

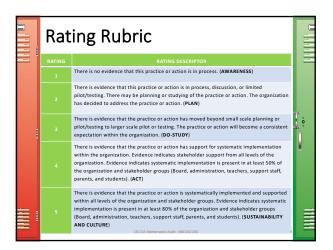
Agenda	
•Audit Process	
•Audit Findings	ů
<ul> <li>Suggestions for Immediate Next Steps</li> </ul>	
• Processing the Report	
CEC CIA Mathematics Audit - NBCUSD 200	2

n illilli	What is a CIA Audit?	HITTI
	A systematic evaluation of the curriculum,	
	instruction, and assessment structures,	ė
	processes, and products reported by	
	stakeholders as being in place at the time of	
	the audit.	
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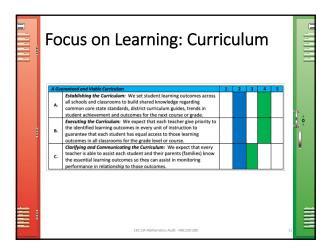
		What does an Audit do?			
		Examines the extent to which there is alignment			
		between the delivery of instruction, standards, and			
		student performance measures.			
	ı		, ė		
	i	Reveals the extent to which district and school staff	ı		
		have developed and implemented a sound, valid,			
		and operational system of curriculum, instruction,			
Ē		and assessment management.			
		CEC CIA Mathematica Audit - NBCLISO 200 4	=		
		Purpose and Non-Purpose			
		r di pose di la rivori i di pose			
		PURPOSE: To determine the degree of alignment			
		and fidelity of implementation that exists across			
		the written, taught, tested, and experienced	ů		
	ı	system of curriculum.			
		,	•		
	_	NON-PURPOSE: To evaluate people.	_		
		CEC COA Mathematica Audit - NBCLISO 200 5			
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		Team Members			
		Crystal Conley, Director of Programs and Services			
		• Lisa Harrington, Consultant	0 6		
		• Liz Webb, Consultant	i ė		
		Liz Webb, Consultant	V		
		• Terri Carman, Consultant			

## 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

# Focus Groups All of the role groups who participated in focus groups: Superintendent District Admin Team Building Principals Union Representatives Parents Students

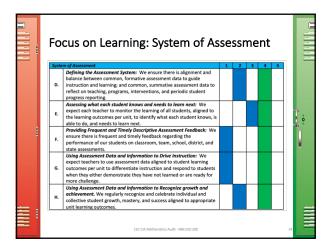


# Color and Highlight Key • Green cells on the rating table for each area indicate the mode of self-assessment responses from grade level teams. When two modes were present the highest of the two is indicated. • Blue cells on the rating table for each area indicate the overall rating for that area from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



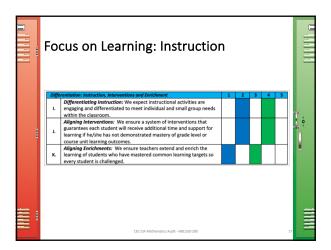
Strengths: Curriculum	HHHH
√The district has begun the process of building a standards-based written curriculum.	
✓ A curriculum review process has been established for mathematics.	÷
√The district is utilizing a curriculum repository software to guide and house the new curriculum work.	
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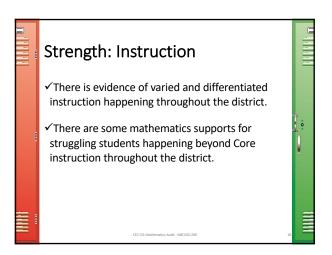
## Opportunities: Curriculum △ Currently, the district curriculum is based on textbook topics or lessons rather than standards. △ Not all teachers are aware of the outcomes of the math committee curriculum work. △ Parents are unsure on how to help their students be successful at home.



Strengths: System of Assessment	HITTE
✓ 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.	^ <b> </b> *
 △Students receive mostly evaluative feedback on assignments and assessments.	). °
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Opportunities: Instruction	HPPPP
△Differentiation of instruction is not systematic to address the needs of all learners.	ů
△Inadequate or intermittent interventions and enrichments are available to impact achievement.	
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	Ensu	ring a Focus on Learning	1	2	3	4	5	
		Providing Conditions for an Optimal Learning Environment: We						
	l L	expect all learning environments to be safe, respectful, and engaging						
	١.	while supporting a climate of high expectations for social emotional						
		learning.						
		Examining Learning Practices: We provide opportunities for teachers						
	M.	to examine homework, grading, report cards, etc. to ensure there is						۳,
		clarity and consistency across all classrooms, teams and schools.						
- 4		Judging Quality Work: We expect all teachers to clarify the criteria by						0.0
	N.	which they will judge the quality of student work and practice applying						ım
		those criteria until they can do so consistently.						W
		Providing Training and Support: We provide sufficient training and						ш
	0.	follow-up support to assist teachers with expectations in the alignment						
		of assessments, and instruction within a standards-driven curriculum.						
		Organizing and Allocating Resources: We organize and allocate						
	P.	resources of people, time and money with a focus on learning as						
	l	opposed to a focus on teaching.						

n	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	HITTE	-	
△The district performance in mathematics is not as strong as it could be if there was a full-time, district-level Curriculum Director.		-	
△There is a lack of clarity and consistency around homework, grading, and success criteria across schools, grade level teams and district.		-	
△There is a need for highly-qualified intervention support.		_	
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Possible Next Steps	HITTE	-	
>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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	AThe district performance in mathematics is not as strong as it could be if there was a full-time, district-level Curriculum Director.  AThere is a lack of clarity and consistency around homework, grading, and success criteria across schools, grade level teams and district.  AThere is a need for highly-qualified intervention support.  CCCA Mathematica Audit - 1802.02.202 22  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.	AThe district performance in mathematics is not as strong as it could be if there was a full-time, district-level Curriculum Director.  AThere is a lack of clarity and consistency around homework, grading, and success criteria across schools, grade level teams and district.  AThere is a need for highly-qualified intervention support.  CCCA MARGINIAGE AND LACE ZEE  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.	AThe district performance in mathematics is not as strong as it could be if there was a full-time, district-level Curriculum Director.  AThere is a lack of clarity and consistency around homework, grading, and success criteria across schools, grade level teams and district.  AThere is a need for highly-qualified intervention support.  CCCON MARKET MACE MACE TOO TOO  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.

### 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.

	Processing the Report		
	What resonated with you from the findings?		
	• What surprised you in the findings?	7:	
	• 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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