

ATTACHMENT NO. IX-A

ATTACHMENT NO. IX-A: Curriculum Audit

Potential motion: Move to approve to approve the Curriculum Audit by Consortium for Educational Change

Recommended action: Approve the motion.

Rationale for a Curriculum, Instruction, and Assessment Audit:

A curriculum, instruction, and assessment audit examines the extent to which there is alignment between the delivery of instruction, standards, and student performance measures. An audit 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. Such a system enables the district to make maximum use of its human and financial resources in the education of students. The goal of the study is to discover the degree of alignment that exists and to make recommendations that may be implemented to improve instruction and, in turn, student academic performance.

A curriculum, instruction, and assessment audit will address several questions: ⇒ To what extent are all levels of leadership supporting and monitoring achievement of the district's curriculum?

⇒ To what extent are all levels of leadership supporting and monitoring implementation of the district's curriculum? ⇒ To what extent are there clear expectations for students and teachers?

⇒ To what extent do instructional practices align with district goals and expectations? ⇒ To what extent is there alignment between content standards and the student assessment system?

⇒ To what extent and how effectively is assessment used to guide curricular and instructional decision making?

⇒ To what extent are parents/guardians/families included in the educational process?

In order to assess a district's systems, auditors will utilize three data sources: documents, interviews, and school/classroom observations. Auditors evaluate these areas to determine if there is a relationship between the written curriculum, the materials being taught, and the skills being assessed.

Time Frame: Fall of 2018

Total Cost: \$18,050 (3 days)



Curriculum, Instruction, Assessment Audit Overview

Overview of an Audit

Any major project should begin with a careful assessment of where you are at the present time, and should include an assessment of progress and possible next steps as the work evolves. When the project involves curriculum, instruction, and assessment, the process is called a Curriculum, Instruction, and Assessment Audit. The audit is a systematic evaluation of the curriculum, instruction, and assessment structures, processes, and products in place at the time of the audit.

Rationale for a Curriculum, Instruction, and Assessment Audit

A curriculum, instruction, and assessment audit examines the extent to which there is alignment between the delivery of instruction, standards, and student performance measures. An audit 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. Such a system enables the district to make maximum use of its human and financial resources in the education of students. The goal of the study is to discover the degree of alignment that exists and to make recommendations that may be implemented to improve instruction and, in turn, student academic performance.

A curriculum, instruction, and assessment audit will address several questions:

- ⇒ To what extent are all levels of leadership supporting and monitoring *achievement* of the district's curriculum?
- ⇒ To what extent are all levels of leadership supporting and monitoring *implementation* of the district's curriculum?
- ⇒ To what extent are there clear expectations for students and teachers?
- ⇒ To what extent do instructional practices align with district goals and expectations?
- ⇒ To what extent is there alignment between content standards and the student assessment system?
- ⇒ To what extent and how effectively is assessment used to guide curricular and instructional decision-making?
- ⇒ To what extent are parents/guardians/families included in the educational process?

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The Audit Process

- Auditors will review current policies, processes, implementation of curriculum, instruction, and assessment, support for curriculum, instruction, and assessment, and results of teaching and learning.
- Auditors will collect data through the self-assessment completed by staff, focus group interviews, classroom observations, and document analysis on implementation of the curriculum, instruction, and assessment practices.
- Once all of the necessary data is collected, the auditors will summarize the data and produce a final report that identifies strengths and opportunities for improvement. The report will include identification of suggested priority needs.

Professional Learning Community Framework: Focus on Learning

The audit process utilizes the research base of the Professional Learning Community (PLC) framework. The component addressed most strongly within this audit is the Focus on Learning component. The Focus on Collaboration component is touched upon within the audit, but it is not the main focus of this process. The third component of the PLC framework is Focus on Results; again, this component is lightly addressed but not a focus in this audit.

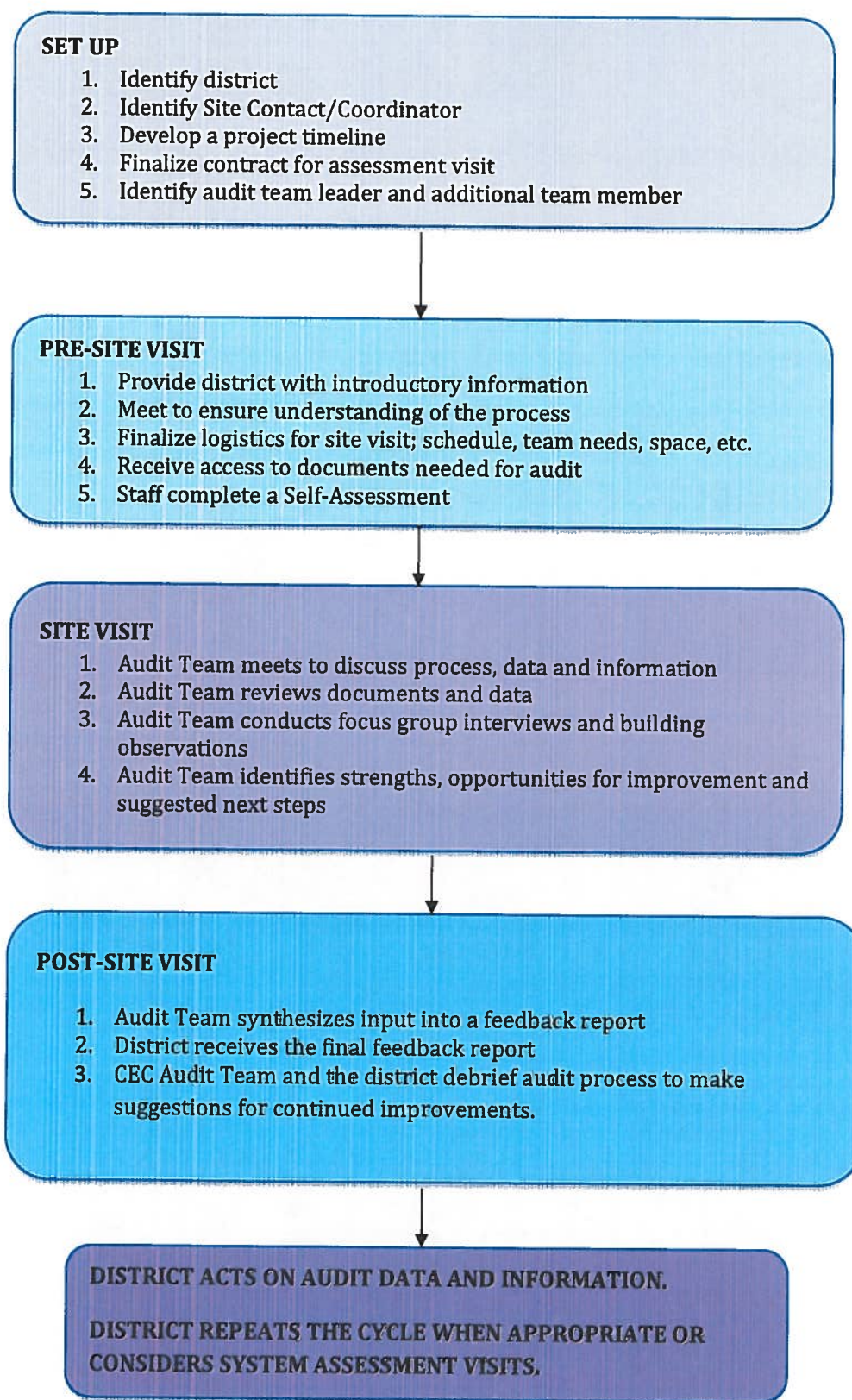
The following table identifies the sixteen elements within the Focus on Learning component of the PLC framework. Each of these components will be examined through the audit process.

Focus on Learning: We acknowledge that the fundamental purpose of our district is to help all students achieve high levels of learning and therefore we are willing to examine all of our practices in light of their impact on learning.	
<i>A Guaranteed and Viable Curriculum</i>	
A.	<i>Establishing the Curriculum:</i> 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.	<i>Executing the Curriculum:</i> 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.	<i>Clarifying and Communicating the Curriculum:</i> 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.
<i>System of Assessments</i>	
D.	<i>Defining the Assessment System:</i> 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.	<i>Assessing what each student knows and needs to learn next:</i> 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.
Instruction: Differentiation, Interventions and Enrichments	
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.
Support: Ensuring a Focus on Learning	
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.

Adapted from *Aligning Districts As PLCs*, Van Clay, Soldwedel and Many: Solution-Tree, 2011

CEC Curriculum, Instruction, and Assessment Audit Process



Option One – 2 DAY Audit					
On-Site Audit Days	Consultants Needed	Costs	Overnight Stay	Costs	TOTAL COSTS
2 days On-Site	6	2475 x 6 = 14,850	1	6 x 100 = 600	\$15,450
1 day Off-Site	2	2400 x 2 = 4,800			\$4,800
½ day On-Site	2	1275 x 2 = 2,550			\$2,550
TOTAL COSTS					\$22,800

Option Two – 3 DAY Audit					
On-Site Audit Days	Consultants Needed	Costs	Overnight Stay	Costs	TOTAL COSTS
3 days	4	2475 x 4 = 9,900	2	8 x 100 = 800	\$10,700
1 day Off-Site	2	2400 x 2 = 4,800			\$4,800
½ day On-Site	2	1275 x 2 = 2,550			\$2,550
TOTAL COSTS					\$18,050