Curriculum Management Audit

A Report to the Columbus City Schools Board of Education

COLUMBUS CITY SCHOOLS

May 5, 2020

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Important Points of the Audit Process

1. Curriculum Management Audit
2. Exception or Deficit Report
3. System Audit

On-site Visit

December 2-6, 2019

- ❖ 15 on-site auditors
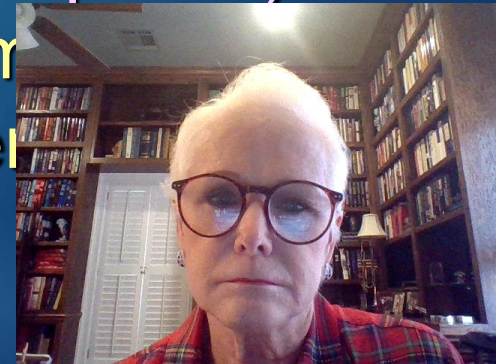- ❖ 3 off-site auditors

The Purpose of the Audit

❖ **The curriculum management audit provides the district's internal and external stakeholders an objective look at how well their system is doing in the core business of teaching and learning when benchmarked against research-based standards. (FINDINGS)**

❖ **The audit also identifies what the district must to do to improve. . . in specific terms. (RECOMMENDATIONS)**

Major Data Sources
(Triangulated)

- DOCUMENTS: (500+) policies, memoranda, plans contracts, meeting minutes, curriculum guides

- INTERVIEWS--face-to-face (187) and online surveys (1176): key participants in curriculum design and delivery focusing on interrelationship among documents and implementation

- SITE VISITS: 836 classrooms on 61 campuses) observation of the context for curriculum noting potential discrepancies and other affecting delivery

BASIC CONSTRUCT
of the AUDIT

Written Curriculum
(the work plan)

Quality
Control

Teaching
(the work)
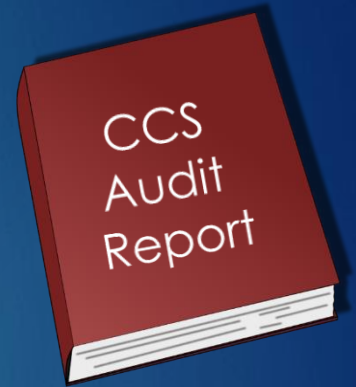
Testing
(work measurement)
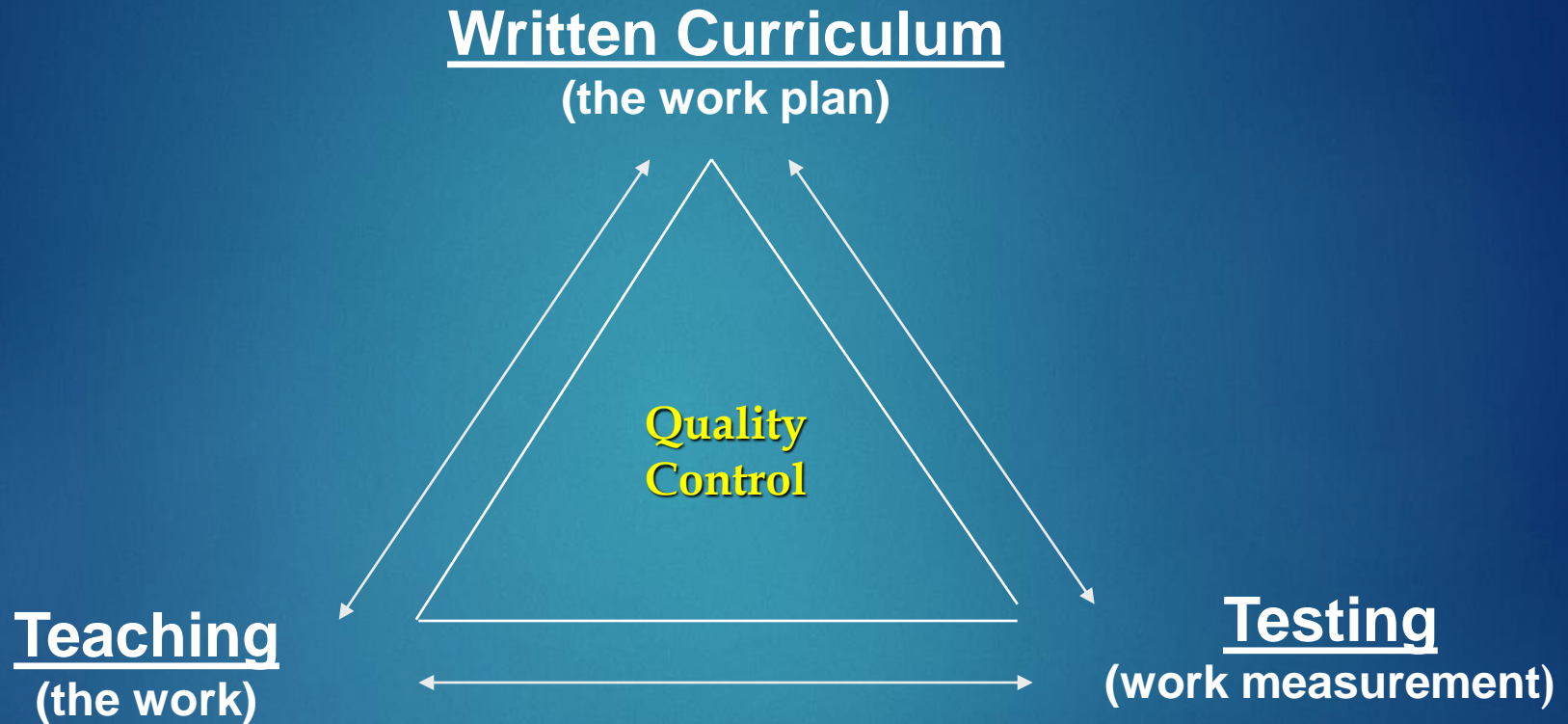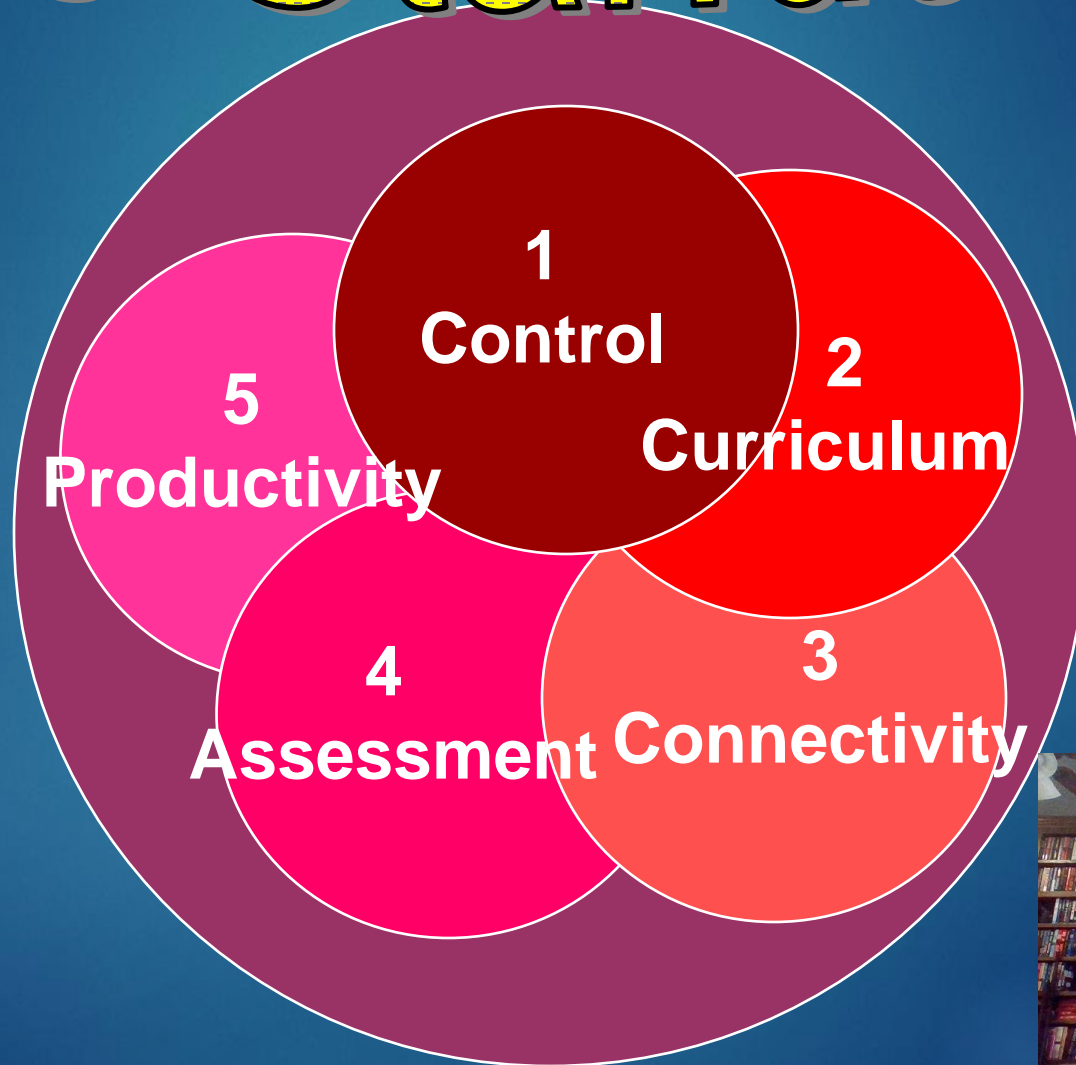
Overarching Audit Questions

1. **Does it exist? (e.g., policies, planning, curriculum)**
2. **How good is it? (based on audit quality standards)**
3. **Is it used? (by employees)**
4. **Has it made a difference** student achievement)

Columbus City Schools Audit Report

❖ **17 Findings in 5 Standards**

❖ **7 Recommendations**

▶ Presented in order of importance

▶ Based on multiple findings

▶ Presented in two parts:

  ▶ Governance

  ▶ Administration

▶ Include specific action strategies a formats

▶ Provide a general time range for impler

Standard 1 - Control
3 Findings

1. **BOARD POLICIES** and **ADMINISTRATIVE GUIDELINES** do not provide comprehensive control over all functions of curriculum management.

REC: **Adopt new or revise existing policies; develop additional administrative guidelines; r renegotiate CEA agreeme**

Standard 1 - Control

2. Organization of **HUMAN RESOURCES** does not adequately or efficiently deploy the district's greatest resource, PEOPLE.

REC: **Create quality job descriptions for all; revise personnel organizational structure**

Standard 1 - Control

3. PLANNING is in transition; some important PLANS are missing; and most existing plans are inadequate to serve as road-maps for improvement.

REC: **Institutionalize a clear planning process; develop a long-range plan; require aligned department and campus plans**

Standard 2 - Direction
3 Findings

1. Curriculum PLANNING is incomplete (missing elements)—No plan

REC: Develop and implement a Curriculum Management Plan

Standard 2 - Direction

2. **SCOPE** of written curriculum is only partially complete; **MINIMUM QUALITY** is inadequate; and **USE** is marginal.

3. **INTERNAL ALIGNMENT (Deeper Quality)** between strategies and objectives and Ohio standards is inconsistent.

Standard 2 - Direction

REC: **Develop high quality curriculum guides for every course taught at every grade level; Expect teachers to use them as a primary guide in their teaching.**

Standard 3- Connectivity and Equity
4 Findings

1. **INSRUCTIONAL PRACTICES** do not meet district expectations; **MONITORING** expectations are not defined and, therefore, are fragmented.

Standard 3- Connectivity and Equity

REC: **Determine and communicate teaching expectations; train and hold teachers accountable for those expectations and teaching to mastery; develop and institutionalize written expectations for monitoring curriculum delivery.**

Standard 3- Connectivity and Equity

2. **STUDENT WORK** was generally aligned in content, but at low cognitive and student engagement levels.

REC: Incorporate aligned (content and cognitive type) and engaging student work activities within the written curriculum

Standard 3- Connectivity and Equity

3. **INEQUALITIES** and **INEQUITIES** across the district are barriers to student learning.

REC: Develop an aggressive process of <u>preventing</u>, as well as identifying and eliminating <u>existing</u> inequalities and inequities

Standard 3- Connectivity and Equity

4. The design and delivery of services for **ENGLISH LEARNERS** is inadequate to provide equitable learning experiences.

REC: Develop and implement a comprehensive, researched-based plan for the delivery of services to EL students

Standard 4 – Feedback
4 Findings

1. **ASSESSMENT PLANNING** is insufficient to guide assessment processes—No plan

REC: Develop and implement an Assessment Plan

Standard 4 – Feedback

2.   The SCOPE of ASSESSMENT is incomplete, and alignment of existing assessments with Ohio Learning Standards is inconclusive.

REC: Create and administer <u>aligned</u> assessments for every course taught at every grade level

Standard 4 – Feedback

3. A formal process for **USING ASSESSMENT DATA AS FEEDBACK** has not been institutionalized; therefore, efforts are fragmented and fail to attain the intended purpose.

REC: Establish written expectations for the use of data as feedback for improvement; train teachers in the process; and monitor implementation

Standard 4 – Feedback

4. ASSESSMENT TRENDS reflect small increases over the last four years, but performance remains below the state and districts of similar demographic characteristics.

REC: Implement audit recommendations and monitor increased improvement over time via <u>trend analysis</u>; report yearly to the public

Standard 5 – Productivity
3 Findings

1. The district does not actively pursue improved PRODUCTIVITY.

    REC: Establish a philosophy related to productivity; tighten existing policies related to program evaluation and professional development

Standard 5 – Productivity

2. The district's annual **BUDGETING PROCESS** is not based on cost-benefit data.

REC: Revise policies related to budget development and move toward a performance-based budgeting process for increased productivity and equity

Standard 5 – Productivity

3. The quality and utilization of **LEARNING ENVIRONMENTS** across the district are inconsistent, creating inequalities as well as inequities for some students.

REC: Revisit and revise the district's long-range facility plan to address equality and equity in learning environments

Board's Role. . . .

- **1. With input from Dr. Dixon, decide next steps— which recommendations to implement and in what order. Incorporate these efforts into your new Strategic Plan.**

- **2. Adopt new and/or revised policies to provide clear direction for all curriculum management issues.**

- **3. Fund, through the budgeting process, recommendations requiring monetary investment.**

- **4. Charge the superintendent to get the work done and monitor progress via scheduled reports to the board.**