cultural approach to teaching and testing.

QUESTION: In this era of high-stakes accountability and public scrutiny of test scores as the primary measure of the education students are receiving, what advice would you give to school leaders about the importance of curriculum alignment for improved student performance on testing and in demonstrating mastery of essential skills?

ANSWER: What profoundly distresses me is that after walking the hallways of too many Texas schools, I see enormous student boredom and an over-reliance on vendor-produced worksheets and

To read this artifact
in its entirety click here

To return to the Table
of Contents click here

Curriculum Auditing

FENWICK W. ENGLISH, Ph.D.

PROFESSOR and HEAD
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
COLLEGE OF EDUCATION
UNIVERSITY OF CINCINNATI
CINCINNATI, OHIO



/ I / *Why Audit?*

AUDITING HAS A time-honored function in human affairs. The broadest definition of *auditing* is simply an objective, external review of a record, event, process, product, act, belief, or motivation to commit an act. Consider these contemporary examples:

- The U.S. Supreme Court reviews the decision of a lower court and rejects its findings (Mirga, 1987, p. 1).
- A National Investigation Board is convened to delve into the reasons for the Challenger debacle (Recer, 1986, p. 5).
- A routine financial audit of a student activity account at a New Jersey high school shows a discrepancy of more than \$16,000 and leads to the indictment and conviction of the accounting teacher and the high school principal (Wharton, 1987, p. 1).
- A university convenes a special panel of professors to check the accuracy of a colleague suspected of faking his research data (Wheller, 1987, pp. 1, 7).
- An accreditation visitation committee files a report regarding whether a high school should receive formal approval to be certified.
- The President of the United States forms a special review board (Tower, Muskie, and Scowcroft, 1987) to examine the conduct of members of his administrative team in matters of foreign policy and affairs.
- The FAA conducts a formal inquiry to review the reasons for a jetliner plane crash.
- A special review of ballots cast in an election reveals some were improperly marked.

The origins of auditing can be traced back to the palace of Nestor in ancient Greece, where records have been found of the work of accountants (Stevens, 1981, p. 3). In the conduct of human activities, reviews,

inquiries, investigations, studies, and reports are so common, we don't often think of them as anything special.

When people want to know why a disaster occurred so as to establish culpability and determine liability, determine possible cause and effect relationships, and prevent a similar occurrence from happening again, an audit-type activity is employed.

When President John F. Kennedy was assassinated in Dallas, Texas, newly installed chief executive Lyndon Johnson felt a Lone Star State inquiry would be nothing but a whitewash (Manchester, 1963, p. 630). Johnson therefore pressed Chief Justice Earl Warren into heading a commission that heard ninety-four witnesses over six months and questioned 395 other people through investigative activities.

The final report established that a single assassin had been responsible, and that there was not a larger plot involved. Yet many of the other findings were downplayed when it came to formulating recommendations regarding Presidential security, particularly as it pertained to the FBI and the Secret Service (Manchester, 1963, p. 631).

When the New York brokerage firm of E. F. Hutton got involved in a check-kiting scheme in which the actions of its management led to bilking banks of millions in interest earned due to deliberate overdrafting, the scandal drew several federal inquiries resulting in a \$2 million fine from the Justice Department.

Yet Hutton went further. It independently contracted with former U.S. Attorney General Griffin B. Bell to conduct his own investigation. Bell issued a 183-page report, which was based on the work of fourteen lawyers, who interviewed more than 370 current and former employees. The report, a stringent example of an audit, recommended disciplining fourteen high-level executives with substantial fines and letters of reprimand (Koepp and Constable, 1985, p. 54).

An educational example of an equally profound and violent conflict is illustrated in the National Education Association's Inquiry Panel of the textbook rebellion in Kanawha County, West Virginia in the late 1970s (NEA, 1975).

The Kanawha County conflict involved flaming rhetoric and bombings, carried out by self-appointed fundamentalist groups who opposed certain textbooks which had been adopted by the Board of Education. The NEA Inquiry Panel held open hearings in Charleston, West Virginia, for four days. They listened to over seventy witnesses from a variety of groups and as individuals. An eighty-six-page report was generated which noted:

The storm . . . has left in its wake . . . a Board of Education whose elected majority has been intimidated; a superintendent who has been driven out; teachers who are frustrated, angry, and fearful; and students who have had a lesson in demagoguery that undoubtedly has had a

CHURCH AND STATE • PEER PRESSURE • SCHOOL UNIFORMS

American School Board

JOURNAL

APRIL 2002

A CRISIS OF QUALITY AND QUANTITY

WHO WILL TEACH OUR CHILDREN?

JAMES COMER
ON CHILD BEHAVIOR

RAMON CORTINES
ON LEARNING
FROM MISTAKES



Curriculum

Curriculum audits can provide valuable insight into a district's strengths and weaknesses

A Tool for Success

Public schools are under constant criticism from pundits who pontificate about the flaws in the nation's education system. But schools are not doing nearly as badly as their adversaries would like Americans to believe. And the good news is that we know how to do better—much better—using a tool known as the curriculum management audit.

Curriculum management audits, or CMAs, assess the quality of the district's curriculum and how it translates into achievement for all students. These audits provide school districts with findings and recommendations that can be used in making the types of interventions necessary to improve student achievement.

Over a two-year period, we conducted and analyzed 250 curriculum management audits. Our findings confirmed what we know from history and research—that barring powerful interventions by educators, student achievement can be accurately predicted from students' socioeconomic status, race, and family composition. Simply put, students from upper-middle-class and upper-class families do well in school. Students from poor families are less likely to. This is the prime and most profound shortcoming in American education.

Our analysis of the curriculum management audits pointed to four key problems that prevent our public schools from attaining greater success:

- Teachers and administrators are underpaid and undervalued;
- Site-based decision making is not an effective response to high-stakes testing; and
- Accountability should start with school boards.

A failure to focus

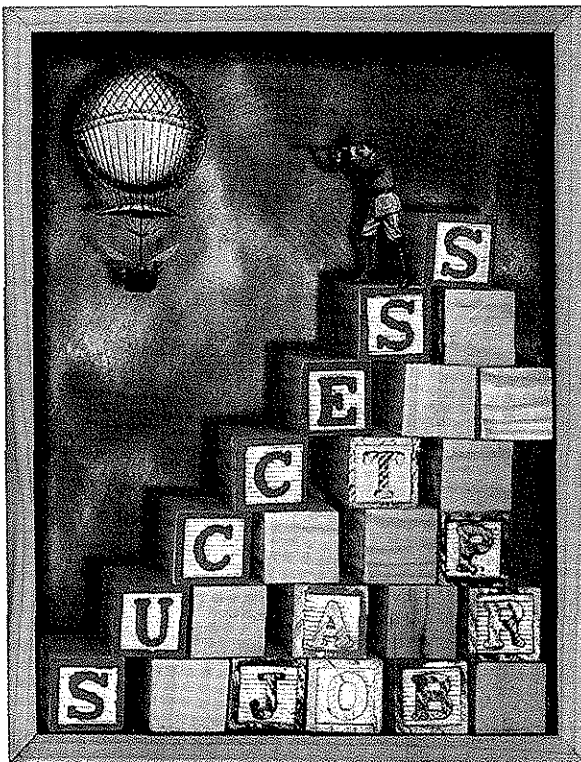
Schools have been oversold since their inception. A grand example comes from an 1871 report by the Board of Public Charities of the State of Pennsylvania, which called on public schools “to diminish poverty and wretchedness, as well as ignorance, vice and crime.”

Over time, compulsory education has been urged to end pauperism, urban crime and poverty, and homelessness. It has been used to bring training and discipline to an urban and industrial workforce and expected to motivate unemployed and nonproductive youth. Those who espoused schools' unlimited and unrealistic powers stood much to gain in finance and prestige from a national dependency on a bloated and oversold education system.

Schools continue to be oversold and overburdened today. Standardized tests, in one form or another, have been mandated nationwide. At the same time, other reformers favor social and personal programs such as self-esteem building and religious instruction. Still other districts we worked with are faced with solving urban poverty, gang problems, and the problems faced by children with single or no parents. More often than not, legislatures expect schools to solve these problems.

As well intended as these expectations are, schools obviously cannot do everything. Overwhelmed by the myriad of demands, administrators have added

By Larry E. Frase and
Fenwick W. English



ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL®

School Business Affairs

January 2006 • Volume 72, Number 1

SBOs AS EDUCATORS

District Allocations and High-Poverty Schools

The Power of Curriculum Audits

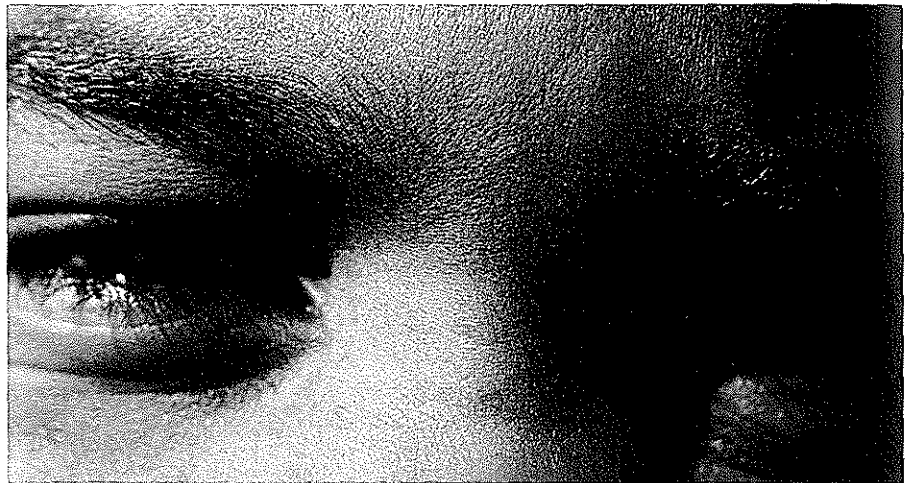
School Design and Cognitive Learning

ALSO:

**ASBO International's Annual
Membership Survey Results**



THE GOOD
AND THE BAD
AND THE UGLY:



Exploring the Power of the Curriculum Audit

For more than 20 years, school district administrators and school board members have turned to the curriculum management audit to give them an independent report on the “good, bad, and ugly” internal conditions of curriculum, instruction, and learning in their school systems. First initiated in 1979 in the Columbus (Ohio) Public Schools, the audit has been a key lever in promoting curriculum change in school districts in the United States and all over the world. Some of the largest school districts in the country have used curriculum audits, including Anchorage, Alaska; Atlanta, Georgia; Boise, Idaho; Montgomery County and Baltimore, Maryland; Newport News, Virginia; Oakland and Compton, California; Philadelphia, Pennsylvania; and Wichita, Kansas.

The idea of the curriculum audit comes from the tradition of providing independent financial assessments, a practice that school business officials will instantly recognize as critical in promoting public confidence in the fiduciary policies and affairs of a school system. In 1970, Leon Lessinger, then an associate U.S. commissioner of education, wrote the best-selling book *Every Kid a Winner*, in which he advocated using the concepts of the external financial audit for the educational program. At that time, Lessinger

called it the “educational performance audit.” But since the main focus of the process examined curriculum as the agent that defined the educational program, it soon became known as the “curriculum management audit,” a term that has stuck since.

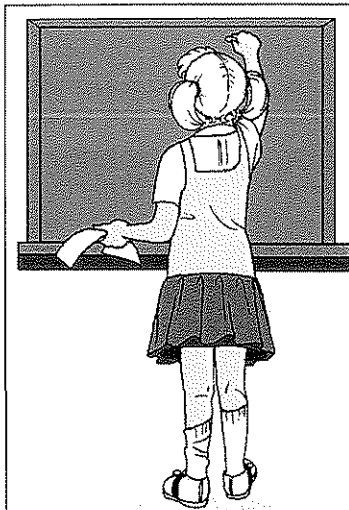
Curriculum Management Audit Standards

The standards of the curriculum management audit are shown in Figure 1. School business officials will recognize them as the almost universal indexes of sound management applicable to nearly all kinds of public service agencies, from hospitals to schools.

STANDARD 1: SYSTEM CONTROL

The first audit standard pertains to system control. If an organization is not controlled by policies through its governing agencies, it can hardly be accountable. The control standard is central to everything else. It should come as no surprise that when a school system begins to drift, its internal controls, as first exemplified in clear local board policies, are ambiguous or nonexistent. Without clear and relevant policies, board member activity often degenerates into settling power disputes and engaging in deleterious

By Fenwick W. English



- 1. SYSTEM CONTROL:** A school system is able to demonstrate its control of resources, programs, and personnel.
- 2. DIRECTION:** A school system has established clear and valid objectives for students.
- 3. CONNECTIVITY and EQUITY:** A school system demonstrates internal connectivity and rational equity in its program development and implementation.
- 4. FEEDBACK:** A school system uses the results from system-designed and/or adopted assessments to adjust, improve, or terminate ineffective practices or programs.
- 5. PRODUCTIVITY:** A school system has improved productivity.

Figure 1. The standards of the curriculum management audit.

micromanagement of the school administration. It is not by accident that when some of the nation's largest urban school systems have become nearly ungovernable, the elected or appointed board is often abolished or curtailed in its role.

One of the first signs of trouble is when a school board begins to "churn" its superintendents. The trail of broken contracts, buy-outs, and conflict is testimony to a dysfunctional board of education. The curriculum audit critically examines the functioning of the board of education and the quality of its policies.

STANDARD 2: DIRECTION

The second standard of the audit relates to direction. Direction of the local curriculum should be placed squarely within the policies of the board of education. However, it is in this arena that many boards come up woefully short. Board policies should spell out the expected pupil achievement gains beyond the usual "educate each child to his or her potential" platitude that adorns many a district mission or vision statement and that can mean just about anything one desires.

The expectations for adequate yearly progress outlined in No Child Left Behind often put the goal to educate every child to his or her potential to a severe test. An audit often reveals that the state of the curriculum in a school district is in disarray. Curriculum guides may be outdated and chock-full of high-sounding but nonmeasurable statements; they are usually nonassessed, bulky, and non-user-friendly for busy classroom teachers who find their weight off-putting. Teachers tend to rely more on textbooks for direction than on the local curriculum. Yet, no textbook company writes curriculum for a single school district.

Textbooks boil curricula down to the lowest common denominator. It is not a platform to establish a curriculum ceiling, but rather the foundation for the curriculum floor. Audits critically examine the quality of the curriculum as the type of document that will lead to improved pupil performance, however measured.

STANDARD 3: CONNECTIVITY AND EQUITY

The third curriculum audit standard pertains to "connectivity and equity." This phrase is all about internal connection and control within a school system. Unless the system is operationally connected internally, it cannot bring the full power of its resources to bear on systemwide problems. The most obvious problem, but often the most neglected, is high school student performance. For high school students to perform well on local or state tests of accountability, the earlier school levels must be vertically connected (articulated) to the high school grades. Too often, poor system controls and an infatuation with site-based management have led to disconnectivity. As a result, the high school test measures the full K-12 curriculum, but that curriculum is a patchwork rather than a continuous program. Too many high school students end up unprepared for the measures expected of them. The culprit is curriculum articulation.

An audit often reveals that while elementary school student performance is improving and middle-level performance is showing a modest gain, high school performance

The "equity" part of the curriculum audit is often the most controversial.

is flat or has decreased. The audit clearly shows that there is a huge difference between a *school system* and a *system of schools*. This is the ugly side of some of the school reform rhetoric that has not been matched by the kinds of internal connections and control required to enable students at the upper ends of the educational program to reap the full benefits of a well-managed educational program.

The "equity" part of the curriculum audit is often the most controversial. Here, the audit indicators pertain to how the curricular resources of the system are made available to students. How many low socio-economic status students of color are found in advanced-placement courses? Who is most often disciplined or suspended? Do students at schools serving more culturally disenfranchised quarters of the system have fewer electives in their schools than their more economically advantaged counterparts?

In too many instances, there is no equity or even minimal equality. "Poorer" schools and programs have fewer options and resources and are offered in older facilities with less experienced faculty, using antiquated equipment and offering a curriculum that is much thinner and less demanding than that found elsewhere in the school district.

Millennium Edition

Deciding What to

Teach and Test

Developing, Aligning, and Auditing the Curriculum

Fenwick W. English

Foreword by Larry E. Frase



CORWIN PRESS, INC.

A Sage Publications Company
Thousand Oaks, California

4

Auditing the Curriculum

4.1 The History and Development of the Curriculum Audit

The first curriculum audit was described in Leon Lessinger's famous, best-selling book, *Every Kid a Winner* (1970). In this prescient publication, Lessinger modeled a financial audit and indicated that, to reestablish public trust, school district officials should invite qualified auditors in to examine their records of performance against their own local objectives. These officials would then issue a public report, exactly like a financial audit. This process was called an "educational performance audit" (EPA). The first EPA was conducted in the Columbus Public Schools, in Ohio, in 1979.

From that date to the current time, more than 50 audits have been conducted in 25 states. Among them have been audits of school systems in both financial and instructional trouble and systems that have long-established records of excellence. Six audits have been used in federal or state courts or in litigation proceedings as data relevant to pupil performance, financial support, curriculum progress, facility adequacy, and school integration. The curriculum audit has established itself as a document of candor, rigor, and scope, one that communicates well with the lay public as well as with elected boards of education and education professionals.

4.2 External or Internal Audit?

The external curriculum audit has these advantages:

- No training of staff is required to conduct the audit, so start-up can be relatively quick.
- Public confidence in the findings and recommendations is enhanced when the audit is done externally.
- The external auditors serve as “lightning rods” for the inevitable “backlash” of certain groups within the staff whose interests have not been enhanced by the audit.
- If the “boss” is part of the problem, whether the superintendent or the board, he, she, or it will appear in the audit and be identified.
- External audits build political leverage for quick system changes that have a high acceptance rate among major constituencies because of the data base developed and because the audit is perceived as neutral by the major political stakeholders in the school system.
- External audits often can be funded by the business community or agency/foundation as a “one-of-a-kind” expense.

On the other hand, external audits are politically risky for tenured superintendents of long standing because of the inevitable “finger pointing” that may follow from various constituencies. They also carry the “risk” of not adhering to the system’s

To read this artifact
in its entirety click here

To return to the Table
of Contents click here

THE SCHOOL

Administrator

THE MONTHLY MAGAZINE FOR SCHOOL SYSTEM LEADERS

NOVEMBER 2001



Big Shoes, Big Shortage

Are interstate training standards or redefined roles the answer?

Filling Rural Principalships • Minor Transgressions Matter • Paul Houston on District Office Role

Enter Micro-Managers. Goodbye Macro-Management

BY LARRY E. FRASE, FENWICK W. ENGLISH AND WILLIAM K. POSTON

Exactly 175 years ago, the Massachusetts legislature required each township to appoint a school board to oversee the schools, but the legislators failed to define what they meant by “oversee” and the boards’ role.

Unfortunately, definition is still lacking, and school boards, either unwillingly or with intent, consistently wander into micro-management. Although we know some school boards have performed well, the reality is that the institution known as school board never has worked well.

Our claims are based on findings from more than 250 curriculum management audits sponsored by Phi Delta Kappa International. The Curriculum Management Audit uses a series of lenses to measure school districts, and one of the lenses deals with school boards and their conduct.

The CMA lens regarding management is rather conventional—the notion that boards should attend to macro-management duties and leave micro-management to the administration. Board macro-management is crucial: The board should hire and evaluate the superintendent; establish the curriculum, policies, long- and short-range plans and major strategies; and monitor progress. They should stay out of day-to-day management decisions, act only when authorized to do so by official board votes and avoid inflicting personal interests on any staff member. The administration’s job is to carry out the board’s intent as determined by official board votes on policy.

Series of Condemnations

School boards have failed with regularity to check their micro-management inclinations at the door. They have invaded the rightful turf of school leaders and don’t seem likely to retreat to macro-management.

Two recent major studies of school board behavior—by the Twentieth Century Fund Task Force on School Governance and the Institute for Educational Leadership—concluded that school boards often are dysfunctional. These studies found school boards lack willingness to work together for the common good of their students; fail to provide far-reaching leadership; have become another level of administration, often micro-managing the schools; are so splintered with special-interest groups that they

cannot govern; avoid being accountable; and tend to make decisions in response to the issue of the day or simply to maintain the status quo.

This is a sizzling series of condemnations. Unfortunately, they are well substantiated. Here are just a few of the many examples of poor school board practices found in the curriculum management audit reports:

- Board members dispatched multitudes of directives via facsimile directly to school administrators without board

“The administration’s job is to carry out the board’s intent as determined by official board votes on policy.”

or superintendent approval. For one board member, we estimated that the requests consumed hundreds of hours of administrators’ time. The audits determined the orders were intended to gather data for use in re-election campaigns.

- In one inner-city school district, just one of 65 requests for information sent directly from a board member to central-office administrators consumed 6,800 hours of their time.

- The board members in another large district reported, much to their dismay, no money could be found to fix leaky classroom roofs or buy books and other needed materials, yet they were spending \$1.9 million on their salaries and salaries for their personal staff.

- In one school district, the board vice president issued a formal letter to the superintendent ordering him not to meet with two named members of the board unless a member of the majority was present. This effectively established the board majority as heavy-handed dictators with full power to establish gag orders and shut down the democratic process.

These are pathetic cases of board behavior gone wrong, and they are real.

Tough Enough

Many school boards have searched outside of the field of education to find an effective superintendent, thinking that professional educators simply do not make strong enough leaders.

They are mistaken. In the majority of cases we studied, the problem was the

school board, not the superintendent. In fact, one board of a large inner-city school district turned to the military for help and selected a person who previously served as a lieutenant general in the U.S. Army. It did not work. Just 16 months after his appointment as superintendent, he declared the superintendency his toughest assignment ever because of “so many competing interests.” The politics and board in-fighting in this district wore down and humbled even a tough military veteran.

It is no wonder that the average tenure of big-city superintendents is less than three years, and the number of qualified educators aspiring to the job is sharply decreasing.

Boards must focus their energies on building the strongest possible curriculum, allow the administration to implement it, monitor the results and make the necessary adjustments in policy. This focuses the board on the right stuff, what students should learn.

Larry Frase is professor and chair of administration, rehabilitation and postsecondary education department at San Diego State University, 5814 Campanile Drive, San Diego, Calif. 92182. E-mail: lfrase1@home.com. Fenwick English is R. Wendell Eaves Distinguished Professor of Educational Administration at the University of North Carolina at Chapel Hill. William Poston Jr. is an associate professor of educational administration at Iowa State University.

Coming Next Month in THE SCHOOL ADMINISTRATOR

- Bordering on dissidence, some superintendents publicly object to high-stakes testing
- Balancing state and local assessments
- An Illinois school district uses multiple measures to gauge progress
- Laval Wilson’s plea for pension portability