







What does an Audit do?

Examines the extent to which there is alignment between the delivery of instruction, standards, and student performance measures.

Reveals the extent to which district and school staff have developed and implemented a sound, valid, and operational system of curriculum, instruction, and assessment management.

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Purpose and Non-Purpose

PURPOSE: To determine the degree of alignment and fidelity of implementation that exists across the written, taught, tested, and experienced system of curriculum.

NON-PURPOSE: To evaluate people.

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Team Members

- Crystal Conley, Director of Programs and Services
- Lisa Harrington, Consultant
- Liz Webb, Consultant
- Terri Carman, Consultant

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Audit Process

- **Review** current policies, processes, implementation of and support for, curriculum, instruction, and assessment, and results of teaching and learning
- **Collect data** through team self-assessment, focus group interviews, classroom observations, and document analysis on implementation of the curriculum, instruction, and assessment practices
- **Summarize** the data and produce a final report that identifies strengths, opportunities for improvement, and suggested priority needs

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Focus Groups

All of the role groups who participated in focus groups:

- Superintendent
- District Admin Team
- Building Principals
- Union Representatives
- Parents
- Students

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Rating Rubric

RATING	RATING DESCRIPTOR
1	There is no evidence that this practice or action is in process. (AWARENESS)
2	There is evidence that this practice or action is in process, discussion, or limited pilot/testing. There may be planning or studying of the practice or action. The organization has decided to address the practice or action. (PLAN)
3	There is evidence that the practice or action has moved beyond small scale planning or pilot/testing to larger scale pilot or testing. The practice or action will become a consistent expectation within the organization. (DO-STUDY)
4	There is evidence that the practice or action has support for systematic implementation within the organization. Evidence indicates stakeholder support from all levels of the organization. Evidence indicates systematic implementation is present in at least 50% of the organization and stakeholder groups (Board, administration, teachers, support staff, parents, and students). (ACT)
5	There is evidence that the practice or action is systematically implemented and supported within all levels of the organization and stakeholder groups. Evidence indicates systematic implementation is present in at least 80% of the organization and stakeholder groups (Board, administration, teachers, support staff, parents, and students). (SUSTAINABILITY AND CULTURE)

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Color and Highlight Key

- **Green** cells on the rating table for each area indicate the mode of self-assessment responses from grade level teams. When two modes were present the highest of the two is indicated.
- **Blue** cells on the rating table for each area indicate the overall rating for that area from the audit team.
- **Yellow** highlighted words on the evidence table identify area(s) needing focus to increase the rating to the next level.

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Focus on Learning: Curriculum

A Guaranteed and Visible Curriculum		1	2	3	4	5
A.	Establishing the Curriculum: We set student learning outcomes across all schools and classrooms to build shared knowledge regarding common core state standards, district curriculum guides, trends in student achievement and outcomes for the next course or grade.					
B.	Executing the Curriculum: We expect that each teacher give priority to the identified learning outcomes in every unit of instruction to guarantee that each student has equal access to those learning outcomes in all classrooms for the grade level or course.					
C.	Clarifying and Communicating the Curriculum: We expect that every teacher is able to assist each student and their parents (families) know the essential learning outcomes so they can assist in monitoring performance in relationship to those outcomes.					

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Strengths: Curriculum

- ✓The district has begun the process of building a standards-based written curriculum.
- ✓A curriculum review process has been established for mathematics.
- ✓The district is utilizing a curriculum repository software to guide and house the new curriculum work.

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Opportunities: Curriculum

- △ Currently, the district curriculum is based on textbook topics or lessons rather than standards.
- △ Not all teachers are aware of the outcomes of the math committee curriculum work.
- △ Parents are unsure on how to help their students be successful at home.

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Focus on Learning: System of Assessment

System of Assessment	1	2	3	4	5
D. Defining the Assessment System: We ensure there is alignment and balance between common, formative assessment data to guide instruction and learning; and common, summative assessment data to reflect on teaching, programs, interventions, and periodic student progress reporting.					
E. Assessing what each student knows and needs to learn next: We expect each teacher to monitor the learning of all students, aligned to the learning outcomes per unit, to identify what each student knows, is able to do, and needs to learn next.					
F. Providing Frequent and Timely Descriptive Assessment Feedback: We ensure there is frequent and timely feedback regarding the performance of our students on classroom, team, school, district, and state assessments.					
G. Using Assessment Data and Information to Drive Instruction: We expect teachers to use assessment data aligned to student learning outcomes per unit to differentiate instruction and respond to students when they either demonstrate they have not learned or are ready for more challenge.					
H. Using Assessment Data and Information to Recognize growth and achievement. We regularly recognize and celebrate individual and collective student growth, mastery, and success aligned to appropriate unit learning outcomes.					

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Strengths: System of Assessment

- ✓ Some conversations between teachers and students are happening around assessment data.
- ✓ There is evidence of vertical conversations about student performance between some grade levels/schools.

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Opportunities: System of Assessment

△There is no defined Assessment System in place to align classrooms and schools.

△Students receive mostly evaluative feedback on assignments and assessments.

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Focus on Learning: Instruction

Differentiation: Instruction, Interventions and Enrichment		1	2	3	4	5
I.	Differentiating Instruction: We expect instructional activities are engaging and differentiated to meet individual and small group needs within the classroom.					
J.	Aligning Interventions: We ensure a system of interventions that guarantees each student will receive additional time and support for learning if he/she has not demonstrated mastery of grade level or course unit learning outcomes.					
K.	Aligning Enrichments: We ensure teachers extend and enrich the learning of students who have mastered common learning targets so every student is challenged.					

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Strength: Instruction

✓There is evidence of varied and differentiated instruction happening throughout the district.

✓There are some mathematics supports for struggling students happening beyond Core instruction throughout the district.

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Opportunities: Instruction

ΔDifferentiation of instruction is not systematic to address the needs of all learners.

ΔInadequate or intermittent interventions and enrichments are available to impact achievement.

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Focus on Learning: Support

Ensuring a Focus on Learning	1	2	3	4	5
L. Providing Conditions for an Optimal Learning Environment: We expect all learning environments to be safe, respectful, and engaging while supporting a climate of high expectations for social emotional learning.					
M. Examining Learning Practices: We provide opportunities for teachers to examine homework, grading, report cards, etc. to ensure there is clarity and consistency across all classrooms, teams and schools.					
N. Judging Quality Work: We expect all teachers to clarify the criteria by which they will judge the quality of student work and practice applying those criteria until they can do so consistently.					
O. Providing Training and Support: We provide sufficient training and follow-up support to assist teachers with expectations in the alignment of assessments, and instruction within a standards-driven curriculum.					
P. Organizing and Allocating Resources: We organize and allocate resources of people, time and money with a focus on learning as opposed to a focus on teaching.					

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Strength: Support

✓There is a positive climate reflected in the district and schools.

✓There is Professional Learning being offered for teachers on relevant Math topics.

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Opportunities: Support

ΔThe district performance in mathematics is not as strong as it could be if there was a full-time, district-level Curriculum Director.

ΔThere is a lack of clarity and consistency around homework, grading, and success criteria across schools, grade level teams and district.

ΔThere is a need for highly-qualified intervention support.

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Possible Next Steps

➤This report is not intended to be prescriptive.

➤We provide some suggestions for addressing key opportunities for improvement.

➤Next Steps are framed by the experiences and opinions of the review team.

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Possible Next Steps

- Explore options for a focused and dedicated Curriculum and Instruction leader (and/or team) to focus solely on improving teaching and learning for all students in all subject areas.
- Allocate more dedicated time for teacher collaboration for grade level teams to discuss and share the great things that are happening throughout the district.
- Develop a comprehensive MTSS System of Support that includes a robust Tier II and III supports.
- Identify a method of including more teachers in the curriculum work to impact the entire system.

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Processing the Report

- What resonated with you from the findings?
- What surprised you in the findings?
- What actions will your team consider taking?
- What support might you need from internal sources?
- What support might you need from external sources?

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